



Developing and Validating an EFL Teacher Imposed Identity Inventory: A Mixed-methods Study

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Abstract

Teacher-others relationship is one of the main features of teacher identity. As an aspect of this relationship, in some educational contexts, teachers experience imposition in their workplace. As there is no survey tool to measure imposed identity, the present study developed a questionnaire based on the relevant literature and interviews with 44 EFL teachers, resulting in a 45-item questionnaire which was disseminated among 450 EFL teachers. An exploratory factor analysis of responses of EFL teachers yielded eight factors, namely: (1) Instructional, assessment, and interpersonal expectations imposed by managers and Supervisors, (2) Teacher professional responsibilities expected by stakeholders in the institute and the family, (3) Restrictions imposed on classroom discussion topics, dress code, and new technologies, (4) Suitability of teaching profession as perceived by the family, (5) Teacher responsibilities as expected by learners' parents, (6) Gender stereotypes imposed by colleagues and the institute, (7) Learners' and their parents' instructional expectations, and (8) Observational and gender perceptions imposed by supervisors and managers. This study revealed the multi-dimensional nature of imposition in relation to which elements of identity change and harmonize under the influence of individual, contextual, and socio-cultural forces. The results of the study suggest that this scale is a reliable and valid measure of EFL teacher imposed identity. The findings can help researchers understand in what ways identity may be imposed and how it may change. Supervisors, institute managers, EFL teachers, and stakeholders can find the results of this study beneficial considering the fact that identity shaped and reshaped will certainly lead to a better EFL context for teaching and learning a foreign language.

Keywords: EFL Teachers, Exploratory Factor Analysis, Imposed Identity Questionnaire

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1. Introduction

It is more than 50 years that the concept of 'identity' has been investigated by researchers from various perspectives (Barkhuizen, Benson, & Chik, 2013; Beijaard, Meijer, & Verloop, 2004; Farrell, 2017). Kumaravadivelu (2012) pointed out that professionals have little agreement on the real constitutes of identity and the way it is actually shaped and reshaped; however, he concluded that teachers could not easily understand their teaching self unless they entirely understood their own identities, values, and beliefs. Teachers need to give meaning to their relationships with others, which is related to their professional identity. However, many researchers (e.g., Richards, 2017; Van der Want et al., 2015; Varghese, Morgan, Johnston, & Johnson, 2005) revealed that not all teachers could successfully give a positive meaning to their relationships with others. The studies on teacher-others relationships (Wubbels, den Brok, van Tartwijk, & Levy, 2012) and also on professional identity indicate that teacher-others relationship and identity can be reshaped over time with an extreme change at the onset of the profession and minor changes in the later phase of the profession (Beijaard et al., 2004; Eilers, Veldman-Ariesen, Haenen, & Van Benthem, 2012).

The present study focuses on the aim that a standard scale for assessing EFL teachers' imposed identity can serve a crucial role in helping explore teachers' imposed identity and offer them insights as to adopting a more strategic approach to achieve professionalism in the field. Also, the point of this study is to examine how teachers of English in Iran's EFL contexts negotiate and manage their imposed identity. Moreover, since the researchers have found no existing research using a questionnaire for imposed teacher identity, such research is considerably demanded in order to promote the quality of education related to EFL teachers' identity. The present study utilized a sequential mixed-methods approach to develop a reliable and valid questionnaire for Iranian EFL teachers with regard to imposed identity.

2. Literature Review

2.1. Identity

The term "identity" has been defined differently over the years undergoing the shift from the mere focus on the individual towards the emphasis on the role of both individual and social contexts where the person lives (Farrell, 2017). Currently, the ubiquitous concept of identity is the one which is evolving and flexible with the proliferation of new categories which emerge in various social contexts (Barkhuizen et al., 2013). However, what is common among all definitions is that identity is considered not as a fixed feature but as a dynamic process (Beijaard et al., 2004). In fact, it is the

response to the questions of “Who am I at the moment?” and “Who do I want to become?”. Identity is seen as relational, negotiated, and transitional concept. Identity is not considered as a unitary concept anymore but as a multifaceted notion addressing a variety of dimensions such as social identity, cultural identity, and ethnic identity (Miller, 2009). Thus, identity is perceived to be dynamic, multifaceted, and evolving over time. In fact, it is a construct which is shaped both individually and socially. Therefore, it is reshaped through one’s interaction with various social contexts (Richards, 2017).

One’s identity is evolving and subject to change through different experiences, and individuals are constantly constructing and reconstructing their identities (Pennington & Richards, 2016). Pennington and Richards defined “teacher identity” as an ongoing construct that is formed by the teaching context. In other words, instructional contents, teaching methods, and the targeted students in a particular context are influential factors in shaping new teacher identities. Therefore, some prospects of teacher identity will constantly be changeable.

Corresponding to these assertions, Varghese et al. (2005) proposed two dimensions for teacher identity. First, it is individual as it involves the teacher’s image of self in teaching profession. Second, it is social as teacher identity is negotiated, constructed, and re-constructed in the social context. According to Barkhuizen (2017), teacher identities can be characterized cognitively, socially, emotionally, and ideologically. Canagarajah (2017) believes in the diversity of language teachers’ identity which stems from individual teacher’s own knowledge, attitude, and personal practice of teaching. Also, identities are considered in interaction of teachers with others when they reconstruct their world of teaching through exchanging their experiences (Farrell, 2013). If teachers consciously reflect on the several roles they participated in or were given to them by others they could set up the procedures of trying to realize who they were and who they wanted to become (Farrell, 2013). Moreover, there is further evidence that documented the developing and validating questionnaires of teacher identity (Dastgoshade, 2018; Karimi & Norouzi, 2019; Sadeghi & Sahragard, 2016) which provide a strong motivation is supposed to be related to teaching and teacher's identity development in the text of Iran.

Overall, the dominant view of identity, according to recent theoretical frameworks, is as follows: “(1) Identity as multiple, shifting, and in conflict; (2) Identity as crucially related to social, cultural, and political context; and (3) Identity being constructed, maintained, and negotiated primarily through discourse” (Varghese et al., 2005, p. 35). Correspondingly, in this area,

identity includes how people delineate themselves to themselves and to others (Lasky, 2005).

2.2. Imposed Selves

Imposed selves, which are possible and external, are defined as representations of others' desires, intense aspirations and expectations of what each individual must deal with, several numbers of reactions based on many of social community contexts in a way that individual functions (Taylor and Seale, 2013).

As imposed identity indicates, it originates outside the individual's volition and has only an indirect relationship with one's personal hopes. The different conditions in which each person performs as a social being make various expectations about that person's behavior that is different imposed selves. Moreover, EFL teachers with a very strong imposed self would not have the chance to develop their own chosen strategy, being perhaps inclined to represent the expected role superficially without using genuine capability, to use the little effort as possible, to see failure as a threat to self-worth as it would display low ability, and to attribute results to forces outside one's reach (Taylor and Seale, 2013).

2.3. Research on Language Teacher Identity

EFL teachers do not passively accept their imposed identities and social roles but go through an intense process of identity conflict, fragmentation, accommodation, negotiation, and renegotiation in order to shape their own positionalities and identities. Initial studies focused on identity in the context of the different roles individuals had in life, both personally and professionally (Mead, 1934).

In Wenger's (1998) article, which addresses the inability to negotiate, identities can occur under asymmetrical power relations by causing nonparticipation and marginalization. In insisting on the power-laden nature of language and identity, Pavlenko and Blackledge (2003) propose three types of identities: *imposed identities* (non-negotiable identities in a particular context), *assumed identities* (accepted and non-negotiated identities), and *negotiable identities*. Similarly, emphasis on the active negotiation and renegotiation of language learners and teachers' identities can be found in other empirical studies (e.g., Canagarajah, 2004; Ortaçtepe, 2015; Zacharias, 2010). Recent studies have captured language learners'/teachers' resistance against imposed ideological labels.

A number of studies have been done in the context of Iran with a focus on Iranian English teachers' identity. Khoddami (2011) investigated Iranian female teachers' identity formation from a feminist post-structuralist perspective through examining their narratives. It was found that the teachers

were involved in a continuous process of adjustment and adaptation coupled with resistance and that the nature of their professional discourse was normative, disciplinary, and individualizing. Pishghadam and Sadeghi (2011) investigated the extent to which Iranian EFL teachers preserved their home culture by checking the effect of six factors, namely marital status, gender, length of being bilingual, knowing other languages, length of teaching experience, and age, on English language teachers' home culture attachment. The results indicated that age, marital status, and knowing another language had a significant impact on teachers' cultural identity while gender and length of teaching experience did not.

Focusing on teachers' professional identity, Sarani and Najjar (2013) examined how a community of practice can shape and reshape the identity of its individuals by comparing English and Arabic communities of practice in terms of the situated learning activities they provide for EFL teachers to develop their professional identity. Analysis of data revealed significant differences between these two communities of practice and the way they contribute to the process of identity formation. Masoumpanah and Zarei (2014) investigated the ways the notion of English as an International Language (EIL) interacts with Iranian language teachers' identity and their perception of professional competence through the use of questionnaires and in-depth interviews. The results revealed that Iranian teachers felt obliged to stick to Standard English and did not accept the notion of EIL in their teaching practice. In a similar study, Zabetipour and Baghi (2015) investigated the effect of teachers' length of experience in English language teaching on their cultural identity in the context of Iran. Another study examined how EFL teachers in Iran handle the conflicts of identity that emerge within their contexts. Analysis of the data revealed that EFL teachers face conflicts beyond their personal values and external expectations (Eslamdoost, King, & Tajeddin, 2019).

In view of the gap in the literature, the motive behind the current study was to complement the qualitative strand with a quantitative module to provide a broader picture of the concept of teacher-imposed identity. The present study attempted to answer the following research question: What are the core components of EFL teacher imposed identity?

3. Method

3.1. Participants

Convenience sampling was used and a total of 450 Iranian EFL teachers participated in the first and second phases of this study (Tables 1 and 2). The participants of the study were novice (up to 3 years of teaching) and experienced (more than 5 years of teaching) English language teachers.

Among them, approximately half were male and half were female and their age range was divided into young (20-40) and middle age (41-67). They held BA, MA, or PhD degrees. In addition, they were from different language institutes in the context of Iran.

A sample of 44 teachers, including experienced and novice teachers, participated in semi-structured interviews. Additionally, two university professors as teacher education experts took part to review and finalize interview questions. Through a convenience sampling procedure, other teachers who were chosen to participate in this study comprised (1) 7 experienced teachers involved in item assessment; (2) 5 experienced teachers in initial piloting; (3) 30 novice and experienced teachers involved in test-retest reliability by giving the same test twice to the same people at different times to see if the scores are the same; and (4) 12 novice teachers in the read-aloud stage to ensure that the teachers understood the items in terms of language and content.

In order to arrive at a clearer view of the construct, the authors developed a tentative categorization of the items from the qualitative phase. These items formed the general construct of the questionnaire. Because the early version of the questionnaire had to be examined in a pilot study, 50 teachers participated in Piloting the questionnaire. After all participants' opinions were applied, the modified version of inventory was generated.

Finally, the modified version of the inventory consisting of 45 items was used for statistical validation. To do so, 300 teachers filled out online questionnaires developed as Google forms, which were sent out via email, Telegram, and WhatsApp, and some of the teachers took the print copies. After several follow-ups, we received 235 Questionnaires that were considered as appropriately completed. Tables 1 & 2 outline the participants' demographic information.

3.2. Instruments

To develop and validate an EFL teacher-imposed identity scale, this study utilized a sequential exploratory mixed methods approach which is one of the most frequently advocated procedures for designing a new questionnaire and is routinely used when researchers are trying to build a new instrument (Hashemi and Babaii, 2013). Additionally, from a socio-cultural perspective, a closer look at teacher-imposed identity through a quantitative lens sheds light on several aspects of teacher-imposed agency at both individual and collective levels (Hokka, Vahasantanen, and Mahlakaarto, 2017). The use of this quantitative instrument, together with appropriate qualitative strategies in a mixed methods design, can yield insights into how teacher identity can influence or be influenced by teacher. Accordingly, this study was organized in two consecutive phases. First, in the early

questionnaire development stage, qualitative data were collected and analyzed. This phase informed the second phase in which the quantitative strand was implemented for the purpose of validating the instrument.

Table 1

Demographic Information of the Participants

	Gender		Age	
	Male	Female	20-40	41-67
No.	210	240	255	195
Total	450		450	
	Educational level			PhD
	BA	MA		
No.	189	225		36
Total	450			
	Teaching Experiences			
	Up to 3 years		More than 5 years	
No.	208		242	
Total	450			

Table 2

Demographic information of different phases.

	Providing interview questions	Interviewing
No.	2	44
	Initial piloting	Item assessment
No.	5	7
	Test-retest	Piloting
No.	30	50
	Read aloud stage	Filled out online questionnaire
No.	12	300
	Total	
	450	

3.2.1 Semi- Structure Interview

Two data-gathering instruments were used in this study. First, having reviewed the related literature on identity in general and imposed identity in particular, the researchers developed interview questions to elicit the required data for the purpose of this study. Next, semi-structured interviews were conducted with 44 teachers in an attempt to gain an in-depth understanding of teachers' perspectives on their imposed identity. Additionally, all of the interview questions addressed the likely relationship between teacher-imposed identity based on their gender and experience in relation to six different categories (families, supervisors, managers, institutes, colleagues, learners, and learners' parents). To ensure the credibility of the questions, the interview questions were examined by experienced researchers in ELT in terms of content and wording. Each interview lasted between 20-60 minutes

and all 44 audios were recorded and transcribed to be coded and analyzed. As the qualitative phase of the present study was small-scale, this study sought to provide an additional data source.

3.2.2 Questionnaire

Those perspectives extracted from the literature reviews and interviews included experienced and novice EFL teachers in relation to themselves as individuals (Abu-Alruz & Khasawneh, 2013) and as teachers (Cheung, 2008), in relation to their learners (Abu-Alruz & Khasawneh, 2013), in relation to their colleagues (Abu-Alruz & Khasawneh, 2013), in relation to their learners' parents (Cheung, 2008), in relation to their workplace (Abu-Alruz & Khasawneh, 2013; Cheung, 2008), in relation to the community of practice (Abu-Alruz & Khasawneh, 2013), in relation to the materials (Tomlinson, 2001), and in relation to the wider society in which they live (Sutherland, Howard, & Markauskaite, 2010). A five-point Likert scale was adopted for the current study. Therefore, five options were assigned as the response format (*1= not true of me, 2= slightly true of me, 3= about halfway true of me, 4= mostly true of me, 5= true of me*).

3.3. Data Collection Procedure

In the next step, in order to proofread the items and check the face validity of the first draft of the questionnaire, seven experts helped. In addition, due to improving items readability and for the aim of initial piloting of the draft instrument, 12 EFL teachers were invited to respond and give feedback on the items which were not easy to understand. Next, test-retest was administered to the same respondents during a one-week interval to see if the scores were the same. It indicates the results of successive measurements of the same measure carried out under the same conditions of measurement. The result of test-retest reliability that was examined in the piloting stage of this study (n=30) was .92. Then, the newly-developed questionnaire was piloted on 50 Iranian EFL teachers. This initial pool of items was sent to five TEFL specialists and they were asked to mark any items whose wording could be improved, whose meaning was ambiguous, and whose inclusion was unnecessary. After taking experts' opinions toward the extent to which the questionnaire items were representative of teacher imposed identity, a few number of items were eliminated and some others were also modified to avoid ambiguity. Consequently, after piloting the questionnaire items were shortened from 85 to 45 items.

In the second phase of data collection, the developed items were administered to 300 Iranian EFL teachers who taught English at different institutes through hard copies, emails, WhatsApp, and Telegram. Of the 287 instruments answered by the respondents, 52 questionnaires were eliminated

because of a great number of missing items. Subsequently, 235 questionnaires were used in exploratory factor analysis.

3.4. Data Analysis

The Content Analysis method was used to analyze the interview transcripts in this phase. According to the research questions as well as the literature review, a number of content categories were determined and the text was codified based on these categories. The methodology adopted for transcription of the data was a combination of tape recordings' analysis and partial transcription in which the researchers took notes while listening to the recordings and also prepared a partial transcription of the most critical and relevant sections. Moreover, the approach which was used in coding the data was mostly deductive using major categories elicited from the literature and interviews. And it was also inductive, identifying the notions that constructed these categories as they elicited from the data. In so doing, the themes and categories were identified, labeled, and linked to the primary categories collected from the literature. Finally, following the above-mentioned processes, the significant categories surfaced from the transcribed data.

In short, all the items included in the questionnaire were formulated based on the results of the content analysis of the interviews, literature review, and expert opinions. Although these items are not the final ones, it is necessary to display them for their relevance to the concepts in the literature. The patterns were classified, and some general categories were created which were checked against the initial ones. This item gathering step brought about an initial pool of 85 items which were lessened to 68 items after removing unneeded items. Overall, 45 items were extracted. For the sake of more systematicity and coherence, these items were then classified under the important agents of impositions such as family, managers, supervisors, colleagues, learners, and learners' parents. Then, exploratory factor analysis (EFA) was run to determine the construct validity of this scale.

Attempts were made to ensure the Face validity, content validity, and construct validity of the questionnaire. Face validity of the questionnaire was increased via using a good and orderly layout. Moreover, content validity was met through experts' feedback. It is worth mentioning that the content validity and the face validity were considered before going through the pilot phase of the questionnaire and calculating the reliability. Finally, to achieve construct validity of the questionnaire, exploratory factor analysis was employed.

4. Results and Discussion

4.1. Results

To explore the underlying factorial structure of the imposed identity scale, its 45 items, on a 5-point Likert scale, were subjected to exploratory factor analysis (EFA), with the factor extraction method being principal axis factoring (PAF) along with an oblique rotation method of promax. In this analysis, PAF was chosen, given the fact that it would result in a factorial structure in which common variance is accounted for and unique variance and error variance are removed (Tabachnick & Fidell, 2013). This was conducted with the goal of maximizing the extracted variance (i.e., representing the maximum amount of data in the scale), and that PAF is very robust to departures from some data structure requirements of EFA.

Before conducting EFA, the appropriateness of data structure for its implementation was examined. First, the normality assumption of the data was checked through examining the skewness and kurtosis measures of the items, with all of them being between -2 and +2 (see Table 3). Accordingly, based on Tabachnick and Fidell's (2013) recommendations, the data met the assumption of normality. Second, the Kaiser-Meyer-Olkin measure was exploited to evaluate the sampling adequacy (sample size) for the analysis. Moreover, KMO was 0.86, far exceeding the recommended value of 0.6 (Field, 2009). Finally, Bartlett's test of sphericity was $X^2(990) = 5546.65$, $p < .01$, signifying that correlations between items were adequately large for conducting EFA.

Based on EFA, with its extraction method of PAF, an 11-factor structure emerged (see Table 4); this factor structure was based on Kaiser Criterion. Having inspected the structure matrix more closely (see Table 4), we witnessed that three factors were indicated by two or less than two items. Based on Meyers, Gamst, and Guarino's (2013) recommendations, there should be, at minimum, three items per factor for it to be a strong construct. Hence, all the three factors, which had two or one items, were removed from the analysis, since they were not sufficiently represented by the items (i2, i1, i32, and i21, see Table 3).

Table 3

Descriptive Statistics of Items in Developing and Validating Imposed Identity Questionnaire (N = 234)

	Min	Max	Mean	SD	Skewness	Kurtosis		
					Measure	Std. Error	Measure	Std. Error
i1	1	5	1.32	0.93	0.90	0.16	1.21	0.32
i2	1	5	1.48	0.95	0.18	0.16	1.08	0.32
i3	1	5	2.13	1.43	0.99	0.16	-0.45	0.32
i4	1	5	2.62	1.50	0.36	0.16	-0.34	0.32
i5	1	5	2.47	1.56	0.50	0.16	-0.34	0.32
i6	1	5	2.24	1.50	0.74	0.16	-1.00	0.32
i7	1	5	2.44	1.41	0.48	0.16	-0.11	0.32
i8	1	5	2.33	1.57	0.69	0.16	-0.11	0.32
i9	1	5	2.62	1.45	0.31	0.16	-1.32	0.32
i10	1	5	2.18	1.40	0.88	0.16	-0.62	0.32
i11	1	5	2.53	1.45	0.44	0.16	-1.21	0.32
i12	1	5	1.97	1.40	1.20	0.16	-0.05	0.32
i13	1	5	2.47	1.45	0.54	0.16	-1.12	0.32
i14	1	5	2.53	1.61	0.44	0.16	-0.44	0.32
i15	1	5	2.43	1.48	0.54	0.16	-1.22	0.32
i16	1	5	2.32	1.43	0.62	0.16	-1.05	0.32
i17	1	5	2.06	1.31	0.95	0.16	-0.43	0.32
i18	1	5	2.15	1.46	0.88	0.16	-0.75	0.32
i19	1	5	2.50	1.45	0.52	0.16	-1.06	0.32
i20	1	5	2.68	1.45	0.26	0.16	-1.07	0.32
i21	1	5	2.66	1.52	0.36	0.16	-1.17	0.32
i22	1	5	2.88	1.54	0.08	0.16	-1.50	0.32
i23	1	5	1.66	1.24	0.74	0.16	1.02	0.32
i24	1	5	2.35	1.43	0.62	0.16	-1.04	0.32
i25	1	5	2.21	1.49	0.87	0.16	-0.79	0.32
i26	1	5	2.39	1.48	0.59	0.16	-1.11	0.32
i27	1	5	2.39	1.48	0.70	0.16	-0.94	0.32
i28	1	5	1.75	1.12	1.43	0.16	1.11	0.32
i29	1	5	1.66	1.13	1.14	0.16	1.56	0.32
i30	1	5	1.79	1.27	1.42	0.16	0.65	0.32
i31	1	5	2.34	1.40	0.63	0.16	-1.00	0.32
i32	1	5	2.18	1.36	0.92	0.16	-0.41	0.32
i33	1	5	2.53	1.49	0.46	0.16	-1.22	0.32
i34	1	5	2.10	1.42	1.00	0.16	-0.45	0.32
i35	1	5	2.93	1.40	0.08	0.16	-1.28	0.32
i36	1	5	2.26	1.33	0.70	0.16	-0.73	0.32
i37	1	5	2.68	1.56	0.31	0.16	-0.47	0.32
i38	1	5	1.85	1.19	1.38	0.16	0.98	0.32
i39	1	5	2.50	1.42	0.53	0.16	-1.06	0.32
i40	1	5	2.93	1.53	-0.06	0.16	-1.51	0.32
i41	1	5	2.14	1.30	0.81	0.16	-0.62	0.32
i42	1	5	2.35	1.35	0.70	0.16	-0.70	0.32
i43	1	5	2.39	1.49	0.61	0.16	-1.11	0.32
i44	1	5	2.21	1.37	0.77	0.16	-0.73	0.32
i45	1	5	2.51	1.47	0.48	0.16	-1.15	0.32
Total			2.27	0.70				

In view of this recommendation, we came up with an eight-factor solution which, as it was shown in Table 4, represented 51.07% of common variance, with its eight factors accounting for 26.40%, 5.63%, 4.89%, 3.58%, 3.30%, 2.80%, 2.39%, and 2.09% of that common variance, respectively. It should be pointed out that items 38 and 28 were removed by SPSS from the factor structure as a result of their low coefficients (lower than the cutoff value of .47). Also, an oblique rotation method, promax rotation, was utilized, as we witnessed moderate correlation coefficients among some extracted factors in our preliminary EFA.

Table 4

Total Variance Explained by the Eight-factor Solution

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	12.30	27.33	27.33	11.88	26.40	26.40	9.62
2	2.93	6.52	33.85	2.53	5.63	32.03	7.43
3	2.64	5.86	39.71	2.20	4.89	36.91	6.37
4	2.06	4.59	44.29	1.61	3.58	40.49	2.62
5	1.93	4.29	48.59	1.48	3.30	43.79	5.22
6	1.67	3.72	52.31	1.26	2.80	46.59	5.32
7	1.51	3.35	55.65	1.08	2.39	48.98	5.53
8	1.37	3.04	58.69	0.94	2.09	51.07	4.40
9	1.30	2.88	61.57	0.86	1.91	52.98	1.72
10	1.19	2.65	64.22	0.77	1.70	54.68	1.04
11	1.10	2.44	66.65	0.67	1.50	56.18	3.06

The items that loaded on the same factors (bolded items) in structure matrix (see Table 5) demonstrated that factor 1, with the loading items of 16, 17, 27, 7, 15, 10, 8, 14, 22, 20, 9 and Cronbach alpha of .87, represented instructional, assessment, and interpersonal expectations imposed by managers and supervisors. Factor 2, with the loading items of 39, 13, 33, 6, 37, and 19 and Cronbach alpha of .82, represented teacher professional responsibilities expected by stakeholders in the institute and the family. Factor 3, with the loading items 24, 25, and 26 and Cronbach alpha of .72, implied restrictions imposed on classroom discussion topics, dress code, and new technologies. Factor 4, with the loading items of 4, 3, and 5 and

Factor 5, with the loading items 41, 40, 44, 43, and 45 and Cronbach alpha of .77, represented teacher responsibilities as expected by learners' parents. Factor 6, with the loading items of 29, 30, 31, and 23 and Cronbach alpha of .72, can be said to be gender stereotypes imposed by colleagues and the institute. Factor 7, with the loading items of 42, 35, 36, and 34 and Cronbach alpha of .78, suggested learners' and their parents' instructional expectations. Factor 8, with the loading items of 12, 18, and 11 and Cronbach alpha of .76, represented observational and gender perceptions imposed by supervisors and managers. It should be noted that the internal consistency of the scale as a whole was estimated and Cronbach alpha was .95, which is perfect and certainly higher than the benchmark value of .70.

As stated earlier, the questionnaire items were developed based on seven general themes (family, supervisors, managers, language institute, colleagues, learners, and learners' parents). Close scrutiny of the items and their corresponding factor loadings indicated a different clustering of the items, though. Also, some themes were divided into sub-themes. Thus, some constructs were renamed in a post-hoc manner. We performed the factor renaming independently. The results were then compared to reach a consensus regarding the choice of the most appropriate labels. Table 6 (Appendix) represents the renamed constructs, the corresponding items, and their factor loading.

4.2. Discussion

Utilizing a sequential mixed methods research approach, the present study sought to develop and validate an EFL teacher-imposed identity questionnaire. As the teacher identity questionnaire developed in this study indicates, the participants of the study put the various perspectives of their impositions at the heart of their identity goals. The findings of this study showed that the obligations which teachers are more concerned about fulfilling primarily relate to gaining awareness of self-image by becoming a perfect moral and academic model.

Different items emerged for the imposed identity scale, consisting of factor 1 (represented instructional, assessment, and interpersonal expectations imposed by managers and supervisors); factor 2 (represented teacher professional responsibilities expected by stakeholders in the institute and the family); factor 3 (implied restrictions imposed on classroom discussion topics, dress code, and new technologies); factor 4 (suitability of teaching profession as perceived by the family); factor 5 (represented teacher responsibilities as expected by learners' parents); factor 6 (gender stereotypes imposed by colleagues and the institute); factor 7 (suggested learners' and

their parents' instructional expectations); and factor 8 (represented observational and gender perceptions imposed by supervisors and managers).

The first factor, instructional, assessment, and interpersonal expectations imposed by managers and supervisors, comprises eleven questionnaire items, which include different forms of imposition coming from managers' and supervisors' high expectations and language institute policies. This can be supported by Scotland (2014), who stated that a degree of freedom is needed in the teachers when using extra materials to help them develop their professional identity. Hence, providing more freedom helps teachers know who they are and what they believe in. However, this study can be connected with instructional pressures and different responsibilities that may hinder teachers from following their ideal self-images (Kumazawa, 2013).

The second factor, teacher professional responsibilities expected by stakeholders in the institute and the family, includes five questionnaire items, all of which contain different forms of imposition that have an influence on creating an effective teacher's profession. As Day and Leithwood (2007) state, the teachers' perception of identity is the venue by which they reply, reflect upon, and manage the connection between their educational standards, beliefs, the broader social situation, and policy condition. More specifically, a number of components found in the current study are in line with the general features of professional identity reported in the teacher education literature. For example, establishing effective communication was also reported in Abu-Alruz and Khasawneh (2013) and Cheung et al. (2008).

The third factor, restrictions imposed on classroom discussion topics, dress code, and new technologies, encompass three major questionnaire items, all of which contain different forms of imposition that force teachers follow language institute policies. In fact, identity is a construct which is shaped both individually and socially. Therefore, it is reshaped through one's interaction with social contexts (Richards, 2017). These means of communication have been regarded as influential on people's identity (Thomas, Briggs, Hart, & Kerrigan, 2017).

The fourth construct, suitability of teaching profession as perceived by the family, includes three main questionnaire items, all of which indicate different forms of imposition that teachers enforce teachers to have respectful behavior in interaction with families. This finding of the study is in line with that of Kumazawa (2013), who found that the discrepancies among the different types of selves' teachers might hold result in a negative effect on their motivation. On the other hand, the findings of this study also revealed that the obligations which teachers are more concerned in fulfilling primarily relate to gaining a positive self-image by becoming a perfect moral and

academic model. This is also supported by Scotland (2014), who maintained that teachers are in charge of their own way, no matter the limitations and guidelines that are imposed by others. Also, this study is in line with more recent research on identity which conceptualizes identity as context-dependent and context-producing, in a specific historical event (Norton & Toohey, 2011). A variety of elements like social class, family history, and level of education, family, language, political beliefs, and profession might have a noticeable effect on an individual's cultural identity (Hejazi & Fatemi, 2015).

The fifth construct, representing teacher responsibilities as expected by learners' parents, comprises five questionnaire items, all of which demonstrate concerns about learners' parents' expectation. As the imposed identity questionnaire generated in the current study shows, this imposition lies at the focal point of various aspects of imposition. This substantiates the findings of Kubanyiova (2009), who asserts that what teachers do in the classroom and how they are affected by contextual cues can be approached more systematically if a comprehensive exploration of their different selves is done. Also, this finding supports the issue of being recognized and admired as more effective components for improving teachers' inspirations to teach (Hiver, 2013; Kumazawa, 2013).

Gender stereotypes imposed by colleagues and the institute constitutes the sixth construct consisting of four questionnaire items, which reflect different forms of imposition concerning serving as an effective role model. This finding strengthens Hivers (2013) report on a group of Korean EFL teachers. It found out that every participant in the study had a well-defined ideal language- teacher-self, mainly containing the positive future self-images they liked to possess. Also, this finding confirms the results of previous studies that professional development is a source of a positive future self-image (Cuddapah & Stanford, 2015; Yuan, 2016).

The seventh factor, learners' and their parents' instructional expectations, comprises four questionnaire items, all of which show different forms of imposition that concern interactions between teachers and learners. Teachers' responses to these items substantiate the findings of the study that found if teachers consciously reflect on the several roles they participated in or were given to them by others, they could set up the procedures of trying to realize who they were and who they wanted to become (Farrell, 2013). As attested in other research (e.g., Cheung et al., 2008; Trent, 2015), the results of this study also point to the multi-dimensional nature of teacher identity composed of individual, pedagogical, educational, and social dimensions.

The eighth construct, observational and gender perceptions imposed by supervisors and managers, is a composite of three questionnaire items.

These three components represent the imposition of managerial expectations mostly related to creating an effective teaching atmosphere. Similarly, this is in accord with the findings of some studies done to examine male and female teachers' perception of teaching profession such as Okon and Archibong (2015) as well as Eagly and Wood (2012). It seems that male teachers in different areas of the world do not receive a very positive feedback from the society and that can drastically affect their sense of well-being a teacher (Eagly & Wood, 2012). Analysis of the study (Atila Yildirim, 2013) revealed that teachers perceive supervisors like who mostly look for teachers' errors, do not consider positive behaviors, do not listen to others' idea, and are ineffective since they cannot renew themselves, are not amenable to criticism, think they are omniscient, are rigid, and think their role is to attend that rules are obeyed (Ünal, 2010). Moreover, Sharma, Yusoff, Kannan, and Baba (2011) found that supervisors and managers prefer to punish, dispirit, and offend teachers instead of improving teachers' performances. In another study by Obilade (1992), which investigated the functions of supervisors in school, many teachers claimed that supervisors act like a dictator, behave like an individual who wanted to be overbearing, and think that they are interested in finding errors.

All in all, the eight components of teachers' imposed identity described in this study contribute to our understanding of teacher imposed identity in at least two important ways. First, the current inventory affords evaluation of the multi-factorial construct of teacher social interactions, the evaluation of which was not possible before. Second, this inventory creates a sense of self-awareness for teachers who attend to various aspects of impositions and develop their understanding of social interactions by using the newly designed inventory. As reported in the previous research (e.g., Cheung et al., 2008; Trent, 2015), the items of current study correspond to the individual dimension and address issues such as teacher's personality, patience, self-confidence, self-control, respectfulness, and attitude toward language teaching. The present study indicates that more attention needs to be paid to raising awareness of imposed identity to determine which forms of identity in which content of teaching might be imposed on EFL teachers.

It is noteworthy that this study also gives a more detailed picture of those dimensions (family, supervisors, managers, language institute, colleagues, learners, and learners' parents) of imposed identity and can be seen as more profoundly describing what being a language teacher entails as well as presenting a more realistic picture of what becoming and being an EFL teacher looks like. The results obtained regarding different aspects of impositions indicate that, as a language teacher, one has to be conscious about the different expectations and duties that being a teacher requires. Moreover, EFL teachers need to know more about the relationship with

others, what worries and fears might threaten their identity, and how the gap between the aspirations and expectations might be either motivating or detrimental. By acknowledging the responsibilities and expectations of EFL teachers, supervisors, institute managers, and other stakeholders and also some other possible policies and duties inside and outside the language institute at an early stage, one reduces the amount of conflict arising from the discrepancies between actual and ideal selves. Furthermore, EFL teachers and other educators should recognize that identity is generally a construct which is predominantly context-bound and can be reconfigured in various contexts.

5. Conclusion and Implications

The absence of an instrument to measure teachers' imposed identity prompted the researchers to investigate the current study. To this end, this article delineated the development and validation of a self-report inventory to appraise L2 teachers' imposed identity. In effect, the awareness of various impositions is the essential constituent of teacher-imposed identity development and is necessary to make teachers able to consider this awareness into everyday teaching and learning practices. The scale developed in the present study can help capture a frame of teacher-imposed identity in a district context, assuming that identity involves the enactment and positioning of the self in particular contexts (Pennington, 2015).

The results obtained from the imposed identity responses can offer implications for EFL teachers, supervisors, institute managers, and other stakeholders to have a clearer picture of teachers' imposed identity, thereby making it possible for them to give the correct corresponding response to the requirements of the teaching context. Furthermore, making use of an objective scale can help teachers fine-tune the interpretive subjective nature of their perceptions of teacher imposed identity and achieve intersubjectivity with a balanced view when it comes to negotiating their imposed identities. First, teachers can use this scale for self-assessment purposes to determine their awareness of imposition on their personal and social interactions. Second, supervisors and institute managers can use the imposed identity scale as a diagnostic or consciousness-raising tool. Finally, stakeholders can use the imposed identity scale as a research tool to chart the impact of imposition and to assess teacher-imposed identity awareness. Stakeholders can also use the data obtained from the imposed identity scale to monitor teachers' progress in regulating the various forms of imposition underlying successful L2 teaching.

Although the imposed identity scale was found to have strong psychometric properties as a measure of teachers' belief on different aspects of impositions, it remains as a self-report instrument. As with all self-report

instruments, EFL teachers, supervisors, and institute managers should consider the imposed identity scale as one source of information about the development of teacher identity. Nevertheless, using imposed identity scale can enable and empower EFL teachers to become self-regulated and to better capitalize on the interactional information in the language environment. By being aware of various sources of imposition, EFL teachers can learn how to become better interactors, which ultimately will enable them to become more effective teachers.

Regarding the limitations of this study, it should be noted that the data were elicited from a number of non-native EFL teachers. Therefore, it is suggested that future research can be focused on native English speaking teachers. Also, further studies are needed to provide evidence of impositions on teachers of other languages. Finally, because the aim of this study was to find the factorial structure of an inventory for the various impositions on teachers, other studies can investigate learners' impositions.

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Appendix

Table 6

The Constructs, the Corresponding Items, and Their Factors Loadings

Construct	Questionnaire Items	Factor Loading
instructional, assessment, and interpersonal expectations imposed by managers and Supervisors	16. The institute manager treats me based on his/her own personal attitudes rather than my professional abilities.	.80
	17. The institute manager imposes teaching practices which I do not favour.	.80
	27. The language institute policies force me to be a submissive teacher rather than a teacher with power and agency.	.75
	7. Institute supervisors force me to use prescribed textbooks, methods, and activities without any changes.	.72
	15. The institute manager forces me to give every learner a pass mark despite their inability or failure.	.70
	10. Institute supervisors' high expectations cause negative competition among teachers.	.68
	8. Institute supervisors prohibit me from having an informal relationship with learners.	.66
	14. The institute manager prohibits me from developing my own test items to assess learners.	.63
	22. The language institute expects that I accept all their regulations about teachers' professional manners and behaviours without challenging them.	.62
	20. The language institute policies force me to handle classes which are heterogeneous in terms of language proficiency.	.60
Teacher professional responsibilities expected by stakeholders in the institute and the family	9. Institute supervisors impose that I introduce only topics which match our cultural norms.	.52
	39. The way I regard a teacher's profession and responsibility does not match the one defined by learners.	.79
	13. The way I regard a teacher's profession and responsibility does not match the one defined by institute supervisors.	.65
	33. The way I regard a teacher's profession and responsibility does not match the one defined by my colleagues.	.62
	6. The way I regard a teacher's profession and responsibility does not match the one defined by my family.	.60
	37. Learners insist that I give them a pass mark despite their	.59

	inability or failure.	
	19. The way I regard a teacher's profession and responsibility does not match the one defined by the institute manager.	.58
Restrictions imposed on classroom discussion topics, dress code, and new technologies	24. Although topics such as religion, western culture, and politics may raise interesting discussions among learners, I have to avoid them because of the language institute policies.	.63
	25. The language institute policies force me to follow a prescribed dress code which I do not favor.	.59
	26. Although I like to use new technologies to enhance learning opportunities, the language institute forces the use of available traditional facilities.	.59
Suitability of teaching profession as perceived by the family	4. My family insists that I continue my teaching career because of its secure and safe environment.	.76
	3. My family insists that teaching is a convenient job because I can manage my family responsibilities along with teaching.	.69
	5. My family insists that teaching primarily suits women.	.67
Teacher responsibilities as expected by learners' parents	41. Learners' parents expect that I use teaching methods and activities which they favor.	.70
	40. Learners' parents expect me to provide more learning opportunities, particularly for their own children.	.63
	44. Learners' families insist that I introduce only topics which match our cultural norms.	.61
	43. Learners' parents insist that I give learners a pass mark despite their inability or failure.	.60
	45. The way I regard a teacher's profession and responsibility does not match the one defined by learners' parents.	.60
Gender stereotypes imposed by colleagues and the institute	29. My colleagues believe that being a female teacher limits one's opportunity for professional development.	.62
	30. My colleagues insist that male teachers are less effective than female teachers.	.67
	31. My colleagues insist that we do not need to spend a lot of energy on our teaching practice.	.59
	23. The language institute insists that teaching at higher levels be done only by male teachers.	.54
learners' and their parents' instructional expectations	42. Learners' parents communicate their expectations to managers and supervisors, which are in turn imposed on me.	.72
	35. Learners expect that I use teaching methods and activities which they favor.	.71
	36. Learners have expectations which inhibit my own innovation in language teaching.	.66
	34. Learners insist that male teachers can better provide a pleasant and friendly classroom.	.61

Observational and gender perceptions imposed by supervisors and managers	12. In their observations, institute supervisors place more limits on female teachers rather than on male teachers.	.83
	18. The institute manager expects that female teachers be more cooperative than male teachers.	.60
	11. Institute supervisors insist that a large number of observations are needed for teacher professional development.	.59

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