

English Teachers' Perceptions Regarding Their Profession

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Abstract: In successful education systems, teachers' professional performance plays a great role. Moreover, the quality of teaching is closely related to teachers' perceptions of their profession. In this respect, this study aims to present a comprehensive picture of English teachers' perceptions of their profession, their perceived self-value, their perceived value by others and teachers' career motivations and (dis)contentment factors. Accordingly, 123 English teachers working in state or private schools in Bursa participated in this study, and both qualitative and quantitative data were collected through a scale designed by the researchers. The results displayed that English teachers have positive perceptions of their professional status even though the majority feel unhappy with their working conditions. Nearly half of the participants chose to be an English teacher because of social utility values, and they seem content with their career choice. However, they seem to suffer from a status deficit owing to the undervaluing of their profession by society. In this case, the present study may have implications for policy makers who aim to improve the quality of education by considering the teachers' undeniable role in learning processes.

Anahtar sözcükler

Algılar, öğretmenlik mesleği, öğretmen motivasyonları, öğretmenlerin statüsü

İngilizce Öğretmenlerinin Mesleki Algıları

Öz: Başarılı eğitim sistemlerinde, öğretmenler profesyonel başarılarıyla büyük rol oynarlar. Bu sebeple eğitimin kalitesi eğitim sisteminin önemli yapı taşı olan öğretmenlerle yakından ilgilidir ve öğretmenlerin verimlilikleri de mesleğe yönelik algılardan hayli etkilenmektedir. Bu bağlamda öğretmenlerin mesleki algılarına dair kapsamlı bir çalışma sunma ihtiyacıyla, bu çalışma İngilizce öğretmenlerinin mesleklerine dair algılarını araştırıp kendi öz algıları ile başkalarının onları nasıl algıladığını karşılaştırmayı ve öğretmenlerin kariyer motivasyonları ile onları mutlu ve mutsuz eden faktörleri incelemeyi amaçlamaktadır. Bu doğrultuda Bursa'da devlet okullarında veya özel okullarda görev yapmakta olan 123 İngilizce öğretmeni bu çalışmaya katılmış olup niceliksel ve niteliksel veriler araştırmacılar tarafından geliştirilen bir ölçek ile toplanmıştır. Sonuçlar göstermiştir ki çoğunluğu çalışma şartlarından mutlu olmasa da İngilizce öğretmenleri mesleki statülerine dair genel olarak olumlu algılara sahiptir. Neredeyse katılımcıların yarısı topluma fayda sağlamak amacıyla İngilizce öğretmeni olmayı tercih etmiştir ve kariyer tercihlerinden memnun görünmektedirler. Ancak toplumun mesleklerinin önemini azımsaması sebebiyle itibar eksikliğine uğradıklarını düşünmektedirler. Bu takdirde mevcut çalışma bulguları öğretmenlerin öğrenme süreçlerindeki vazgeçilemez rolünü göz önünde bulundurarak eğitimin kalitesini arttırmak isteyen karar verici mekanizmalar için katkı sağlayabilir.

1. Introduction

It is clear that teachers have profound effects not only on students but also on society in a broader sense as their influence goes beyond the walls of the classrooms and penetrates the socio-cultural fabric. Considering the significance of this profession for the future well-being of societies, many acknowledge the great role teachers play in the success of education systems. Throughout history, teachers are believed to be the mirrors of the period and culture they work in; consequently, education changes dramatically as culture changes (Houston, 2009, p.15). Therefore, teachers not only reflect what society needs but also the value system and collective consciousness a society has; thus, education changes dramatically as a culture changes (Houston, 2009).

In addition to this broad cultural and historical context, teachers' self-perceptions and identity constructions are closely connected to teachers' perceptions of their status in society (Radai, Bernaus, Matei, Sassen, & Heyworth, 2003). Status is described as a person's position in the social stratification of society (Hoyle, 2001); however, professional status in teaching is comprised of the ranking compared to other occupations, the knowledge required in comparison to other professions, and the regard held for the profession by society. (McGunnigle et al., 2015, p.2). According to Radai et al. (2003), professional status is a multifaceted concept interweaving internal and external images. He explains that internal image is how teachers view themselves, while external image is how teachers are portrayed in the eyes of society, including people such as students, parents, colleagues, and so on. The concept of image is essential when teachers construct their professional identities. In order to explore whether teachers experience a status deficit in society, the discrepancy between perceived self-value and perceived societal value requires measurement, which will illustrate if teachers are accorded the social status they think they deserve (Radai et al., 2003).

Furthermore, teaching is a complex profession, and it requires the emotional investment of teachers, causing them to feel a variety of positive and negative emotions. In this sense, emotions bear a vital role in the construction of teacher identities, and the studies ignoring emotions in this sense would be incomplete and fragmented (Day, Kington, Stobart, & Sammons, 2006). Likewise, some studies (Beauchamp & Thomas, 2009; Hargreaves, 1994; Nias, 1996; Sumsion, 2002) have shown that the construction of teacher identity is not only connected to the technical details of teaching and teachers' personal lives but also with the interactions between teachers and their social environment.

In the light of the socio-cultural premise that identities are dynamic, multifaceted and shifting concepts, teacher identities require the consideration of teacher motivations behind their career choices. Because teacher identity is also molded by the motivations of career choice, it reflects "...the degree to which a person categorizes her/himself personally and occupationally as someone who enacts the roles required of a teacher, engages with the social ties of the profession..." (Richardson & Watt, 2018, p.39). Moreover, the reason why teachers choose teaching as a profession is closely related to how they perform in their profession and the motivation "is highly valued because of its consequences: motivation produces. It is therefore of preeminent concern to those in roles such as manager, teacher, religious leader, coach, health care provider, and parent that involve mobilizing others to act" (Ryan & Deci, 2000, p.69).

There have been a myriad of theories on motivations with an aim of understanding what stimulates people to perform and pursue many tasks for the achievement of their goals. Richardson and Watt (2018) argue that there is an undeniable relationship between

motivations and identities. The identities, therefore, hint at “what people are motivated to do, how they think, and make sense of themselves and others, the actions they take, and their feelings and ability to control and regulate themselves” (Oyserman, Elmore, & Smith, 2012, p.70). In comparison to the general acknowledgment of motivations, the motivations of teachers are fairly different in terms of complexity and interaction with contextual factors (Watt & Richardson, 2007). The review of literature shows teachers choose a teaching career largely because of intrinsic, extrinsic, and/or altruistic motivations (Brookhart & Freeman, 1992).

In order to have a wider range of comparisons, a multidimensional instrument was designed based on the expectancy-value theory of motivation, which facilitated the process of measuring and comparing teachers’ motivations from various countries involved in the FIT-Choice research program (Factors Influencing Teaching Choice). The FIT-Choice Model suggests a grouping of motivations tapping altruistic kind of motivations and extrinsic motivations besides self-perceptions, social influences, task return, and fallback career (Watt & Richardson, 2012). While social utility values, including the motivations of reinforcing social justice, working with children, contributing to the society, and building the future of children, resemble altruistic motivations, the reasons referring to the quality of life, such as job transferability, security, and having free time to spend with family, which normally fall under the category of extrinsic motivations, are considered to be personal utility value factors according to this model. As well as self-perceptions (perceived teaching abilities), social influences including positive previous learning experiences and former teachers of inspiration are also regarded to be measured motivation factors. Contrary to the aforementioned positive motivations, the choice of teaching as a ‘fallback’ career is categorized as negative motivations behind the career choice of teachers (Watt & Richardson, 2012).

In addition to the reasons why teachers choose teaching as a career, what makes them motivated or demotivated and happy or unhappy is also significant considering its impact on how they perform their job. In this respect, sources of dissatisfaction include external perceptions (e.g., feeling undervalued as teachers), working conditions (e.g., scarcity of opportunities for professional development and low salary), student motivations (e.g., lack of language awareness), and the authorities’ attitudes (e.g., ignoring teachers in decision-making processes) (Radai et al., 2003). It follows that job satisfaction is closely linked with internal factors including social facets of teaching whereas job dissatisfaction stems from external factors such as perceived value by others and working conditions (Hargreaves & Flutter, 2013).

Considering teachers as the backbones of society (Oruç, 2011) and their immense effects on the quality of education, many researchers have studied the selves and status of English language teachers in society. The earlier research studies have tended to focus on the perceptions of pre-service and in-service teachers on their profession (e.g., Avcı & Babanoğlu, 2016; Bahreini & Zamanian, 2017; Beijaard, Verloop, & Vermunt, 2000; Day et al., 2006; Dhull & Jain, 2017; Egwu, 2015; Güneşli & Aslan, 2009; Kiralp & Bolkan, 2016; Oruç, 2011; Parvez & Shakir, 2013; Sener, 2015; Tajeddin & Adeg, 2016; Ustuner, Demirtas, & Comert, 2009). However, there is a scarcity of studies trying to understand the teacher's identity comprehensively. This study aims to fill the gap in the research by investigating the perceptions of English teachers on their profession, comparing perceived self-value and perceived value by others and analyzing teachers’ career motivation and (dis)contentment factors.

The following research questions guided the research study:

1. What are the perceptions of English teachers on the status of their profession in society?
2. What are the motivations of English teachers for choosing teaching as a career?
3. What makes English teachers happy and unhappy with teaching?
4. Are English teachers satisfied/content with their choice of career as teachers?
5. How do English teachers rank English as a school subject?
6. Is there a discrepancy between teachers' perceived self-value and teachers' perceived value by others?

2. Methodology

This study employed a mixed-method research design with a synthesis of qualitative and quantitative data analysis. A mixed-methods study was implemented in order to handle the research questions with a comprehensive understanding (Creswell, 2014). The research was carried out through a scale developed by the researchers. While 18 Likert-type questions of the scale aimed to collect quantitative data to present a broader picture, three open-ended questions aimed to collect qualitative data to be content analyzed, enabling deeper analysis.

2.1. Participants

This study was conducted with English teachers in Bursa, Turkey. The participants of this study consist of 123 randomly selected English teachers (94 female and 29 male) living in Bursa, Turkey and working in state or private schools at different levels from primary school up to high school. Whereas the majority of the participants (87%) work in state schools, merely 13% of them work in private schools. Over half of the group (58.5%) teaches in primary/secondary schools, while 41.5% of them teach high school students. The participants are categorized under five groups in terms of their age groups as follows: 22–27 (7.3%), 28–33 (21.1%), 34–39 (35.8%), 40–45 (21.1%), and 46 and above (14.6%). In terms of the work experience of participants, they predominantly have 11 years of experience or more (70.7%), while 17.1% of them have 6–10 years of experience, and 12.2% have 1–5 years of experience.

The scale was prepared in Turkish considering the fact that English teachers would feel more comfortable if they answered the questions in their native language no matter how proficient they might be in English. While choosing the participants, a convenience sampling method was utilized. Following that, snowball sampling was used, and accordingly, the participants were asked to share the instrument with the others. The data collection was completed in the fall term in 2018 online via Google documents. Participation in the research study was on a voluntary basis.

2.2. Instruments

The scale aimed to assess the teachers' perceptions of their profession, their social status, and their motivations and (dis)contentment factors. While some items in the scale (Q1, Q2, Q3, Q17, Q18) were adapted from Radai et al.'s (2003) questionnaire on the status of language educators, which was also adapted from the one developed by Kassabgy, Boraie, and Schmidt (2001). The other items of the scale were designed by the researchers in accordance with the related issues meant to be addressed as a consequence of extensive literature review. In accordance with the Lawshe technique (1975), the questionnaire was given to five experts to rate each item as "essential," "useful but not essential," or "not essential." Seven items failing to meet the content validity ratio (CVR) threshold of .99 were omitted.

The scale has two main parts. While the first part aims to collect demographic information of the participants along with open-ended questions, the latter part tries to investigate the perceptions of participants on their profession by employing 5-point Likert type questions ranging from 1 (strongly agree) to 5 (strongly disagree).

Based on the factor analysis via principle component analysis and direct oblimin rotation, the items of the scale clustered around four factors: status of English teachers (Q1,Q4,Q6,Q7,Q8,Q12), perceived self-value (Q16,Q17,Q18), happiness/contentment (Q2,Q3,Q5,Q10,Q11), and perceived value by others (Q9,Q13,Q14,Q15). Based on the results of the factor analysis, Kaiser-Meyer Olkin (KMO) value was calculated to be .81, and the reliability coefficients of the four-factor groups were found to be .82, .73, .79 and .76 respectively.

In terms of piloting, the scale was implemented with 35 randomly selected English teachers considering that piloting is “an essential precaution” to avoid any confusion for participants (Brace, 2008). Following the collection of data in the pilot study, its analysis was done via SPSS, and the Alpha value for reliability was found to be .75. With a larger group of participants, the Alpha value was calculated to be .88 in the main study. Based on the criterion of Fraenkel and Wallen (2003) claiming that reliability is to be at least “.70,” the overall reliability of the scale was considered acceptable.

2.3. Data Analysis

Whilst the quantitative data collected through a web-based instrument was analyzed via SPSS, the qualitative data was content-analyzed. By enabling valid reasoning based on certain principles (Weber, 1990), content analysis is a way to “transform data into findings” (Patton, 2002, p.432) using five fundamental steps: identifying, coding, categorizing, classifying, and labeling the qualitative data of the analysis.

3. Results

This study sought to explore the perceptions of English teachers regarding their profession and their social status in society along with their career choice motivations and (dis)contentment factors.

The first research question aims to investigate the English teachers’ perceptions of the status of their profession in society. In order to reach a possible answer to the question, a set of SPSS analyses were done. Accordingly, the item-total mean of the factor group called “status of English teachers” was found to be 3.95 (SD = .69), which displays that English teachers bear positive feelings towards their professional status in society. In order to spot if teaching experience has an influence on their perceptions of status, a one-way ANOVA was employed, and the results show that there is no significant effect of work experience on the perceptions of status [$F(2, 120) = 2.41, p = .094$]. Likewise, the statistical analyses indicate that there is no significant difference between the scores of those teaching in a state ($M = 3.91, SD = .70$) or a private school ($M = 4.21, SD = .56$) with regard to their perceptions of status [$t(121) = -1.67, p = .097$]. The age groups also aren’t significant in terms of the perceptions of teachers [$F(4, 118) = 0.88, p = .47$]. The mean scores of each item listed in this factor are given below in Table 1.

Table 1
Items related to the perceptions of status

<u>Items</u>	<u>N</u>	<u>M</u>	<u>SD</u>
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1. Teaching English is a prestigious profession.	123	3.90	1.06
4. I see the pity on people's faces when I say "I'm an English teacher."*	123	4.21	0.91
6. I think English teachers are respected in society.	123	3.67	0.94
7. When I say, "I'm an English teacher," people have very positive reactions.	123	4.10	0.79
8. Teaching English is critically important for students and society.	123	3.95	0.91
12. Compared to other teachers of various subjects, I, as an English teacher, am less respected by parents.*	123	3.86	1.00

(Items marked with "*" are reverse items.)

The second research question aims to investigate the motivations of English teachers behind their choice of career as teachers. To "transform data into findings" (Patton, 2002, p.243), content analysis was done by following the main steps. The data related to the question asking about teachers' motivations to be an English teacher were grouped and analyzed in the light of FIT-Choice factors (Watt & Richardson, 2007). The motivations, grouped accordingly, are listed below in Table 2.

Table 2

Descriptive statistics for English teachers' motivations

Motivations	<i>N</i>	<i>n</i>	%
Social utility values	123	57	46
Self-perceptions	123	27	22
Social influences	123	12	10
Task return	123	12	10
No motivation	123	10	8.2
Personal utility values	123	4	3
Fallback career	123	1	0.8

The data show that the highest-rated motivations for English teachers to be a teacher are social utility values (contributing to the society, reinforcing social justice, shaping the future of children/adolescents, and working with children), followed by self-perceptions (perceived teaching abilities). Though small in number, it is seen that some teachers (n=10) have no motivations to teach, and one teacher chose teaching as a fallback career. Furthermore, the motivations of some teachers are related to task return including social status of English teachers and salary, while those motivated by personal utility values state job transferability, job opportunities, having a lot of free time, and working hours as their motivations to teach English.

The third research question aims to explore what makes English teachers happy and unhappy with their profession. When 123 English teachers were asked to list what makes them happy with their profession, 228 reasons were given in total. The answers to the open-ended questions in the scale were content-analyzed, and the happiness factors were categorized under five groups: those related to the English language teaching profession, personal utilities, students, teaching, and working conditions. The groupings for the happiness factors are given in Table 3.

Table 3

The groupings for the factors that make English teachers happy

<u>Factors</u>	<u>N</u>	<u>n</u>
Students	228	65
Teaching	228	59
Personal utilities	228	48
Language teaching profession	228	44
Working conditions	228	8
There is nothing that makes me happy with my profession	228	4

Among the five main happiness factors, the largest group is noted to be the student-centered factors whilst four participants stated that there is nothing that makes them happy with their profession. The things that make teachers happy grouped as student-centered factors (n = 65) are as follows: children and their interests (n = 19), working with children (n = 13), students speaking English (n = 10), the happiness and love of children (n = 9), communicating with children (n = 9), and motivated children (n = 5).

The happiness factors related to teaching (n = 59) include teaching a new language and culture (n = 18), teaching something to children (n = 14), having quality and varied teaching materials and techniques (n = 12), raising an awareness of language (n = 6), seeing that students remember what you teach (n = 5), and teaching a useful lesson to students (n = 4). The reasons given and categorized under another happiness factor called 'personal utilities' include a new culture (n = 13), a new language (n = 12), English proficiency (n = 10), innovation (n = 8), a broadened world vision (n = 3), and creativity (n = 2).

The profession-based happiness factors are given as follows: "it's fun" (n = 15), "feeling privileged" (n = 10), "it's the profession I love" (n = 6), positive societal attitudes towards the profession (n = 3), dynamism (n = 3), the status of the profession (n = 3), and its internationalism (n = 2). Likewise, a small group of teachers (n = 8) are happy with working conditions owing to holidays (n = 3), working environment (n = 3), salary (n = 1), and job opportunities (n = 1).

Along with happiness factors, the third research question also aims to explore what makes English teachers unhappy with their profession. In order to reach an understanding of unhappiness factors, the participants were asked to list what makes them unhappy with their teaching profession. The responses given to the question were content-analyzed, and four groups were formed: factors related to English as a school subject, the profession, working conditions, and students. In total, 123 English teachers listed 197 unhappiness factors. The groupings of the factors are given in Table 4 below.

Table 4

The groupings for the factors that make English teachers unhappy

<u>Factors</u>	<u>N</u>	<u>n</u>
Working conditions	197	76
English as a school subject	197	53
Students	197	46
The profession	197	15
There is nothing that makes me unhappy with my profession	197	7

While the largest group of unhappiness factors is related to working conditions, the smallest one is about the profession itself. Out of 123 participants, only seven teachers gave no reason to be unhappy with their English teaching profession. What makes teachers unhappy with working conditions are the curriculum (n=22), weekly course hours (n=20), overcrowded classes (n=14), lack of technical equipment in classrooms (n=2), and salary (n=6). Furthermore, education policies (n =16), the societal value attached to English (n=15), lack of language awareness (n = 15), and an exam-oriented English education system (n=7) are the reasons why English teachers are unhappy with their profession as school subject-based unhappiness factors. Teachers also stated their unhappiness resulted from students when they are unwilling (n=32), prejudiced (n=11), and unable to speak English (n=3). Some teachers feel unhappy with their teaching profession itself in general because of parents (n=6), too much paperwork (n=6), loss of credit (n=1), neglect of their ideas (n=1), and teaching as an exhausting profession (n = 1).

The fourth research question aims to investigate if English teachers are happy/content with their choice of career as teachers. The mean of the relevant factor group (happiness/contentment, Q2, Q3, Q5, Q10, Q11) was calculated to be 4.10 (SD= .70) showing a relatively positive perception by teachers. When the means were compared in terms of gender, no significant difference was found between female (M= 4.15, SD= .68), and male (M = 3.95, SD= .76) teachers: $t(121) = 1.38, p = .169$. Likewise, there was no significant difference between the teachers working for state schools (M= 4.08, SD= .70) and those working for private schools (M= 4.30, SD= .66): $t(121) = -1.16, p = .245$.

The fifth question investigates if English is among the three most important school subjects according to English teachers. When they were asked to rank English from 1 (the most important) to 5 (the least important) based on its importance among school subjects, the mean value was found to be 3.12 (SD= 1.32) with 71.5% of teachers considering English among the top-three school subjects.

The final question aims to explore if there is a discrepancy between teachers' perceived self-value and teachers' perceived value by others. Whilst the mean value for the factor group of perceived self-value was calculated to be 4.31 (SD =.50), the mean value for the factor group of external perceptions was found to be 3.28 (SD = .75). It shows that teachers have high self-value whereas they feel that they are not accorded the value they deserve.

4. Discussion

This research study seeks to investigate English teachers' perceptions regarding their profession, English teachers' societal value and the teachers' career motivators and (dis)contentment factors. Accordingly, the results of this study are presented in both quantitative and qualitative forms through various SPSS analyses and content analyses.

Regardless of teaching experience, age or school type, English teachers hold relatively positive perceptions of their professional status in society. Even though teachers around the world make the decision to become a teacher for a wide range of reasons, they all expect respect, appreciation, autonomy, and high societal status. According to MacBeath (2012), research shows that status, respect, and recognition are priorities to teachers and key to their job satisfaction. Therefore, it is significant for teachers to hold a positive sense of professional status in society in terms of the success and quality of education systems.

Symeonidis (2015) suggests, teacher status is related to “socio-cultural and economic contexts, [such as] job security, salaries and working conditions, teachers’ professional development, representation of the teaching profession, professional autonomy, social dialogue, and involvement in decision-making” (p.10), but “it is experienced as a psycho-social phenomenon that can be perceived only by its reflections from various surfaces and interfaces” (Hargreaves & Flutter, 2013, p.36). In this context, the research study has displayed that student-based factors, such as motivated students, are the largest group making teachers happy while working conditions, such as education policies and societal value, dominantly make teachers unhappy with their teaching profession. Nevertheless, supporting the research results of Agcam and Babanoglu, (2016), no matter what makes teachers unhappy with their profession; English teachers report contentment with their choice of career as English teachers with no gender-based and school-based significance.

Teacher motivations enable us to comprehend what excites teachers to perform and pursue many tasks related to the teaching profession. Within this study in a Turkish setting, social utility values are motivators for the career choice of nearly half of the English teachers participating in this study. While social utility values, resembling altruistic motivations, dominate teachers’ motivations to choose teaching, self-perceptions also need to be acknowledged considering almost a quarter of participants chose to be an English teacher because they are good at teaching. Furthermore, it is a widely held opinion that teaching is an occupation that is highly involved with feelings, and social influences constitute a large part of feelings. In the context of this study, when teachers gave their motivations behind their choice of teaching career, they referred to their previous English teachers who influenced them immensely. It also points out the unignorable impacts teachers have on the future and choices of students.

The construction of teacher identity requires the consideration of the measurement of the discrepancy between self-value and perceived value by others (Radai et al., 2003). If teachers suffer from a status deficit, it not only influences the formation of their professional self, but also their efficiency in the classroom and students’ achievement in parallel because teachers’ practice is built upon a belief system comprised of teachers’ beliefs on learners, teaching, and themselves (Richards, 1998). The analyses show that English teachers of this study feel that they do not have the professional prestige they believe they deserve. They feel that Turkish society including some students, parents, teachers of other subjects, and authorities, do not consider English as a very important school subject. However, it is noteworthy that 28.5% of English teachers themselves do not take English as one of the three most important school subjects.

5. Conclusion

The aim of the present research study is to investigate the perceptions of English teachers about their profession, career motivations and (dis)contentment factors along with a comparison of perceived self-value and perceived value by others to comment on their professional status in Turkish society. In the light of the collected data, English teachers bear positive feelings towards their professional status in the society regardless of their age, work experience, and the types of school they work in. Whereas English teachers are mostly happy with students, they are predominantly unhappy with their working conditions. Teachers were highly motivated by social utility values when they chose to be a teacher, and they report contentment with their career choice regardless of their gender or type of school. Suffering from a status deficit in Turkish society, English teachers believe that they are not accorded the value they deserve.

This study aims to present a complementary study of motivations and (dis)satisfaction factors together with the professional status of English teachers. The present study has raised some interesting issues to be studied, yet a larger corpus is needed to establish how far they can be generalized. It should be noted that this is an exploratory study, and the number of the participants can be increased to have a larger perspective of the issues examined in this study and to enable the generalization of the results.

This study may have several implications for policymakers interested in increasing the quality of English language education. It is significant to make teachers happy first in order to have a quality teaching system. For this reason, their feelings are to be studied in detail, and the reasons causing demotivation to teachers need to be handled immediately.

It is important to bear in mind that a great majority of teachers decide to be a teacher with a passion and determination to help their students to do their best, learn, and contribute to society. However, some lose their enthusiasm due to internal and external factors including working conditions. Consequently, they lose their sense of belonging to and positivity in the teaching profession, which is crucial to employ while teaching in the classroom. Therefore, it is vital not to erode the commitment and optimism of teachers for the future of fruitful teaching (Day, 2012). In other words, "...At this moment in time, as we research teachers' lives, there may be no more important task before us than championing the cause of teachers and making clear the ineluctable connection between their well-being and the well-being of children" (Bullough, 2008, p.23). This would enable the authorities to reform the educational processes and promote more positive attitudes towards the profession.

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