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Teachers' professional identity: a multifactorial study in basic education institutions in metropolitan Lima

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Understanding teachers' professional identity from a systemic viewpoint implies approaching the study from multifactorial elements. The research sought to determine the factors that explain teachers' professional identity in public educational institutions in Metropolitan Lima, Peru, following a quantitative approach with a non-experimental, explanatory, and cross-sectional design. In this sense, the population was identified by teachers of the public educational institutions of Metropolitan Lima, and the sampling was convenient according to the accessibility of the researchers. The sample was defined as 510 teachers from 15 public educational institutions in Metropolitan Lima, 334 males and 176 females, aged between 23 and 64 years, from different working conditions, hired and appointed. The results show that the model composed of personal factors (gender, age, family burden, and civil status), labor factors (type of contract, length of service, type of educational institution, remuneration and training at the educational institution) and educational factors (level of studies, training center and number of preprofessional practice courses taken) explain the professional teaching identity as integrating elements that effectively contribute to the teaching practice. The influence of teacher training, the work center, and individual aspects on the teacher's professional identity is corroborated.

KEYWORDS

teacher behavior, educational personnel training, teacher status, teacher role, teacher responsibility

1 Introduction

In recent years, educational trends developed worldwide have shown that the quality of the educational process finds its greatest strength in the capabilities of teachers, reflected in policies for improving their performance (Aristizábal, 2019). This is crucial to guarantee the optimal achievement of student learning; however, another factor of equal or greater

importance, teacher identity, has been neglected. [Madueño and Márquez \(2020\)](#) reinforce this position since being based on the teaching vocation, this variable, generally, is directly responsible for teachers' present and future development. This implies considering teaching identity as the factor that influences the teacher's perspective of their own work ([Steenekamp et al., 2018](#)), contributing to the effectiveness, motivation, and even satisfaction of their pedagogical work ([Falcón and Arraiz, 2020](#)). Considering its contrasting transcendence, it is incomprehensible that the various educational systems have neglected this factor, generating difficulties from the initial teacher training ([Andreucci and Morales, 2020](#)), since it is where the professional construction is formed to define oneself and, subsequently, other education professionals ([Otondo, 2021](#)). However, considering that teacher identity is an evolving construct. It is responsive to an environment ([Gajardo-Asbún, 2019](#)); other types of factors cannot be left aside, such as the characteristics of the temporal context, the political and educational action, and the existing social prejudices regarding the work of the teacher, deteriorated in the conglomerate of the educational culture ([Olave, 2020](#)). According to the Organization for Economic Cooperation and Development ([Organización para la Cooperación y Desarrollo Económicos, 2019](#)), it outlines, in an analysis of 15,000 primary and secondary schools in 48 countries worldwide, one out of three teachers did not contemplate teaching as a first career choice, representing a problem in defining the teachers' professional identity and the different adversities that may arise in the exercise of their profession ([Cuadra-Martínez et al., 2021](#)). Similarly, the perspective on the pedagogical task is of concern since only 60% of teachers consider that they decided to pursue a career in education because of the projection and the professional trajectory it offers ([Organización para la Cooperación y Desarrollo Económicos, 2019](#)).

In addition, another factor is the motivation that teachers have to be part of the profession ([Andreucci and Morales, 2020](#)) since it is determined that, unlike secondary school teachers, primary school teachers have a greater altruistic sense of work, reflecting the teacher's vocation in the construction of an increasingly fairer society ([Figueroa-Céspedes and Guerra, 2023](#)). However, at both primary and secondary levels, some teachers say that they dedicate themselves to teaching because of the reliable income obtained, in addition to relative job stability ([Organización para la Cooperación y Desarrollo Económicos, 2019](#)). Similarly, the United Nations Educational, Scientific and Cultural Organization ([Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura, 2017](#)) explains that, in Peru, due to the impending educational reforms, teachers develop their profession in a constant panorama of uncertainty, generating the presence of negative feelings of distress, nervousness, and insecurity, reflecting that the pedagogical practice is not faced with a positive attitude ([Valero-Ancco et al., 2021](#)). This, in addition to other factors, has caused teachers to be dissatisfied with what they do, resulting in a teleological denial of the reality of their work, thus affecting their commitment, motivation, and professional identity ([Rodríguez and Covarrubias, 2021](#)). In addition, the influence of the sociodemographic profile of the teacher—since the younger the teachers ([Winchonlong, 2022](#))—the more passionate they are about their careers, with optimism about achieving educational goals. On the contrary, as their age increases, they are victims of a strange hopelessness that generates a lack of interest in the effectiveness of what they do ([Otondo Briceño and Núñez Madrid, 2023](#)).

The aforementioned problems described can also be seen in the public institutions of Metropolitan Lima, where the effort to improve teachers' professional competencies is evident, with the root problem being their apparent low level of identity. This is reflected as a product of the working conditions that teachers often face, which is teachers often face, further aggravated by the COVID-19 pandemic. Furthermore, there is a demoralization in the exercise of the profession, reflected in a need for more interest in strengthening their continuing education. However, what is unfavorable are the learning results that students are experiencing. Naturally, this has been affecting the fulfillment of educational objectives and goals. Therefore, it is necessary to identify the factors that could be influencing the teaching identity. The aforementioned problems lead to establish the central purpose of the research to determine which factors explain the teachers' professional identity in public educational institutions in Metropolitan Lima. As for the specific objectives, the first objective was to identify the level of identity evidenced by teachers; after that, it was identified whether each of the proposed factors explained the level of teachers' professional identity.

1.1 Literature review

Teachers' professional identity, as a variable, represents an essential construct for understanding the educational quality of the learning that students receive. For [Brown and Heck \(2018\)](#), this is defined as how teachers define themselves and others as professionals. This conception is similar to that established by [Cooper and Olson \(2020\)](#), considering that teacher identity is constituted by the set of ways of being and acting of the teacher in their professional life. This allows us to contemplate, as an additional section of teacher identity, where its nature is constructed from the individual experiences of teachers in their interrelation with the social, cultural, and organizational context in which they develop their teaching practice so that this variable represents a subjective construction that can be developed over time ([Martínez et al., 2020](#); [Jones and Kessler, 2020](#); [Henry, 2019](#); [Day, 2018](#)). Therefore, for the purposes of this research, and based on what has been previously discussed, professional teaching identity is understood as the mechanism by which teachers recognize themselves and are also recognized by others as members of a particular social category, considering their inclination for the tasks performed in the exercise of their work, and their willingness to participate in the practices exercised by a specific community. This allows us to identify two fundamental elements of the professional teaching identity, as suggested by [Morales-Escobar et al. \(2021\)](#): a personal or individual one, which conceives the subject as different from others, and a social one, which is built in the interaction with others and is linked to the social recognition that is formed by the profession ([Steenekamp et al., 2018](#)).

To understand the nature of the variable under study, it is necessary to consider the theory of the construction of the professional teaching identity. [Pinto-Santos et al. \(2022\)](#) explain that this is constructed from the initial training stage experienced by future educational professionals, since it is here that mental patterns and individual considerations about teaching are formed. In this way, [Richardson and Watt \(2018\)](#) add that the teaching identity is gradually built from informal learning, allowing education students to appreciate some behavioral patterns that influence them emotionally.

Van Lankveld et al. (2017) explain that when analyzing teacher professionalization, it is necessary to consider the existing link between emotional and cognitive aspects configuring their identity. It is essential to mention that the construction of the teachers' professional identity also depends on the work relationships and their characteristics. For Vanegas and Fuentealba (2019), there is a conjugation of the teaching practice, the professional conception that the teacher has of him or herself, and the place that the subject occupies within the group to which they belong, in other words, the definition assigned to the teacher by their students, other teachers, the principal, and the parent (Yuan and Burns, 2016).

In addition, teachers' professional identity is also framed from the theory of social cognition and communities of practice (Zembylas and Chubbuck, 2018; Alfaya et al., 2019). Thus, this theory states that the configuration process results as a product of a negotiated experience; that is, it is not only dependent on a label that the teacher assigns to themselves, but this would be the result of belonging to a professional community, of what the teacher thinks of themselves, of what others think of them, and of their experience of participating in specific communities. For Schutz et al. (2018), the development of a teaching identity has its beginnings when the future teacher prepares to join any teaching community, training progressively in the tasks and expectations demanded by the profession, as well as in the implementation of skills and knowledge learned to seek solutions to various problems.

It is necessary to highlight the existence of three models of teacher identity. Avraamidou (2016) considers, first of all, the existence of a technical model linked to the notion of competence. From this perspective, teachers exhibit a passive role with respect to the planning and execution of the teaching-learning processes. Clarke et al. (2017) complement the characteristics of this model by affirming that, in the practical aspect, the teachers attached to this model constitute only applicators of the standardized teaching parameters. A second model that emerged corresponds to the practical-reflective model, in which teachers represent a role that goes beyond being technical executors of the teaching process. Edwards and Edwards (2016) explain that teachers construct and modify their own professional knowledge, so teachers ascribed to this model make decisions to determine the best pedagogical strategies based on the context or the learning demand. Finally, there is the critical-reflective model, which considers that the teaching practice is based on constructive critical thinking, which is projected to improve the social conditions of their environment (Avraamidou, 2016). This is reaffirmed by Fogle and Moser (2017), who explain that teachers, from a teleological stance, must actively participate in the determination of the ends sought by education and the identification of the type of man we wish to form in schools, as well as in the identification of the appropriate means for their fulfillment.

Similarly, the new times invite us to analyze the existence of a teacher identity crisis, according to which there is a mismatch between the skills and knowledge of teachers and the new demands of society. In response to this, training approaches have sought to address and mitigate it, together with the implementation of specific policies in the education sector. In the first place, there is competency-based training. Lebedeva et al. (2016) explain that this approach allows understanding of learning as know-how in a given context; for this, the role of the teacher is determined as a mediator who seeks that students can self-regulate their learning and have autonomy. Merino-Solari (2021) adds

that this approach has also emphasized the teacher's feedback role and the monitoring of pedagogical activities. A second approach corresponds to reflective teacher training. Munday et al. (2017) consider that the value of teachers' experience and reflection is fundamental in constructing their knowledge. In this way, they propose the construction of an epistemology of teaching practice that allows them to be much more creative and intuitive from the formation of this approach. Finally, Smilgiené (2016) explains the existence of a formative approach based on Habermas' communicational proposals. These are centered on the teacher's search for the understanding of their pedagogical task; they seek to develop their reflective and critical competencies for this purpose.

Regarding the determining factors that affect the construction of the professional teaching identity, these emerge as a composite variable, understood as a variable that groups two or more variables (Universidad de Valencia, 2018). From this, three key factors are established: the formative, personal, and work factors. Cuadra-Martínez et al. (2021) point out that formative factors constitute a key point in the construction of the teaching identity since the curriculum that served as the basis for the academic development of the teacher imposed on them values and norms associated with the profession (Canabal et al., 2017; Nichols et al., 2017), through the formative approach that the program took on. It could have been the learning autonomy approach, the collaborative learning approach, the competency-based or socioformative approach, or the critical reflective approach, among others (Borrasca, 2017). Another key aspect within the formative factors is located in the image of the teacher conducting the preprofessional practice, who influences the formation of the professional identity; through modeling, observing a tutor teacher with high performance encourages the student to carry out positive practices in their performance (Izadinia, 2016). Similarly, the fact that the tutor provides cordial and respectful treatment, the quality of the feedback provided, the motivation given to the student to continue, and the time allocated to the accompaniment of the preprofessional practices have an impact (Luján, 2022). The third aspect, considered as part of teacher training, is the preprofessional internship system. The number of courses assigned for this purpose is significant, as well as the cycle from which the internship process begins, the model of support provided, the quality of the assigned tutors, the place of the internship, the conflicts and challenges that arise in the internship and how they are addressed and oriented by the tutor (Falcón and Arraiz, 2020). The preprofessional internship period begins with observing and imitating other teachers, who serve as a reference for students (Miranda and Vargas, 2019). The internship becomes a space for the development of competencies, where they will practice all the accumulated disciplinary and didactic theoretical framework, which will lead them to reflect on their own praxis and the validity of the pedagogical knowledge they possess (Alsina et al., 2019). This marks a milestone in the construction of their identity as teachers.

Personal factors, according to Alfaya et al. (2019), are fundamental to the social relationships established by the teacher since they influence their identity. Age becomes a determinant of identity since it is developed through a formative process. It goes hand in hand with the person's growth since it is nourished by their experiences and knowledge (Pinto-Santos et al., 2022). Identity is not static; it is variant, and it is affected by the relationships experienced by the teacher (Gonzales-Miñán and Turpo-Gebera, 2020; Herrera et al.,

2021). Thus, personal factors represent essential values in constructing identity and teaching vocation (Valdenegro Fuentes and Sanzana, 2024). For their part, Jara and Mayor-Ruiz (2019) state that family and personal experiences are of significant impact because they become a motivation for teaching. Therefore, the teacher's civil status and family burden are internalized in impact points; the first includes the appreciation of the partner and/or family about the teaching profession, and in the second, the existence of children, parents, or siblings in the care affect the time of dedication to the career, forcing to reconsider the priorities of work (Madero Cabib and Mingo Rojas, 2024). Similarly, social constructs such as gender roles have an impact on identity. There are certain areas or levels that are conceived for men or women, as is the case of early education, which has been feminized, or the exact sciences, which are assumed more by men (Olave, 2020).

Finally, work factors or those that are immersed in the context where the teacher works greatly influence the construction of the teacher's identity (Nghia and Tai, 2017); this is because in the workplace, they experience interpersonal relationships with colleagues, which nurture their self-image. The amount of time teachers have been working is an important indicator because their performance varies accordingly (Ambusaidi and Alhosni, 2023). Otondo (2021) compiles the different stages and age phases that show the change in the commitment assumed by teachers as their years of work increase. The first 3 years are considered a challenge for teachers to develop efficient performance with institutional support. From 4 to 7 years of age, the teacher evaluates their effectiveness and confidence about it. From 8 to 15 years of age, the focus is on the changes the teacher experiences in the family, personal, and social spheres. Additionally, the incursion into new administrative roles marks this stage. The last stage—from 16 to 23 years of age—is characterized by a perception of incomprehension and lack of institutional support, as well as the feeling of being stagnant at the professional level.

Economic status is closely associated with the professional status of the career in society; it reflects the value given to the functions, tasks, and challenges teachers face in their work. Unfortunately, this aspect depends to a large extent on state policies and the sector where the teacher works (public or private sector) (Pérez-Morales et al., 2021). The training or teacher-strengthening activities promoted by the work center have an impact on the construction of the teaching identity (Suelves et al., 2021); since it motivates the continuous improvement of the teaching staff, it is perceived as support or institutional support; this increases the confidence of the personnel in the performance of their duties (Otondo, 2021). In addition, the format of the training is important since the promotion of collaborative, reflective, and autonomous learning in teachers will strengthen their professional identity (Ramírez and Carro, 2017). Therefore, the use of collaborative accompaniment strategies, such as collaborative learning networks, dual accompaniment, and professional learning communities, among others, has a more significant effect on the teaching praxis and the consolidation of teachers' identity (Sánchez and Cárdenas, 2019). The work environment influences the development of identity; being important in its work climate, this will depend, among many aspects, on the type of institution, whether it is public or state or private sector. Each develops different coexistence guidelines, which are reflected in the interactions between the educational community (Vidiella and Larrain, 2015). This also involves other elements such as remuneration, commitment, performance evaluation, recognition, and

accompaniment, among others. Given the phenomenon under analysis, the question that guided the research was "What are the factors that explain the teachers' professional identity in public educational institutions in Metropolitan Lima?" It is hypothesized that the model, which is composed of personal, training, and work factors, impacts the level of teachers' professional identity.

2 Materials and methods

The type of research in which this study is inserted is basic because, as stated by Guevara et al. (2020), its purpose was to have deep knowledge regarding the problem represented by the object of study. On the contrary, taking into consideration the criterion of character, this research is typified as explanatory since it sought the explanation and study of the cause-and-effect relationships that exist with respect to an analyzed variable (Hernández-Sampieri and Mendoza, 2018). Furthermore, this research is based on a non-experimental design since the researcher did not manipulate the variable, and cross-sectional since the study was conducted at a specific moment in time (Naupas et al., 2018).

The population of this study consisted of teachers from public educational institutions in Metropolitan Lima. Therefore, convenience sampling was applied in this research since the sample was established considering the accessibility for the researchers. The sample consisted of 510 teachers from 15 educational institutions belonging to Metropolitan Lima, 334 males and 176 females, ranging in age from 23 to 64 years, from different working conditions, hired and appointed, with other marital statuses, single, married, cohabiting, separated, divorced and widowed; of which 434 had family responsibilities.

To identify the factors that determine the conditions of the teacher identity variable, the survey was used as a technique for data collection, and the questionnaire as an instrument. For the validity of the instruments, these were submitted to the judgment of experts, who were in charge of verifying that the instruments were free of errors and that they measured what was proposed as the objective. The teachers' professional identity questionnaire, which was developed by Wincholong in 2022, consists of 20 items distributed in three dimensions, personal, professional, and situational, with response options ranging from never (1) to always (4) and has the validation of content which has been considered as it is, since the questionnaire in question has not been altered. In reference to the determinant factors questionnaire, it was elaborated, so for its content validation, it was the judgment of experts through three doctors, who, using a validation matrix, ensured that there is coherence between variable and dimension, dimension and indicator, indicator and item, and item and response option. Cronbach's α was used to obtain the reliability of the teachers' professional identity instrument, which guaranteed that it is consistent and coherent with a coefficient of 0.838. For this purpose, a pilot test was used with 20 teachers from an educational institution outside the sample.

Descriptive statistics were used in this research, for which the following were employed Microsoft® Excel® to Microsoft 365 MSO (version 2,403 compilation 16.0.17425.20176 64-bits) and Statistical Package for the Social Sciences (SPSS) version 26. This made it possible to organize and systematize the data obtained, thus describing them according to frequencies and percentages through the corresponding tables. On the contrary, inferential statistics was also

used in this research, which was useful for verifying the study hypotheses through the application of ordinal logistic regression.

This research complied with fundamental ethical aspects, including the informed consent of the participants, who were aware of the research's objectives, scope, and nature. On the contrary, the participation of those involved was completely anonymous, and the results obtained were used for purely research purposes. Moreover, in this research, the referenced authors' intellectual property was respected by an appropriate citation. Finally, it was guaranteed that the results obtained would not be altered without any manipulation by the researchers.

3 Results

In this section, the findings are presented according to the objectives that allow the verification of the model of factors proposed as determinants of teachers' professional identity.

3.1 Descriptive results

The aforementioned questionnaire was applied to the sample of 510 teachers to measure the dependent variable, teachers' professional identity. The findings by level are presented below (Table 1).

The teachers' results of the teachers surveyed indicate the predominance of the high level (58.9%) regarding their professional teaching identity, in addition to 40.2% reaching the regular level and 0.9% at the low level. The personal and professional dimensions, showed a predominance of the high level (58.8 and 59.8%, respectively), as was the case for the variable. Meanwhile, in the situational dimension, teachers scored at a regular level with 45.8%, accompanied by 43.9% at a high level and a minimum of 10.3% at a low level.

3.2 Inferential results

Table 2 shows the significant estimations for the personal factors in reference to the dependent variable. As for the male gender (0.001), it was significant that the professional teaching identity is at a low and regular level (0.000 and 0.000), that is, when the teacher is male, the level of identity will be low and regular. As for age, the range of early adulthood is significant (0.001); in other words, when the teacher is between 21 and 40 years of age, it influences their professional identity as a teacher. Regarding family burden, having a family burden is significant (0.003), which means that family burden influences

professional teacher identity. Finally, civil status showed significance in the single, married, cohabiting, and separated status, with the same value (0.000); in other words, marital status influences professional teaching identity. Thus, personal factors such as gender, age, family burden, and civil status explain the professional teaching identity in educational institutions.

Table 3 shows the significant estimations for the labor factors about the dependent variable. About the type of fee-based contracting (0.006), it was significant with the professional teacher identity at a low and regular level (0.000 and 0.000). This means that when the teacher is contracted in a fee-based modality, the level of identity will be low and regular (0.000 and 0.000). Regarding the length of service, those teachers with periods of 1–7 years and those with periods of 8–15 years were significant (0.008 and 0.033). When the teacher's length of service is between 1 and 15 years, they tend to have a low and regular level of their professional teaching identity. Regarding the type of educational institution, working in a public institution is significant (0.001), which means that teachers working in public educational institutions have a low or regular level of teachers' professional identity. In terms of remuneration, receiving a salary equal to or less than s/1,025 was significant (0.018); that is, when the teacher receives a salary equal to or less than s/1025, their level of professional identity as a teacher is low or regular. Finally, the level of training showed significance when it was not conducted or was regular (0.012 and 0.046). In other words, when the educational institution does not train the teacher or does so at a regular level, the teacher's professional identity will be low or regular. Thus, it is shown that labor factors, such as the type of contract, length of service, type of educational institution, remuneration, and training received from their work center, explain the teachers' professional identity in public educational institutions.

Table 4 shows the significant estimations of the formative factors in reference to the dependent variable. In reference to the level of studies for a bachelor's degree, it was significant (0.005), with the professional teaching identity at a regular level (0.017); in other words, when the teacher has a bachelor's degree, they will have a regular level of a professional teaching identity. As for the training center in private universities (0.008), it was significant when the teacher has studied in a private university, his or her level of professional identity as a teacher is regular. Regarding the number of preprofessional practice courses, teachers who have taken 5 or more courses of this nature were significant (0.010); in other words, those who have taken 5 or more preprofessional practice courses have a regular professional teaching identity. Therefore, the formative factors presented, which include the level of study attained, the type of education received, and the number of preprofessional practice courses taken, explain the teachers' professional identity in public educational institutions.

TABLE 1 Description of the teachers' professional identity variable levels and their dimensions.

Levels	Low		Regular		High		Total	
	f	%	f	%	f	%	f	%
Teachers' professional identity	5	0.9	205	40.2	300	58.9	510	100
Dimension 1: Personal	10	1.9	200	39.3	300	58.8	510	100
Dimension 2: Professional	5	0.9	200	39.3	305	59.8	510	100
Dimension 3: Situational	53	10.3	233	45.8	224	43.9	510	100

TABLE 2 Parameter estimates of personal factors.

		Estimation	Wald	Significance
Threshold	[N_identity = low]	-22,999	189,004	0,000
	[N_identity = regular]	-18,506	185,862	0,000
Location	[Gender = male]	0,235	0,289	0,001
	[Gender = female]	0a	.	.
	[Age = early adulthood]	-0,778	0,649	0,001
	[Age = middle adulthood]	0,499	0,334	0,563
	[Age = late adulthood]	0a	.	.
	[Family_burden = no]	0,119	1,771	0,183
	[Family_burden = yes]	0,499	0,334	0,003
	[Civil_status = single]	-19,157	343,823	0,000
	[Civil_status = married]	-18,914	376,456	0,000
	[Civil_status = cohabiting]	-17,970	228,091	0,000
	[Civil_status = separated]	-17,805	250,565	0,000
	[Civil_status = divorced]	-18,948	.	.
	[Civil_status = widowed]	0a	.	.

Link function: Logit. a. This parameter is set to zero because it is redundant.

TABLE 3 Parameter estimates of labor factors.

		Estimation	Wald	Significance
Threshold	[N_identity = low]	-7,525	27,680	0,000
	[N_identity = regular]	-2,774	8,795	0,003
Location	[Contract_type = independent contractor]	0,396	0,175	0,006
	[Contract_type = payroll employee]	0,851	1,720	0,190
	[Contract_type = tenured]	0a	.	.
	[Service_time = 1-7 years]	-1,865	7,055	0,008
	[Service_time = 8-15 years]	-1,413	4,543	0,033
	[Service_time = 16-23 years]	0a	.	.
	[Type_ie., =public]	0,583	,175	0,001
	[Remuneration = ≤ s/1025]	-2,327	,655	0,018
	[Remuneration = s/1026 - s/2600]	-0,576	1,364	0,243
	[Remuneration = s/2600 <]	0a	.	.
	[Training = none]	-2,634	6,365	0,012
	[Training = regular]	-1,805	3,995	0,046
	[Training = high]	0a	.	.

Link function: Logit. a. This parameter is set to zero because it is redundant.

Table 5 shows the significant estimations for the factors proposed about the professional teaching identity. In reference to personal factors, such as gender, age, family burden, and civil status ($p < 0.005$), were significant with the teachers' professional identity at low and regular levels (0.000 and 0.000). In other words, personal factors influence the teachers' professional identity. As for the formative factors, the following were significant: type of contract, length of service, type of educational institution, remuneration, and training provided by the educational institution ($p < 0.005$); in other words, labor factors have an impact on the level of teachers' professional identity. Regarding the formative factors, the level of studies attained by the teacher, the training center from which they came, and the

number of preprofessional practice courses taken were significant ($p < 0.005$): In other words, the formative factors influence the teachers' professional identity. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, that is, that personal, work, and training factors explain the teachers' professional identity in public educational institutions in Metropolitan Lima.

4 Discussion

The general objective of this research was to determine which factors explain the teachers' professional identity in public educational

TABLE 4 Parameter estimates for training factors.

		Estimation	Wald	Significance
Threshold	[N_identity = low]	-3,782	5,736	0,605
	[N_identity = regular]	0,658	0,268	0,017
Location	[Study_level = bachelor/ licensed]	0,590	0,225	0,005
	[Study_level = master]	1,692	1,776	0,183
	[Study_level = doctoral]	0a	.	.
	[Training_Center = pedagogical institute]	0,713	2,287	0,130
	[Training_Center = private university]	0,599	1,084	0,008
	[Training_Center = public university]	0a	.	.
	[PPP_course = 2 courses]	-0,318	0,336	0,562
	[PPP_course = 3 to 4 courses]	-0,326	0,326	0,568
	[PPP_course = 5 or more]	-0,116	0,236	0,010

Link function: Logit. a. This parameter is set to zero because it is redundant.

institutions in Metropolitan Lima, Peru. For this purpose, Table 5 was analyzed, which shows that the personal factors, gender, age, family burden, and civil status ($p < 0.005$) were significant with professional teaching identity at a low and regular level (0.000 and 0.000); in other words, the personal factors influence professional teaching identity. Regarding the formative factors, the following were significant: type of contract, time of service, type of EI, remuneration, and EI training ($p < 0.005$); in other words, labor factors impact the level of teachers' professional identity. In reference to the formative factors, the level of studies attained by the teacher, the training center from which they studied, and the number of preprofessional practice courses taken were significant ($p < 0.005$), indicating that the formative factors influence the teachers' professional identity (Table 4). Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, where personal, work, and training factors explain the teachers' professional identity in public educational institutions in Metropolitan Lima, Peru.

These results coincide with Cuadra-Martínez et al. (2021), who concluded that three factors influence the study variable. First, initial teacher training, the program of study, the mentor teacher's perception, and preprofessional internships. Second, psychological characteristics, such as personality, personal and educational experiences during the school period, cognitive abilities, and beliefs about teaching. Third, sociocultural factors, such as the profession's representation of the profession in society. Similarly, correspondence has been found with the research of Otondo (2021). He identified that the teachers' professional identity is determined, first, by work experiences, such as teamwork, seniority in the service, the strengthening of their pedagogical practice, the valuation of work, educational reforms, and the teaching role, among other factors. Second, educational experiences prior to higher education, such as relationships with peers and appreciation for their teachers, among others. Finally, the experiences in their initial teacher training influence the construction of the teacher identity, the curriculum, and the practices conducted during that period help to consolidate the teacher's security.

Similarly, these results are explained theoretically by Olave (2020), who states that teaching identity is a construct that evolves and responds to an environment. Similarly, Schutz et al. (2018) consider that the development of a teaching identity has its beginnings when

the future teacher prepares to join any teaching community, training progressively in the tasks and expectations demanded by the profession, as well as in the implementation of skills and knowledge learned to seek solutions to various problems. From the above, it can be considered that personal, work, and training factors represent the factors that have the greatest impact on forming teacher identity.

Regarding the identification of the level of professional teacher identity in the public educational institutions of Metropolitan Lima, Peru, the results in Table 1 indicate that the teachers surveyed were predominantly at the high level (58.9%) in terms of their professional teacher identity; in addition, 40.2% reached the regular level and 0.9% the low level. As for the personal and professional dimensions, these showed a predominance of the high level (58.8 and 59.8%, respectively), as was the case with the variable. Meanwhile, in the situational dimension, teachers scored at a regular level with 45.8%, accompanied by 43.9% at a high level and a minimum of 10.3% at a low level. These results are similar to those obtained by Valero-Ancco et al. (2021), who found a high level with respect to teachers' identity (65%). In this regard, Vanegas and Fuentealba (2019) and Alfaya et al. (2019) refer that professional teacher identity tends to result from a negotiation. In this negotiation, importance is given to the place of the teacher in his or her institution, the relationships they establish, and how peers and other members of the educational community perceive them. This allows inferring that the high level of teachers' professional identity evidenced in the educational institution also corresponds with the contextual and interpersonal conditions in which the teacher exercises their profession.

Similarly, another objective of this research was to determine whether personal factors, such as gender, age, family burden, and civil status, explain the teachers' professional identity. The results in Table 2 show the significant estimations of the personal factors in reference to the dependent variable. In reference to the male gender (0.001), it is significant that the professional teaching identity is at a low and regular level (0.000 and 0.000), that is, when the teacher is male, the level of identity will be low and regular. Regarding age, the range of early adulthood is significant (0.001); in other words, when the teacher's age is between 21 and 40 years, it influences their professional teaching identity. Regarding family burden, having a family burden is significant (0.003), which means that family burden impacts professional teacher identity. Finally, civil status was

TABLE 5 Parameter estimates of the proposed model of factors.

		Estimation	Wald	Significance
Threshold	[N_identity = low]	-23,891	65,681	0,000
	[N_identity = regular]	-18,513	44,055	0,000
Location	[Gender = male]	0,153	0,077	0,781
	[Gender = female]	0a	.	.
	[Age = early adulthood]	-0,032	0,001	0,002
	[Age = middle adulthood]	1,599	2,234	0,135
	[Age = late adulthood]	0a	.	.
	[Family_burden = no]	0a	.	.
	[Family_burden = yes]	1,454	3,090	0,079
	[Civil_status = single]	-19,373	222,021	0,000
	[Civil_status = married]	-18,466	226,333	0,000
	[Civil_status = cohabiting]	-17,140	125,514	0,000
	[Civil_status = separated]	-16,794	139,063	0,000
	[Civil_status = divorced]	-18,825	.	.
	[Civil_status = widowed]	0a	.	.
	[Contract_type = independent contractor]	,158	0,018	0,003
	[Contract_type = payroll employee]	1,245	2,503	0,114
	[Contract_type = tenured]	0a	.	.
	[Service_time = 1-7 years]	-1,936	4,139	0,042
	[Service_time = 8-15 years]	-1,635	4,144	0,042
	[Service_time = 16-23 years]	0a	.	.
	[Type_ie., =public]	,201	0,643	0,041
	[Remuneration = ≤ s/1025]	-2,024	0,378	0,539
	[Remuneration = s/1026 - s/2600]	-0,150	0,060	0,807
	[Remuneration = s/2600 <]	0a	.	.
	[Training = none]	-3,461	8,562	0,003
	[Training = regular]	-2,243	4,853	0,028
	[Training = high]	0a	.	.
	[Study_level = bachelor/ licensed]	-0,195	0,017	0,897
	[Study_level = master]	1,001	0,391	0,532
	[Study_level = doctoral]	0a	.	.
	[Training_Center = pedagogical institute]	1,393	3,291	0,070
	[Training_Center = private university]	1,769	7,498	0,006
	[Training_Center = public university]	0a	.	.
[PPP_course = 2 courses]	0,409	0,356	0,551	
[PPP_course = 3 to 4 courses]	0,207	0,083	0,774	
[PPP_course = 5 or more]	0,107	0,033	0,004	

significant for single, married, cohabiting, and separated, with the same value (0.000), which means that civil status influences professional teaching identity. Therefore, the null hypothesis is rejected, and the alternative hypothesis is accepted, that is, personal factors, such as sex, age, family burden, and civil status, explain professional teaching identity in public educational institutions in Metropolitan Lima, Peru.

These results coincide with the research of Gajardo-Asbún (2019), who concludes that personal aspects, such as the family context, are

determinants for the consolidation of a teachers' professional identity. Similarly, Valero-Ancco et al. (2021) determined that the majority of the participating teachers have personal experiences that give them satisfaction in their role, strengthening their professional identity. In this regard, Alfaya et al. (2019) argue, with respect to personal characteristics, that age becomes a determining element in identity since it is developed through a formative process, which goes hand in hand with the growth of the person; since their experiences and knowledge nurture it (Pinto-Santos et al., 2022). Identity is not static,

it is variant; it is affected by the relationships experienced by the teacher (Gonzales-Miñán and Turpo-Gebera, 2020; Herrera et al., 2021). Similarly, Olave (2020) states that gender roles impact identity since some areas or levels are conceived for men or women, as is the case of early education, which has been feminized, or the exact sciences, which are assumed more by men. This allows us to deduce that the personal factor is fundamental for the development of the professional teaching identity of the study population.

Another specific objective of this research was to determine whether labor factors, such as type of contract, time of service, type of educational institutions, remuneration, and training, explain teachers' professional identity in public educational institutions in Metropolitan Lima, Peru. The results obtained in Table 3 show the significant estimations of the labor factors in reference to the dependent variable. In reference to the type of fee-based contracting (0.006), it was significant with the teachers' professional identity at a low and regular level (0.000 and 0.000), which means that when the teacher is hired in a fee-based modality, the level of identity will be low and regular. As for the time of service, those teachers with periods of 1–7 years and those with periods of 8–15 years were significant (0.008 and 0.033); in other words, when the teacher's time of service is in the ranges of 1–15 years, they tend to have a low and regular level of their professional teaching identity. Regarding the type of educational institution, working in a public institution is significant (0.001), which means that teachers who work in public educational institutions have a low or regular level of professional teaching identity. Regarding remuneration, receiving a salary equal to or less than s/1,025 was significant (0.018); when the teacher gets a salary equal to or less than s/1,025, their level of professional teacher identity is low or regular. Finally, the level of training showed significance when it is not carried out or is regular (0.012 and 0.046); in other words, when the educational institution does not train the teacher or does so at a regular level, a low or regular level of teachers' professional identity will be present. Thus, it is shown that labor factors such as type of contract, length of service, type of educational institution, remuneration, and the training they receive from their work center explain the teachers' professional identity in public educational institutions.

These results are similar to those obtained by Andreucci and Morales (2020), who conclude that in a relational dimension, linked to how the teacher's insertion into the educational institution and their professional maturity are fundamental aspects that explain their professional identity development. Similarly, there is correspondence with the research of Otondo (2021), who explains the relationship of the study variable to work experiences, such as teamwork, seniority in the service, the strengthening of their pedagogical practice, the valuation of work, educational reforms, the teaching role, among other aspects. These results are reaffirmed by Nghia and Tai (2017) who argue that work factors impact the construction of the teacher's identity through interpersonal relationships with colleagues that shape their self-image. The time they have worked in their career is a key indicator because their performance varies accordingly. Also, the realization of activities to strengthen teachers that promote their work center (Suelves et al., 2021) supports their continuous improvement and increases their confidence in the performance of their duties. It is essential to establish a good methodology in training to strengthen pedagogical practice (Ramírez and Carro, 2017; Sánchez and Cárdenas, 2019). The aforementioned allows inferring that the work

factor is fundamental for the development of the teachers' professional identity of the study population.

The last specific objective was to determine whether formative factors, such as the level of study attained, the type of education received, and the number of preprofessional practice courses taken, explain the professional teaching identity in public educational institutions. For this purpose, the data presented in Table 4 shows the significant estimations by the formative factors in reference to the dependent variable. In reference to the level of studies for a bachelor's degree, it was significant (0.005), with the professional teaching identity at a regular level (0.017); in other words, when the teacher has a bachelor's degree, they will have a regular level of a professional teaching identity. As for the training center in private universities (0.008), it was significant, that is, when the teacher has studied in a private university, his or her level of professional teaching identity is regular. Regarding the number of preprofessional practice courses, teachers who have taken 5 or more courses of this nature were significant (0.010); in other words, those who have studied 5 or more preprofessional practice courses have a regular professional teaching identity. Therefore, the formative factors presented, which include the level of study attained, the type of education received, and the number of preprofessional practice courses taken, explain the teachers' professional identity in public educational institutions.

The findings in the research are similar to Jara and Mayor-Ruiz (2019), Otondo (2021), Falcón and Arraiz (2020), Miranda and Vargas (2019), Alsina et al. (2019), Izadinia (2016), and Luján (2022); who determine that one of the key dimensions for identity formation in teachers is the initial teacher education. The curricular plan, the system of preprofessional practice, the model of accompaniment provided, the quality of the assigned tutor teachers, the place of the internship, the conflicts and challenges that arise in practice, and how they are addressed and oriented by the tutor, will have a great impact on the teacher's identity. The internships become a space for the development of competencies, where they will put into practice all the accumulated disciplinary and didactic theoretical framework, which will lead them to reflect on their own praxis and the validity of the pedagogical knowledge they possess. This marks a milestone in the construction of their identity as teachers.

5 Conclusion

According to results, personal, work, and training factors explain the teachers' professional identity in public educational institutions in Metropolitan Lima, Peru. Personal factors, such as sex, age, family burden, and civil status, help to understand the level of valuation of the teaching profession, reflecting the teacher as a unique being and different from others. Thus, the personal characteristics of each teacher's context are key to forming the teacher's professional identity. In relation to labor factors, such as type of contract, time of service, type of educational institution, remuneration, and training, explain professional teacher identity, inferring that each educational institution as a labor center is influential in the development of teacher identity. Similarly, formative factors, such as the level of study attained, the type of education received, and the number of preprofessional practice courses taken, are reflected as systemic processes in the conception

and vocation of the teaching profession, so training institutions must meet quality standards. Therefore, when understanding the professional teaching identity, it is assumed from a systemic, complex, and contextualized vision that determines the teacher's actions from their own educational praxis.

One of the study's limitations has been the approach from a quantitative focus when the phenomenon of professional teaching identity can be investigated from a mixed design that captures the holistic dimension of the variable. Similarly, the context entails a great sociocultural influence that determines the epistemic vision of the contributing subjects. The results of the research demand changes in the country's educational policies, and it is necessary to ensure working conditions, salary benefits, and continuous training for teachers to provide them with security, recognition, and promotion of continuous improvement. In addition, training centers should guarantee a system of preprofessional internships that strengthen the competencies acquired in teaching; as well as conditions for graduates to achieve certification of their bachelor's and master's degrees, which are initial achievements in their professional training. It is suggested that this study be replicated by adding a qualitative approach to the phenomenon and expanding the sample, considering sociodemographic aspects with emphasis on rural and urban areas, to understand whether the gaps have an impact on the teachers' professional identity.

Data availability statement

The original contributions presented in the study are included in the article/[Supplementary material](#), further inquiries can be directed to the corresponding author/s.

Ethics statement

The studies involving humans were approved by Ethics Committee of Cesar Vallejo University. The studies were conducted in accordance with the local legislation and institutional requirements. The participants provided their written informed consent to participate in this study.

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Supplementary material

The Supplementary material for this article can be found online at: <https://www.frontiersin.org/articles/10.3389/feduc.2024.1456759/full#supplementary-material>

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