
Sociological understanding of the identity construction for teacher education in Tunisia

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Abstract: *This study focuses on the professional identity of primary school teachers in Tunisia. The objective of this research is to demonstrate whether the identity construction of the Tunisian teacher on a professional level is a dynamic and interactive process. Drawing on the model of professional identity as developed by Claude DUBAR (1991) and the methodological principles of (Mucchielli, 1986), we proceeded to the analysis of data collected from semi-structured interviews. This article provides an overview of the issues revealed in recent discussions of teacher identity: the problem of defining the concept; the place of the self and related issues of agency, emotion, narrative and discourse; the role of reflection; and the influence of contextual factors. This study made it possible to highlight the results that enabled us to see how much the comments of the teachers joined those of the authors of this model because several mentioned that the choice to teach in a primary environment is first based on personal values, so on their global and personal identity. For each of the axes related to this identity, the teachers had much the same words, thus suggesting that there is a "typical portrait" of teachers in primary schools.*

Keywords: *Professional identity, primary school, teacher, biographical aspect, relational aspect and professionalization*

1. INTRODUCTION

Being a primary school teacher and practicing since the 90s in education, we have opted for a research related to our professional context. A context that was not much discussed during initial teacher training and deserves special attention; our training imposes training courses at all levels, which are sometimes useless. To be from the beginning of our career in this type of education, the representations we make of the profession before taking office are sometimes far from reality. It is the professional identity of the teachers who work there that we have chosen to treat. Although much research has been conducted over the centuries on identity, this issue remains a very fertile and inexhaustible research track for several disciplines. Since the last century, this concept has become an important object of study and very common for sociology, with the aim of constructing the intelligibility of several social phenomena properly related to it such as migration, ethnic or racial segregation, conquest new technologies...

However, several authors pointed out the complexity of defining identity for various reasons, among others, Claude Lévi-Strauss (1979, p.332) who perceived it as follows: "identity is a kind of home virtual, to which it is indispensable for us to refer to explain a certain number of things, but without ever having a real existence." Thus, the notion of identity is polysemic. Its use is varied, plural, multi referential (Cattotar 2005, Gaulejac 2002, Dubar 2015, Mucchielli 1986).

In this study, we will limit ourselves to adopting the points agreed upon by Dubar (2010), Lipiansky & al. (1990,) instead of seeking a relevant definition of the identity concept. At first, identity is no longer a given and constant state, but rather a moving process of construction, deconstruction, and reconstruction (Kaddouri, 2006, p122). Therefore, we privilege the notion "dynamic identity" at the expense of the concept "Identity". The two dimensions of identity dynamics that we pay particular attention to in our analysis are the personal dimension and the collective dimension. While the first refers to the set of characteristics that the subject attributes to himself, the second refers to the links maintained with the members of a social and cultural class. Previously appointed sociologists favored "the importance of interactions". In this case, it is a question of the interaction between the individual and the other (whether individual or social groups or structure). The individual realizes his existence and is self-aware. In addition, they have established a "diachronic unity of identity": the subject remains constantly

informed of its unity and extension despite the changing and graduated process. Finally, we believed in an "identity strategy": the subject makes the choice of his group of belonging and reference. This is how he identifies himself as an active element in the identity construction process. As a result, we can identify the main properties of identity: firstly, it is a set that is divisible, combinatorial and multidimensional, but paradoxically experienced as a unit. In the second place, it can only be defined in relation to certain continuity. Finally, identity is exposed to the influence of the shifting social context. Today, despite the representativeness of this study population, few studies have yet attempted to highlight its peculiarities and specificities. Some of them discussed their history and their pedagogical discourse, but none focused on the place and role of teachers who practice in primary schools. It is from this observation that the problematic of this study aims to explore the dynamics of the professional identity of teachers who have chosen to practice in a primary school, has been established. Individual identity results from a complex process that

2. METHOD

This qualitative research is part of the paradigm of qualitative / interpretative research stemming from the phenomenological current. It is also part of the interpretive current because it aims to "better understand the meaning that a person gives to his experience" (Mucchielli, 1984, p.172). Studying the dynamics of a teacher's professional identity in a primary school requires a data collection tool that allows the researcher to access the judgments, perceptions and opinions of participants. In this sense, the number of interviews realized is fixed at twelve teachers of EL MESSADDINE primary school, where I have been practicing for 12 years. It was therefore agreed that twelve (12) participants would effectively be sufficient to achieve our research objectives. The interviews mostly took place in the class of the participating teacher. The interviews took place after the teachers' working day, between 3 pm and 6 pm For reasons of availability, however, four respondents preferred to do the interview during the weekend and, therefore, outside their school. The interview guidelines are organized according to the following themes (see Table.1):

Table1. Descriptive of themes and subthemes to treat

Professional identity	
Themes	Subthemes
The report at work	- Roles played - Qualifications required teaching in the primary.
The report to the learners	Relational process
Report to colleagues	
The relationship to the teaching profession	- The initial report to the profession - The choice of teaching - The current relationship to the profession - The future
The process of building professional identity	
Pre-professional socialization	- The pre-knowledge of the public of teaching - The perceived influence of pre-socialization on practice
Professionalization	
Initial formation Biographical process	Biographical process
Entry into office Stakes of the professional bureaucracy	-The reception of colleagues at the beginning of career - The links between the initial expectations and the lived experience - In-service training

The recorded interviews were transcribed verbatim by the researcher. Then, after several successive readings, a first reduction of the data through the analysis framework presented below made it possible to highlight the main emerging characteristics for each axis of the professional identity of the teachers. The objective is to extract a statement summarizing each of the reflections of the teachers, and this for each of the axes. Thus, the sentences placed in this framework of analysis are excerpts of the teachers' remarks. This first reduction of the data reports all the comments made by the participants in a restricted analysis framework, thus making it possible to identify the aspects most frequently mentioned by the teachers. A choice of verbatim extract was then selected according to its

representativity of the most frequently expressed opinions. The section on data description and analysis will therefore present, for each of the interview questions, first the analytical framework including key words or phrases and then a more detailed presentation related to the main emerging themes for each of the questions. Our approach meets the so-called logical inductive position of using the theoretical framework, inspired by the works of Dubar (2010), as a tool that guides the analysis process.

3. RESULTS

This section presents the participants' responses according to the axes of their profession, namely the relationship to access to the profession and the issues of professional bureaucracy, satisfaction, dissatisfaction and valorization, professionalization and the level of commitment. The analysis consists of highlighting the elements most frequently addressed by teachers. Once the identification of these main aspects has been completed, we proceed to the presentation of one or several extracts of verbatim that most accurately reflect this opinion shared by many.

1- Biographical focus of teachers

In order to develop the biographies of elementary school teachers, the following questions were asked: Is your access to the teaching profession a desired choice or well undergone?

The main elements mentioned by teachers to define access to the profession are therefore: influenced choice, personal choice and forced indirect choice.

The first thing we have seen from studying the interviews elaborated in our present study is that access to primary education is marked by a double kind of orientation (direct / indirect - personal choice / choice). . First of all, we can notice that access to the teaching profession of primary schools among our interviewees took two different paths: the first was carried out as soon as the baccalaureate was obtained, that is to say, a direct choice and defined, and the second was done after choosing a different academic course (such as accounting / computer ...) that is to say indirect and forced ... Second, we can consider this access from another angle of analysis which is similarly divided into two categories: For some numbers of interviewees "*Ichrak / Samia / Sobhi*", it is a choice made under the influence of the family environment including those who one of their parents, is a teacher. And for others, it is a personal choice "*Mongi / kamel / Kawthar*", they chose to become primary school teachers, that is to say, this choice emanates from their own will.

The "direct" choice made by some interviewees to access the teaching profession can be divided into two as well: A part influenced by their entourage and another party who loves the job and freely chose to be a primary school teacher. For this category that has made the direct choice, whether influenced or uninfluenced, we can see the rationality hidden behind this choice because, despite the influences of the entourage, does not contradict with rationality, because they are realized that choice really suits them. Indeed, being born into a family whose father was a teacher in the two decades following independence presents a respectful and valued environment in society. Here we can note the weight of primary socialization and inherited identity.

Choice influenced

The family environment played an important role in the choice of orientation after obtaining the baccalaureate and more precisely in the choice of the future profession. For "*Ichrak*" who, her father, was a teacher and primary school principal, spent her childhood in a primary school that is to say, she attended many people from primary school (teachers, pedagogical assistant, inspector ...) and received a highly valued image of this profession and his father. This allowed him to get to know this profession and to make it thoroughly motivated. In the case of "*Ichrak*", it can be said that she inherited in a certain way the function of her father by following the same professional path, not because his father ordered his professional membership, but the confrontation daily with this professional environment and the positive representations it receives, played a role in its choice:

Ichrak "My father was a teacher, worked in" Ltaifa "where I went to primary school...The locals showed a lot of respect for him and he led me to this profession. In fact, primary education was an area very close to me ...»

It can be assumed that the identity inherited from "Ichrak" is strongly oriented towards the primary school teaching profession and therefore, we can see that the positive image that she has of her father becomes another significant person in her identity. Acquired professional and therefore, that there is a continuity between the inherited and targeted identity.

On the other hand, for "Sobhi" & "Samia" who have also been under pressure from their family background to go to the Higher Institute of Teacher Education as soon as they obtain a baccalaureate, have experienced incoherence between inherited identities and aimed at what subsequently created intra-subjective tensions:

"My elder brother was a teacher and in the eyes of my village was considered as minister of education in the twenties and it was him that forced me to continue this course ... It was very, very painful to have access at the higher institute of the formations of the masters presented an injustice in my life ... in fact, it was a chaotic phase for me where I lost all my bearings ... I had the impression to lose everything ... "

Personal choice

From an early age "Kawthar", wanted to become a teacher and especially in primary education. According to her, being a teacher in a primary school is the most appropriate job for women. Thus, the primary role of women in our society, that of educating children, is totally in keeping with the teacher's mission in the school. What makes the feminine access to this profession all the more recommended as legitimate for the Tunisian society ... and makes the teacher more solicited for the marriage (all the interviewees are married...).

Kawthar "It was my own choice, in fact, from my childhood I played the mistress ... the best job that suits the woman is the teaching whether primary or secondary (holidays, respect ...) but the primary education presents the shortest way to get to work ».

It can be deduced here that primary socialization seems to play a decisive role in the choice of the future profession. The interviewee's conviction of her future project motivates even more "Kawthar" to embark on this path. Her career goal seems partially determined from a very young age. The intrinsic motivation of "Mongi" appears very clear in his choice to become a primary school teacher. This project seems to be that of oneself for oneself. The choice belongs to him. In this case, it is clear that the appropriation of his own project has fostered his commitment to primary education. For him, becoming a primary school teacher presents a childhood dream despite his entourage does not contain teachers, so obviously he is not influenced by his entourage and there is a break between his identity inherited and aimed. This choice of professional future is independent of its origins (farmer father) and his entourage:

Mongi "it was my dream to become a primary school teacher, I'm passionate about teaching and I loved children ..."

Forced Indirect Choice

It is clear that access to the primary education profession for our interviewees here was not a personal choice but rather an obligation.

Rim "At first, I experienced unemployment for 5 years, during which I worked as a substitute in two high schools and a primary school for a few months, and then I went through the competition on file to access the profession. primary school teacher ".

Indeed, the fact of continuing a university course in a discipline such as computer science, accounting ... showed their disinterestedness in the primary education profession. Then, their access to this profession came second, that is to say, after having suffered from unemployment for years and working as alternates during periods that vary

between months and years. For them, they found themselves stranded; graduates without hope of getting a profession. One can imagine, in this case, the situation of these young adults, who dream of becoming financially independent and who try to fix themselves on the sentimental level and in the construction of a future family. This situation stems from multiple identity tensions that may have an impact on the construction of professional identity. The tension is capital here, because it is she who creates the identity dynamic. Thus, access to this profession presents a strategy to escape the blockage and escape unemployment, financial vulnerability and family dependence. They are aware of having failed their previously drawn goals, and this leads to an imbalance in the face of a future marked by ambiguity. In fact, losing a dream that is both desired and precise, may present an obstacle to their professional futures and contributes to generating intra-subjective tension stemming from the inconsistency between intended and acquired identity that will eventually bury the intended identity.

On the other hand, "Amel", although she leads a financially stable and emotionally balanced family life; married, mother of two, aged 36, she did her best to snatch the profession of primary school teacher. But what is certain is that the harm she felt in the form of passivity, lassitude, monotony, annoyance, and dissatisfaction push her to have a different look and identify solutions to feel better. There are undoubtedly several events without her knowing who created her motivations to get out of the blocking phase and create new horizons:

Amal "I never thought of working as a teacher in a primary school ... but after 7 years of unemployment with my master's degree in accounting I opted for this profession on the one hand to have my financial independence and on the other hand to leave the house and to attend the professional world ... I arrived at a time when I was able to give everything to leave the house. I only want to get out of the house, I'm fed up with housework, my husband went out to work every day and left me with my children ... I'm over thirty-five and I have no hope of 'having a job as an accounting ".

This change can be interpreted in this period by intra-subjective tensions that encourage him to develop strategies and acquire a new identity. Assuming that his new job allowed him to build a new identity and reduce the intensity of the first voltage due to the blocking phase. But, access to primary education also seems to trigger another major identity tension in her life since she is called to redefine herself because she has found herself in a situation or all that has structured her life. Previously is destroyed. It must also redefine everything: its relationship to itself, its relationship to others and even its relationship to its environment. We can hypothesize that this transitional phase in the interviewee's life that generates an emotional situation characterized by uncertainties and fears about her professional life, could demotivate "Amel" and result in her disengagement in training and by consequently, to put at a disadvantage its identity construction on the professional level. But, it was the opposite, its representations via training have not been negatively impacted but instead they are consolidated. His desire to redefine his current self exceeds the tension established in this transitional upheaval

It is therefore a transitional interval that it crosses with all that it can involve rupture and tension. So his commitment to training confirms his desire to redefine his professional project, his project for himself. From this perspective, we see that the identity tensions of this part of interviewee result from a situation of incoherence, that is to say, each time the individual is in an interaction in which two parts of his identity are summoned although they cannot coexist simultaneously, a tension of identity settles like the case of "Amel" who has a master in accounting and teacher in a primary school. To cope with this tension, the individual is called upon to put in place identity strategies working on the coherence between his different bodies. This is how she reacted to our interviewee, who is engaged in training because the report tells us that individual maintains with the present formation one of the identity strategies to escape tensions. Thus, we can deduce that the identity dynamic emanates from a tension and that the individuals possess a certain capacity of action in the process of the construction of identity. Evolution and identity changes are considered as integral parts of this construction.

2- Relationship axis

Another element that comes up repeatedly is the notion of relational transaction. According to Dubar (2015, p.98) "We do not make the identity of people in spite of ourselves, and yet we cannot do without others to forge our own identity".

In this axis corresponds the relational transaction, which is in fact an external transaction through which interactions between the individual, the school institution and the actors of the school are realized. Relationships with others evolve according to the exchanges made with others. This is how the relational transaction fits into representations and rational relations in order to be recognized and affirmed according to the objectives and means of the school (Dubar, 1992, p.51) that is to say, relational transaction leads to identity for others. The perception of the status by the teacher as well as the characteristics of the primary school teacher profession seen by the teacher (Indications that can be used to promote identification with the teacher, in connection with the construction of the identity professional). The sense of belonging is related to the community of practice. Teachers feel valued by their training in the field. They feel a certain pride in it; this feeling of joining a group and being recognized by the members of this group, promotes the construction of identity. According to the analysis of the interviews, we note that there are some interviewees who are relatively satisfied with their choice and others who regret having access to primary education while there are others who were satisfied at the beginning of their career but after years of work this satisfaction has turned into regret. What are the sources of satisfaction or dissatisfaction according to the comments of our interviewees?

Dissatisfaction:

In the words of the two participants, "Samia and Sobhi", it is interesting to note their regret at having chosen the teaching profession in the primary and we cannot explain this dissatisfaction only by their refusal from the beginning of this profession. Because, they did not choose this profession but were forced under the influence of the family. But, also this dissatisfaction is due to conflicting interactions with the environment. In general, the two interviewees believe that they are not recognized and summarize the main causes of dissatisfaction in the absence of recognition of the environment, be it parents, the ministry or the media, as well as the lack of value of the function by the environment. According to the words of "Sobhi", the status of teacher is depreciated in our society on the economic and social level especially in the last decade and complains of the abuse of the various actors of the school in his tasks especially the parents.

Sobhi "Despite being a difficult job and a low salary, we are continually confronted by the arbitrary interventions and criticisms of parents and finally we receive only the ingratitude from society ... parents after the end of the school year they do not even say hello to me anymore.

Moreover, "Samia" makes this feeling of regret to the excessive interventions of the different actors of the school in its educational tasks including parents, parachuted and inadequate reforms and non recognition of the environment whether it is the hierarchy or parents.

Samia: "Sincerely I regret having access to this profession ... I'm tired of the ceaseless reforms that disrupt my work no reform is up to our expectations ... despite all my efforts ... we are always judged by incompetence and the lack of ethics ... Everyone preserves a rather tarnished image, the inspector seeks the slightest fault to punish us and not support us ... "

The comments of the interviewees agree on an important finding that the sources of these discomforts are varied but especially the abusive intervention of the various actors of the school in their tasks including parents, parachuted and inadequate reforms and the non recognition of the environment be it the hierarchy or the parents. We can extract from previous remarks, that the professional career of the teachers knows moments of doubt, even phases of crisis. The majority says that the sources of these ailments are varied.

Satisfaction

This second most frequently identified characteristic of "Imène and Wajdi", these two interviewees are generally satisfied with their profession. Although it was not a personal choice to enter this profession, they are satisfied with it. This satisfaction opens the way to question this paradox; from which emanates this satisfaction despite the existence of a break between the current identity and that previously referred to:

Wajdi "I received a very serious training (theoretical and practical, model lessons) at the beginning of my career for three successive years until recruitment ... I am very solicited by the parents and I feel the king of my class».

"Wajdi" feels recognized after the formative phase. Thus, the training brings him self-confidence and self-esteem. He is proud to be the king of his class, that is to say, to be independent and to have the necessary skills for his professional development. This feeling of relief and pride is certainly related to a perception of achievement and self-realization ... According to his quote, we see the importance of the recognition of the school environment for teachers for the forms of recognition of others can strengthen the degree of self-esteem. According to the words of these two participants, the answer consists in spatial interactions, that is to say the question of the relation to others. Because, despite being in a situation inadequate to their basic training and an identity project different to that aimed, they worked on the coherence between the different ones in order to find the coherence and to face the tensions of identity. "Imene", expresses her satisfaction at having served as a primary school teacher for several reasons such as the recognition received from her professional community and the flexibility in the articulation between her private life and her family life (she finds enough time to take care of her daughter):

Imene "Sincerely, I am satisfied to perform this function especially with regard to my family: I work 18 hours a week and it allows me to take care of my little family properly. In addition, I see that this experience of 5 years is successful although it contains several deficiencies especially at the beginning of my career but, I am learning continuously ... and this allows me to acquire the necessary skills to better master the class and build positive relationships with my students and their parents. "

But from our perspective, we can apprehend this satisfaction differently. After years of unemployment, and following a period of blockage, she finds a permanent job, which corresponds more to it. She is therefore satisfied with finding work and having succeeded in her married life, especially since she is convinced that we must not lose this job because she has no choice but to continue in this driveway. We see then, that she is satisfied with this work or rather satisfied to have a job. Indeed the unemployment experience presented an unpleasant ordeal for her. During which she experienced moments of doubt and questioning through her whole life, her existence and her professional future. This present satisfaction seems to us to be a sort of transaction (Dubar, 1991), internal and external, in order to overcome intra-subjective and inter subjective tensions in his biographical career and his professional representations.

3-Professionalization: continuing education and level of commitment

To conclude this section on the professionalization of primary school teachers, we will summarize how the participants in our research described it. The main elements mentioned by teachers to describe this category are therefore: training (initial and continuing and level of commitment

Continuing Education

Another element that comes up repeatedly is the notion of commitment to professional life. We left here a question that seems important to us "Is the initial training at the Higher Institute of Teacher Training favoring the commitment to professionalization? In other words, does it contribute to the construction of identity? Beyond the characteristics of the training, several other distinctions have been identified by the teachers. Thus, collectively giving oneself conditions and means to achieve the aims of professionalization have been named as characteristics specific to training. The participants' responses show that the training is unsuccessful and not motivating. Both participants mention the elements that they believe are causes for the "failure" of the training that is deficient. Consequently, the statements frequently made and most often mentioned by the interviewees, prove that the training does not meet their expectations because it is too theoretical and does not give the conditions and the means of application. In short, it is inadequate and superficial. They are explained below.

Kawthar: "No, I do not have any continuing education other than pedagogical days, which are generally useless, overly theoretical and do not help improve our classroom practice. No, no continuing education except the pedagogical days which seem to me useless except the model lessons ... In fact we had the sufficient theoretical training in our initial formation and what we miss now is the practice in some matters to exchange, to multiply and discover new techniques ... These model lessons allow us to question our practices in the classroom and make some adjustments when necessary.

The two participants rise as a first argument that the pedagogical days are considered theoretical, are not centered, on the student, on the reality of the field and on the application of a real differentiated pedagogy. It can be seen from these remarks that teaching in primary school is not the result of a professional choice and is not based on adherence to the guidelines of the educational courses recommended.

Sobhi: "No, I do not want to train myself, my 15 years of experience are sufficient and I am convinced that these Pedagogical Adjournments do not add anything to me ... Training is an institutional obligation of course. I take my case; it is the last of my worries to participate in continuing education. And if I did it at the beginning of my career it was only for fear of punishment».

Without detailing how pedagogical training could create this discomfort, it is the professional malaise experienced at school that emerges from the teachers' comments and encourages a professional disengagement that manifests a reaction against the lack of recognition of its environment and the devaluation of the status teacher. The tension of identity is established when his professional identity is threatened. So, the strategy deployed here is the lack of involvement and enthusiasm in training to relieve his discomfort and escape the feeling of non recognition of his environment.

Let's see how teachers from different disciplines represent their professional commitment.

Level of commitment of teachers

For these teachers, choosing to teach in a primary school is consistent with the values they adhere to. Some speak of "connection with their deep convictions", others discuss the idea of participating in the development of a better society, based on more humanistic values. The beliefs, attitudes and values of teachers that modulate their commitment allow them to consider themselves in their role of intervening differently, which requires much more creativity, much more adaptation but the reality on the ground does not seem to be the same. Here after the words of a participant who justifies it.

The interviewee states that he found himself in difficulty at the beginning of his career to assume his mission so complex, because the training held at the beginning is that lasted only a few days has several shortcomings to allow him to better guide his practices in class and that it must be completed by well-organized modules to better control the problems of the field. Therefore, it engages in training by referring to social networks or associations specialized in pedagogy to exchange pedagogical experiences in order to achieve the desired skills and necessary to practice the field. His commitment comes from a personal need essentially. It is therefore not surprising to set off in search of a rewarding professional identity that gives it a positive image of itself, to be recognized as capable of evolving. ... For him, the substances which constituted the theoretical base allowing after reaching the professionalization. The strategy he develops is to network with other colleagues, to conduct research to strengthen their knowledge:

Najm "for me, I was completely lost in the beginning. I had a lot of trouble managing my class, to benefit my students. This feeling of incompetence had a negative impact on my students. So during my first two years I spent my days off attending sessions developed by competent teachers (in a friendly way)... I held out to train and I evolved ... The training is a personal question»

The analysis of teachers' responses to professional involvement shows that this characteristic must be lived in collegiality and that it is therefore necessary for the school to give itself the means to carry out this mandate. These characteristics that distinguish the notion of professional commitment lead us to the presentation of the social representations that teachers have about the issues of professional bureaucracy.

The stakes of the professional bureaucracy

Our aim in this part of the analysis is to identify the issues of professional bureaucracy related to the context of the Tunisian school and the way in which teachers react to its issues. The participants' responses show that, despite the theoretical similarities between the educational and administrative orientations of the educational orientations and the aims of the primary school, today there are practically institutional issues that hinder the professional identity of the teacher. A majority of the participants mentioned the elements which, according to them, are causes for the "failure" of the bureaucracy, including the lack of teacher training, the support for teachers who are deficient and the non-adherence of teachers to the proposed elements:

Imene "The burden is heavy we are faced with contradictory situations daily, we have a program and content to respect while taking into account the constraints of time and demands of students and their parents ... We cannot achieve its objectives simultaneously: respect for time and program and efficiency ... despite the fact that I have tried to use innovative methods such as differentiated pedagogy and the data show ... the obstacles on the ground discourage me ... The overstaffing of the class (more than forty pupils in class) and the lack of teaching material (a single data show for 38 teachers) makes our task unachievable ... And in the end we are the most criticized subject in this circle screwed and accused of haves and lazy".

As evidenced by the previous statements, among the difficulties facing teachers today is the ability to manage oppositions in the field because they are called to reconcile the particular conceptions of teaching and improve their practices in terms of efficiency. This situation seems paradoxical in that they often face inappropriate field conditions such as overstaffing of classes, high density of the program and schedule.), Parents' utilitarian demand for results and criticism hostile. Then the teacher faces this situation seeks to improve his professional practices by using research in the didactic field and by adapting innovative pedagogical means. As a result, the teacher constructs an identity in an inadequate situation by negotiating between his practices performed daily depending on the various situations he is confronted with and the status granted by the profession. The only concern of the parents and the ministry is utilitarian they think the teacher in terms of effectiveness in seeking that results. Many teachers have rethought their skills and professional practices so they engage in training and seek to improve their effectiveness based on didactic and pedagogical research. The interviewee felt alone in front of the difficulties on the ground, the demands of the learners and their parents, the requirements of the official instructions:

"No, we have several problems especially overstaffing classes, overload of content, time ... I see that we are in the eyes of other players always either underestimated or accused. For parents we are incompetent. While the ministry treats us like workers carrying out so many tasks and who must be sanctioned for the slightest fault".

The professional bureaucracy in the Tunisian educational world imposes demands on the profession of the teacher but it generates several issues. On the one hand, at the organizational level, there is no possibility of training culture. On the other hand, professionalization implies a school model in line with that of the world scale from the point of view of infrastructure and means, not to mention that the professionalization debate admits the autonomy of professional agents, which is not the case in our Tunisian context because the different actors of the school intervene abusively and arbitrarily in the work of the teacher.

4. PROFESSIONAL ENGAGEMENT

Finally, for teachers, dedication is first and foremost possible thanks to self-confidence. Teachers thus have a great deal of freedom of action since "there is a lot of confidence in teachers". As expressed by this participant, these implications allow "the teacher to show all the professionalism he can" because they are the ones who want to make

the pedagogical decisions: (no imposed material, no imposed structure, it is we building ... and if we want there to be coherence, [...] everyone must follow or almost. "Although this vision requires collegiality between teachers, to propose the methods and the pedagogical approaches allows them to live a feeling of freedom shared by the different actors involved in the school. In short, a mode of functioning based on a sharing of the organization and a sharing of the responsibilities and this may provoke professional conscientiousness, but all participants agree on the importance of training during which teachers can acquire the skills and principles of professionalization: Thus, the target identity encourages the subject to form, that is to say, the commitment to formation emanates from his own will. This statement is very interesting, in the sense that we understood that without training, we no longer talk about professionalization. In the first place, it is the most generous way to acquire the essential knowledge to hold professionalization.

We also perceived that commitment is more serious when it comes from a self-project rather than a project based on someone or institutional recommendations;

"Indeed, we need to put in place personal strategies to cope with our lack of skills such as, debate experienced teachers and attend their courses to learn and enrich our educational and educational practices or, network to, compare other experiences ».

In other words, the words of this participant show us that the teacher is on the constant hunt for performance and the creation of motivation in order to promote their commitment and their integration. The higher the level of commitment to training, the higher the level of professional awareness and identity building. But unfortunately, some teachers interviewed opt for the diversification of sources of professional socialization. While others lower the curtains in the face of the harmful conditions they experience, limiting themselves to an educational offer that favors only professional disengagement and the regression of the status

5. DISCUSSION

This section reviews the results obtained in the chapter on data description and analysis. The first aspect is the biography of the teachers, followed by the opinions expressed about the relational aspects. The emerging characteristics of the analysis of the relation to professionalization will then be interpreted. We note that the biographical transaction took two paths following our previous distribution; a breakdown or continuity according to two categories of interviewees: those who made a direct choice and those who opted for primary education in the second place. So, for the first category, it is a question of putting oneself into practice and realizing dreams, a choice of profession or graduation because the identity for oneself is based on an identification resulting from a continuous conversation between the past of an individual, encompassed in his inherited identity, and his future, enclosed in his intended identity. The biographical transaction forms the process of anticipating the possible futures of individuals through their past and at the same time results in temporal coherence. (Dubar, 1992, 2000). While for the second category, it is a break between the individual and his past as for our interviewees "Amel and Rim", it will be appropriate for them to get rid of their old identities and think in terms of consistency as has advanced Dubar "the past does not mechanically determine the future" (Dubar, 1992: 521).

This biographical process is subjective (Dubar, 2010) because it is done in an individual and internal way by referring to the personal experiences, to the lived experience of the individual (Ibarra, 1999; p. 22) and to the "hoped for" (Dubar, 2010, p. 11) in the quest for recognition of his future and temporary self. Some inherent tensions of the components that interact in a confrontational way lead the subjects to develop identity strategies to structure theirs in a constantly changing context. Thus, his strategies are procedures elaborated in a conscious or unconscious way by the subject according to the interactive situation. This is what Dubar (2000, p.99) has called internal or external "transactions" whose purpose is as follows; either objective transactions to reconcile identity for oneself (assumed or incorporated) and identity for others (attributed or proposed). Or subjective transactions aimed at preserving some of its previous identifications (inherited identity) while acquiring new identities (targets). These external negotiations or the internal compromises for the implementation of the identity strategies, are different according to the singularity of the subjects and the peculiarity of their biographical itineraries (each one with previous identifications and a way of interpreting the reality), and following their intended objectives

(avoidance, reduction or maintenance between the different parts of the identity). As a result, subjects who develop identity strategies based on different interactive situations and various determinants are thought to be active and capable of action. While, the development of its strategies is not always done in a conscious way, which deprives them of this part of presumed rationality.

In the relational axis, the environment positively perceives the two interviewees, so that they did not encounter obstacles to become competent. Then, the recognition emanating from the report to others presents "the component of the professional identities which concerns the relation to the work situation, [...] the self-commitment in the activity and the self-recognition by the partners" (Dubar, 2015, 104). From the foregoing, we can identify some essential elements that contribute to the identity construction of primary school teachers and that are training and recognition. First, the recognition of others plays a key role in terms of self-recognition and identity building. Then, the training, which allows the subject to become professional and therefore to be recognized as professional in the looks of his environment. It is indeed a complex and dynamic process in which several elements related to the profession interact, such as the relation to oneself and to others, the representations ... which incite them to give meaning to their action and to enroll in a professional development process. In fact, professional identity refers to the "process by which a professional group manages to gain recognition among the partners of its work activities [...] to build a professional identity is to engage in complex negotiations with the others and with oneself to be recognized" (Dubar, 2002: 132).

The relationship that the individual has with training helps to orient the identity dynamic in one direction or another. It is clear that the place of training in the development of identity strategies is important, whose function is to cope with identity tensions and thus guide the identity dynamic. The dissatisfaction is partly related to the lack of recognition of the function because the interviewees who are very badly perceived by the environment and who are criticized perpetually have difficulties to become competent. Several institutional reasons have caused this feeling of unease among teachers who suffer from an obscure image attributed by the environment. Intersubjective tensions arise from the interactive contexts between the subject and "significant other". The tension here affects the identity construction of the instructor and generates a feeling of dissatisfaction and self-deprecation. As a result, identity goes through a moment of deconstruction under the influence of the environment. These tensions impact the construction of identity.

So we see that there is a movement back and forth between the intra-subjective and the intersubjective, which meet simultaneously and create tensions among the teachers. Therefore, they go through a phase of inconsistency justified by Dubar (2001, p.45) which states that "Identities and other nesses undergo variations over the course of history and are dependent on their context of definition».

In summary, the development of a professional identity starts with training and continues with the practice of the profession. Knowing that professionalization is not a solitary process, is not the simple claim of a qualification opposable to "amateurs" but it is an ability to "capitalize" the experience, to reflect on its practice for the restructure - involves the construction, in initial training, of a professional culture capable of continuous self-training. In addition, it is an ability to build one's own practice, one's own methods, as part of an overall ethic and goals. Finally, it is a capacity for professional autonomy and responsibility (far from a mere capacity for execution).

6. CONCLUSION

The professional identity of teachers or future teachers has been and continues to be a subject of reflection, discussion and interest in education in the scientific world of the humanities and social sciences. On the other hand, the interest in professional identity in the context of primary schools was not very tangible until today. In addition, research on innovative practices in this network of public schools that thinks and lives education and teaching differently are few. The aim of this research was to focus on professional identity in the context of primary school. The main questions for this study were: How do primary school teachers build their professional identities in a changing socio cultural context and taking into account the social status of the "teaching" profession? The method we favored was that developed by Mucchielli (1984). This model served as a foundation for the development of our analytical framework. The approach adopted to answer our research questions was to propose semi-directed interviews to primary school teachers in the Sfax region. The results of our study have allowed us to see how much

the comments of the teachers join those of the authors of this model because many mentioned that the choice to teach in a primary environment is first based on personal values, soon their global and personal identity. The use of this model has indeed allowed us to answer our questions and conclude the relevance of its use. The answers gathered allowed us to understand that these teachers live their profession as a whole and that all axes revolve around the development of their professional identity. Although each of these axes helped to establish certain nuances, they also provoked inevitable repetitions in this research. Nevertheless, it has highlighted that social representations of the professional identity of primary school teachers are similar. For each of the axes related to this identity, the teachers had substantially the same.

Could we conclude that there is a "typical portrait" of teachers in primary school environments? It was also very interesting to see the profound meaning of the term professional identity in primary schools. In pursuing research on professional identity, it would be interesting to see whether the social representations of the professional identity of primary school teachers are similar or different from those of this group of teachers.

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