



Family Environment and Professional Identity Formation Among Female Student Teachers

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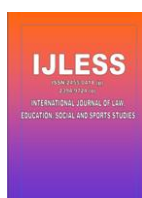
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Abstract

The development of a strong professional identity is a crucial aspect of teacher education, especially for female student teachers who often face unique socio-cultural and familial challenges. This conceptual paper explores the influence of family environment on the professional identity formation of female student teachers during their B.Ed. training. The family, as the first socializing agent, plays a significant role in shaping self-perception, career aspirations, and emotional resilience. Supportive families tend to foster confidence, autonomy, and motivation, while restrictive or traditional family structures may lead to role conflict, stress, and hesitation in embracing a professional identity. Drawing on psychological theories and existing literature, this paper discusses how family expectations, gender roles, and emotional dynamics impact the journey of becoming a teacher. The paper also highlights the need for teacher education institutions to recognize these background factors and provide holistic support systems to empower future female educators.

Keywords: Family environment, professional identity, female student teachers, teacher education, gender roles, emotional support.

1. Introduction

Teacher education is not merely about learning pedagogy or curriculum design; it is a critical period of identity formation, where aspiring teachers begin to see themselves as future educators and professionals. For student teachers, especially females in the Indian context, this period is also one of navigating personal, social, and cultural challenges. These challenges often originate not just from the academic environment but also from the home—particularly the family environment, which plays a fundamental role in shaping the emotional, social, and psychological well-being of an individual. In many parts of India, societal and familial expectations for women are deeply rooted in tradition. Even as women increasingly enter professional spaces, including teaching, they often continue to carry the burden of family responsibilities, gendered roles, and cultural expectations. As a result, female student

teachers may struggle to develop a strong professional identity if they lack support or face pressure from their family environment.

The Bachelor of Education (B.Ed.) programme in India, a crucial step in preparing future teachers, is academically rigorous and requires emotional resilience, time commitment, and personal motivation. For many female students, particularly from rural or conservative backgrounds, this is often complicated by expectations of early marriage, household duties, or pressure to prioritize family over career. In such contexts, the role of the family becomes crucial—either as a supportive foundation or a source of conflict and stress. Research has shown that the professional growth of a student is significantly influenced by their home environment. A nurturing and encouraging family can boost confidence, self-esteem, and commitment to the teaching profession. In contrast, a restrictive or unsupportive family environment can create barriers to professional development, resulting in anxiety, diminished academic performance, and weakened identity as a teacher. Identity formation is not a one-time event; it is a continuous process shaped by experiences, reflections, and interactions. When student teachers are made to feel inadequate or are not taken seriously by family members due to their gender or career choice, it can disrupt this process. Therefore, understanding the interplay between family environment and identity development becomes essential for educators, institutions, and policymakers aiming to empower female student teachers and enhance the quality of teacher education in India.

This paper aims to explore, from a conceptual and theoretical perspective, how the family environment influences the professional identity formation of female student teachers. It draws on relevant literature, psychological theories, and socio-cultural insights to argue for a more holistic approach in supporting women in teacher training programmes.

2. Understanding Professional Identity

Professional identity refers to how individuals perceive themselves within the context of their profession. It encompasses beliefs, values, motivations, and commitments related to one's career role. For teachers, professional identity includes their perception of themselves as educators, their understanding of the purpose and value of teaching, and their confidence in their ability to fulfil the responsibilities of the profession.

2.1 The Nature of Professional Identity in Teaching

Teaching is not just a job it is a vocation that demands emotional, intellectual, and social involvement. As such, the development of a professional identity is essential in preparing future teachers to:

- Understand their role in the classroom and society
- Build meaningful relationships with students
- Stay committed to lifelong learning
- Navigate challenges within the educational system.

Professional identity in teaching begins to take shape during pre-service training, particularly in programs like B.Ed., where theoretical knowledge is combined with practical experience. Student teachers begin to reflect on their values, pedagogical beliefs, and professional goals. These reflections form the foundation of how they will teach and interact with students in the future.

2.2 Formation of Professional Identity

Professional identity is not static; it is shaped and reshaped over time through various experiences, like:

- Academic learning and teacher education coursework
- Teaching internships and practice sessions

- Interactions with peers, mentors, and instructors
- Personal experiences and family background
- Societal expectations and cultural norms

In the case of female student teachers, the formation of this identity may be influenced by their roles at home, the expectations placed upon them as women, and the level of freedom and encouragement they receive.

2.3 Importance of Professional Identity for Female Student Teachers

For female student teachers, a well-developed professional identity is particularly important because:

- It helps them assert themselves in traditionally male-dominated or hierarchical educational settings.
- It enhances their confidence to manage both academic and domestic responsibilities.
- It empowers them to resist societal pressures that may undermine their career goals.
- It builds resilience in the face of personal and professional stressors.

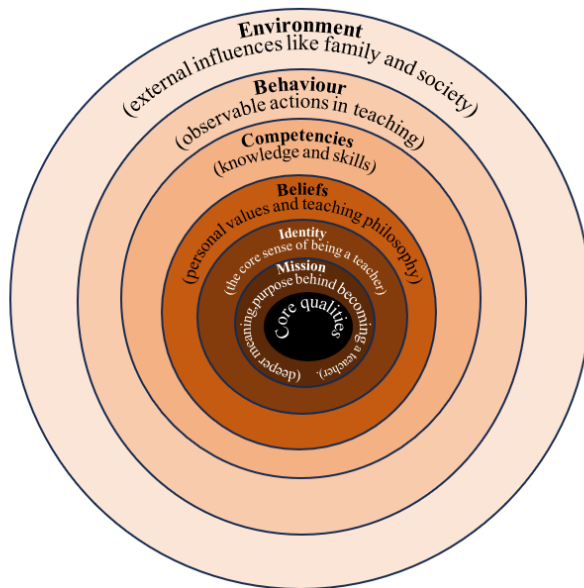
However, when professional identity is weak or underdeveloped often due to lack of support, low self-esteem, or conflicting family pressures it can lead to disengagement, dissatisfaction, and even withdrawal from the teaching profession.

2.4 Conceptual Models

Several conceptual frameworks can help understand how professional identity is developed. Some of them are:

- **Beauchamp and Thomas's Model (2009):** This model suggests that identity is influenced by personal biography, social context, and professional context. Reflection is central to the process of identity formation.
- **Gee's (2000) Perspective:** He views identity as being shaped by the roles we are recognized for in society. For a female student teacher, being recognized and respected as a future educator by family and community is crucial for identity development.
- **Tajfel & Turner (1979)'s Social Identity Theory** Social Identity Theory proposes that a person's identity is influenced by the groups they belong to and how these groups are valued by society. For female student teachers:
 - Being positively recognized by family and community as an aspiring educator contributes to a strong social identity.
 - If teaching is not valued or if their role is diminished due to gender, their sense of belonging and pride in the profession can be negatively affected.
 - Recognition and validation from family and society are key to shaping a confident professional identity
- **Korthagen's Model of Professional Identity**

Korthagen proposes a layered model of professional identity with five interconnected levels:



In this model, identity is not formed in isolation it is closely tied to external factors such as family support and internal reflections on one's values and goals. When female student teachers receive encouragement from home, they move smoothly through these layers, aligning their professional goals with personal values.

3. Family Environment: A Defining Factor

The family is the first and most influential social institution in an individual's life. It provides the foundation for emotional, psychological, and social development. For student teachers especially female students the family environment often plays a decisive role in shaping their academic journey, career aspirations, and personal identity. In the context of professional identity formation, the family can either act as a catalyst that supports growth or a barrier that hinders progress.

3.1 Components of the Family Environment

The family environment includes several interrelated factors that can directly or indirectly influence a student's ability to develop a professional identity:

- **Emotional Support:** Encouragement, understanding, and empathy from family members boost confidence and motivation.
- **Parental Expectations:** Unrealistic or rigid expectations can lead to stress, whereas realistic and encouraging expectations can foster a sense of purpose.
- **Communication Patterns:** Open communication enables the student to share academic and emotional concerns freely. Lack of communication may lead to internal conflict.
- **Socioeconomic Status:** Financial stability impacts access to educational resources, time for study, and exposure to professional opportunities.
- **Cultural and Gender Norms:** Traditional gender roles often expect women to prioritize household responsibilities, sometimes at the cost of their education or career.
- **Autonomy and Decision-Making:** When families allow female students to make decisions about their education and career, it promotes independence and self-efficacy.

3.2 Supportive Family Environments

A **supportive family environment** is one where the student's dreams and struggles are recognized and respected. A supportive family environment plays a vital role in shaping the academic, emotional, and professional development of female student teachers. When the home is nurturing, encouraging, and respectful of the student's aspirations, it creates a solid base from which she can confidently engage in her training and evolve as a future educator.

Here are some characteristics and consequences of a supportive family environment:

➤ **Emotional Support**

- Families that provide emotional comfort during exams, assignments, and teaching practice foster mental resilience.
- When families express pride and confidence in a daughter's decision to pursue teaching, it boosts her self-worth and commitment.
- Being able to openly share ideas, doubts, and aspirations without fear of judgment helps student teachers grow emotionally and professionally.

➤ **Practical Support**

- Allowing the student time to focus on her studies by sharing or reducing household responsibilities.
- Providing the necessary resources for books, tuition, travel, and other educational needs.
- Families that adjust traditional roles or responsibilities during the course of teacher training show genuine support.

➤ **Encouragement of Independence**

- Allowing daughters to make academic and professional choices builds self-confidence and decision-making skills.
- Families that express faith in a student's potential help develop a strong, independent identity.
- Encouraging participation in seminars, workshops, or student organizations enables leadership development.

➤ **Role Modelling and Positive Values**

- Exposure to role models within the family fosters inspiration and goal clarity.
- These values, often learned at home, are foundational to becoming an effective teacher.
- Families who treat teaching as a respected profession pass on a positive attitude toward the career.

➤ **Open Communication and Guidance**

- Families who show interest in academic and professional growth help students stay motivated.
- Parents who offer thoughtful feedback rather than criticism foster reflection and improvement.
- Wisdom and guidance from elders can offer emotional grounding and help in navigating challenges.

➤ **Social and Cultural Empowerment**

- Encouraging daughters to defy traditional roles and pursue careers builds courage and self-efficacy.
- Families that allow daughters to attend workshops, present at conferences, or take internships enhance their exposure and confidence.
- Families that protect and support daughters from negative external opinions help them remain focused on their goals.

➤ **Holistic Development**

- Participation in sports, arts, and clubs helps in personality development.
- Recognizing and nurturing interests outside academics contributes to emotional well-being.
- Families that encourage a balance between academics, rest, and social life promote mental health and prevent burnout.

This multifaceted support system enables the female student teacher not just to survive but thrive in her educational journey, laying the foundation for a confident, empowered, and resilient professional identity.

Some **experiences** of female student teachers from **Supportive Families**:

"My parents always treated my education as a priority. Even when relatives questioned why I needed to study further, my father simply said, 'She's becoming a teacher, and that's her dream.' That kind of trust made me more determined to succeed." - **Rashmi, B.Ed. Student, Age 23**

"During my teaching internship, my mother took over all the household responsibilities so I could focus on preparing lesson plans and classroom work. Her quiet support meant the world to me I never felt alone." - **Divya, Final-Year Student Teacher**

"In our village, most girls drop out after graduation. But my elder brother, who is a government teacher, encouraged me to apply for B.Ed. He even bought me a smartphone so I could access digital study materials. That changed everything." - **Anjali, Pursuing B.Ed. in Rural College**

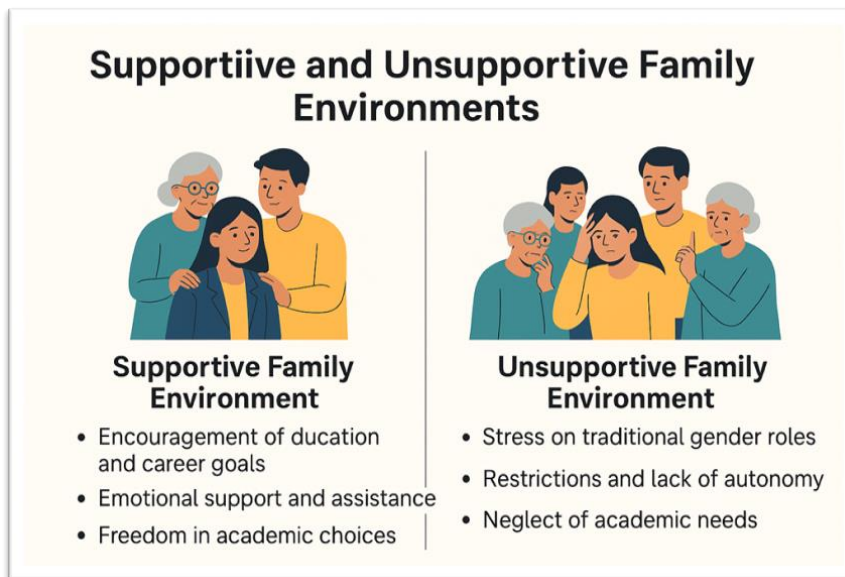
"I was hesitant to speak in front of a class, but my family helped me practice at home. My younger siblings would pretend to be students, and my parents would cheer me on. That gave me the courage to stand in front of real students" - **Nidhi, B.Ed. Trainee**

"When I had to travel to another town for teaching practice, my parents never made it a gender issue. They arranged safe transportation and reassured me. That freedom helped me take ownership of my professional growth." - **Sana, B.Ed. First-Year Student**

"I'm married and pursuing B.Ed. with full support from my husband and in-laws. They believe education doesn't stop with marriage. Their encouragement helps me balance family life and academics without guilt." - **Manjula, Married Student Teacher**

The narratives of these female student teachers clearly reveal that a supportive family environment serves as a crucial pillar in their professional journey. Emotional encouragement, practical help, and belief in their capabilities create a nurturing ecosystem where identity as a teacher is not only formed but also celebrated. These voices highlight how small acts like validating career choices, reducing household burdens, or providing digital access can have a significant impact on motivation and self-confidence. It becomes evident that family support acts not just as a background influence, but as a central, empowering force that allows these women to navigate academic demands, societal pressures, and personal growth with resilience and clarity.

In this way, the family transforms from being a passive presence to an active co-participant in the teacher-formation process.



3.3 Restrictive or Unsupportive Family Environment:

While some families act as a pillar of strength, others consciously or unconsciously become obstacles in the academic and professional journey of female student teachers. A restrictive or unsupportive family environment can create emotional conflict, suppress aspirations, and hinder the formation of a strong professional identity.

Below are some characteristics and consequences of such environments:

➤ Gender-Based Expectations and Traditional Roles

- Female students may be expected to marry early, limiting their ability to complete training or take up a teaching career.
- Time and energy are often diverted to household responsibilities, leaving little space for academic or professional development.
- Cultural and traditional views may discourage career ambitions, viewing teaching as a temporary phase before marriage.

➤ Lack of Emotional Support

- Disinterest or criticism about the chosen profession can lead to self-doubt and low motivation.
- Families that fail to acknowledge the challenges of teacher training may invalidate the student's efforts and stress.
- When students face stress, anxiety, or failure, lack of empathy or moral support can worsen their mental well-being.

➤ Control Over Personal Decisions

- Families may take decisions on behalf of the student (e.g., where to study, what subjects to take, or whether to take up a job).
- This can limit participation in internships, workshops, or field experiences essential for teacher training.

- Isolation from peers and mentors hinders personal growth, networking, and confidence building.
- **Financial Constraints and Disinterest**
- Viewing female education as a 'burden' or unnecessary expense, families may deny essential academic resources.
- Often, girls are given secondary status in terms of financial and academic opportunities.
- Restricting access to money for transport, books, or digital tools can significantly hinder academic progress.
- **Negative Perceptions of the Teaching Profession**
- Families that consider teaching as low-paying or socially inferior may discourage their daughters from pursuing it seriously.
- Constantly comparing teaching with medicine, engineering, or government jobs can erode pride and motivation.
- This attitude reduces teaching to a temporary activity rather than a lifelong vocation.
- **Psychological Consequences**
- Constant control, criticism, or neglect from family affects emotional resilience and identity formation.
- Balancing family expectations with academic demands creates internal conflict and exhaustion.
- A discouraging home environment limits innovation, leadership, and willingness to explore new teaching strategies.
- **Social and Cultural Pressures**
- In some families, the concern over "what society will say" leads to restrictions on dress, mobility, or public participation.
- Stigma around women working late or in co-educational settings restricts teaching practice experiences and job opportunities.
- Reinforcing obedience and silence often discourages young women from questioning, exploring, or asserting themselves.

Such an environment not only delays the development of a confident professional identity but can also result in withdrawal from academic life altogether. Addressing these barriers requires both systemic and community-level interventions to make education an empowering journey for all female student teachers.

Below are realistic personal accounts from female student teachers facing restrictive or unsupportive family environments.

"My parents constantly remind me that I should get married soon, not waste time studying. Every time I talk about my teaching practice or assignments, they say, 'This won't matter after marriage.' I often feel like I'm fighting two battles – one in college, and one at home." **Priya, B.Ed. Student, Age 22**

"My family doesn't allow me to stay back late for college activities. I had to miss a teaching seminar because they thought 'girls shouldn't come home after dark.' I felt heartbroken watching my classmates present their work while I stayed behind." **Farzana, B.Ed. Trainee from a Conservative Family**

"Even though I've scored well, my father believes women shouldn't work after marriage. He allows me to study now, but I know he won't support me once the course is over. It's hard to stay motivated when your own family doesn't believe in your future." - **Lavanya, Final-Year B.Ed. Student**

"We're three sisters, and only my brother is sent for coaching classes. When I asked for internet data to attend an online class, my mother said, 'It's not necessary for girls.' I ended up borrowing a friend's phone, but I missed half the session." - **Sneha, B.Ed. Student from Rural Karnataka**

"My in-laws think I'm neglecting household duties because of my studies. They constantly make sarcastic remarks like, 'What are you going to become – a doctor or a collector?' Sometimes I question whether I should just give up." - **Meena, Married B.Ed. Student**

"I never get time to study at home. I'm expected to cook, clean, and help with my younger siblings. When I try to read, someone always interrupts. My dream of becoming a teacher feels so far away in this environment." - **Kavita, First-Year B.Ed. Student**

The lived experiences of these female student teachers reveal a troubling yet familiar pattern: when the family acts as a source of restriction rather than support, it significantly hinders the academic and professional progress of aspiring educators. These narratives reflect how rigid gender roles, conservative expectations, and unequal resource distribution within the household can silence ambition and reduce education to a temporary phase before marriage. Emotional discouragement, limited autonomy, and practical barriers like lack of digital access or time for study create a climate where self-worth is diminished and aspirations are questioned.

More concerning is the internal conflict these young women endure: a desire to fulfill their potential on one hand, and pressure to conform to traditional norms on the other. In such cases, the family ceases to be a nurturing space and instead becomes a site of emotional struggle. These stories demonstrate that professional identity is not formed in isolation; it is deeply influenced either nurtured or suppressed by the home environment. Recognizing and addressing these constraints is essential not just for empowering individual student teachers, but for building a more inclusive and equitable educational system.

3.3 Influence of Cultural and Social Contexts

In many Indian families particularly in rural areas or traditional communities – female education is still viewed through a lens of utility rather than empowerment. The teaching profession may be encouraged, but often only as a "safe" job before marriage, not as a long-term career. These cultural expectations can severely limit how female student teachers view themselves as professionals. family attitudes towards the profession, comparisons with male siblings, or rigid control over personal choices can lead to a conflict between personal aspirations and familial obligations. This conflict deeply affects the formation of a confident, self-driven professional identity.

4. The Impact on Professional Identity Formation

The family environment, as discussed in the previous section, has a direct and profound influence on how female student teachers perceive themselves and evolve professionally. The formation of professional identity is a sensitive and continuous process. When nurtured within a positive familial context, it thrives; when constrained by negative familial pressures, it can become weak, conflicted, or fragmented.

4.1 Positive Influence on Identity Formation

When female student teachers receive emotional and moral support from their families, several positive outcomes are observed:

- **Enhanced Self-Confidence:** Encouragement from family boosts belief in one's teaching abilities and worth as a professional.
- **Greater Motivation:** Positive reinforcement leads to increased engagement with academic activities, internships, and career planning.
- **Strong Role Commitment:** A supportive environment affirms the choice of teaching as a valuable profession, promoting long-term dedication.
- **Reduced Stress:** Emotional backing helps manage academic pressure and personal responsibilities, allowing space for self-growth and reflection.
- **Freedom to Explore:** Autonomy in making career-related decisions fosters creativity, critical thinking, and initiative in professional development.

These outcomes result in a more stable, confident, and competent teacher-in-training who is ready to face the demands of the classroom and society.

4.2 Negative Influence on Identity Formation

On the other hand, female student teachers from restrictive or unsupportive family environments often face several challenges:

- **Internal Conflict:** Confusion between fulfilling family duties and pursuing professional goals leads to emotional distress and identity fragmentation.
- **Low Self-Esteem:** Constant criticism or neglect from family members may cause the student to doubt her abilities and potential.
- **Decreased Academic Engagement:** A lack of family interest in her education may cause the student to disengage from learning and training experiences.
- **Fear of Independence:** Overprotective or patriarchal environments may discourage the student from expressing her professional identity assertively.
- **Role Conflict:** The struggle to meet both personal (as daughter, sister, or wife) and professional expectations leads to stress and exhaustion.

These challenges can delay or distort the formation of a healthy professional identity and may even result in students abandoning the profession before or after graduation.

5. Theoretical Frameworks

To better understand the link between family environment and the professional identity formation of female student teachers, it is useful to view the issue through established psychological and educational theories. These frameworks provide a foundation for interpreting how social systems, personal experiences, and developmental processes interact to shape identity.

5.1 Bronfenbrenner's Ecological Systems Theory

Urie Bronfenbrenner's Ecological Systems Theory (1979) is a widely used model in education and developmental psychology. According to this theory, human development is influenced by different layers of environmental systems, ranging from the immediate setting of the family to broader societal influences.

- **Microsystem:** The most immediate environment where the individual interacts—such as family, peers, and school. For a female student teacher, the family is a dominant force within the microsystem.
- **Mesosystem:** Interactions between different microsystems (e.g., how family attitudes affect school performance).
- **Exosystem:** Settings that indirectly influence the individual, such as parents' workplace or community attitudes.
- **Macrosystem:** Cultural and societal beliefs, including gender roles, social norms, and values.
- **Chronosystem:** The dimension of time, reflecting changes in the individual and environment over time.

This theory emphasizes that family is the core influencing system, and any dysfunction or support within it deeply affects the personal and professional development of female student teachers.

5.2 Erikson's Psychosocial Development Theory

Erik Erikson's theory of psychosocial development identifies a series of developmental stages across the lifespan. The most relevant for student teachers is the "**Identity vs. Role Confusion**" stage, typically during late adolescence and early adulthood.

In this stage, individuals explore personal values, goals, and career options. For female student teachers, success in this stage means forming a clear sense of self as an educator. However, if family pressure, stress, or lack of autonomy is present, it may result in **identity confusion** and low self-esteem—hindering professional identity formation.

5.3 Feminist Theory

Feminist theory provides a lens to analyze how patriarchal structures in society and the family restrict women's autonomy and access to education or career opportunities. It argues that:

- Women are often socialized to prioritize domestic roles over professional ones.
- Career aspirations are shaped by societal norms regarding what is "appropriate" for women.
- Power dynamics within the family may silence the voices and choices of female members.

From a feminist perspective, the struggles of female student teachers to develop a strong professional identity are not just personal issues but are deeply rooted in **structural gender inequalities**. This theory emphasizes the need for transformation in both social norms and educational structures.

5.4 Social Identity Theory (Tajfel & Turner, 1979)

Social Identity Theory suggests that individuals derive a part of their identity from the social groups they belong to. When female student teachers are accepted and respected within their family and community as future educators, they develop a **positive social identity** as teachers. Conversely, when their profession is not valued or their education is undermined, it negatively impacts how they see themselves.

These theories collectively highlight how internal development (identity formation) is influenced by external social factors (family environment, gender norms, cultural values). They support the idea that professional identity is not formed in isolation but through interaction with and recognition by others—especially close family members.

6. Insights from Existing Literature

A review of relevant literature reveals that the role of family in shaping the academic and professional lives of female student teachers is both significant and complex. Several studies conducted in India and abroad have explored how family support, gender expectations, stress, and personality traits affect the educational journey and professional identity of women pursuing teacher education.

6.1 Studies on Family Environment and Academic Success

Numerous studies underscore the importance of a supportive family in enabling academic success among female students. According to **Sharma & Jha (2018)**, female teacher trainees who receive emotional and practical support from family members tend to perform better academically and show higher commitment to their profession. These students report a greater sense of control over their future and are more likely to engage meaningfully with teaching practices.

A study by **Kumar & Devi (2017)** found that family support played a significant role in reducing academic stress and enhancing self-esteem among women in higher education, particularly those enrolled in teacher training programs. The findings suggest that a harmonious family climate promotes psychological well-being and personal growth.

6.2 Professional Identity Development in Female Teachers

Research by **Beauchamp and Thomas (2009)** emphasizes that professional identity is formed through continuous interaction with personal and professional contexts. For female student teachers, family acts as one of the most influential personal contexts. If the environment is encouraging, it fosters reflection, goal-setting, and engagement with the teaching profession.

Skaalvik and Skaalvik (2011) noted that female teachers who feel respected and valued by their families are more confident in asserting themselves in professional settings. This confidence helps shape their teaching identity and improves job satisfaction.

6.3 Cultural and Gender-Based Challenges

Studies in the Indian context, such as those by **Kaur (2015)** and **Rani (2016)**, point to deep-rooted cultural norms that often limit the autonomy of female students. They highlight how traditional family structures may restrict girls' education beyond a certain point or expect them to manage household responsibilities alongside academics, which can hamper their professional development.

A report by **UNESCO (2019)** emphasized that women in teacher education are frequently caught between pursuing a career and adhering to family duties. These conflicting expectations delay or disrupt the professional identity formation process.

6.4 Personality and Coping Mechanisms

Personality traits such as resilience, emotional stability, and self-motivation play a crucial role in how female student teachers deal with family-related stress. A study by **Verma & Tiwari (2020)** found that students with strong internal motivation and positive personality traits were better equipped to negotiate with unsupportive families and still maintain academic focus.

This shows that while the family environment plays a significant role, individual personality factors also mediate how a student responds to that environment.

These literature-based insights affirm that family is not just a background influence—it is often a central, determining factor in the development of professional identity among female student teachers. There is a growing call among educators and policymakers to address these issues through counselling, awareness campaigns, and the inclusion of family in the educational dialogue.

Conclusion

The journey of becoming a teacher is a complex and deeply personal process that involves more than just academic preparation – it also includes emotional growth, self-realization, and identity formation. For female student teachers, this journey is often shaped not only by their educational experiences but also, and sometimes more strongly, by the environment in which they are raised. This conceptual paper has highlighted the crucial role that the family environment plays in the formation of professional identity among female student teachers. A nurturing, supportive family can encourage confidence, motivation, and long-term professional commitment. On the contrary, a restrictive or unsupportive family can lead to stress, low self-esteem, and even withdrawal from professional aspirations.

Through the lens of psychological and educational theories, as well as insights from existing literature, it is clear that the interaction between family expectations, cultural norms, and individual personality traits creates a framework within which identity is formed. Addressing this framework is essential if we are to empower female student teachers to realize their full potential.

Suggestions

Based on the discussion, the following suggestions are proposed to support the professional identity formation of female student teachers:

1. Teacher education institutions can organize awareness programs for parents and guardians to help them understand the demands of teacher training and the importance of emotional and moral support.
2. Providing psychological and academic counselling for female students can help them manage stress related to family pressures and strengthen their self-concept and professional goals.
3. Educational stakeholders should actively promote gender-sensitive policies and practices that empower women to pursue careers with dignity and autonomy.
4. Assigning mentors – preferably successful female educators – can help guide student teachers through their academic journey and provide a model of professional success.
5. Courses in teacher education could include topics on family systems, identity formation, and socio-cultural influences to help student teachers reflect on their own experiences.
6. Journals, group discussions, and identity-focused assignments can help students become more aware of how their background influences their professional development.
7. More qualitative and longitudinal studies should be conducted to explore how family environments affect not only identity formation but also job satisfaction and retention in the teaching profession.

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