Teachers' professional identity construction on Facebook using the teacher-student interaction perspective

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Abstract Teachers' professional identity is created in the dynamic process of interpersonal interaction. This research aims to investigate how teachers negotiate their interpersonal role identities across physical and digital student-teacher interactions. By employing a descriptive qualitative design, this research used the ethnographic method. An interview guide was designed to seek an in-depth understanding of this phenomenon by gaining insights from ten high school teachers from Metro Manila. After collecting the data, an inductive approach is used to analyse the data. The research reveals that the teachers' interpersonal identity standards and their appraisal of their interaction with their students on Facebook and their network logic align and are congruent with one another. The teachers' interaction with their students online and offline is always guided by their perceived roles and responsibilities and their limitations and boundaries as teachers.

Keywords: teachers' professional identity; Facebook; online identity; role identity

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INTRODUCTION

A teacher's professional identity is created in the dynamic process of interpersonal interactions that, in the networked era, happen simultaneously in physical and digital contexts (Beijaard, Meijer, & Verloop, 2004). They maintain a presence in and consciously utilise Facebook for varied reasons, pedagogical or not (Mazer, Murphy, & Simonds, 2009). They need to be heard since their personal experiences can illuminate particular insights that can contribute to the ongoing discussion on social networking sites' value as teaching tools. This particular angling of the subject will allow researchers to view social networking sites not merely as a formal teaching tool but as an alternate environment where teachers' identities are constructed.

In educational research, numerous literature works have been written in the past decade about teachers' use of different social networking sites as teaching tools. Most of these studies are limited to evaluating these technologies' efficacy in facilitating student learning, motivation, and engagement (Bennett & Maton, 2010; Lam, 2012; Smith, 2015; Cunha, van Kruistum, & van Oers, 2016). Meanwhile, some studies look into students' perceptions of the appropriateness of student-teacher interactions on platforms like Facebook (Teclehaimanot & Hickman, 2011; Foote, 2011).

Despite scholars' great interest in understanding these new phenomena, a consensus has never been reached—there remains an intense debate whether social networking technologies (SNTs) are fit to be used as an instructional strategy. In some schools, teachers are strictly not allowed to connect with their students online while in others, teachers are encouraged to take full advantage of social media for pedagogical purposes (Nombrado, 2019). Moreover, most researchers seem to focus on social media's impact on students and not on teachers' perspectives. Both are key stakeholders in an attempt to integrate technology into schools, and both their perspectives must be taken into consideration (Li, 2007).

In particular, there seems to be a paucity in the literature that looks into teachers' experiences regarding constructing their professional identity based on their online activity and interaction. This study wants to follow the thrust of some recent research projects that, instead of looking at pedagogical practices, focus on the 'identity work in which academics participate as they move into new, online ways of teaching' (Bennet, 2017, p. 3). A considerable part of this identity work is the teacher-student relationship, which has found a new online space context. Several studies have discussed how this is an essential feature of teachers' professional identities, and how good professional identities and positive relationships with students play a role in a teacher's well-being and their teaching quality (van der Want, den Brok, Beijaard, Brekelmans, Claessens, & Pennings, 2017).

Goffman's (1959) classic theory of impression management remains valid and relevant today as it provides useful insights on how

people construct and negotiate their identities online. Several studies have used this theory to provide conceptual understandings that explain how people construct their identities in both online and offline environments (Bullingham & Vasconcelos, 2013; Dennen, 2010; Søreide, 2007; Thomas et al., 2017). In his seminal work *The Presentation of Self in Everyday Life*, Goffman (1959) writes that when an individual comes in contact with other people, that individual will attempt to control or guide the impression that others might make of him by changing or fixing his or her setting, appearance and manner. Following this logic, in the context of online identities, people are expected to keenly re-create their offline self-online by editing some features of their self. Adapting the self is crucial for an individual to communicate the 'social processes necessary within each situation' (Day, Kington, Stobart, & Sammons, 2006). Artefacts from social media become crucial before face-to-face interaction (Tian, 2017). Davis (2014) calls this the process of 'self-triangulation' wherein the social actor strives to make her online identity performances and offline identity performances consistent with each other. Due to the 'distinct yet inextricably intertwined' nature of offline and online, individuals— through conscious and unconscious practices—construct the self seamlessly through both contexts (Davis, 2014). Therefore, the online identity's authenticity is subjective and dependent on how the individual constructs it (Nguyen & Barbour, 2017).

In their daily quest to negotiate their professional identity, teachers enact several roles while teaching—from being an academic expert to an 'interpersonal expert' who interact and forge relationships with students (van der Want, den Brok, Beijaard, Brekelmans, Claessens, & Pennings, 2017). Teachers' professional identity, referred to as the teachers' interpersonal role identity, is studied from the teacher-student relationship offline and online.

As a social media platform, Facebook can generate and construct its users' identity (Suwito, 2019). Ranzini and Hoek (2017) note that on Facebook, profiles are connected to real names and appearances. It increases the connection between online and offline identities and audiences' relevance to the information users share, leading users to feel as though they are under someone's constant observation, affecting how they present themselves on the platform.

Facebook is the most favourite social media in the Philippines (Abreo, Thompson, Arabejo, & Seperio, 2019). In 2019, users reached 71.76 million (World Population Review, 2020). For Filipinos, Facebook is crucial to maintain their online relationship, strengthen their bonding with friends and family, and get updated in any useful information (Basilico & Cha, 2015). Therefore, for the students, they could spend more time on Facebook to find the useful information. The more Filipino students spend their time on Facebook, the higher their grades are (Carreon et al., 2019).

On the other hand, the strongest and most threatening element of Facebook is how it glamorises the stage and forces the actors to behave in a manner that would guarantee approval from their audience (Goffman, 1956). Actors have unique and quite innovative ways of presenting themselves to the audience and typically assess whether their behaviour is acceptable or not by counting the number of likes they get. Some friends explicitly convey their agreement or negative reactions through elaborate comments on Facebook posts. Either way, people's present and future online actions are controlled by the audience's feedback within the social network.

While Facebook users, regardless of profession or affiliation, are generally exposed to a high level of scrutiny, teachers possibly have and project the most inimitable online persona. Considering that their (particularly high school teachers) online audience comprises young minds whose ideas are still being formed, it is easy to decide to stay invisible and completely disengaged from one's social network, avoiding identity conflicts and social judgment. However, Davis (2016) stresses that students and teachers must encourage conversation about social media and expose the academic community to educators' vibrant and vital online world. Furthermore, Davis makes strong propositions on mastering social media and using it as a useful tool for better educators. Indeed, social media has opened plenty of opportunities for many professionals to develop an identity and manage impressions and share resources and communicate with other scholars in their study area (Veletsianos, 2013).

Teacher identity is contextual, not static (Zembylas, 2003). It is interpreted to mean that teachers go through a behavioural or personality evolution, leading to a consistent balance between their online and offline identities. The teachers should also integrate their interactions and relationships of past, present, and future, both online and offline. These lead their social bonds with others (Davis, 2014).
Social media has been considered for managing one's identity. Most networking sites like Facebook, are used by many people, not just for engaging with others but also for professional purposes. Professionals have taken into account networking sites such as Facebook in their everyday personal life and even their work. However, they have to manage their identity in the online world to identify them through their profession. Teachers are one of the examples of professionals who utilise social media on the advancement of their knowledge and skills. Teachers' professional identity generally pertains to how teachers see themselves based on their interpretations of their continuing interaction with their context (Canrinus, Helms-Lorenz, Beijaard, Buitink, & Hofman, 2011).

According to Han (2017), understanding teachers' professional identity is critical since it may help policymakers or curriculum designers understand its success or failure in relation to the teachers. In understanding their identity development, teachers' cultural identity

cannot be separated since it influences their behaviours and shapes them (Edwards & Edwards, 2017). Moreover, the development of teachers' identity is also influenced by positive emotions driving from their students' relationship and recognition (Yuan & Lee, 2016).

The present research aims to reveal teachers' process in negotiating their interpersonal role identities across physical and digital student-teacher interactions. In this way, it is aimed to give an idea about what should be done by educational institutions to support the teachers' use of Facebook in their interaction with students by making ethical stands professionalism. Thus, this study objectively asked the teachers about the interpersonal identity standards of high school teachers engaging with their students online, assessment their appraisal of the interpersonal interactions when they have with their students on Facebook, and the interpersonal self-triangulation practice that they engage in to achieve consistency between their offline and online identity.

METHODOLOGY

The study employed a descriptive qualitative research design. The primary objective is to determine how teachers negotiate their interpersonal role identities across physical and digital student-teacher interactions. Portus et al. (2018) define qualitative research as a method for gathering data or information. Researchers try seeking out an in-depth understanding of a particular phenomenon by gaining insights into people's attitudes, behaviours, values, system, and concerns motivations, aspirations, contexts, and lifestyles.

Primarily, this research is ethnographic research which, according to Brewer (2000), is the 'study of people in naturally occurring settings or 'fields' by methods of data collection which capture their social meanings and ordinary activities, involving the researcher participating directly in the setting, if not also the activities, to collect data systematically but without the meaning being imposed on them externally.'

This study's primary data were taken from the teacher participants from different high schools in Metro Manila, Philippines. The researchers collected data on teachers' online activities on Facebook. There was no specific time frame for the Facebook posts that had been included in the study. We went as far back as the data would allow and would give pertinent information and contribution to the study.

Participants in the study were from private school teachers in Metro Manila, teaching grade 7 to 12. We did not disregard the validity and credibility of public-school teachers. We all came from the private sector, and most of our friends we targeted as participants all came from the private sector. The participants were purposively selected based on the diversity and richness of data they gave, precisely, the teachers' level of engagement and interactions with their students on Facebook has been considered. As Portus et al. (2018), the ideal interviewees

should be experience-rich and information-rich informants and insightful persons. Other factors, such as age and gender, had also been taken into consideration. Five men and five women were selected. Gender was considered for the researchers to elicit diverse, rich data that would contribute to the body of knowledge on online identities (Table 1).

Table 1. Profile of Participants

Initials	Age	Sex	Years of Teaching	Grade Levels Taught	Subjects Taught
JR	25	M	2	7, 8, 11	Social Studies
Mc	25	F	5	11	Filipino
Mk	25	M	4	10, 11	English
J	25	M	5	11, 12	Social Studies
Pt	27	M	4	12	Science (Biology)
T	29	F	7	7, 10	Filipino
Mr	29	F	2	11, 12	Filipino
Pc	30	M	9	9, 10	Social Studies
Mo	38	F	9	8	Filipino
L	42	F	19	9	English

Source: (Interview, 2018)

The study used semi-structured interviews based on the information/posts that appeared on the participants' public profile, including photos, videos, status updates, comments they posted, and those coming from students, gaming, and activities such as liking a friend that teacher did on Facebook. The instrument was an interview guide consisting of questions on primary concepts such as affective appraisal, evaluative appraisal, interpersonal identity standards, and identity construction on Facebook considering their offline and online activities.

Data for the study was gathered primarily through interviews aiming to gather rich and definite data straight from the research population as the words came directly from their mouth. It aimed to collect data on teachers' online activities on Facebook. Conducting interviews in ethnographic research was done repeatedly and lengthily in which it took the form of a storyteller's tales or narratives (Portus et al., 2018).

This study's primary data were taken from the teacher participants from different private high schools in Metro Manila through interview. Before the interview, the researchers formally communicated with the respective schools' administration to secure permission to conduct interviews.

Moreover, the participants were asked for their voluntary participation and were given a consent form. It was also a requirement that all the participants were our or became our friends because we asked them permission to view their respective Facebook account before the actual interview so we would be able to preview and select posts

that would give us rich information and that would become the subjects for discussion during the interview.

On the day of the interview, the participants were first briefed on how the interview would be conducted. Then they were asked questions while they were facing their respective Facebook account. The semi-structured interview was utilised to allow participants the freedom to express their views in their terms. As interviewers, we tried our best to interview as casual and as conversational as possible so that the teacher participants would talk and would give information naturally and spontaneously.

The data obtained from the research were analysed using inductive approach since it provides an easily used and systematic set of procedures to analyse qualitative data. This can also produce reliable and valid findings since it can condense raw textual data into brief and critical themes in which the themes are relevant to research objectives identified by following the process. First, after collecting the raw data, we initially read the data to understand the phenomenon deeply. Second, we identified and defined the themes related to the objectives. Third, we labelled and created the themes and reduced overlap and redundancy (Thomas, 2006).

RESULTS AND DISCUSSION
Interpersonal identity standards

The author identified the interpersonal identity standards based on teachers' interaction with students inside and outside the classroom, even outside the school.

Inside the Classroom

Inside the classroom, the majority of the teachers are reprimanding and enforcing. They are strict in implementing rules inside the classroom and correcting students for their mistakes or shortcomings. Some would consider their students as clients whom they have to serve and deliver the best service to. They consider teaching mainly as some job that they have to fulfil. With that principle in mind, they maintain distance from their students and keep their conduct inside the classroom in a professional manner to avoid unwanted circumstances.

On the contrary, a few of them prefer to be friendly and jolly with the students inside the classroom because they believe that learning becomes more efficient when students are having fun. Some perceive themselves to be mother-like to their students; they can be strict but friendly at the same time. Specifically, we were able to generate the following results:

Reprimanding and Enforcing

Mo describes herself as a 'terror teacher.' She said that she is '*mataray*' or sharp and snappy inside the classroom and that her

students know that she cannot be treated lightly. However, she shared that she was not exactly like that when she started teaching. After several years in the profession, she has learned to see her students less of a family but more of as 'jobs/clients.'

> *"Ngayon parang di ko na sila kayang tanggap open arms na yakapin bilang anak ko talaga. Parang nakikita ko na sila as studyante ko, kasi nga prinoprotektahan ko rin sarili ko, so wala akong laban sa kanila. Walang laban ang teachers sa students."* [Compared to before, I do not consider my students like my children anymore. I see them as just my students. I also have to protect myself from potential conflicts because I am at a disadvantage against them] (Mo, personal communication, 02 June 2018).

Pc, on the other hand, is very casual in dealing with students. He believes that his job is to teach, so he sticks with it. He makes sure he has no emotional attachment to his students, treating them like his clients to deliver the best service. He shared, "*Parang* [Supposedly] for me the reason why you are here is for me to teach you, and you are here to learn; no emotional attachment" (Pc, personal communication, 02 June 2018).

J maintains distance from his students and appears to be very professional inside the classroom. He does not allow any of his students to touch him to avoid any untoward circumstances. He said he would put his hands up whenever he sees or senses his students would touch or hug him. He keeps his distance; he makes sure that he does not befriend his students until after graduating.

> *"In campus, I do not let them touch me kasi may mga attempt talaga as in na ganun ganunin ka o kaya yakapin ka. (...) Professional distance siguro. Kasi sa school, kailangan maintindihan din nila na teacher ka, students sila, so even if… you can be friends with them naman to a certain extent."* [Inside the campus, I do not allow them to make physical contact with me. Professional distance, I guess. Because they have to understand that while we can be friends to a certain extent, I am still the teacher, and they are my students.] (J, personal communication, 02 June 2018)

Similarly, Mr is very structured and strict with her students inside the classroom, especially when it comes to requirements and deadlines because she would like to instil the value of time management and responsibility in her students. She said, "*Yun po ang isa sa golden rule ko, deadline. Pero po binibigyan ko naman po ng pagkakataon kung reasonable po 'yung excuses nila."* [I have strict rules when it comes to deadlines. But I still give them considerations if they have reasonable excuses] (Mr, personal communication, 02 June 2018). She also points out that she maintains a teacher-student learning interaction inside the

classroom and should not be mixed with irrelevant matters. She sets the rules on the first day to know how to treat her and behave inside the classroom.

> *"Kasi ang sabi ko sa kanila (students) pag nasa klase tayo teacher ako. Hindi natin pwedeng haluan ng ibang bagay. Pag klase, klase. Kaya po ngayon, sanay po sila na 'pag tinignan ko po sila, may something wrong sa kanila. (...) Halimbawa po, nakita ko po sila na nagdadaldalan, kapag tumingin po ako, hihinto na po sila. At may isa po doon, lilipat po ng upuan."* [I tell my students that inside the classroom, I am their teacher. We cannot mix it up with other matters. Now they are conditioned that when I give them a look, it means something is wrong with them. For example, if I catch them noisy, they will stop talking with just one look] (Mr, personal communication, 02 June 2018).

Steering and friendly

Mc is jolly and lively inside the classroom. She gives primary importance to her students' perception of her before anything. She does not like her class to have a cold atmosphere in her classroom; she wants her students and herself to have fun in class. It is fine with her when her class creates noise as long as it is manageable. She believes that students learn best when they are having fun.

> *'Pananaw ko masaya magturo pag masaya kaming lahat. Na masaya ako, masaya rin sila. Ayokong makaramdam na 'Ay andyan na si Ma'am. D'yan na si Ma'am.' Okay lang sakin na mag-ingay sila. Basta alam nila na may limitasyon, na sige mag ingay kayo saglit pero pag tiningnan ko kayo (dapat) maayos na.'* [I believe it is better when students are enjoying and having fun when learning. I do not want them to fear me. I am fine if my students are noisy. I just make sure I can still manage them.] (Mc, female, personal communication, 02 June 2018)

T is very motherly to her students. She sees her students as her 'anak' (children). She shows her love for them; she cares about what they learn and what they do inside the classroom. However, she also makes it a point, just like a mother to her children, that she can also be firm, especially when her students misbehave. T shared*, 'Pag nanay, nandoon yung pagmamahal pero at the same time pag nakikita mo na o nararamdaman mo na na tila sumosobra na sila, parang doon nagiging ano ka na matigas ka na.'* [For mothers, there is always that caring instinct, but at the same, if you know they need disciplining, you can be firm as well.] (T, personal communication, 02 June 2018)

Outside the Classroom and the School

Outside the classroom and the school, the interpersonal identity standards that appeared most dominant among the ten teachers are understanding and accommodating. They listen to their students

whenever they would share either school or personal matters. Though most of them are strict and enforced inside the classroom, most tend to be understanding and accommodating outside the classroom and outside the school. For them, inside the classroom, the teachers have to be strict and professional in teaching. However, some of them who are strict and enforcing inside the classroom remain distant even outside the classroom and school. Some remain very casual and civil and are very aloof in establishing personal interactions with students outside of the classroom and the campus.

Understanding and Accommodating

L proudly shared the way she accommodates her students, who would talk to her about personal concerns. She said that she would even approach her student, whom she feels is undergoing problems. Off-campus, she would stay on Messenger for an hour or two every night to talk to them, especially if there are big projects such as a play.

"After practices which end that is six o'clock. I am driving home, then they are messaging me, and I can see their messages. But I will reply to them when I get home at eight, and then I am online, like asking them where are the shirt designs where is the poster design?… I follow up through Messenger" (L, personal communication, 02 June 2018).

Similarly, Pt talks to his students about personal things outside of the classroom. He interacts with his students and asks how they are doing in their other subjects. Though he is strict and enforcing inside the classroom, he accommodates his students who would approach him outside of the classroom to ask or share personal matters. On the other hand, Mc is the 'ate' (elder sister) of her class. She believes that her students will always follow and listen to her and that all she has to do is guide and lead them in the right direction. She said that she treats her students the ways she cares for her siblings at home.

"*Parehas na parehas yung trato ko sa kapatid ko sa mga estudyante ko ngayon. Kasi feeling ko magkakasing edad sila. Feeling ko hindi tumatanda yung kapatid ko na kung paano ko kinakausap yung kapatid ko sa bahay ganun din sa kanila. Pinapagalitan ko rin naman yung kapatid ko. Nagbibiruan din kami ng kapatid ko. Ganun din sa mga estudyante ko.*" [The way I treat my students is the same with the way I treat my younger sibling. I can reprimand them and I can joke around with them as well] (Mc, personal communication, 02 June 2018).

Likewise, Mr is very motherly towards her students. She listens to all of their concerns, academic or personal. On Facebook, they call her '*nanay*' (mother), and she never tires to give her 'children' advice and comfort. Maria considers herself as '*nanay*' to her students: thoughtful, protective, disciplinarian, and someone they can confide personal

problems too. She believes her being millennial also contributes to her students' comfort with her. She said, *"Ayaw ko po na ang bata lalayo ang loob sa akin. Pag kasi close (ka sa students), mas madali mo silang mahihikayat sa tama."* [I do not like it when my students are distant. It is easier to guide them properly if they are comfortable with you] (Mr, personal communication, 02 June 2018). Moreover, Mo, though 'terror' inside the classroom and civil to most of her students, is also friendly to some students she considers her '*alaga*' (most loved and cared for students). She considers these students very special, and they can come to her whenever they have problems (i.e. family, relationships, financial) and eat out like '*barkada/tropa*.'

Casual and civil

Pc, on the other hand, beyond the school premises, is very casual and civil. He maintains the same interpersonal identity standard he has inside or outside the classroom. He makes it a point there is no emotional attachment between him and his students. He is not the type who would initiate a conversation with students outside of campus. He said, "Civil *lang*^{a}. Civil *lang*^{a} okay when you ask me*,* I will talk to you*, pero* [but] I am not the type *na* I will be the one (to talk to them)*. Sila dapat unang mag* approach [They should approach first]" (Pc, personal communication, 02 June 2018). The table 2 below shows the summary of the interpersonal identity standards of the ten teachers that we interviewed.

Table 2. Participants' Interpersonal Identity Standards

Interpersonal Identity Standards Inside the Classroom		Outside the Classroom and School
A.) Reprimanding and Enforcing	B.) Steering and Friendly	C.) Understanding and Accommodating
1. The 'terror' teacher	1. Jolly and lively	1. The Listening Teacher
2. Difficult and considers students as clients	2. Motherly	2. Mother/Sister to students
3. Maintains distance from students (aloof)		3. Casual and Civil
4. Strict and structured		

Source: (Interview, 2018)

Teachers' interpersonal self-triangulation practices
Identity-affirming performances

Common to eight among the ten teachers we interviewed was their use of Facebook to make class announcements through posts or Facebook Messenger. For these teachers, Facebook is an essential messaging tool between them and their students. One of their primary reasons for adding students on Facebook is to use the platform for such purposes. It works both ways: for teachers to be able to reach their students and students to reach their teachers.

Mr finds Messenger most appropriate for her students because they are Generation Z, the demographic cohort after the Millennials are

known for being tech-savvy. She is part of a group chat, or GC, with her advisory section. This serves as an extension of their classroom, where she gets to make announcements and talk to her students about class and personal matters. She also makes sure to entertain the queries her other students send through the messaging app. She encourages all her students--even those she rejected friend requests to reach her through chat.

> "*Kasi po pwede naman po nila akong macontact, kahit di ko po sila friend, through Messenger. Kaya sabi ko po sa kanila na, 'sige chat niyo na lang ako sa Messenger', pero hindi ko po sila friends sa Facebook.*" [They can contact me through Messenger even though we are not friends on Facebook. That is why I said to them "just chat me on Messenger." But I am not friends with them on Facebook] (Mr, personal communication, 02 June 2018).

Meanwhile, Mo also keeps herself available to her students on Messenger; she makes sure to accommodate them when she is online and awake. She shared about instances where her student ignored her message then, later on, liked or commented on her post. She messaged the student half-jokingly, "*Ayos a, nakakapag-like pero di mo masagot tanong ko.*"[You liked my post, but you will not open my message] (Mo, personal communication, 02 June 2018). This prompted the student to reply. Mo said that her students know that she cannot be fooled easily both in class and on Facebook.

Both Mr and Mo use Messenger to maintain the rapport they built with their students offline. Mr and Mo can keep their online identity consistent with their offline identity through their unique messaging practices. Moreover, Mc is also part of group chats with her students; she has one for each of her five sections. However, she utilises these platforms not to entertain students' concerns but mostly to share or send her students informative content relevant to her subject. She gets to incorporate some of these to her lessons.

Pt, a Grade 12 Biology teacher, also has the same mindset when he shares articles and videos about global warming and biodiversity. Sometimes he would tag students or share directly on their walls content connected to a concept or lesson they have discussed in class. He does this to inspire his students to reflect on their lessons and be proactive.

> "*Yung mga pino-post ko ngayon more of ano* global warming*. Kumbaga parang ano ka rin, ma-touch ko din ung kanilang* sensitivity *na kailangan you must act (...) So kung meron man akong ma-*inspire *na bata na ito ma-extinct na to, ano pang* possible ways *natin to help. At least maka-raise ka din ng awareness sa ibang mga bata. Para sila din mismo, gagawa din sila ng way ng mag-raise ng awareness sa kanilang mga* respective audience and friends nila*.*" [The things I currently post are more on global warming. It is because I want them to be

sensitive and do action on this issue. If ever I inspire the students, for example about extinction, to think of possible ways to help about this matter. At least I can raise students' awareness. For them to raise awareness on their respective audience and friends] (Pt, personal communication, 02 June 2018).

Networked Logic

Networked logic refers to how networked individuals incorporate the use of multiple media seamlessly into their performative practices. It may flow from physical environments to digital environments and vice versa.

"*Mahilig din po akong magpopost ng mga bagay na ibinibigay sa'kin. Sobra po akong mag-appreciate ng mga bagay. Kahit simpleng bagay, mahilig po akong magpost. Kahit simpleng pangyayare, ganon.*" [I also like posting photos of students' presents. I appreciate even these small things. I like posting about anything on Facebook] (Mr, personal communication, 02 June 2018)

"*May mga students ako na mga 'alaga' ko, pupunta pa sa bahay yan. 'Ma'am pupunta po kami, kakain po kami.' Yung gusto lang nila sabihin na 'kumain kami kina Ma'am, pumunta kami kina Ma'am.' Tapos papakantahin ko sila videoke doon. Ganun lang wala naman talaga silang gagawin, walang event, walang anything.*" [I have students who would visit me at home. They just want to say or broadcast to their friends that they went to my house. I let them sing in the *videoke*] (Mo, personal communication, 02 June 2018).

These data show two distinct practices that involve the integration of Facebook in their professional identity construction. When Mr posts about presents that her students give her, she does this to simply express her appreciation to these 'simple gestures'; however, this practice has an implicit effect on her identity construction. Mo, meanwhile, gets home visits from her students and lets them tag her in their photos.

One thing that Pet considers one of his best practices as a teacher is posting photos of his top-performing students (i.e., high scorers in quizzes, exams, projects, etc.) After doing this for some time, he noticed that it became a motivation for his students to perform well in his class to see their photos posted by their teacher in his Facebook account.

"*Siyempre kung estudyante ka gustong-gusto mo na nare-recognise yung effort mo ng (as a) teacher, ganun din naman yung gusto kong i-share sa mga student ko ngayon. (...) Itong batang 'to nag-eexcel so parang in a way pag nire-recognise mo sila in your own platform parang nabo-boost yung kanilang confidence, morale. 'Ay ito nga galingan ko pa kasi gusto kong i-post ni Sir.'*

Saka ung mga bata rin sa kanila na nanggagaling ung mga directive na 'Sir, i-post mo to ha.' So ako naman, ok sige, napaka-demanding pero tingnan na natin ung performance nila." [I want my students to feel that I recognise their efforts in class. In a way, when I post about them on my Facebook account, it boosts their confidence, their morale. 'I will do better because I want to see myself in Sir's posts.' Sometimes students would even direct me which photos to post] (Pt, personal communication, 02 June 2018).

This example shows how digital activities such as the teacher's posting of his students' photos become a means to incite positive offline behaviours at the end of the students and even the teacher. This also illustrates the co-constructed nature of identity in a networked era where the students' identity performances, such as posting with their exam scores, become the teacher's identity performance as seen in Table 3.

Table 3. Interpersonal Self-triangulation Practices of Teachers

Interpersonal Self-Triangulation Practices	Implications on Self-triangulation
Rapport maintenance through FB Messenger	Identity affirmation
Sharing of subject-related information	Networked Logic
Posting about presents received from students	Posts that 'give off' impressions
Monitoring of students' online behaviour	Digital content to offline behaviours
Posting of photos of top-performing students	Co-constructed nature of identity
Accepting photo tags from students	Display of digital know-how

Source: (Interview, 2018)

Overlap of social networks and threats to authenticity

A teacher's Facebook account connects him or her with his students and colleagues, friends, relatives, and more. Because of this, networked individuals resort to different curatorial techniques on their social network site platforms, highlighting, omitting, and strategically framing identity-based content.

"Ang idea is they (students) look up to you so you should filter your posts, you should not post something that you are drinking liquor *ganun,* especially beer*. Pero kasi pag naka-graduate na sila* they should see *na* it is a normal thing to do when people interact, they drink. *(...) Wag ka lang magpo-post kunwari na sobrang nagpa-party ka. Ang masama, kunwari pag nag lalasing ka, tapos yun yung ipo-post mo."* [Once they graduate, they should see that drinking is typical in social gatherings. Just do not post when you are partying, and you get really drunk] (Pc, personal communication, 02 June 2018).

"Pero alam ko naman na di naman porke teacher *ka, di mo aanuhin 'yung* nightlife *mo. (...) Kasi ang* teacher *di naman* perfect *yan; talagang umiinom or may bisyo. Bale alam na nila, sige*

umiinom si Ma'am, pero' wag na lang ipakita." [I know that even teachers should have a 'night life.' Teachers are not perfect; some drink and have vices. So even if your students know about it already, just do not show it to them] (Mr, personal communication, 02 June 2018).

"Wag lang yung malaswa. Kunyari bakasyon di ba, minsan kasi na po-post ka din ng nasa swimming pool ganun… Para sa'kin kasi okay lang yun. Pero kapag wala naman sa panahon pangit ng tignan." [For clothes, just make sure it is decent. During vacations, it is okay to post beside the pool. But if it is not the season, I think it is a little off] (JR, personal communication, 02 June 2018).

These are reflections from the teacher participants who share the same opinions regarding posting about themselves—two things to avoid: photos with alcohol and photos wearing unflattering or indecent clothing. With the lack of published school rules on teachers' online activities, our participants resort to adopting personal guidelines and establishing norms within their ranks. Though unwritten, the teachers seem to consider consistent behaviour rules based on general documents like the code of ethics for professional teachers. Besides professionalism and ethics, these curatorial techniques also have huge implications on the teacher's authenticity maintenance.

Aside from photos, teachers also manage their use of language, their sharing of personal and work-related 'rants,' and their political beliefs on Facebook. According to Pc, *"Sa Pilipinas kasi* Facebook is used for ranting, especially if it is about politics*. Kasi dapat ang tingin sayo ng mga bata moral compass ka niya eh. So dapat* if you are going to be biased, let us say *kunwari* you are anti-Duterte*, dapat* you should support it with enough evidence.*"* [Students see their teachers as their moral compasses. If you are going to post about your political biases, just make sure you back it up with enough evidence] (Pc, personal communication, 02 June 2018). These curatorial techniques entail the conscious and continuous exercise of self-reflection.

Some teachers resort to alternative measures to mitigate the overlap of social networks. Some cited posting through Instagram stories or Facebook My Day instead. Here, posts would be published only for 24 hours and will disappear after. Some teachers perceive this to be a safer alternative since it has less audience or reaches. L shared, "I think now I am more free with my Instagram account. IG story because you know it will disappear; I prefer to post the IG story like if I am out with friends. If I am drinking because I have also to stay true to myself" (L, personal communication, 02 June 2018). Others would settle to not posting at all about personal matters to avoid any possible conflict.

Teachers' appraisal of interpersonal Facebook interactions

The concept of appraisal refers to the process of evaluating a situation concerning its importance for a teacher's well-being, consists of two elements: the affective and the evaluative appraisal.

Affective Appraisal

The affective appraisal is often expressed in emotion or feeling. It is the teacher's instantaneous reaction towards a situation.

Apathetic

Among the ten teachers, nine do not care about their students' reactions on their post, such as getting likes, share, and comments. They tend to ignore their students' reactions because they seldom post on Facebook, and second because they do not post nor upload pictures to get attention, such as getting many likes. However, they admit to feeling good and happy whenever they get many likes or positive comments from their students. The said they do not get negative comments from their students primarily because of the authority attached to their being teachers.

> "Happy, *pero feeling ko* successful *yung napili kong ipost eh. Sobrang babaw ba sis kasi di ako masyadong nagpopost eh tsaka di rin ako ano talaga. Kadalasan ang* Facebook *kasi sakin, tingin lang. tinitignan ko lang nangyayari sa buhay"* [Happy, but I feel successful in the one I chose to post. Is it too shallow sis because I don't post much, and I also don't really know what. Facebook is often mine, just think. I just watch what happens in life] (Mo, personal communication, 02 June 2018).

Expecting

However, among the ten teachers we interviewed, one teacher- Pc- expects other people to like his posts. He is pleased when he receives positive comments because that tells him that his students find him relatable and relevant. He further said that negative comments would mean that his students were not able to relate to him.

> "Okay. I have to be honest. Of course, I am expecting that other people will like it. *Kasi una sa lahat, hindi tayo dapat* hypocrite *na parang* 'ow I do not care about that' *pero* deep inside we care. *Kasi nakakatuwa din* if they like it, it means that for them you are relatable." (Pc, personal communication, 02 June 2018).

Evaluative appraisal

The evaluative appraisal is a complex process that takes the following factors into account: (1) which options are available to deal with the situation; (2) the chance that a given option will accomplish what it is supposed to (outcome expectation); and (3) the chance that one can apply a particular strategy or set of strategies effectively (efficacy expectation). Simply put, evaluative appraisal includes the teachers' behaviour as a reaction to students' interaction on Facebook.

Results show that teachers' interaction with their students on Facebook is guided by reflection and careful consideration. Their position as a teacher is always the number one consideration. Moreover, they interact with students guided both by their believed responsibilities and limitations as teachers.

Correcting

When he receives negative comments, PT would chat his students and even friends and tell them to erase the comment because it might be misinterpreted and might even result in negative circumstances. However, he said he never deletes a comment by himself, instead, he asks his students to delete it.

> "Actually*, maraming instance na ganyan so chinachat ko sila personally. Uy burahin moung comment mo na yan, hindi ko gusto, baka ma*-misinterpret *ng iba baka mamaya magkaroon ng issue or what so burahin mo na lang. Buti naman, ginagawa rin ng mga bata, at saka ng ibang* friends *ko.'* [Actually, there are many instances like that so I chat with them personally. Hey, delete that comment, I don't like it, maybe others will misinterpret it, maybe later there will be an issue or what so just delete it. Fortunately, the kids do the same, and so do my other friends.] (Pt, personal communication, 02 June 2018).

Ignoring

L, when she receives negative comments, she just ignores. She said that she does not care about the comments because she rarely posts on Facebook, to begin with. However, when she receives positive comments, she would just reply with a 'heart' or a 'like', but she would just ignore it most often than not.

Similarly, Mr never responds to negative comments because it is not her personality to confront, '*patol*'[b]. If ever she receives negative remarks, her default is to ignore, 'deadma'. She wants to avoid lengthy discussion over issues she does not find worthy of attention. She said, *"Opo. Deadma lang po talaga para din a rin po kami pagpiyestahan ng mga nakikisawsaw"* [Yes. We really have to ignore so we don't become the object of gossips] *(Pt,* personal communication, 02 June 2018)

JR also rarely reacts to his students' posts or comments. He only reacts when necessary, mostly when his when former students would chat him out of nowhere. He feels touched because his students have not forgotten him.

Joking and friendly but watchful

As much as she is outside of the classroom and the school, Mc is friendly towards her students on Facebook. Online, she plays jokes with her students, but she is cautious with her words. As a matter of fact, she said it takes her a long time to respond because she thinks about what she would say. After all, she does not want to be misinterpreted.

"Nakikipag biruan din ako sa mga estudyante pero matagal ako mag reply… Parang may takot pa rin na 'ay isang… isang pangungusap lang, isang salita lang akong makamali dito pwedeng kumalat' baka magkaiba yung interpretasyon namin bilang mas matanda do'n sa bata…" [I also joke with students but I take a long time to reply… I still seem to be afraid that 'is just a… just a sentence, I can only make a mistake in one word here it can spread] (Mc, personal communication, 02 June 2018).

Less concerned but responsive

Mo expressed her lack of concern with her students' impression of her on Facebook. Like the others, she does not care whether she gets many or few likes or shares. She believes that whatever her 'image' on Facebook is her reputation inside the campus will matter to her students. However, she is gratified when she receives many likes in her posts. In such cases, she feels obliged to respond because she thinks she might be perceived as a snob if she does not.

"Edi deadma, seenzone pero kung to enciurage them makikipag start ako ng conversation*. Pero pag ganun, seenzone kasi minsan may bata talagang makulit. Hindi, deadma ako pero sa* messenger *kasi lagi ako sumasagot kahit kanino sa bata sa magulang kahit, basta gising ako"* [Ignore it, seen zone but if to encourage them I will start a conversation. But in that case, seen zone because sometimes a child is really naughty. No, I'm dead but on messenger because I always answer anyone to the child to the parent even, as long as I'm awake](Mo, personal communication, 02 June 2018).

Role identity verification

Role identity verification is how teachers compare their interpersonal identity standard with their appraisal of their interaction with students on Facebook. The table 4 shows the summary of the teachers' interpersonal identity standards and their appraisal of their interaction with their students on Facebook.

Teachers' professional identity is created in the dynamic process of interpersonal interaction. The research reveals that the most dominant interpersonal identity standards are enforcing, steering, friendly, and accommodating. However, they display and manifest these characteristics in different ways at different levels. They are primarily strict in dealing with the students and, generally, in handling the class. Teachers can be consistent in their interpersonal identity standard inside and outside the classroom; they maintain their students' distance. It is worth noting that other interpersonal identity standards among teachers other than the ones identified by Wubbels, Brekelmans, den Brok, and Van Tartwijk (2006). Teachers could also use social media, for instance, Messager, to maintain the rapport they built with their students offline. This counts as identity-affirming interaction, a requirement of identity

construction and maintenance (Burke & Stets, 2009). Teachers can keep their online identity consistent with their offline identity through their unique messaging practices.

Table 4. Role Identity Verification Table

Participant	Interpersonal Identity Standard	Affective Appraisal	Evaluative Appraisal
JR	reprimanding and enforcing.	Apathetic	Ignoring - rarely reacts when necessary, replies when former students would chat- they do not forget, would feel touched and valued because they remembered
Pt	Accommodating and understanding	Apathetic	Correcting - rarely reacts- when comment is negative, he asks students to delete the post, happy when former students would chat; it means they have not forgotten
Mc	understanding and accommodating	Apathetic-seldom posts	joking and friendly but watchful
Mk	Enforcing, steering but friendly	Apathetic	
T	enforcing and friendly.	Apathetic- seldom post	replies when former students would chat, she would feel touched and valued because they remembered
L	accommodating yet steering	Apathetic- seldom post	Ignoring - but positive comments make her happy, she would feel remembered
Pc	Steering and enforcing	Expecting - he cares, extremely happy with positive comments	maintains communication with current and former students, used FB as a teaching tool
J	reprimanding and enforcing	Apathetic	
Mo	enforcing and steering	Apathetic- what is essential is her reputation in campus but happy when she gets positive comments	Less concerned but responsive -really used FB to communicate with students, Either school-related or personal matters, use FB to show passion for students
Mr	friendly, understanding, accommodating and steering	Apathetic- but flattered when she gets many likes.	Ignoring to negative but responsive to positive comments

Source: (Interview, 2018)

Moreover, there are three types of teachers' interpersonal self-triangulation practices: identity-affirming performances, networked logic, and digitally-shared content. First, in identity-affirming performances, teachers in a group chat with students and use FB to share subject-related information. By sharing subject-related content, teachers can, directly and indirectly, bring their lessons to their students beyond the classroom. Moreover, they could identify themselves as specific teachers' figures and are also perceived by their students. This practice may also illustrate self-triangulation, which is accomplished when online identity performances and offline identity performances point to and reflect, the same self (Davis, 2014). Identity-affirming performances such as this are crucial in achieving authenticity, in Goffmanian sense, an impression that the actor maintains not only for others but also for oneself (Goffman 1959).

Second, in networked logic, teachers use FB to post about presents received from students, monitor students' online behaviour, and post photos of top-performing students. On Facebook, teachers get to display their technical know-how and their implicit knowledge of the platform's structural norms. Teachers could remind their students to avoid Facebook and review instead for exams. Seemingly prying on their students' online activities, they would reprimand students they would see online. Even students who are tagged 'offline' in Facebook Messenger are not safe from them monitoring. If they catch them liking or commenting on her post, they are sure to get some scolding. Teachers' grasp of specific Facebook features like appearing invisible facilitates networked logic. The last, in the translation of digitally-shared content, they do not post photos with alcohol, personal and work-related 'rants', political bias, and photos with unappropriated clothes.

The teachers should maintain the authenticity of their identity. It entails accomplishing a particular version of the self but doing so in a seemingly natural way. This is achieved when the impressions made by the actor is maintained not only for the audience but for the actor himself (Goffman, 1959). Identity work has to be done while 'hiding the labour of doing so' (Davis, 2014). The sheer effort involved in curating digital behaviour and content may threaten authenticity as the performance becomes an explicitly laborious activity. This is the compromise that teachers take when choosing to open their Facebook network to their students, which does not seem to be a grave matter from our participants' interviews. It only shows how their professional values are embedded in their lives and practised beyond their immediate professional spaces.

In evaluating the process of teachers' interaction, there are two ways. First, it is an affective appraisal. In this case, teachers mostly do not care and ignore their students' reactions to their post. However, if they get positive comments, they will be happy. Second, it is an evaluative appraisal. The teachers encourage their students to delete their posts that might be disinterested. Moreover, the teachers will also

ignore the negative comments, make jokes with their students, and manage their Facebook reputation.

CONCLUSION

The study found out that the teachers' interpersonal identity standards and their appraisal of their interaction with their students on Facebook and their network logic are all aligned and congruent. The teacher's interaction with their students online and offline is always guided by their perceived roles and responsibilities and their limitations and boundaries as teachers.

With its aim of contributing to the ongoing discourse on using social networking technologies for classroom instruction, this study can provide new insights into the positive impacts of Facebook on teachers' construction of their professional identity. This could serve as evidence in arguing for the benefits of using Facebook to promote a positive student-teacher relationship. Educational institutions should support and not hinder the teachers' use of Facebook in their interaction with students, so long as it is within the boundaries of ethical standards and professionalism. As a recommendation, schools might want to develop policies that will guide teachers in their activities and interaction with students on Facebook.

On the end of teachers, this study serves as a reminder to mindful of their Facebook behaviour as they interact with their students online. While there are clear benefits to this, teachers need to remain critical and reflexive to maintain their desirable interpersonal identity standards through proactive appraisal of their interactions.

ENDNOTES

All the interview manuscripts conduct in Tagalog-English (colloquially *Taglish*).
Clarity Statement:
[a] Some/ just
[b] Epilepsy (From Cebuano Language, Visayan Regional Language), some hate speech to refer madness to the people

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