

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter provides the theoretical and practical literature from the areas of teacher identity construction and emotional experiences in teacher identity construction as well as a review of the previous relevant empirical studies. The intention is to establish analytical and empirical frameworks for this present study. There are two subsections in this chapter, the theoretical framework and the previous studies.

#### **2.1 Theoretical Framework**

##### **2.1.1 Teacher Identity**

Identity is an answer to the recurrent question “Who am I at this moment” (Beijaard, Meijer, & Verloop, 2004) or identity is how teachers define themselves and show their image as teachers that they present to others, and it is culturally ingrained (Day & Kington, 2008). Furthermore, talking more specifically about teacher identity, there are varying opinions about the teacher identity definition. Gee (2000) states that teacher identity includes the problem of how a person recognizes specific values they have. There are also several understandings of teacher identity from several researchers. Teacher identity is someone’s understanding about who they are as a teacher (Lim, 2010) or refers to how teachers view themselves (Mockler, 2011), and describe themselves as a teacher (Lasky, 2005), also interpret themselves as a teacher (Duru, 2006). Yazan (2018) stated that teacher identity determines and is determined by the teachers’

experiences of teacher learning and teaching practice. Teacher identity is a valuable frame because it treats teachers as whole persons in and across social contexts who continually reconstruct their views of themselves about others, workplace characteristics, professional purposes, and cultures of teaching to make themselves to be better teteachers

Teacher identity is essential because teacher identity includes the purpose of the teacher's work, the reason for being in the class, and the relationship with the social environment (Duru, 2006). The research by Dogutas (2021) found that teacher identity is essential for teachers because it could affect their career as a teacher. Teacher identity differs from one individual to another, so it is stated that teacher identity is dynamic, where everyone has their own teacher identity (Dogutas, 2021), according to how they understand their world (Soodmand Afshar & Donyaie, 2019) and also has a sustainable characteristic which can be formed and reshaped in interaction with other people (Beauchamp & Thomas, 2009). In line with Dogutas (2021), teachers can also change their identity as a teacher as long as they are still a teacher due to interactions with other people, both outside of school and inside the school.

On the whole, the definition of teacher identity from many researchers, the research summing up that teacher identity is essential to develop one's self to become a better teacher because knowing a teacher's identity means that they understand who they are and can assess themselves to achieve the goal of becoming a teacher. Furthermore, the researcher also agreed with the statement by Hong (2010) that teacher identity is an essential factor for teachers in understanding their work and career decision-making. Additionally, the one who

can understand and explain themselves is just them, so many researchers state that teacher identity is dynamic, which is constantly changing and cannot be determined. Also, teacher identity can reshape due to several factors.

### **2.1.2 Teacher Identity Construction**

Correspondingly with the previous theory of teacher identity, teacher identity construction is a dynamic and complex process that is formed through unceasing adaptation to daily routines at school, knowledge or ability, and teachers' beliefs (Huang, 2021). According to Lankveld, Thampy, Cantillon, Horsburgh, and Kluijtmans (2021), teacher identity construction is the way to build or develop "Who am I?" as a teacher, which refers to the development of one's awareness and understanding of oneself as a teacher. In addition, Siswanto and Kuswandono (2020) state that teacher identity construction is a process of making meaning about how teachers define or redefine themselves in the context of pedagogical skills. Teacher identity construction plays an important role in teacher development or teacher coaching for teachers (Gonzales-Calvo & Arias-Carballal, 2017). In like manner, Yuliyana (2019) states that teacher identity construction is a crucial aspect of becoming a teacher.

The process of teacher identity construction is social and individual because teachers bring their own experiences along with professional intelligence and skills or abilities into their teacher identity construction (Song & Park, 2021). On the other hand, the process of teacher identity construction is dynamic and changing and is shaped by interrelated personal and external factors such as self-image, learning environment, and practical experience (Salinas & Ayala, 2018).

The result by Sahin and Copur (2020) found that teacher identity construction is affected by various factors, such as the teacher's identity, subject knowledge, and significant others. Many other researchers also stated that the process of teacher identity construction is affected by the social environments in the school, cognition, socialization, and emotional experiences (Lomi & Mbato, 2020; Schutz & Lee, 2014; Tsang & Jiang, 2018; Yuan & Lee, 2015).

As shown above, teacher identity construction is a significant aspect of their self-development as teachers. In the process of teacher identity construction, the identity of a teacher can be formed or even reshaped (changed) due to various factors such as self-image, beliefs, learning environments, practical experience, knowledge and skills, social environment at work or school, cognition, socialization, and emotion. Although it can change at any time, the process of teacher identity construction will bring better changes for teachers, or can be said that teacher identity construction has a progressive nature. From several opinions by many researchers who explained about identity construction, the researcher concludes that teachers must know themselves and be aware of the process of the ways or efforts they have to make to build their teacher's identity in a better direction. So, teacher identity construction is crucial for teachers.

### **2.1.3 Emotional Experiences in Teacher Identity Construction**

Emotions are complex feelings that result in physical and psychological changes, and also part of the world of education, such as being able to shape the teacher's identity and what kind of teachers they want to be because emotions can motivate teachers to take action in teaching (Teng, 2017). Moreover, emotions can

impact teachers to apply some strategies or methods they will use to teach in their classes (Yang, Shu, & Yin, 2021). Emotional experience and the process of teacher identity construction are closely related because apart from being the center of the teacher's identity construction, emotions also contribute to improving the quality of teaching so that the components can produce a richer understanding of teacher identity (Djoub, 2018). Beauchamp and Thomas (2009) agree that emotion is significantly related to teacher identity because it can construct teacher identity and enter the discussion of identity as a dimension of self and factors that influence the expression of identity and its formation.

Furthermore, emotional experiences also play an essential role in social learning and, through this, influence the development of teacher identity (Timostuk & Ugaste, 2012). Keller and Becker (2021) also stated that emotions play an essential role in teachers' and students class interaction. So it cannot be avoided that emotion is one aspect that must exist in teaching and learning activities in the classroom. Therefore, identity construction and emotional experience are closely related, inform each other and reframe or redefine each other's interpretations (Teng, 2017) and become one of the internal factors that process the construction of teacher identity and influence most aspects of teacher identity life and growth (Zembylas, 2003).

As explained above, emotional experiences and teacher identity construction are closely related (Schutz & Lee, 2014; Zembylas, 2005) and crucial for teacher identity construction because they contribute to shaping the teacher's mindset, thus affecting the quality of teaching (Djoub, 2018; Esmaeili, Modirkhamene & Alavinia, 2019) or can even hurt teachers, such as making

decisions to leave the teaching profession (Kasmiran, 2018). It is in line with Esmaeili, Modirkhamene, and Alavinia (2019) who stated if teachers have negative emotions and interpret the situation as a threat to their identity, it will be a barrier to their identity construction. Schutz and Lee (2014) also stated that many teachers leave their careers early because they are not ready to deal with the emotions involved in their profession. Therefore, emotional experiences cannot always be considered good because they can construct teachers' identities, but they can also be a barrier to teacher identity construction. For that reason, the researcher concentrated on how novice teachers can build their identity through emotions, both negative and positive. The researcher would like to see how teachers handle negative and positive emotions.

The researcher looked at the concept of academic emotion by Pekrun, Goetz, and Titz (2002) and Pekrun and Stephens (2012) as a reference for understanding emotions, both negative and positive emotional experiences. The emotions are presented in Table 2.1.

**Table 2.1 Academic Emotions**

Academic Emotions	
Positive	Negative
Enjoyment	Boredom
Anticipatory joy	Hopelessness
Joy about success	Sadness
Satisfaction	Disappointment
Pride	Shame and guilt
Relief	Boredom
Gratitude	Jealousy and envy
Empathy	Contempt
Admiration	Antipathy and hate
Sympathy and love	Anger
Relaxation	Anxiety
Contentment	
Hope	

Besides the concept of academic emotions above, this study showed the emotional dimension of teaching, namely emotional intelligence. Emotional intelligence is the most important thing that teachers must have, and how teachers must recognize their emotions and manage their emotions in the right way (Tejeda, Gonzales, & Martinez, 2016; Wu, Lian, Hong, Liu, Lin, & Rian, 2019). As in the case discussed in this study, whether the emotions felt by novice teachers, both positive and negative emotions, can build their teacher identity.

This study showed the involvement of the transitioning novice teachers before they become novice teachers and after they become novice teachers, during which they have to redesign their teacher identity and, in this stage, involve emotions called personal-emotional.

### **2.1.3 EFL Novice Teachers**

EFL novice teachers are categorized as 'new' in the English teaching field. They have recently graduated from the education faculty in their respective universities and are starting their journey as real teachers (Lomi & Mbato, 2020). Based on the statement by Lomi and Mbato (2020), all participants of this study recently graduated from the English Education Department of one of the Islamic universities in Southeast Sulawesi. According to Jensen, Hernandes, Knoll, and Gonzales (2012), the categorization of novice teachers is with two years or less of teaching experience. Senom, Zakaria, Sharatol, and Shah (2013) mention that novice teachers experience the transition from their prior study in educational faculty to real life. The emotional experiences are also felt by novice teachers. Saleem, Muhammad, and Masood (2020) stated that novice teachers who start off a job undergo emotional phases that affect their teaching, such as stress, frustration, anger, and rigid behaviors while teaching in classrooms. Intrator (2006) also stated that novice teachers experience negative and positive emotions triggered by various factors, ranging from students, teachers, administrators, etc. Furthermore, this study addressed the different feelings of the EFL novice teachers before and after they become novice teachers and how their feelings or emotions develop or construct their teacher identity.

## 2.2 Previous Study

Over the past centuries, there has been a growth of literature discussing teacher identity construction and emotions. Several previous studies have been conducted by discussing several issues related to the relationship between emotional experience and the process of teacher identity construction. First, a study by Teng (2017) examined the experiences of pre-service teachers when dealing with unruly students, colleagues, and mentors that came from negative emotions such as anxiety, nervousness, disappointment, doubt, and often irritation. From the negative experiences they faced, they have difficulties dealing with students, colleagues, and mentors, and new negative emotions also emerge, such as upset and anger that make pre-service teachers ruin their ability and confidence when asserting their professional authority and they doubt their identity as teachers, such as whether they have become good teachers or not. In the research conducted by Teng (2017), the participants experienced negative emotions which became a barrier to their teacher identity. For that reason, the researcher will discuss how to deal with negative emotions in the teacher identity construction process.

The second previous research by Esmaeili, Modirkhamene, and Alavinia (2019) which focused on how emotions affect teacher identity development. Their study found that the participants experienced both positive and negative emotions, but their teaching practice was associated more with negative rather than positive emotions. The teacher's feelings, especially the negative emotional experiences felt by the participants, could not build their identity process and hindered the development of their identity as teachers. Student misbehavior

makes the participants desperate, anxious, angry, and frustrated, and they do not know how to create a friendly atmosphere for students and cannot control them. It caused the participants to feel depressed, and one participant felt pressured and doubtful and asked again who he was and what his role was in his work.

Third, in Indonesia, a study in teacher identity construction was conducted focusing on the effort faced by EFL novice teachers during their first year of teaching and how they solve their struggle related to their teacher identity construction (Lomi & Mbato, 2020). One of the themes showed that the participants struggled with their emotional experiences, which affected their moods and feelings. The study showed that the negative emotions that participants faced gave them the power in building their teacher identity. That struggle made novice teachers have a lot of emotions and renegotiate their identity, from excellent and friendly teachers to strict teachers, from sensitive teachers to stubborn teachers, from weak teachers to strong teachers, from teacher-oriented to money becomes experience-oriented teachers, from unmotivated teachers to highly motivated teacher, and most importantly, from a novice teacher to experienced and professional teachers. EFL novice teachers try to control their emotions and they don't want their negative feelings to affect their teaching process.

Previous studies have shown a link between emotional experiences and teacher identity. The experience of negative emotions can be a barrier and also can motivate teachers to construct their teacher identity. Furthermore, this study discussed how emotional experiences in the teacher identity construction of novice teachers, and not only focusing on negative emotions, this study also

focuses on positive emotions. This study uses the concept of academic emotions to deeply understand emotional experiences deeply. It uses the idea of personal-emotional, which is that novice teachers should redefine their teacher identity and their self-efficacy, where this stage involves excessive emotions, both negative and positive emotions.

