Systematic Review of Research on Teacher Identity in Türkiye

Türkiye'deki Öğretmen Kimliği Üzerine Yapılan Araştırmaların Sistematik İncelemesi

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ABSTRACT: This study aims to examine the studies on teacher identity in Türkiye as a systematic review. The research was carried out using descriptive model. In this review, firstly, inclusion and exclusion criteria were determined, then search terms and databases to be searched were decided. Studies obtained from HEC Thesis, HEC Academic, TANIC and ERIC databases were evaluated in terms of research method quality. PRISMA flowchart was used to clearly show the search strategy. The studies included in the study were recorded in Research Information Form developed by the researchers. Descriptive content analysis was used in the analysis of the data. As a result of the research, it is concluded that 104 studies on teacher identity are published between 2005 and 2022, 30 of which are master's thesis, 18 are doctoral dissertations, and 56 are articles. It is concluded that most of the studies aimed to examine the formation, nature and development of teacher identity, qualitative research method, case study design and interview forms as data collection tools were used the most frequently. Also, the sample/research group of the studies mostly consist of teacher candidates. When the findings of the studies are examined, it is determined that the professional identity sub-theme of teacher candidates included identity development and perception of professional identity, and the professional identity sub-theme included the findings related to identity development and characteristics, identity perception and correlated factors.

Keywords: In-service teachers, pre-service teachers, teacher identity, professional identity, systematic review.

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ÖZ: Bu çalışma, Türkiye'de öğretmen kimliği üzerine yapılan çalışmaların sistematik olarak derlenmesini amaçlamaktadır. Araştırma betimsel tarama modelinde yürütülmüştür. Derlemede öncelikle dahil etme ve hariç tutma kriterleri belirlenmiş ardından arama terimlerine ve tarama yapılacak veri tabanlarına karar verilmiştir. YÖK Tez, YÖK Akademik, Ulakbim ve ERIC veri tabanlarından arama sonucu elde edilen çalışmalar araştırma yöntemi kalitesi açısından değerlendirilmiştir. Tarama stratejisinin açık bir şekilde gösterilebilmesi amacıyla PRISMA akış diyagramı kullanılmıştır. Araştırmaya dahil edilen çalışmalar, araştırmacılar tarafından geliştirilmiş Araştırma Bilgi Formuna işlenmiştir. Verilerin analizinde betimsel içerik analizinden yararlanılmıştır. Araştırma sonucunda, öğretmen kimliği üzerine yapılan 104 çalışmanın 2005 ve 2022 yılları arasında yayınlandığı, çalışmaların 30'unun yüksek lisans, 18'inin doktora tezi, 56'sının ise makale olduğu görülmüştür. Çalışmalarda en çok öğretmen kimliğinin oluşumu, doğası, gelişimini incelemenin amaçlandığı, en fazla nitel araştırma yönteminin, durum çalışması deseninin ve veri toplama aracı olarak görüşme formlarının kullanıldığı görülmüştür. Ayrıca çalışmaların örnekleminin/araştırma grubunun en çok öğretmen adaylarından oluştuğu sonucuna ulaşılmıştır. Araştırmaların bulguları incelendiğinde ise, öğretmen adaylarının mesleki kimliği alt temasında kimlik gelişimi ve mesleki kimlik algısına, öğretmenlerin mesleki kimliği alt temasında kimlik gelişimi ve özellikleri, kimlik algısı ve ilişkili faktörlere ilişkin bulguların yer aldığı belirlenmiştir. Araştırma sonucunda öğretmen kimliği çalışmalarına ilişkin önerilerde bulunulmuştur.

Anahtar sözcükler: Öğretmen, öğretmen adayları, öğretmen kimliği, mesleki kimlik, sistematik derleme

1. INTRODUCTION

The concept of identity constitutes a joint area of study in disciplines such as sociology, psychology, philosophy, history, anthropology, and ethics. Since its formation and development have been discussed in many different fields, there are various definitions of identity in the literature. The term "identity" derives from the Latin word "idem," meaning "sameness, similarity" (Buckingham, 2008). While the English term 'identity' is defined in the Oxford English Dictionary as "the characteristics, feelings, and beliefs that distinguish people from others," the Turkish equivalent 'kimlik' is defined in the Turkish Language Association dictionary as "the totality of signs, attributes, and characteristics that show how a person is as a social being." Despite its origins in similarity and sameness, identity includes "differences" in its modern meaning. This indicates that understanding of identity has changed over time. In traditional times, identity was viewed as a fixed and unchangeable structure shaped by family, society, and religion. In modern times, changes such as the Enlightenment, industrialization, and scientific and technological developments, have led to changes in the concept of identity. As social structure changed, individuals began to have different professional roles, statuses, and duties. Therefore, identity is now considered to be actively formed by individuals based on their roles and positions in society, rather than passively constructed through factors such as race, family, and religion, as in traditional times (Duman, 2007). However, the nation-state policies of this period emphasized homogeneity over heterogeneity and unity over fragmentation. In postmodernism, identity is not fixed, stable, or limited as in the traditional and modern periods. Instead, it is variable, multidimensional, fluid, and fragmented because postmodernism is the acceptance of uncertainty, heterogeneity, subjectivity, pluralism, differences, and multiculturalism (Möngü, 2013; Dalbay, 2018; Girgin, 2018).

1.1. Professional Identity

One of the components of identity is professional or occupational identity, which is defined as the process of interpreting and reinterpreting one's own values, beliefs, and experiences in relation to the contextual factors of their profession, under the influence of personal and social experiences (Chong, Low & Goh, 2011; Flores & Day, 2006; Rus, Tomşa, Rebega & Apostol, 2013; Schultz & Ravitch 2013). Lamote and Engels (2010) also include the individual's thoughts about where they want to be in the future in relation to their profession. Similarly, Kielhofner (2002) defines occupational identity as a 'composite sense of who one is and wish to become as an occupational being'. Therefore, individuals in a profession are influenced by their characteristics and experiences, as well as possessing the characteristics of the relevant professional group, accepting its norms, and constantly interpreting their self-perception considering their ideals and professional context.

1.2. Teacher Identity

Teaching as a profession, which is one of the important professional groups, is defined as 'a special professional field that takes on the education, teaching, and related administrative duties of the state' in Article 43 of the Turkish National Education Basic Law No. 1739. The same article states that 'preparation for the teaching profession is provided through general culture, special field education, and pedagogical formation.' Thus, the teacher training process not only provides candidates with the necessary competencies but also significantly impacts the formation of their professional identity. Preservice teachers, each starting teacher training with different experiences and identity backgrounds, continue to develop their identities through different experiences during this process.

The professional identity of teachers or teacher identity is a versatile structure that cannot be defined in common sense, as stated in the definition of identity, and therefore, there are different definitions in the literature. Granjo, Silva and Peixoto (2021) state that teacher identity is the feeling of belonging to occupation and identification with teaching while Beijaard et al. (2004) define it as the process of integrating knowledge, beliefs, attitudes, norms, and values with teacher education and schools' professional demands. Alsup (2004) also defines it as the characteristics that teachers attribute to themselves and those attributed to teaching by external sources. In general, it can be expressed as the answers given by teachers to the question of 'who am I as a teacher?' As the meaning of identity has changed from traditional to postmodern times, teacher identity is also transformed and accepted as dynamic, active, contextual (Beijaard et al. (2004), both multiple and unitary, discontinuous, and continuous, social, and individual (Akkerman and Meijer, 2011), subjective, intersubjective, negotiated, shifting, and multifaceted (Rodgers and Scott, 2008).

1.3. Previous Reviews on Teacher Identity

In their systematic review of 22 studies on teacher identity in the period of 1988-2000, Beijaard, Meijer, and Verloop (2004) analyzed them according to their purpose, professional identity definition, related concepts, methodology, and major findings. The research reviewed are categorized as the studies focusing on teacher identity formation, the studies revealing the characteristics of teacher identity, and the studies dealing with teacher identity represented by teacher stories. Izadinia (2013) reviewed 29 empirical studies on preservice teacher identity and found that studies are mainly conducted on reflective practices, learning communities, contextual factors, and experiences of student teachers. These are also evaluated as variables affecting student teachers' agency, confidence, awareness, voices relationships with pupils, parents, and collogues. In the research synthesizing 29 empirical studies on science teacher identity from eight journals, Avraamidou (2014) analyzed the studies in terms of purpose, identity definition, methods, and findings. According to the findings, the studies reviewed in research focus on how teachers perceive themselves and are perceived by other people, the narratives told by teachers related to their lives, the communities that teachers belong to, gender considerations, and the effect of several approaches, programs, and methods on science teacher identity. Yuan (2018) investigated 22 studies on nonnative English teacher identity and determined three main themes as the development of identity through involvement in social settings (1), identity conflicts experienced at intrapersonal, interpersonal, and environmental levels (2), identity crisis leading to teacher attrition (3). Hanna, Oostdam, Severiens, and Zijlstra (2019) analyzed 20 articles on quantitative measurements for teacher identity and determined six domains of teacher identity consisting of self-efficacy, self-image, motivation, job satisfaction, and task perception.

Lutovac and Kaasila (2019) examined 52 studies on mathematics teacher identity in terms of methodology, data collection, and analysis. According to the findings of the research, qualitative methods, narrative, and case study designs are applied in most of the studies. Also, the number of participants is few, and interviews and written data constitute the most used data collection tools. Golzar (2020) analyzed 37 empirical studies on English language teacher identity. The results of the research indicate that the studies are categorized into two themes "teacher identity formation" and "teacher identity development". In their review, Özakyüz and Güneş (2022) examined 60 postgraduate theses conducted in Türkiye on teachers' professional identity. Their study revealed that postgraduate theses adopt mostly qualitative methods and case study design.

According to the literature, teacher identity consists of many dimensions, the constitution of identity begins with childhood experiences, continues with experiences as a student at school or social context, and experiences as a preservice teacher during the teacher education process, and is reformed with experiences gained after starting the profession as a teacher (Chong et al., 2011; Dickinson, 2012; Franzak, 2002; Knowles, 1992; Knowles and Holt-Reynolds, 1991; Lamote and Engels, 2010). The interaction of teacher identity with many factors, such as teachers' career decisions, emotional well-being, teaching quality, interaction with stakeholders, and decisions to continue in the profession, is important for both the pre-service and in-service teaching processes. Day (2002) states that teachers' perceptions of professional identity affect their reactions to educational changes and reforms. Beijaard, Meijer, and Verloop (2004) also indicate that it affects teachers' teaching styles, professional development, and attitudes toward educational changes. Similarly, Izadinia (2013) states that it is an important factor in their relationships with students and decision-making about the learning process. In their study, Moore and Hoffman (1988) found that teacher identity is a predictor of teachers' intentions to leave their jobs. Based on this, this study aims to examine studies on the professional identities of preservice and in-service teachers in terms of publication year, type, purpose, research method, sample/research group, data collection tools, and prominent findings, to reveal general trends and identify the gaps in teacher identity literature. In line with this aim, answers to the research questions listed below were sought:

What is the distribution of the studies according to:

(1) their type and the years they were conducted

(2) aims

(3) methods used

(4) sample/study group

(5) sample size

(6) data collection tools

(7) What are the most used keywords in the studies?

(8) What are the major findings of the studies?

2. METHOD

2.1. Research Design

This study is a systematic review conducted in a descriptive model (Christensen, Johnson & Turner, 2013; Karasar, 2012; McMillan, & Schumacher, 2014) as it aims to describe the current situation as it exists. Descriptive studies provide the "current status of a phenomenon" (Lokesh, 2019). In this study, the current trends of teacher identity research in Türkiye were identified using a systematic review. The systematic review enables a closer and holistic look at the knowledge accumulated about a research field. Unlike meta-synthesis and meta-analysis studies, both quantitative and qualitative studies can be included in a systematic review. The steps and methods followed in a systematic review are clearly and reproducibly stated. Higgins and Green (2011) list the steps of a systematic review as follows:

- A clearly defined set of criteria for suitability for studies and a set of objectives

- An open, reproducible methodology.

- A systematic search to identify all studies that meet the eligibility criteria

- Evaluation of the validity of the findings of the included studies

- A systematic presentation and synthesis of the characteristics and findings of the included studies.

In a similar way to these steps, the steps followed in this study which aims to systematically examine the studies conducted on teacher identity in Türkiye, are clearly stated. Figure 1 shows the steps followed in the review. In the first step, the purpose of the study is clearly stated.
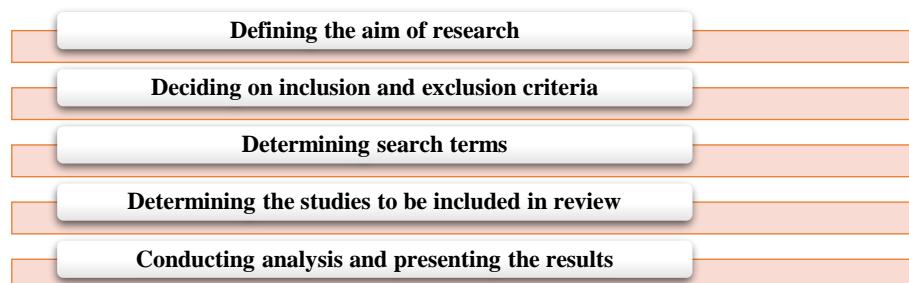
Figure 1: *The Steps Followed İn The Review*

After determining the aim of the study, criteria for the studies to be included in the research were established. Table 1 shows the criteria for the studies.

Table 1: *Inclusion and Exclusion Criteria*

Inclusion Criteria	The studies including pre-service and in-service teachers as sample/study group
	Open access studies
	The studies conducted within all research designs
	The studies written in Turkish or English
Exclusion Criteria	The studies examining identities of other professional groups (i.e. Nurses, psychological counselor, teacher educators etc.)
	The articles adapted from thesis
	The studies related to moral identity, gender identity, organizational identity, oppositional identity etc. even though the sample/study group of study consists of pre-service or in-service teachers.
	Conference papers without full text.

The open-access theses and articles that consist of sample/study groups of in-service or preservice teachers are included in the review of studies on teacher identity. Studies that examine different identity perceptions of preservice and in-service teachers (moral, organizational, gender, oppositional identity), articles produced from the thesis, and conference papers without full text are excluded from the review, as well as studies focusing on a different professional group other than preservice and in-service teachers. After determining the criteria, search terms have been decided for a systematic search of the literature.

2.2. Data Sources

The data sources for the study consist of master's and doctoral theses, and articles obtained from the Higher Education Council (HEC) Thesis Center, HEC Academic, Turkish Academic Network and Informatıon Center (TANIC), and ERIC databases on the teacher identity in Türkiye. Since there was no year limit for the inclusion and exclusion criteria of the obtained data, all graduate theses and articles that met the criteria were included in the study.

2.3. Data Collection

To obtain the data from the databases, search terms related to the research topic are determined. Table 2 represents the search terms used in the data collection process.

Table 2: *The Search Terms Used in Review*

Search Terms
Teacher Identity (both in Turkish and English)
Teacher Identities
Professional Identity (both in Turkish and English)
Boolean Logic: Teacher AND Identity
Boolean Logic: Professional AND Identity

In the study, seven different search terms were used to acquire the related studies. To visualize the detailed records obtained through searching in the databases, the PRISMA flow diagram is provided in Figure 2.
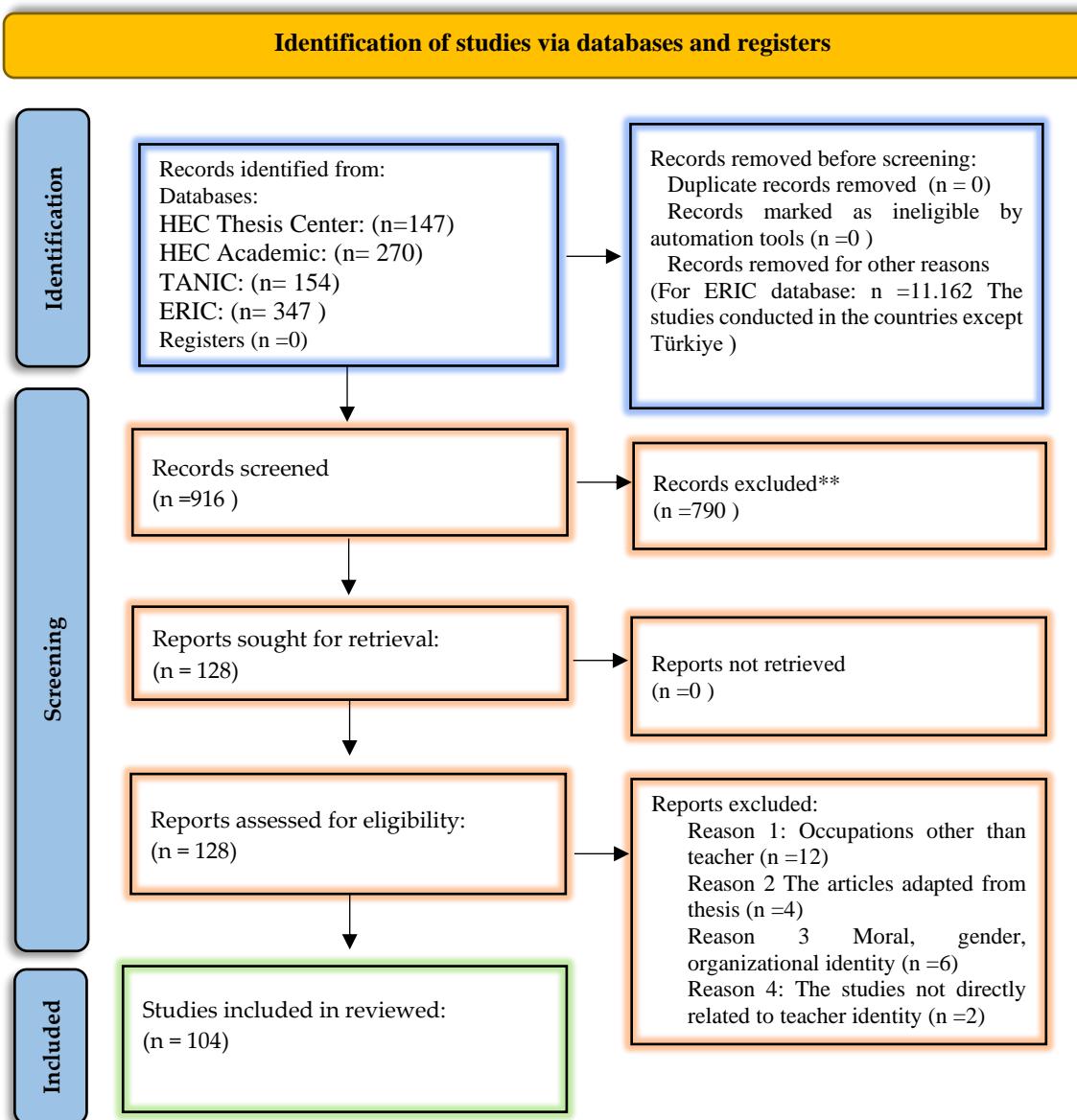
Figure 2: *PRISMA 2020 Flow Diagram Followed During the Review Process*

The data gathering from databases began on September 10, 2022, and ended on December 30, 2022. In the initial scan, a total of 916 records were obtained, including 147 from HEC Thesis Center, 270 from HEC Academic, 154 from TANIC, and 347 from ERIC. Initially, the location of studies was chosen as Türkiye in ERIC database and no filtering was applied in other databases. Studies and articles produced from theses that focused on identities other than teacher identity, such as moral, gender, and organizational identity, were removed from the dataset according to the inclusion and exclusion criteria.

2.4. Quality Assessment

After identifying studies that meet the inclusion and exclusion criteria, they were scored based on the following questions by two coders:

• Is the purpose and sub-problems of the relevant study appropriate to answer the research questions of this study?

• Are the methods, data collection tools, and analyses used in this study sufficient to answer the research questions of this study?

• Are the findings of the relevant study sufficient to answer the research questions of this study?

Each question was scored by two coders on a scale of 1-3 for each study. The average of the scores given by the two coders was taken for each study. Studies with a score of less than 6 were excluded, while those with a score of 6-9 were kept. One article not directly related to teacher identity and one article with a data collection tool inconsistent with the research purpose were removed from the dataset at this stage. A total of 104 studies were included in the research at the end of the scanning process.

2.5. Analysis of Data

Before analysis, studies were recorded on the "Research Information Form" created by the researchers. The form includes titles such as "search terms used for the relevant research, keywords of the research, its citation, the database it was accessed from, its purpose, method, and design, sample/research group, data collection tool used, and main findings". As the aim of the study was to determine the trends of studies related to teacher identity, descriptive content analysis was used in the analysis of data.

2.6. Validity and Reliability

For the validity of the study, inclusion and exclusion criteria were clearly determined before obtaining the data, the methodological quality of the studies was examined by the researchers, and a systematic search strategy was created using the PRISMA flow diagram to clearly outline all steps. To ensure reliability, the studies recorded on the research information form were coded separately by the researchers to determine the inter-rater agreement between them using Miles and Huberman's (1994) intercoder reliability formula. The coefficient of agreement between the two coders was determined to be 0.92.

2.7. Researcher Role

In the organization and conducting of this systematic review, two authors of this article studied in collaboration from determining the research questions to discussion. After determining together the sources, search terms, inclusion and exclusion criteria, and "Research Information Form", the first author reviewed the databases and formed the final data to be analysed after data cleaning. The studies were separately examined and analysed by two authors and the results were compared later.

3. FINDINGS

In this section, the findings are presented in order of the sub-problems of the research. In this review study, which examines 104 studies conducted on teacher identity in Türkiye in terms of their type, publication year, place of publication, purpose, method, and prominent findings, the findings are

presented with tables and graphs that explain the research questions. The distribution of the studies according to their types and years for the sub-problem of the research is shown in Table 3.

Table 3: *The Distribution of Studies According to Their Types and Years*

Year	M. S. Thesis	Ph.D. Thesis	Article	f
2005	-	1	-	1
2006	-	-	1	1
2009	-	1		1
2010	2	-	1	3
2011	-	-	1	1
2012	-	-	2	2
2013	-	-	1	1
2014	1		1	2
2015	5	-	3	8
2016	2	3	5	10
2017	1	1	7	9
2018	4	2	5	10
2019	4	2	8	14
2020	5	2	10	17
2021	3	4	10	15
2022	3	2	2	7
TOTAL	30	18	56	104

Table 3 indicates that 53.8% of the 104 studies included in the research consist of articles, 28.8% are master's theses, and 17.3% are doctoral theses. The first study conducted on teacher identity in Türkiye is a doctoral thesis from 2005. The number of studies began to increase in 2015 and has shown an increase every year. The highest number of studies on teacher identity was carried out in 2020. The second sub-problem of the research is to examine the studies according to their objectives.

Table 4: *The Distribution of Studies According to Their Research Aims*

Theme	Sub-theme	Code	f
Aim	To examine the constitution, development, and nature of teacher identity	-Teacher identity construction and development during teacher education and pedagogical formation process -Teacher identity development in online education -Identity development during national/international teacher practicum -Identity development of teachers from different levels of career -Identity development in community of practice	68
	To determine the effect of an intervention on teacher identity	-Effect of video case-based communities -Effect of blog use -Effect of online anticipatory reflections -Effect of cognitive coaching -Effect of virtual experimentation	8

To determine how teacher identity is examined in several documents	-Teacher identity in movies -Teacher identity in the early years of the republic -Teacher identity in novels of the Tanzimat reform era and republic -Meta-synthesis of foreign language teachers' identity	6
To examine the correlational factors with teacher identity	-Classroom management competence -Need for cognition. -Organizational commitment -Professional and personal experiences -Professional development Personal characteristics -Occupational anxiety -Life skills -Burn-out -Metacognitive awareness -Self-esteem -Possible selves -Possible self-esteem -Career motivations -Assessment of Teacher Goals -Typologies of professional identity -Professional autonomy -School culture -Self-efficacy -Educational beliefs -Attitudes toward distance education	22

After conducting a content analysis on the aims of the studies, four sub-themes were identified. Of the studies reviewed, the majority (*f*=70) aimed to examine the formation, nature, and development of teacher identity. These studies focused on pre-service teacher education and the development of teacher identity in the early stages of their career, which are important factors in the development of teacher identity. The sub-theme with the second highest frequency was "examining factors correlated with teacher identity" (*f*=24). Studies in this theme examined the relationship between teacher identity and classroom management skills, need for cognition, organizational commitment, professional and personal experiences, professional development, personality traits, professional anxiety, life skills, burnout, metacognitive awareness, self-esteem, possible selves, possible self-esteem, reasons for choosing teaching as a profession, desire to achieve professional goals, professional identity typologies, professional autonomy, school culture, self-efficacy beliefs, educational beliefs, and attitudes towards online education. Another sub-theme was "determining the impact of an intervention study on identity development" (*f*=8). Studies in this sub-theme aimed to determine the impact of video-based communities, blog usage, online reflective writing, cognitive coaching, and virtual experiences on teachers' identity development. The final sub-theme was "identifying how teacher identity is addressed in various documents" (*f*=5). Studies in this category aimed to examine how teacher identity is discussed in various documents, such as novels, movies, regulations, and legislation. The third sub-problem of the study was to determine how the studies were distributed according to their methods and designs.

Table 5: *The Distribution of Studies According to Their Methodology*

Theme	Sub-theme	Code	*f*
Methodology	Quantitative	Correlational	12
		Descriptive survey	15
		Sub-total	*27*
	Qualitative	Case Study	23
		Grounded Theory	3
		Phenomenology	8
		Metaphor Analysis	3
		Narrative Research	7
		Self-study	1
		Not stated	7
		Sub-total	*52*
	Mixed-Method	Exploratory Sequential Design	6
		Explanatory Sequential Design	6
		Concurrent Design	3
		Not stated	3
		Sub-total	*19*
	Review	Meta-synthesis	1
		Literature Review	4
	Scale Development		1
	Total		104

In the studies, qualitative research methods and case study design are mostly preferred. Descriptive survey design has been used the most in quantitative studies. Studies conducted with mixed methods have mostly been carried out in exploratory and explanatory sequential designs. The fourth sub-problem of the research is to determine the distribution of studies according to sample/research group.

Table 6: *The Distribution of Studies According to Their Sample*

Theme	Code	*f*
Research Sample/Study Group	Pre-service teachers	56
	In-service teachers	38
	Pre-service and in-service teachers	4
	Others (Legislation, constitution, regulation, novels, movies etc.)	6
Total		104

The teacher identity studies are mostly conducted with preservice teachers. Although studies on teachers' professional identities have been increasing in recent years, they are fewer in number. In four of the studies, the sample/research group consists of both preservice and in-service teachers. In 6 studies on teacher identity, various documents such as laws, constitutions, regulations, novels, films, etc. have formed the study group. The fifth sub-problem of the research is to reveal how the studies are distributed according to sample size.

Table 7: *The Distribution of Studies According to Their Sample Size*

Theme	Code	f
Sample size	1-30	42
	31-50	7
	51-100	6
	101-200	7
	201-300	11
	301-400	8
	401-500	6
	501-750	6
	751-1000	2
	1001-2500	3
	TOTAL	98

Note. The literature review studies are not included in this table.

The studies examined in this review are mostly conducted with a study group in the range of 1-30 (f=43). This clustering in this range is expected due to the predominant use of qualitative research methods in the studies. The second most common sample size range is 201-300 (f=11). Of the 11 studies conducted with this sample size, 6 were quantitative, 2 were mixed methods, 2 were qualitative, and 1 involved scale development. The number of studies conducted with larger samples (300 and above) is still less (f=25). The sixth sub-problem of the research is to determine the data collection tools used in the studies.

Table 8: *The Distribution of Studies According to Data Collection Tools*

Theme	Code	f
Data Collection Tools	Questionnaire	9
	Scale	39
	Inventory	2
	Interview Form	52
	Observation	17
	Document Analysis	11
	Reflective diaries/reports	19
	Portfolio	1
	Metaphor form	3
	Drawings	1

Note. While classifying the data collection tools used in mixed studies, the relevant study is included in both lines.

Interview forms are the most used data collection tool in the studies. In studies that use individual and focus group interviews, a semi-structured interview form is preferred. The most used tools after interview forms are scale (f=40), reflective diary (f=19), observation (f=18), and questionnaire (f=10), respectively. The scales used in the examined studies are presented in Table 6.

Table 9: *The Scales Used in the Studies*

Theme	Sub-theme	Code	f
The scales of the studies	Teacher identity scales	Early Teacher Identity Measure	5
		Teacher Professional Identity Scale	1
		Teachers' Professional Identity Perception Scale	1
		Teacher Professional Identity Scale	1
		Professional Identity Perception Scale	1
		Physical Education and Sports Teacher Professional Identity Scale	1
		Teacher Identity Scale	1
		Professional Identity Perception Scale for Teachers	1
		Scale of the Professional Identity of Primary Teachers in Individual Context, Social Context and Formation/Construction Context	1
		Teachers' Professional Identity Scale	1
		Teacher Identity Scale	1
	The scales correlated with teacher identity	Metacognitive Awareness Scale	1
		Questionnaire for the Assessment of Teacher Goals	1
		Questionnaire for the Assessment of Teacher Beliefs about the Attainability of Teacher Goals	1
		Attitudes towards distance education scale	1
		School Culture Scale	1
		Influencing Factors of Teacher Identity Scale	1
		Organizational Commitment Scale	1
		Co-regulated learning scale	1
		Teachers' Professional Identity Typologies Scale	1
		Quick Big Five Personality Test	1
		Teacher Self-Efficacy Scale	1
		Educational Beliefs Scale	1
		Attitudes Towards Teaching Profession Scale	1
		New Teacher Possible Selves Questionnaire	1
		Use of 21st Century Learner Skills Scale	1
		Professional Anxiety toward Teacher Candidates Scale	1

Reasons for Preference for Teaching Profession Scale	1
Need for cognition scale	1
Life Skills Scale	1
Five Factor Personality Scale	1

In the conducted studies, Early Teacher Identity Measure (Friesen & Besley, 2013) adapted to Turkish by Arpacı and Bardakçı (2015) and the Professional Identity Perception Scale for Teachers developed by Pan (2019) were used to determine the prospective teachers' professional identity perceptions. As for teachers' professional identities, the Teacher Professional Identity Scale adapted to Turkish (Kremer and Hofman, 1985), Teacher Professional Identity Scale (Beijaard et al., 2000), Teacher Identity Perception Scale (Lammers, Atouba and Carlson, 2013), Teacher Professional Identity Scale (Cheung, 2008), and the scales developed by researchers Teacher Professional Identity (Atik, 2022), Professional Identity Perception Scale (Yıldız, 2020), Physical Education and Sports Teacher Professional Identity Scale (Çalı, 2021), Teacher Identity Scale (Kavrayıcı, 2019), Individual Context Scale, Social Context Scale and Formation/Structuring Context Scale of Classroom Teacher's Professional Identity (Girgin, 2016) were used. The seventh sub-problem of the research is to reveal the most used keywords.

Figure 3: The Word Cloud Related to The Keywords Used in Studies

The keywords used in the 104 studies included in the research were analyzed using the word cloud visualization tool in MAXQDA program. The top 10 most used keywords among them are teacher (f=151), identity (f=84), professional (f=50), identity (f=49), education (f=40), teacher (f=27), English (f=22), candidates (f=17), teaching (f=15), and education (f=14), respectively. The eighth sub-problem of the research is to determine their distribution according to the findings of the studies.

Table 10: *Themes and Sub-Themes Related to Findings of the Studies on Teacher Identity.*

Theme	Sub-theme	Code	F	Major findings
Findings	Professional identity of Pre-service teachers	Identity development	36	• The informal mentoring process has the potential to support identity development. • Co-regulated learning situations have an impact on the identity development of teacher candidates. • International teaching practices support identity development. • Field courses of departments, microteaching, school experience and teaching practices, family, individual willingness, and exemplary teachers influence identity development. • Interaction with students is an important factor in teacher candidates' self-perception as teachers and therefore in their identity development. • Teaching practice and reflective thinking contribute to identity development. • Video-based scenario communities contribute to identity development. • Dual diploma programs do not provide a notable change in identity development. • Teaching practices create differences in perceptions of professional self-efficacy, task orientation, ideal teacher profile, and professional commitment. • Drama education contributes to the development of the professional identities of teacher candidates. • Cognitive coaching has an impact on the development of pre-service teacher identity. • Virtual professional experiences contribute to teacher candidates' awareness of their identities. • Teacher candidates' identities can be negatively affected by the induction program. • Pre-licensure experiences, teacher education, and professional experiences influence the development of teacher identity. • Teacher candidates' identity development is influenced by teaching faculty in their undergraduate education, school experiences, courses, cultural and social activities, family and close environment, pre-higher education period, social media, and the Public Personnel Selection Examination. • The course 'Instructional Technologies Enriched with Evolving Technologies' enables teacher candidates to develop a productive, technologically competent, social, and modern teacher identity. • Teaching practices carried out in combined classes affect teacher identity development.
	Professional identity of Pre-service teachers	Early teacher identity perception	24	• There is a significant positive relationship between early teacher identity and the need for thinking. • There is a significant positive relationship between early teacher identity, personal characteristics, and life skills. • 21st-century learning skills and metacognition significantly predict early teacher identity. • There is a positive moderate relationship between expected possible selves and early teacher identity, and a negative moderate relationship between feared possible selves and early teacher identity. • As early teacher identity perceptions increase, academic averages also increase, and female candidates have higher identity perceptions than male candidates. • Early teacher identities play a mediator role in the relationships between pre-service teachers' desires to achieve

			professional goals and their beliefs in the attainability of these goals. • Online reflection writing on the future positively affects early teacher identities of preservice teachers. • Music teacher candidates have high pre-professional identity perceptions. • There is a positive relationship between early teacher identity and self-efficacy, and personality traits (extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience). • English teacher candidates have high identity perceptions. • Educational beliefs predict early teacher identity. • There is a low positive relationship between beliefs in the effectiveness of teacher training programs and early teacher identity. • While positive relationships were found between early teacher identity and the "ideal" and "conscious" sub-dimensions that influence the reasons for choosing the profession for physical education teacher candidates, negative relationships were found in the "influence" sub-dimension. • Preservice teachers' career motivations predict their teacher identities.
Professional identity of in-service teachers	Identity development and characteristics	19	• Teacher identities are developing through learning opportunities and interactions in emergency remote online education. • Blog writing helps to develop teacher identity. • Working communities have both positive and negative effects on teacher identity. • Teacher identity is affected by both globalization and the changes brought about by the EU accession process. • In political documents from 1921-1940, the idealistic, self-sacrificing, modern, and nation-saving teacher identity is portrayed. • English teachers with alternative teaching certificates negotiate their identity and roles using adaptation, mediation, sacrifice, and compromise. • The formation process of teachers' professional identities consists of stages of professional orientation, professional training, and professional experience. • Early career teachers develop their identity from a behavioral perspective towards a socio-structural perspective. • Mobile English teachers working abroad experience personal and socio-cultural identity negotiations. • Standardized exams are transforming teacher identity into a technician teacher identity and affecting teaching practices.
Professional identity of in-service teachers	Identity perception	11	• English language and non-English language teachers have different strengths and weaknesses in their professional identities. • Foreign language teachers and their students have both similar and different aspects in their perceptions of professional identity. • Physical education and sports teachers have a high level of professional identity, with female physical education and sports teachers having higher identity perceptions compared to male teachers. • Foreign language teachers at different career stages show similar characteristics in their ideal and feared possible selves. • Novice and experienced teachers perceive their ideal teacher identities as "professional development, language skills, professional competence, personal qualities, and recognition," while their feared teacher identities are perceived as "language inadequacy, lack of professional development, undesirable

			personal characteristics, undesirable professional tendencies, and lack of recognition." • Turkish foreign language teachers' perceptions of professional identity differ according to gender, age, and professional experience. • School culture positively or negatively affects teachers' perceptions of professional identity. • The past and present experiences, biographies, motivations, job satisfactions, and self-efficacy perceptions of novice teachers are interrelated and determine their professional identity. • Teacher identity perception is influenced by factors such as gender, monthly income, education level and history, job position, job experience, and marital status. • Personal characteristics, society, stakeholders, conditions, institution, and professional requirements affect the formation of professional identity. • Teachers' professional identity is influenced by factors such as gender, monthly income, education level and history, job position, current job experience, and marital status.
	Correlated Factors	14	• There is a positive relationship between English teachers' identity perceptions and self-efficacy beliefs. • Educational changes have negative effects on the emotions and professional identities developed by ICT teachers. • There is a significant positive relationship between school culture and professional identity perceptions. • There is a statistically significant, positive, and moderate relationship between teachers' professional identities and professional autonomy. • Professional identity perception significantly predicts organizational commitment levels and classroom management competency levels. • There is a moderately positive relationship between teachers' perceptions of their teaching identity and the factors affecting their teaching identity, and their organizational commitment. • There is a negative relationship between teacher identity perceptions and burnout. • The knowledge and skills that classroom teachers should possess, as well as their reasons for choosing the teaching profession, indirectly influence the identity formation process through teaching process interactions and goals. • When compared to other types of teachers' professional identity typologies, social teachers have higher professional commitment, professional motivation, job satisfaction, and professional self-perception based on their views on the components that form their professional identity.

According to the results, two sub-themes were acquired: "the professional identity of pre-service teachers" and "the professional identity of teachers." Under the sub-theme of "the professional identity of preservice teachers," the codes "identity development (f=36)" and "early teacher identity perception (f=24)" were identified. In the studies examined under "identity development" code, it was observed that the practices applied by researchers, such as informal mentoring process, blog usage as co-regulated learning situations, instruction in teaching technologies enriched with developing technologies, video-based communities of practice, actor training, cognitive coaching, and virtual professional experiences, supported the identity development of teacher candidates. Furthermore, studies have revealed that subject courses, micro-teaching practices, school experience, national and international teaching practices, interaction with students, dual diploma programs, and pre-service teacher training programs have an impact on pre-service teacher identity. In addition, researchers have identified that family and social

environments, personal desire, role models, cultural and social activities, social media, and the employment stage affect professional identity. The other code generated under the same sub-theme is "early teacher identity perception." Studies under this code found positive relationships between pre-service teacher identity perception and various variables such as self-efficacy, cognitive need, personal characteristics, life skills, 21st-century skills, metacognitive awareness, possible selves, academic performance, educational beliefs, belief in the effectiveness of teacher training programs, and reasons for choosing the profession. Some studies aimed to determine the professional identity perceptions of teacher candidates in a specific subject (such as music, English, etc.) and found that they were high. Under the sub-theme of "the professional identity of teachers," three different codes were created: "identity development and characteristics," "identity perception and related factors," and "burn-out and educational changes." The studies under the "identity development and characteristics" coding addressed the identity development and characteristics of teachers in various situations (urgent distance learning, work communities, working abroad, blog usage, etc.) and found that these situations had an impact on identity development. The studies under the "related factors" coding (f=14) found a positive relationship between the identity perceptions of teachers and their self-efficacy beliefs, school culture, professional autonomy, views on factors affecting teacher identity, organizational commitment, and professional typologies. Additionally, burnout and educational changes have a negative relationship with teacher identity.

In studies conducted on identity perception (f=11), it has been observed that globalization and the process of harmonization with the European Union affect teacher identity; and factors such as personal characteristics, society, professional stakeholders, the institution, and conditions of the school, professional requirements, gender, monthly income, education level and history, current work experience, and marital status cause differences in teacher identity perception.

4. DISCUSSION and RESULTS

Teacher identity is one of the areas that has gained importance in the field of education in recent years. Since there is no agreed-upon definition and theoretical structure in the literature, it is important to evaluate teacher identity studies with a holistic perspective. Indeed, researchers based on different identity theories in psychology, sociology, and social psychology have guided teacher identity studies by approaching teacher identity in different ways. In this review, a total of 104 studies were examined, including 30 master's theses, 18 doctoral theses, and 56 articles on teacher identity in Türkiye. The data included all full-text studies consisting of preservice teachers or in-service teachers, and the articles and theses were conducted between 2005 and 2022. As in the international literature, the number of studies has been increasing in Türkiye in recent years. However, the need for current studies in this area is ongoing.

According to the results, most of the studies aim to examine the formation, nature, and development of teacher identity. Like in the international literature, studies in Türkiye also focus more on how teacher identity is formed, developed, and which characteristics it possesses and how it is shaped by which factors. Similarly, Beijaard, Meijer, and Verloop (2004) classified 22 studies on teacher identity conducted between 1988 and 2000 into studies focusing on the formation of teachers' professional identity, studies determining the characteristics of teachers' professional identity, and studies where professional identity is (re)presented by teachers in their own stories and found that the most studies were on the formation and determination of characteristics. Other studies in this research aim to examine the factors related to teacher identity, determine the effect of an intervention study on teacher identity, and investigate how teacher identity is addressed in some documents. Identifying factors related to

teacher identity can contribute to the theoretical structure of teacher identity and show how it can be utilized in teacher education and in-service training. It is important to identify the factors that affect and are related to the development of a positive identity perception for teachers and teacher candidates. However, there are still not enough studies examining the factors that affect and are related to teacher identity. Another point is that there are still relatively few studies that aim to contribute to the development of identity through intervention studies. Akkuş Çakır and Yıldırım (2019) stated in their study analyzing intervention studies on teacher identity that they only identified 4 intervention studies and that this number is quite low. Although the number of intervention studies has increased since 2019, it is still not sufficient. Studies on the factors influencing teacher identity and intervention research are needed to answer the question of 'How can we ensure a positive identity development and identity perception in preservice and in-service teachers?'

The studies examined indicate that the qualitative research method and the case study design were mostly used. In addition, it was found that the sample size of the studies was mostly in the range of 1-30, and the interview form was mostly used as the data collection tool. The researcher's modern or postmodern perspective on identity and the identity theory they were based on determine the methodology followed in the research on teacher identity. The acceptance of identity as a variable, fluid, and dynamic structure under the influence of postmodernism has led to the predominance of post-positivist perspectives and qualitative research in the conducted studies. In addition, identity theories used (such as Erikson's psychosocial development theory, Marcia's identity status theory, Turner's self-categorization theory, Akkerman and Meijer's dialogical self-theory, Mead's symbolic interactionism theory, Stryker and Burke's identity theory, Wenger's communities of practice theory, Turner and Tajfel's social identity theory, etc.) are decisive in determining the methodology of the studies. Moreover, the acceptance of narrative construction of identity (Bakhtin, 1981; Giddens, 1991), leads the researchers to deal with discourses, stories, and dialogues which are qualitative in nature. Because in postmodern and poststructuralist views, identity is accepted to be reconstituted via relationships with people and language (Kinsella, 2005). As Avraamidou (2014) states teacher identity literature needs studies in which quantitative methods are used and a large number of participants are included.

The sample/research group of the conducted studies mostly consisted of preservice teachers. The teacher training process is an important step in the development of professional identity for preservice teachers. In addition to theoretical courses, especially teaching practicum have an important role in the development of teacher identity (Danielewicz, 2001). Moreover, the number of studies on in-service teachers' professional identity is also increasing. Izadinia (2013) states that teachers' professional identity plays an important role in their interactions with students and their decisions related to the teaching and learning process.

According to the findings of the studies, studies were categorized under two codes: identity development and professional identity perception. Factors that influence identity development include family and close environment, personal desire, exemplary teachers, cultural and social activities, social media, the appointment process, subject courses in undergraduate education, microteaching practices, school experience, national and international teacher training practice courses, interaction with students, double degree programs, and teacher candidacy program. Similarly, Knowles (1992) stated that pre-higher education and Flores and Day (2006) stated that pre-service teacher education has an impact on the professional identity of teacher candidates. In addition to the influencing factors, intervention studies were conducted to support the identity development of teacher candidates. Under the sub-theme of the professional identity of teachers, the codes of identity development and characteristics, identity perception, and related factors were established. Studies under the code of identity development and

characteristics have determined that practices such as emergency distance online education, work communities, working abroad, and blog use have an impact on the identity development of teachers. Studies examining related factors have found a positive relationship between teachers' identities and self-efficacy beliefs, school culture, professional autonomy, views on factors that affect teacher identity, organizational commitment, and professional typologies, as well as negative relationships with burnout and educational changes. Studies on identity perception have reached the finding that factors affecting perception include personal characteristics, society, professional stakeholders, working conditions, professional requirements, gender, monthly income, educational level and background, current work experience, and marital status.

In conclusion, teacher identity continues to be shaped in both national and international literature because of the complex structure of identity. The teacher identity literature in Türkiye needs more studies on teacher identity development and perception with larger populations and especially designed as quantitative and mixed method research. Considering the results of the study, the following recommendations can be presented:

-Identity is an entity influenced by culture. Therefore, studies on teacher identity can be conducted using different methods to identify the factors that shape and influence the identities of preservice and in-service teachers in Türkiye. In fact, there is no consensus on the dimensions that make up teacher identity in both national and international literature. With an increase in the number of studies in this area, the theoretical foundation of teacher identity can be established. How do preservice teachers' identities in Türkiye develop, and which factors influence them? How does teacher identity develop after starting the profession? What dimensions does teacher identity include? What factors affect the professional identities of teacher candidates and teachers? Answers to these questions can help identify and control negative factors that influence the formation and development of professional identities of preservice and in-service teachers and support positive factors.

-Increasing the number of intervention studies can show how to contribute to identity development.

- Since teaching practicum has a key role in identity development, teacher educators and mentor teachers can be supported on how to contribute to the identity development of teacher candidates.

Statement of Responsibility

The authors contributed equally to the research.

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Conflicts of Interest

The authors declare no conflict of interest.

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