

CHAPTER 2

LITERATURE REVIEW

Teachers' identity development is a dynamic process shaped by various factors that happen during their teaching career. Interactions between teachers and students, which create teacher-student relationships, are said to be one of those factors. Meanwhile, the researcher provides this literature review to get a further understanding of the definitions of teachers' identity and teacher-student relationship, as well as how the two terms can be connected.

2.1. Teachers' Identity

In terms of education, teachers play a crucial role in maintaining the success of the education system. As stated by Cheng (2021), the leading implementers of the curriculum and educational system are teachers, which means the success and failure of the educational system depend mainly on its teachers. Being a teacher is now seen as more than transferring knowledge to the young generation; it is also an action for society's development and even bringing massive change to the world.

However, being a teacher is a challenging task. Teaching is a uniquely stressful profession, as teachers are reportedly struggling during their professional careers, according to some research. Teachers experience a high level of stress and a pattern of surviving, striving, and thriving career stages (Cheng, 2021; Yang et al., 2021). Others also faced challenges related to sociocultural context where the teacher needed to adapt new teaching environment (Apriliyanti et al., 2021). Then, these experiences lead them to develop their professional identity. Filling the gap of the study, the researcher tried to explore the experience of teachers' identity shaping by focusing on other factor which is teacher-student relationship.

In the meantime, several definitions of teacher identity has been found. Teng (2019) said teacher identity refers to how a teacher views himself or herself, which is generated, produced, reconstructed, and developed in a social

context. Meanwhile, teacher identity is a dynamic process that is constantly changing. Based on Kavrayici (2020), teachers' identity is constructed by three dimensions: personal, interpersonal, and socio-historical dimensions. The personal dimension focuses on skills and abilities required for the profession. The interpersonal dimension highlights the importance of interactions between the individual and his/her colleagues and the others around him/her. Last, the socio-historical dimension reflects norms and thoughts that have been developed in the organization.

Also, a study mentioned that teachers' identity is divided into personal and professional identities. Teachers' personal identity is observed as individuals' goals, values, beliefs, actions or behavior, and interactions in the social-cultural area. Meanwhile, professional identity is described as professional competence, teaching ideology, and transferring cultural content and role models (Sinom & Kuswando, 2022). Professional competence views are job function, skill, capability, knowledge, and pedagogy. It is how a teacher sees teaching as a job function in their teaching ability, such as pedagogical teaching and subject knowledge. Then, teaching ideology deals with the institution's core values and beliefs, adaptation, work, and training processes. Next, transferring cultural content and role model views are giving and transferring knowledge and being a role model as part of personal identity. Professional teachers can convey subject or content knowledge to students and, at the same time, become role models. Teachers are expected to show a good model for their students to follow in terms of behavior, attitude, and many more.

Finally, understanding teachers' identity is crucial. Yang et al. (2021) proposed that comprehension of a language teachers' identity is important because it affects pedagogical decisions, access to power and ownership of language, professional growth, and, ultimately, the teaching of second and foreign languages. Also, teachers now need to invest heavily in their professional and personal growth in order to fulfill their responsibilities as change agents in the classroom (Andriani et al., 2022). The researcher truly

hopes by doing this research, it will help the readers gain more awareness on how important it is to understand teachers' identity especially in EFL context.

Moreover, as a lifelong process, there are a number of factors in teachers' identity development. One of the many factors that researchers have mentioned is emotion. Cheng (2021) revealed an interrelationship between emotional experiences and professional identity. Yang et al. (2021) also mention that language teacher emotion is an essential part of professional identity development. It is true that from a sociocultural perspective, identity is defined as emotional understanding. Although emotion is not the main focus on present study, this still can be an additional insight in order to understand teachers' identity.

A further factor in teachers' identity development is motivation, which is connected to poor self-efficacy. Cunningham (2021) noted that teachers' motivation, job happiness, and degree of commitment are believed to fluctuate as a result of their level of self-efficacy. When a teacher effectively completes a task and receives positive feedback with successful outcomes, the teacher will unavoidably repeat those particular behaviors. The more teachers feel satisfied with their work, the more they will credit their success to doing a good job, leading to growth that reinforces both their positive traits and their approach to teaching. On the contrary, teachers will need help to connect with their students and will have a difficult time achieving learning objectives if there is conflict and disagreement with the students.

Then, the terms of the family were also mentioned to have an impact on teachers' identity development. The result of research done by Basamala and Machmud (2018) unveiled that family customs, traditions, and societal influences are seen as having a crucial influence on how the identity of an English teacher is shaped. The teacher is, therefore, positioned as a positive role model in the EFL environment as a result of how this influences how others see her and her teaching methods. It has been discovered that a number of social and family traditions, such as the existence of sibling rivalry, a strong interest in the foreign languages of English and Dutch mentioned in the study, the

presence of a family role model, societal expectations, and being the primary provider during a marriage, can have a significant impact on an English teacher's sense of professionalism in the context of teaching English as a foreign language.

Furthermore, another factor in teachers' identity development is teacher-student relationship. Corbin et al. (2019) revealed that developing close relationships with students is a meaningful thing for a teacher, despite teachers reportedly experiencing high levels of stress related to their relationship with students. Positive relationships lead to enjoyment, confidence, and a successful learning process. In contrast, when teachers perceive negativity or lack of rapport in their relationships with their students, they are more likely to report feelings of emotional frustration, fatigue, and strain. Liu et al. (2023) also stated that teachers' identity is optimally developed when a teacher feels a sense of appreciation for their work, especially when their students acknowledge this sense. They observed that the sense of fulfilling students' expectations confirms their identity as a teacher. Then, those teachers who fail to build a positive relationship with their students are more likely to have lower self-efficacy regarding their identity as teachers. They also tend to be slow and difficult.

There are certainly a lot of definitions and theories about teachers' identity that researchers proposed. After reviewing their findings, it can be seen that teachers' identities are more complex than they seem. It can be influenced by numerous factors, including teacher-student relationship, which became the researchers' main interest in conducting the present study. The next section then will discuss the teacher-student relationship itself.

2.2. Teacher-Student Relationship

The relationship between teachers and students can be built inside and outside the classroom. Martin & Collie (2018) explained that teachers and students relationally connect interpersonally (via teacher warmth), substantively (via content and tasks assigned by the teacher), and pedagogically

(via the teacher's communication of subject matter). The finding shows that the development of students' academic skills depends on effective teacher-student connections, which are personalized by their academic participation, enjoyment, and aspiration. It revealed a substantial primary correlation, with a rise in the proportion of favorable interactions with teachers predicting higher levels of school engagement. Students tend to have more autonomy and supportive peer interaction when they receive an emotionally supportive teacher-student relationship. In conclusion, teacher-student relationships are an essential part of teachers' identity development, as well as students' interpersonal context at school, which impacts their academic development. Using the theories, the researcher explored how teacher-student relationship is built by the participant of this study.

Moreover, a high-quality teacher-student relationship provides a supportive foundation for long-term student learning. When students feel their teachers like them, they tend to perform better academically and experience greater school engagement (Prewett et al., 2019). Students who felt they had a close relationship with their teacher tended to have a teacher who reported a similarly close relationship.

From the teachers' perspective, a positive teacher-student relationship is linked to enhanced emotional experiences. Then, it positively influences the well-being of teachers (Taxer et al., 2018). The findings unveiled that feeling connected to students was related to teachers experiencing more enjoyment and less anger. These emotions were, in turn, related to reduced levels of emotional exhaustion. Also, the teacher-student relationship is a positive source for teachers in that it indirectly decreases teachers' level of emotional exhaustion, as being professional requires the ability to reduce every possibility of feeling burnout or stress.

However, the majority of the relationships between teachers and students continue even after they have finished school. When students are asked why they like their teacher, most of them say that their teacher is more like a friend than a teacher, as noted by Suryani (2018). In conclusion, if the

teacher shows such behavior, including unfriendly, harsh, and short-tempered, it will be easier for students to approach their teacher. That is why building positive relationships with students is essential. Suryani (2018) mentioned some ways to build positive relationships between teachers and students, which are 1) talking with students about lives outside school, 2) giving a chance for students to share their views and thoughts, 3) making exciting and engaging classes, 4) call the students reasonably, 5) discussing common issues and distancing the classroom from a hostile environment, 6) directly telling them they can do well, 7) correcting students appropriately, and teacher should not forget to frequently 8) use humor in the classroom.

Based on what researchers have mentioned, we can see that the teacher-student relationship influences both students and teachers, whether about their well-being or professionalism in doing their duty. Meanwhile, the present study is only focused on the influence of the teacher-student relationship on teachers, especially in terms of teachers' identity development. The third section will discuss some relevant studies related to the main focus of this study.

2.3. Study of the Relevant Research

Teachers' identity development is a process during their teaching career that is influenced by many factors based on some researchers. Yang et al. (2021) investigated the relationship between teachers' emotions and teacher identity development using narrative inquiry. Based on the result, there is a dynamic growth of professional identities: the teacher as a companion in the early stages of their careers, the teacher as a motivator in the middle stages of their careers, and the teacher as a life coach in the late stages of their careers.

Also, it has been found that there is a connection between the teacher-student relationship and teachers' identity development. Corbin et al. (2019) proposed that the teacher-student relationship is associated with components of teachers' identity development, especially in terms of teacher burnout. Teachers are more likely to report feelings of competence and accomplishment in their work when they observe warmth, connection, and openness in the

connections with their pupils. On the other hand, teachers are more prone to express feelings of emotional irritation, exhaustion, and strain when they detect negativity or a lack of rapport in their interactions with their pupils. Liu et al. (2023) also stated that teacher identity is optimally developed when a teacher feels a sense of appreciation for their work, especially when their students acknowledge this sense. Those teachers who fail to build a positive relationship with their students are more likely to have lower self-efficacy regarding their identity as teachers. They also tend to be slow and difficult.

The teacher-student relationship can be used as a lens to see the identity of a teacher. Liu et al. (2023) identified teachers' identities through four types of interpersonal profiles based on their interaction with the students. Four of them are directive, authoritative, tolerant/authoritative, and tolerant. Directive teachers are strict, which has a dominant influence on what happens in class. Authoritative teachers tend to be friendly and cooperative with students while influencing what happens in the classroom without being very dominant. Tolerant/authoritative types of teachers are student-centered and enjoyable, ignoring minor disruptions and having close relationships with students. Moreover, tolerant teachers give students more freedom in class than the other three, while the classroom environment tends to be pleasant and supportive.

In line with the previous statement, the teacher-student relationship has a significant influence on students' achievement. Scales et al. (2020) mentioned that their interactions with their teachers can influence the involvement, motivation, and performance of students. In addition to the results they can achieve by showing concern and pushing their students to grow, educators may be better able to help students become more motivated and engaged by attempting to strengthen student-teacher relationships in order to maximize the establishment of support, power sharing, and expanding student possibilities.

In conclusion, teachers can experience some certain growth during their teaching career, which makes them understand themselves more and are able to define who they are. Among those factors that influence teachers' growth, teacher-student relationship is one of them. Especially when it is

positive, teachers can perceive less stress and burnout. Also, it is not only good for teachers but for students as well, such as their academic achievement, which can be better than having a less positive relationship with their teacher. However, the researcher fills the gap from previous studies by carrying a research about how teacher-student relationship influence teachers' identity development which is taken from an EFL teacher as the participant.