What should we understand from teachers' professional identity? An overview of the literature*

Ünal Deniz [iD] [1]

Abstract

The roles of teachers in organizing, directing, evaluating, and applying within the school place teachers in a critical position in determining the quality of education. For this reason, it is accepted that teacher qualification is an important indicator of the quality of education. At this point, the concept of professional identity, which includes teachers' professional learning, development, and practices, gains importance. The concept of professional identity emerged as a separate research topic in the literature after the 1980s and has gradually increased in the following years. Although current studies provide an important understanding of the concept, the formation and development of teachers' professional identities continue to be seen as one of the main problem areas in the literature. From this point of view, in this study, the formation and development of teachers' professional identities have been comprehensively discussed based on the relevant literature. The results of the research show that although teachers' professional identity has critical importance in teacher development and teaching practices, important questions remain about how teacher education can participate in identity construction. In this respect, it is thought that the results obtained within the scope of the study are important in terms of showing the basic elements that affect the formation and development of teachers' professional identities. In addition, it is thought that the study may offer various ideas to policymakers and practitioners to establish a standard professional identity development procedure that will prioritize the professional development of teachers.

Keywords:

---

* Ethics committee approval is not required for this review study.
[1] Corresponding author, Turkish Maarif Foundation, Supervision and Guidance Department, Turkey, unaldeniz23@gmail.com

INTRODUCTION

Elements that make up the school; are primarily the curriculum, administrators, teachers, students, parents, physical conditions, equipment, and the school's environment. These factors can determine the quality of education given in schools, sometimes individually or as a whole, in mutual interaction (Ferguson, 1991; Mosteller, 1995). The active role of the teacher in these elements makes him important and valuable beyond these elements (Darling-Hammond, 2000; Darling-Hammond & Youngs, 2002) because the person who organizes, directs, evaluates, and implements the relationship between these elements is the teacher (Harris & Sass, 2011; OECD, 1998). At this point, the concept of professional identity (PI) manifests itself as teachers' knowing, adopting, and reflecting certain characteristics, standards, roles, and skills related to their profession (Maclean & White, 2007).

As a specific research topic, teachers' professional identity (TPI) emerged since the 1980s (Beijaard, Meijer, & Verloop, 2004). In the following years, this subject has become more interesting for researchers (Olsen, 2008). In these studies, it is stated that teachers who develop a qualified identity have better knowledge of professional participation, pedagogy, and content and are willing to teach (Ruohotie-Lyhty, 2013). In addition, it is emphasized that teachers make more accurate decisions by using the information they have, which gives them more confidence (Battey & Franke, 2008). Moreover, teachers who cannot develop a strong teacher identity may experience failure due to professional inadequacy when they encounter difficulties (Graven, 2004; Ruohotie-Lyhty, 2013). Therefore, teachers without a sense of success and confidence feel closer to leaving the teaching profession (Pillen, Den Brok, & Beijaard, 2013). In short, teachers who develop a qualified PI become more open to new learning based on the mutual relationship between identity and learning, as well as learning to be effective teachers (Battey & Franke, 2008; Ruohotie-Lyhty, 2013). This makes the role attributed to TPI even more critical.

Although current research on TPI offers important insight, the formation and development of TPI continue to be seen as one of the main problem areas in the literature (Caires, Almeida, & Vieira, 2012; Schepens, Aelterman, & Vlerick, 2009). Especially with the effect of the knowledge and value crisis, teachers, as the carrier of knowledge and culture, have faced an increasing loss of legitimacy recently (Périer, 2013). At this point, TPI is important in terms of maintaining the main role of the teacher in line with the reality of the teacher. There are strong criticisms in the literature that there is a significant difference between the results obtained from measuring teachers' perceptions of PI with standardized tests and concrete PI (Assaf, 2008; Barrett, 2009; Crocco & Costigan, 2007) and those emotional factors are not paid enough attention to in TPI (Day, Kington, Stobart, & Sammons, 2006). This situation supports the importance of evaluating TPI as a multifaceted structure, taking into account all the personal, cultural, social, and institutional factors affecting the teaching profession. It is also stated that the TPI should be considered for the success of educational reforms (Day, Elliot, & Kington, 2005; Hargreaves & Lo, 2000).

The aim of this study, which is based on the aforementioned points, is to examine the formation and development of TPI comprehensively based on the relevant literature. In the education literature, it is stated that conceptual studies are needed to see the development of the field and the reflections on the current discussions (Oplatka, 2010). It is thought that this study will contribute to the understanding of the theory-practice relationship in TPI. Understanding this relationship can guide policymakers and practitioners to establish a standard PI development procedure that will prioritize the professional development of teachers from university education. In this context, in this study, respectively: (i) the concept of identity, (ii) PI for teachers, (iii) PI development models for teachers, (iv) PI development for teachers, and (v) the relationship between theory and practice in the development of TPI are discussed.

The Concept of the Identity

The concept of identity is a complex concept associated with many different fields such as economics (Akerlof & Kranton, 2000), developmental psychology (Bosma & Kunnen, 2008), social psychology (Tajfel & Turner, 1986), sociology (Bernstein & Olsen, 2009; Mead, 1934), and philosophy (Erikson, 1968; Noonan, 2007). For this reason, the concept of identity has been defined and conceptualized in different ways by various disciplines and perspectives in the literature (Morgan & Clarke, 2011). This situation has made it difficult to make a single

definition for the concept of identity, which has gained various meanings (with some common points) in the literature (Wetherell, 2010). For this reason, identity has been defined in different ways in the literature according to time, a specific field, and a theoretical perspective (Lasky, 2005; Wenger, 1998). Although identity is a commonly used term in literature today, its origins date back to ancient times.

Taylor (1994) argues that individual identity, which is unique to the individual and discovered for the individual's self, emerged in the late 18th century. In the early 20th century, notions of identity were incorporated into theories of personal and individual development. During this period, the concept of identity was vaguely defined by psychologists, usually through the concept of "I" and "self" (Erikson, 1968; Mead, 1934). Newer views on the concept recognize different roles of being specific to a particular context or society. In this context, identity development is best described as an ongoing process, the process of interpreting oneself as a specific person and being accepted in a specific context (Burke & Stets, 2009). This identity development process takes place through the reflection and observation process that continues from the self-discovery process of individuals (Erikson, 1968).

In the field of sociology, Mead (1934) emphasized the individuality of identity and emphasized that identity was related to the self. According to Mead (1934), self-concept is the link between individual and social environments that develop through social interactions and communication. In this context, Mead's perspective of identity development shows that identity is formed and reconstructed in social situations or found in contexts through interactions with others. Similarly, Beijaard et al. (2004) state that "the self can only emerge in a social environment where there is social communication, which is learned to assume the role of others while communicating and actions are determined accordingly." (p. 107-108). In the field of psychology, Erikson (1968) evaluated identity as an inner sense of self or a sense of balance. Erikson (1968) considered identity as a process developed throughout one's life rather than a state of being. However, he argued that the individual has many identities such as personal identity, ego identity, and social identity (Erikson, 1980). Accordingly, the person who progresses successfully in each developmental stage gradually develops a sense of identity and acquires basic characteristic strengths that can be used to resolve subsequent crises (Erikson, 1980). Therefore, it can be stated that a sense of identity is developed through maturation and certain life experiences in the social context (Beijaard et al, 2004; Erikson, 1994).

In the literature, there are different theories about the concept of identities such as sociocultural theory (Reis, 2011), social identity theory (Johnson, 2001), symbolic interactionism (Martel, 2015), and poststructuralism (Ajayi, 2011). Although these studies highlight different aspects of the concept of identity, they see the concept of identity as a developing and changing process within a sociocultural structure (Beauchamp & Thomas, 2009; Pennington, 2014). The sociocultural perspective is based on the idea that an individual's identity is a constantly changing, dynamic process that is constructed and shaped through social context and interactions in different contexts (Bucholtz & Hall, 2005; Hong, 2010; Wenger, 1998). From the sociocultural perspective, identity is generally defined as who or what a person is the various meanings that persons ascribe to themselves or the meanings that others ascribe to them (Beijaard, 1995). In this way, the process of defining "who one is" may involve multiple factors originating from the individual, relational, and/or collective levels. Therefore, it is not surprising that the concept of identity is conceptualized and studied through various perspectives and methodologies (Beijaard et al., 2004; Gee, 2001).

Based on the literature, it can be stated that there are three common themes related to the concept of identity. The first is identity, "who are you?" it includes one's self-awareness and perception in response to the question. The question can be answered both as an individual and as a member of a group or category (Schwartz, Luyckx, & Vignoles, 2011). This concept is called "mental structure" (Oyserman, Elmore, & Smith, 2012), "reflection consciousness" (Baumeister, 1998), or "subjective individual achievement" (Wetherell, 2010). Second, identity reflects an individual's social groups or categories. The social context plays an important role in the formation of one's identity. It defines one's role or position concerning others. Identity is a "social product" (Doise, 1998) as a result of human nature as an "interpersonal being" (Baumeister, 1998) reflecting a person's group

membership. Finally, identity functions as a latent power in an individual's decision-making called the "executive function" (Baumeister, 1998) or "motivation force" (Oyserman et al., 2012).

As discussed above, the reviewed literature on the concept of identity has provided many definitions and understandings of the concept. These multiple theoretical frameworks on identity show that a better understanding of identity is a complex and evolving process that requires joint effort and close attention (Olsen, 2008; Sugrue, 2005). Therefore, social, cultural, and educational contexts of teaching practices, such as teachers' previous educational backgrounds, teaching experiences, and school content, can play an effective role in the formation of teachers' perceptions of identity (Lave & Wenger, 1991). This conclusion inspires this study to focus on teachers' identity formation and development.

Teachers' Professional Identity

It has always been difficult to specifically define the concept of PI, which emerged as a sub-field of identity theory (Beauchamp & Thomas, 2009; Beijard et al., 2004; Johnston, 2012). According to Bullough (1997), TPI includes the belief in teaching, learning, and self-teaching. Although the nature of the relationship between practices and beliefs is controversial, its existence is widely accepted in the literature (Buehl & Beck 2015; Pajares, 1992). This inference offers a wide variety of components for examining the complexity of PI. Although these components provide a way to gain a deeper understanding of teachers' beliefs and practices and to improve the quality of teaching and learning, research on the subject is open to be focused on more. Therefore, no consensus has yet been reached on the definition of the concept of TPI (Sfard & Prusak, 2005).

There are quite different definitions of teacher identity in the education literature. Chong, Low, & Goh (2011) defines teacher identity as "teacher identity is both a product, a result of influences on the teacher, as well as a process that is not fixed but an ongoing dynamic interaction within teacher development" (p. 51). Lasky (2005) discusses teacher identity as how the teacher sees and defines himself/herself as an educator and how others see him/her as an educator. Van Zoest and Bohl (2005) describe teacher identity as "a cache of capacities and understandings that includes intentions, commitments, knowledge, and beliefs that a teacher has and carries from one context to another." Finally, in Wenger's (1998) social learning theory, identity is defined as "not only a skill and knowledge but also a process of avoiding being a certain person or conversely being a certain person" (p. 215). Based on these emphases in the literature, the concept of TPI was discussed in this study as "a process that includes how teachers perceive themselves professionally and how others perceive them, and which is constantly changing and developing with interactions."

A teacher's professional activities and improvement are influenced by how s/he comprehends her/his PI. One another aspect affected by PI is a teacher's capability to deal with alterations in the job and to put into practice contemporary approaches (Beijaard, Verloop, & Vermunt, 2000). It can be inferred that it is crucial to figure out how teachers see themselves in their professional area apart from paying attention to the actions that must or must not be done for teachers in the teacher training period. Conceiving oneself professionally comes to the fore as a significant step in an individual's development process as a teacher (Poom-Valickis & Löfström, 2019; Thomas & Beauchamp, 2007). "Who am I as a teacher?" "Who do I want to be?" and "What is the ideal that I want to achieve?" Questions such as these are very important both in shaping the identity of a teacher and in their professional development (Korthagen & Vasalos, 2005). Studies reveal that the teacher is perceived as someone who communicates with students personally and professionally (Beijaard, 1995; O'Connor, 2008; Reio, 2005). According to this, teachers derive their PI from the methods they see themselves as pedagogical experts, subject experts, and didactic experts (Beijaard et al., 2000). In some studies, in the literature, TPI expresses what is important in their professional work and life based on their practical experience and personal history (Tickle, 1999). More broadly, PI provides a framework for teachers to form their ideas, work, and place in society about "how to be", "how to act", and "how to understand" (Pennington, 2014).

TPI Development

PI presents a reflection of teachers' experiences, professional practices, values, and beliefs. It is seen that research on the identity of teachers in the literature has shifted from an understanding of a "single true self" (Leander, 2002) to a "comprehensive identity formation" (Korthagen, 2004; Rodgers & Scott, 2008) approach in which context, political, social, experience, and cultural issues all contribute to identity formation. This

adopted perspective means that TPI is framed by a career and mediated by the contexts in which they work and live (Day et al., 2006; Mockler, 2011; Zembylas, 2003). At this point, the development of TPI is considered a continuous and dynamic process influenced by social, cognitive, and personal factors in making sense of one's own experiences and values (Akkerman & Meijer, 2011; Day & Gu, 2007). While it is not possible to consider all the factors that individuals may use to construct their identities, this approach has provided a better conceptualization of identity construction and the influences that contribute to it (see Figure 1).

TPI development begins during teacher education (Chong & Low, 2009; Izadinia, 2013; Walkington, 2005). For this reason, the successful completion of the vocational training program by the teachers, the acquisition of professional knowledge and skills at a reasonable level, and the individual's readiness to practice appropriately and responsibly is the first stage in the development of PI (Dall'Alba, 2009). During this period, teachers have a "pre-teaching identity", as Flores and Day (2006) suggest. More specifically, TPI emerges from their own beliefs and concepts of what a good teaching identity is and from indirect teaching theories. This process helps prospective teachers develop this pre-teaching identity and creates various understandings of the scope of their teaching roles and work (Sutherland, Howard, & Markauskaite, 2010). In addition, pre-service teachers are taught how to use the gains they have obtained in this formal teaching process during pedagogical practice (Korthagen & Vasalos, 2005).
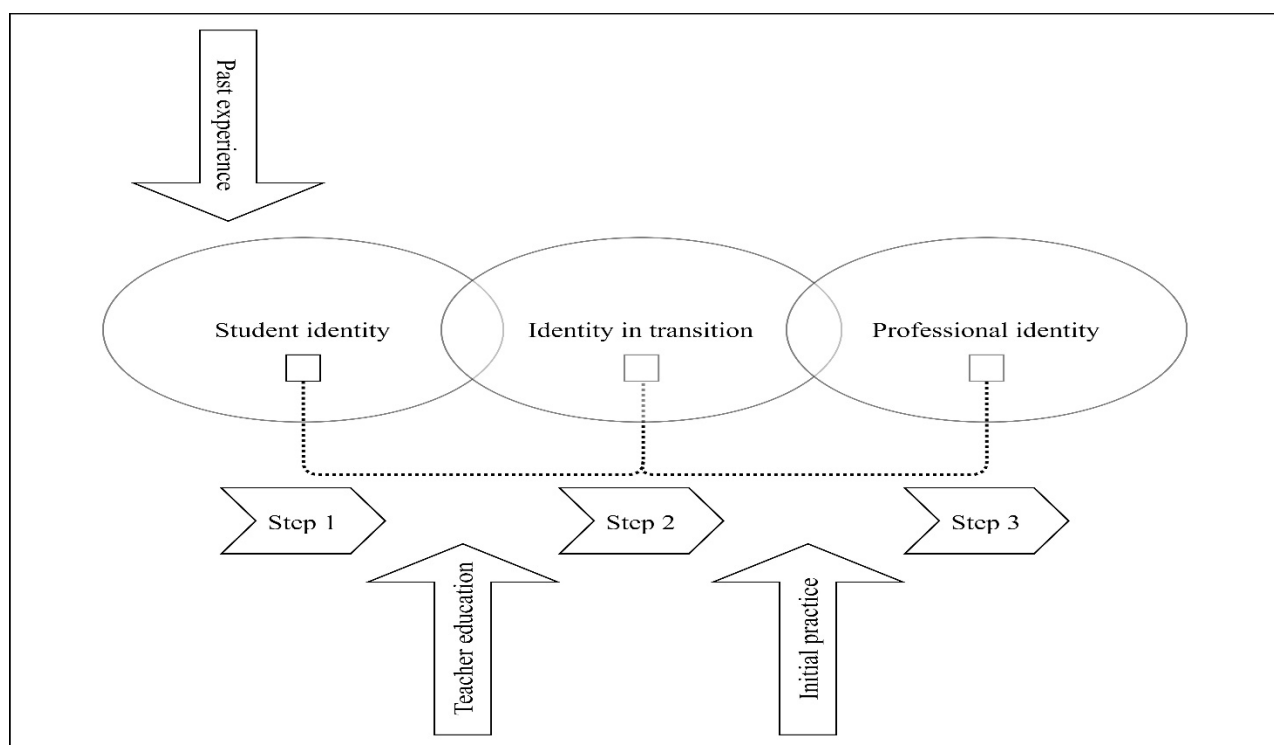
Figure 1. Teachers' Professional Identity Development.
Source: Prepared by the researcher, adapted from Beauchamp & Thomas (2006, p. 9).

The fastest change in the development of PI occurs after prospective teachers graduate and officially start working in school classrooms (Flores & Day, 2006; Stenberg, Karlsson, Pitkaniemi, & Maaranen, 2014). According to Gülerce (2014), each discipline is extremely sensitive to its professional practices and daily life. For example, the phrase "I am a teacher" has different implications for different individuals. Mockler (2011) states that identity development occurs under three headings depending on events and conditions: "personal experience; professional context and external/policy environment" (p. 521). First, personal experience includes biography and personal social history. According to Shulman (1986), these "remembrances of teachings past" (p. 12) guide a teacher's work and serve as a reference for the teacher's decision-making. Secondly, the professional context includes the factors that shape teachers' work (curriculum, assessment system, school

climate, etc.) (Alsup, 2006; Buchanan, 2011; Olsen, 2008). Third, the external political environment encompasses the discourses, attitudes, and, more generally, all the elements surrounding education that affect teachers through government and media policies (Mockler, 2011; Rodgers & Scott, 2008).

Teachers' professional identities continue to develop throughout their professional careers (Day & Gu, 2007; İlğan, Çalı, Sevim, & Bolat, 2021; Zembylas, 2003). In this process, identity has aspects that cannot be controlled but can be improved (Gee, 2000). When a teacher needs to learn about new teaching standards, s/he adapts her/his identity within the wider social community and system, such as the policy context or school context (Sachs, 2001; Varghese, Morgan, Johnston, & Johnson, 2005). Thus, the learning process becomes concrete by transforming into identity development. Therefore, teacher learning is essentially a process of change that supports identity development (Lave & Wenger, 1991). Based on this inference, it can be stated that TPI is a dynamic process shaped by the quality of the education they have received, past experiences, the experiences they have gained, and the environment they interact with (Beauchamp & Thomas; 2009; Sachs, 2001). In sum, the professional identities of teachers arise from past experiences and are reshaped and reflected in their practices according to the conditions of their social roles and positions in current educational institutions.

Various professional development models have been presented in the literature, from the beginning of the teaching profession to the process of becoming a specialist teacher. Dreyfus and Dreyfus (1980) offered a psychological perspective on teacher professional development focusing on skill acquisition with a five-stage linear development model. According to this first model, teacher learning takes place in five stages: novice, advanced beginner, competent, proficient, and expert. A study to support this model was conducted by Berliner (1986) with expert teachers. As a result of the research, it has been determined that expert teachers make inferences about classroom observations instead of just reporting what they see, they can quickly recognize a problem and take time to solve it, and they are efficient in skill planning and time management. These inferences are important in explaining why some teachers specialize and others do not. Another model in the literature was presented by Day and Sachs (2004). Accordingly, teachers in their careers pass through five stages; (i) starting a career and first attempt, (ii) stability and commitment, (iii) new challenges, and new concerns, (iv) reaching a professional position, and (v) the increase in concerns about student learning, the increase in interest in foreign interest, narrowing professional activity and interest. However, these professional development models are highly linear and do not adequately address the transformational nature of teacher learning (Torres-Guzmán & Madrigal, 2011). At this point, Dall'Alba and Sandberg (2006) proposed an alternative professional development model that includes vertical and horizontal dimensions of professional skill development. Accordingly, professional development includes not only acquiring skills from year to year, but also learning to cope with complex situations through interactions with teachers, students, school culture, and the world. The most basic condition for acquiring the skill is the new situations that will enable the emergence and development of this skill. Therefore, this model considers the horizontal dimensions of professional development in teachers, rather than focusing only on vertical dimensions.

In addition to the models presented above, various models in the literature try to explain teachers' professional development by considering the sociocultural environment. The first of these are the three aspects of professional development as "personal, professional, and social" created by Bell and Gilbert (1994). This framework considers that teachers are in a communication process that will support their professional development while working with other colleagues. This approach emphasizes and supports Vygotsky's (1978) sociocultural learning theory in teachers' professional development. The second framework is the professional development framework offered by Kennedy (2005). This framework includes professional development practices such as coaching and mentoring. The third framework used by Fraser, Kennedy, Reid, & Mckinney (2007) is the teacher's learning compass, which includes "formal-informal and planned-incidental learning opportunities." Formal opportunities are the opportunities offered by a person or institution other than the teacher. Informal opportunities are the ones sought by teachers through networking or self-interest such as book clubs or blogs. The common aspect of these three approaches described is that teachers accept the effects of both personal and social factors on their lives on their professional identities (Duff & Uchida, 1997).

As a result, professional development models for teachers have progressed from fixed-stage psychology-based development models to sociocultural models in which teacher professional development is defined as layered

and complex. Accordingly, teachers' professional development does not pass-through fixed stages and does not progress vertically due to experience. Therefore, many factors require a closer examination of the individual's work environment, worldviews, and areas of interaction with society to fully understand and contribute to teachers' professional development.

Theory and Practice Relationship in TPI

It is frequently emphasized in the literature that the professional development of teachers should be handled with a theory-practice approach (Diaz-Maggioli, 2003; Lave & Wenger, 1991). In terms of professional development, theory and practice are seen as effective ways for teachers to participate in professional learning and bring these concepts together (Day & Sachs, 2004; Sachs, 2003). In this direction, Varghese (2004) emphasizes that the professional development of teachers should be understood by focusing on teachers' classroom practices. According to Cochran-Smith and Lytle (1999), the main goal of teachers' professional development is to change practical understanding, expression, and ultimately practice to bring about change in educational settings. In other words, teachers must take on different roles by examining their students, classrooms, or schools and identifying current issues to change the curriculum that will significantly affect teaching practices and the direction of the school community. When this happens, the professional development of the teacher will be reflected as a transformative effect (Cochran-Smith & Lytle, 1999; Ruohotie-Lyhty & Moate, 2016).

TPI development includes the relationship between expectations and roles (Beauchamp & Thomas, 2010; Furlong, 2013). Accordingly, the continuous dialogue that develops between ideal and lived reality supports individuals to set personal goals and monitor their professional practice and personal development (Korthagen & Vasalos, 2005; Poom-Valickis & Löfström, 2019). At this point, the role of ideals is to encourage the development of the individual by helping the individual make efforts and set goals. However, if there is a conflict and tension between reality and the ideal, which can lead to anger, fear, lack of motivation, and resignation (Anspal, Eisenschmidt, & Löfström, 2012; Arnon & Reichel, 2007). In this case, the teacher is expected to alleviate the tension, especially with supportive resources such as experience (Anspal, Leijen, & Löfström, 2019).

CONCLUSION AND IMPLICATIONS

The relevant literature has shown that teacher identity has developed as a separate research area, especially after the 2000s (Beijaard et al., 2004). In these studies, how teachers form and develop their professional identities has been extensively studied from different perspectives in many settings or contexts. Accordingly, the formation of a TPI and the development of teaching practices are significantly influenced by personal beliefs and perceptions from individuals' past experiences in different teaching and learning contexts (Hong, 2010; Pajares, 1992; Walkington, 2005). At this point, PI provides a framework for understanding how to be a teacher, how a teacher should behave, and how the teacher's role and place in society are positioned. This framework also encompasses a community of practice, experience, power, institutions, and discourse for identity formation and development. These multiple conceptual frameworks on PI confirm the argument that "multiple theoretical approaches allow a richer and more useful understanding of the processes and contexts of teacher identity" (Varghese et al., 2005, p. 21).

The literature review shows that research on TPI generally converges on three different issues (see Figure 2). The first is the link established between teachers' identities and their actions (O'Connor, 2008; Reio, 2005; Wenger, 1998). Accordingly, teachers direct their actions through their professional identities (Chong et al., 2011). At this point, setting professional standards for teachers, teachers' work, class activities, and professional and productive ways to think about identities in fundamentally different incentives can have an important potential in providing necessary. What is needed here is to create various opportunities for teachers to do this individually or collectively. Identifying the form, content, and impact of professional teaching standards can make this happen. Simultaneously, the question arises to what extent teacher educators are aware of their personal and PI to fully support prospective teachers in their PI development. Teacher educators need to

critically examine how they facilitate opportunities for students to analyze their ideals and how these are linked to beliefs and understandings about teaching and learning and ultimately teacher identity (Poom-Valickis & Löfström, 2019). If this is fulfilled, the quality of education will increase through the professional development of teachers (Sachs, 2003).
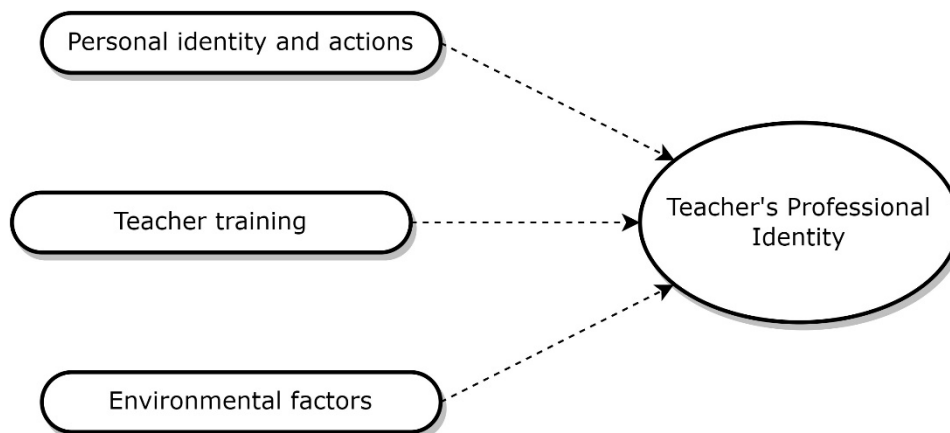
Figure 2. The Main Research Topics on TPI.

The second is related to the role of teacher education in the formation of PI (Chong & Low, 2009; Flores & Day, 2006). Pre-service teachers may have problems applying their professional knowledge due to limited teaching practices during the university period (Beauchamp & Thomas, 2009; Danielewicz, 2001). This indicates the need to seek ways to strengthen the theory-practice relationship in teacher preparation programs in higher education institutions (Ruohotie-Lyhty & Moate, 2016). At this point, the role that teacher education programs can play in developing teacher identity should be structured by considering social interaction (Beijaard et al., 2004). In addition, establishing more advanced cooperation between higher education institutions and school systems in the context of pre-service and in-service training can play an effective role in solving or mitigating these problems (Buchanan, 2011). However, the assumption that teachers' professional identity development will occur spontaneously through teacher education programs should be avoided (Beauchamp & Thomas, 2009). Therefore, this conclusion means that prospective teachers and teachers need continuous support to ensure all-around development.

The third is the effect of environmental factors (learning environments, policies, etc.) on TPI development (Assaf, 2008; Barrett, 2009; Crocco & Costigan, 2007). In terms of a teacher's professional development, it is critical to support collaboration between colleagues, especially at the beginning of the career (Stenberg et al., 2014). At this point, school administrators need to create a school climate and environment in which teachers can develop professionally. In addition, school administrators should make efforts to strengthen the positive aspects of these practices and minimize their adverse effects to ensure and maximize the motivation and commitment of teachers (Chong et al., 2011; İlğan et al., 2021). Moreover, considering the professional identities of teachers and the factors affecting this in the policies to be created can be an important turning point in the implementation and success of the policies (Day et al., 2005; Hargreaves & Lo, 2000).

This research showed that TPI has critical importance in teacher development and teaching practices (e.g., Danielewicz, 2001; Varghese et al., 2005). However, despite the growing interest in teacher identity in educational research, important questions remain about how teacher education can play a role in identity construction (Izadinia, 2013). Considering that preparing individuals to be teachers begins with identity before knowledge and practice (Bullough, 1997), there is a need for further conceptualization and elaboration of the concept of identity in the literature on how it is practically reflected in teachers and their development (Akkerman & Meijer, 2011). At this point, this study is important in terms of showing the basic factors that affect the formation and development of TPI. The study provides an important framework for conceptually understanding the formation and development of TPI. At the heart of this framework is a dynamic sense of PI, influenced by teachers' lives and the personal, professional, and environmental dimensions of their work.

Statement of Researchers

REFERENCES

Ajayi, L. (2011). How ESL teachers' sociocultural identities mediate their teacher role identities in a diverse urban school setting. *The Urban Review*, *43*(5), 654-680. https://doi.org/10.1007/s11256-010-0161-y

Akerlof, G. A., & Kranton, R. E. (2000). Economics and identity. *The Quarterly Journal of Economics*, *115*(3), 715-753. Retrieved December 29, 2021, from https://www.jstor.org/stable/pdf/2586894.pdf

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education*, *27*(2), 308-319. https://doi.org/10.1016/j.tate.2010.08.013

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Anspal, T., Eisenschmidt, E., & Löfström, E. (2012). Finding myself as a teacher: Exploring the shaping of teacher identities through student teachers' narratives. *Teachers and Teaching*, *18*(2), 197-216. https://doi.org/10.1080/13540602.2012.632268

Anspal, T., Leijen, Ä., & Löfström, E. (2019). Tensions and the teacher's role in student teacher identity development in primary and subject teacher curricula. *Scandinavian Journal of Educational Research*, *63*(5), 679-695. https://doi.org/10.1080/13540602.2012.632268

Arnon, S., & Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers and Teaching: Theory and Practice*, *13*(5), 441-464. https://doi.org/10.1080/13540600701561653

Assaf, L. C. (2008). Professional identity of a reading teacher: responding to high-stakes testing pressures. *Teachers and Teaching: Theory and Practice*, *14*(3), 239-252. https://doi.org/10.1080/13540600802006137

Barrett, B. D. (2009). No Child Left Behind and the assault on teachers' professional practices and identities. *Teaching and Teacher Education*, *25*(8), 1018-1025. https://doi.org/10.1016/j.tate.2009.03.021

Battey, D., & Franke, M. L. (2008). Transforming identities: Understanding teachers across professional development and classroom practice. *Teacher Education Quarterly*, *35*(3), 127-149. Retrieved from https://www.jstor.org/stable/23478985 Ac

Baumeister, R. F. (1998). The self. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (Vol. 1, pp. 680-740). New York, NY: The McGraw-Hill Companies, Inc.

Beauchamp, C., & Thomas, L. (2006). *Imagination and reflection in teacher education: The development of professional identity from student teaching to beginning practice*. Conference proceedings of the 4th annual research symposium on imagination and education, opening doors to imaginative education: Connecting theory to practice, Vancouver, British Columbia.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175-189. https://doi.org/10.1080/03057640902902252

Beauchamp, C., & Thomas, L. (2010). Reflecting on an ideal: Student teachers envision a future identity. *Reflective Practice*, *11*(5), 631-643. https://doi.org/10.1080/14623943.2010.516975

Beijaard, D. (1995). Teachers' prior experiences and actual perceptions of professional identity. *Teachers and Teaching: Theory and Practice,* *1*(2), 281-294. https://doi.org/10.1080/1354060950010209

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*(2), 107-128. https://doi.org/10.1016/j.tate.2003.07.001

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, *16*(7), 749-764. https://doi.org/10.1016/S0742-051X(00)00023-8

Bell, B., & Gilbert, J. (1994). Teacher development as professional, personal, and social development. *Teaching and Teacher Education*, *10*(5), 483-497. https://doi.org/10.1016/0742-051X(94)90002-7

Berliner, D. (1986). In pursuit of the expert pedagogue. *Educational Researcher,* *15*(7), 5-13. https://doi.org/10.3102/0013189X015007007

Bernstein, M., & Olsen, K. A. (2009). Identity deployment and social change: understanding identity as a social movement and organizational strategy 1. *Sociology Compass*, *3*(6), 871-883. https://doi.org/10.1111/j.1751-9020.2009.00255.x

Bosma, H. A., & Kunnen, E. S. (2008). Identity-in-context is not yet identity development-in-context. *Journal of Adolescence*, *31*(2), 281-289. https://doi.org/10.1016/j.adolescence.2008.03.001

Buchanan, J. (2011). Teacher dis/appointments? Transitions into and out of teaching. *Curriculum Perspectives, 31,* 12-24. Retrieved February 3, 2022, from https://opus.lib.uts.edu.au/bitstream/10453/18790/1/2011003626OK.pdf

Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, *7*(4-5), 585-614. https://doi.org/10.1177/1461445605054407

Buehl, M. M., & Beck, J. S. (2015). The relationship between teachers' beliefs and teachers' practices. In H. Fives, & M. G. Gill (Eds.), *International handbook of research on teachers' beliefs* (pp. 66-84). New York, NY: Routledge.

Bullough, R. V. (1997). Practicing theory and theorizing practice. In J. Loughran, & T. Russell (Eds.), *Purpose, passion and pedagogy in teacher education* (pp. 13-31). London: The Falmer Press.

Burke, P. J., & Stets, J. E. (2009). *Identity theory*. New York, NY: Oxford University Press.

Caires, S., Almeida, L., & Vieira, D. (2012). Becoming a teacher: Student teachers' experiences and perceptions about teaching practice. *European Journal of Teacher Education*, *35*(2), 163-178. https://doi.org/10.1080/02619768.2011.643395

Chong, S., & Low, E. L. (2009). Why I want to teach and how I feel about teaching—formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research for Policy and Practice*, *8*(1), 59-72. https://doi.org/10.1080/02619768.2011.643395

Chong, S., Low, E. L., & Goh, K. C. (2011). Emerging professional teacher identity of preservice teachers. *Australian Journal of Teacher Education*, *36*(8), 50-64. Retrieved January 11, 2022, from https://search.informit.org/doi/10.3316/aeipt.189887

Cochran-Smith, M., & Lytle, S. L. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, *24*(1), 249-305. https://doi.org/10.2307/1167272

Crocco, M. S., & Costigan, A. T. (2007). The narrowing of curriculum and pedagogy in the age of accountability urban educators speak out. *Urban Education*, *42*(6), 512-535. https://doi.org/10.1177/0042085907304964

Dall'Alba, G. (2009). *Learning to be professionals*. Dordrecht: Springer.

Dall'Alba, G., & Sandberg, J. (2006). Unveiling professional development: A critical review of stage models. *Review of Educational Research*, *76*(3), 383-412. https://doi.org/10.3102/00346543076003383

Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy and teacher education.* Albany, NY: State University of New York Press.

Darling-Hammond L. (2000). *Teacher quality and student achievement: A review of state policy evidence* (Research Report R-99-1). Center for the Study of Teaching and Policy. Retrieved February 9, 2022, from https://epaa.asu.edu/ojs/article/viewFile/392/515

Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us?. *Educational Researcher*, *31*(9), 13-25. https://doi.org/10.3102/0013189X031009013

Day, C., & Gu, Q. (2007). Variations in the conditions for teachers' professional learning and development: Sustaining commitment and effectiveness over a career. *Oxford Review of Education*, *33*(4), 423-443. https://doi.org/10.1080/03054980701450746

Day, C., & Sachs, J. (2004). Professionalism, performativity and empowerment: Discourses in the politics, policies and purposes of continuing professional development. In C. Day & J. Sachs (Eds.), *International handbook on the continuing professional development of teachers* (pp. 3-32). Berkshire: Open University Press.

Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education*, *21*(5), 563-577. https://doi.org/10.1016/j.tate.2005.03.001

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, *32*(4), 601-616. https://doi.org/10.1016/j.tate.2005.03.001

Diaz-Maggioli, G. (2003). Professional development for language teachers. *Eric Digest*, *3*(3), 1-4. Retrieved March 2, 2022, from https://unitus.org/FULL/0303diaz.pdf

Doise, W. (1998). Social representations in personal identity. In S. Worchel, J.F. Morlas, D. Paez, & J. C. Deschamps (Eds.), *Social identity: International perspectives* (pp. 13-23). London: Sage Publications.

Dreyfus, S., & Dreyfus, H. (1980). *A five-stage model of the mental activities involved in directed skill acquisition.* Operations Research Center, University of California. Retrieved March 5, 2022, from https://apps.dtic.mil/sti/pdfs/ADA084551.pdf

Duff, P. A., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly*, *31*(3), 451-486. https://doi.org/10.2307/3587834

Erikson, E. H. (1968). *Identity, youth and crisis.* New York, NY: W. W. Norton & Company.

Erikson, E. H. (1980). *Identity and the life cycle: A reissue.* New York, NY: W. W. Norton & Company.

Erikson, E. H. (1994). *Insight and responsibility.* New York, NY: W. W. Norton & Company.

Farrell, T. S. (2012). Novice-service language teacher development: Bridging the gap between preservice and in-service education and development. *Tesol Quarterly*, *46*(3), 435-449. https://doi.org/10.1002/tesq.36

Ferguson, R. F. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation, 28*(2), 465-498. Retrieved December 14, 2021, from https://heinonline.org/HOL/LandingPage?handle=hein.journals/hjl28&div=24&id=&page=

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, *22*(2), 219-232. https://doi.org/10.1016/j.tate.2005.09.002

Fraser, C., Kennedy, A., Reid, L., & Mckinney, S. (2007). Teachers' continuing professional development: Contested concepts, understandings and models. *Journal of In-Service Education*, *33*(2), 153-169. https://doi.org/10.1080/13674580701292913

Furlong, C. (2013). The teacher I wish to be: Exploring the influence of life histories on student teacher idealised identities. *European Journal of Teacher Education*, *36*(1), 68-83. https://doi.org/10.1080/02619768.2012.678486

Gee, J. P. (2000). Identity as an analytic lens for research in education. *Review of Research in Education, 25*(1), 99-125. Retrieved December 29, 2021, from https://www.jstor.org/stable/1167322

Gee, J. P. (2001). Identity as an analytic lens for research in education. In W. G. Secada (Ed.), *Review of research in education* (Vol. 25, pp. 99-125). American Educational Research Association.

Graven, M. (2004). Investigating mathematics teacher learning within an in-service community of practice: The centrality of confidence. *Educational Studies in Mathematics*, *57*(2), 177-211. Retrieved May 16, 2022, from https://www.jstor.org/stable/4150270

Gülerce, A. (2014). Selfing as, with, and without othering: Dialogical (im) possibilities with dialogical self theory. *Culture & Psychology*, *20*(2), 244-255. https://doi.org/10.1177/1354067X14526897

Hargreaves, A., & Lo, L. N. (2000). The paradoxical profession: Teaching at the turn of the century. *Prospects*, *30*(2), 167-180. https://doi.org/10.1007/BF02754063

Harris, D. N., & Sass, T.R. (2011). Teacher training, teacher quality and student achievement. *Journal of Economics, 95*(7), 798-812. https://doi.org/10.1016/j.jpubeco.2010.11.009

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, *26*(8), 1530-1543. https://doi.org/10.1016/j.tate.2010.06.003

İlğan, A., Çalı, M. Ç., Sevim, F., & Bolat, Ö. (2021). The effect of educators' perception of organizational trust on professional development. *Journal of Innovative Research in Teacher Education, 2*(3), 193-213. https://doi.org/10.29329/jirte.2021.408.2

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal, 39*(4), 694-713. https://doi.org/10.1080/01411926.2012.679614

Johnson, K. (2001). *Social identities and the NNES MA TESOL student* (Research report). Bloomington: Indiana University. (ERIC Document Reproduction Service No. ED457682). Retrieved February 21, 2022, from https://files.eric.ed.gov/fulltext/ED457682.pdf

Johnston, J. L. (2012). Using identity as a tool for investigation: A methodological option in the researcher's toolbox. *International Journal of Arts and Sciences, 5*(5), 1-9. Retrieved February 11, 2022, from http://www.universitypublications.net/ijas/0505/pdf/FIR106.pdf

Kennedy, A. (2005). Models of continuing professional development: a framework for analysis. *Journal of In-Service Education, 31*(2), 235-250. https://doi.org/10.1080/13674580500200277

Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education*, *20*(1), 77-97. https://doi.org/10.1016/j.tate.2003.10.002

Korthagen, F., & Vasalos, A. (2005). Levels in reflection: Core reflection as a means to enhance professional growth. *Teachers and Teaching*, *11*(1), 47-71. https://doi.org/10.1080/1354060042000337093

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education, 21*(8), 899-916. https://doi.org/10.1016/j.tate.2005.06.003

Lave, J., & Wenger, E. (1991) *Situated learning: Legitimate peripheral participation*. New York: Cambridge University Press.

Leander, K. M. (2002). Locating Latanya: The situated production of identity artifacts in classroom interaction. *Research in the Teaching of English (37)2*, 198-250. Retrieved February 10, 2022, from https://www.jstor.org/stable/40171622

Maclean, R., & White, S. (2007). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice*, *8*(1), 47-60. https://doi.org/10.1080/14623940601138949

Martel, J. (2015). Learning to teach a foreign language: Identity negotiation and conceptualizations of pedagogical progress. *Foreign Language Annals*, *48*(3), 394-412. https://doi.org/10.1111/flan.12144

Mead, G. H. (1934). *Mind, self, and society.* Chicago, IL: University of Chicago Press.

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. *Teachers and Teaching*, *17*(5), 517-528. https://doi.org/10.1080/13540602.2011.602059

Morgan, B., & Clarke, M. (2011). Identity in second language teaching and learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 2, pp. 817-836). New York, NY: Routledge/Taylor & Francis.

Mosteller, F. (1995). The Tennessee study of class size in the early school grades. *The Future of Children: Critical Issues for Children and Youths, 5*(2), 113-127. https://doi.org/10.2307/1602360

Noonan, H. W. (2007). Identity eliminated. *Analysis*, *67*(2), 122-127. Retrieved January 9, 2022, from https://www.jstor.org/stable/25597788

O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, *24*(1), 117-126. https://doi.org/10.1016/j.tate.2006.11.008

OECD (1998). *Staying ahead: In-service training and teacher professional development.* Organisation for Economic Co-operation and Development. Retrieved January 5, 2022, from https://read.oecd-ilibrary.org/education/staying-ahead_9789264163041-en#page1

Olsen, B. (2008). How reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly*, *35*(3), 23-40. Retrieved January 14, 2022, from https://files.eric.ed.gov/fulltext/EJ831706.pdf

Oplatka, I. (2010). *The legacy of educational administration: A historical analysis of an academic field*. Hamburg: Peter Lang Publisher.

Oyserman, D., Elmore, K., & Smith, G. (2012). Self, self-concept, and identity. In Leary, M. R., & Tangney, J. P. (Eds.) *Handbook of self and identity* (pp. 69-104). New York, NY: The Guilford Press.

Pajares, M. F. (1992). Teachers' beliefs and educational research: cleaning up a messy construct. *Review of Educational Research, 62*(3), 307-332. https://doi.org/10.3102/00346543062003307

Pennington, M. C. (2014). Teacher identity in TESOL: A frames perspective. In Y. L. Cheung, S. B. Said, & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 38-52). New York, NY: Routledge.

Périer, P. (2013). Crisis and/or identity reconfiguration for new secondary school teachers?. *Recherche Formation, 74*(3), 17-28. https://doi.org/10.4000/rechercheformation.2117

Pillen, M. T., Den Brok, P. J., & Beijaard, D. (2013). Profiles and change in beginning teachers' professional identity tensions. *Teaching and Teacher Education*, *34*, 86-97. https://doi.org/10.1016/j.tate.2013.04.003

Poom-Valickis, K., & Löfström, E. (2019). "Pupils should have respect for you, although I have no idea how to achieve this?": The ideals and experiences shaping a teacher's professional identity. *Educational Studies*, *45*(2), 145-162. https://doi.org/10.1080/03055698.2018.1446323

Reio Jr, T. G. (2005). Emotions as a lens to explore teacher identity and change: A commentary. *Teaching and Teacher Education*, *21*(8), 985-993. https://doi.org/10.1016/j.tate.2005.06.008

Reis, D. S. (2011). Non-native English-speaking teachers (NNESTs) and professional legitimacy: A sociocultural theoretical perspective on identity transformation. *International Journal of the Sociology of Language, 208*(2011), 139-160. https://doi.org/10.1515/ijsl.2011.016

Rodgers, C., & Scott, K. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D.J. McIntyre & K.E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions and changing contexts* (pp. 732-755). New York, NY: Routledge.

Ruohotie-Lyhty, M. (2013). Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work. *Teaching and Teacher Education*, *30*, 120-129. https://doi.org/10.1016/j.tate.2012.11.002

Ruohotie-Lyhty, M., & Moate, J. (2016). Who and how? Preservice teachers as active agents developing professional identities. *Teaching and Teacher Education*, *55*, 318-327. https://doi.org/10.1016/j.tate.2016.01.022

Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, *16*(2), 149-161. https://doi.org/10.1080/02680930116819

Sachs, J. (2003). Teacher professional standards: controlling or developing teaching?. *Teachers and Teaching*, *9*(2), 175-186. https://doi.org/10.1080/13540600309373

Schepens, A., Aelterman, A., & Vlerick, P. (2009). Student teachers' professional identity formation: between being born as a teacher and becoming one. *Educational studies*, *35*(4), 361-378. https://doi.org/10.1080/03055690802648317

Schwartz, S. J., Luyckx, K., & Vignoles, V. L. (Eds.). (2011). *Handbook of identity theory and research*. New York, NY: Springer.

Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, *34*(4), 14-22. https://doi.org/10.3102/0013189X034004014

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, *15*(2), 4-14. https://doi.org/10.3102/0013189X015002004

Stenberg, K., Karlsson, L., Pitkaniemi, H., & Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education*, *37*(2), 204-219. https://doi.org/10.1080/02619768.2014.882309

Sugrue, C. (2005). Revisiting teaching archetypes: Re-conceptualizing student teachers' lay theories and identities. In D. Bijaard, P. C. Meijer, G. Morine-Dershimer, & H. Tillema (Eds.), *Teacher professional development in changing conditions* (pp. 149-164). Dordrecht: Springer.

Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning preservice teachers' understanding of their work as teachers. *Teaching and Teacher Education*, *26*(3), 455-465. https://doi.org/10.1016/j.tate.2009.06.006

Taylor, C. (1994). The politics of recognition. In C. Taylor, K. A. Appiah, S. C. Rockefeller, M. Waltzer, & S. Wolf (Eds.), *Multiculturalism: Examining the politics of recognition* (pp. 25-73). New Jersey, NJ: Princeton University Press.

Thomas, L., & Beauchamp, C. (2007). Learning to live well as teachers in a changing world: Insights into developing a professional identity in teacher education. *The Journal of Educational Thought, 41*(3), 229-243. Retrieved January 25, 2022, from https://www.jstor.org/stable/23765520

Tickle, L. (1999). Teacher self-appraisal and appraisal of self. In R. P. Lipka & T. M. Brinthaupt (Eds.), *The role of self in teacher development* (pp. 121-141). Albany, NY: State University of New York Press.

Torres-Guzmán, M., & Madrigal, R. (2011). Reflections on the life of a bilingual teacher. In I. M. Saleh & M. S. Khine (Eds.), *Teaching teachers: Approaches in improving quality education* (pp. 227-246). Hauppauge, NY: Nova Science.

Van Zoest, L. R., & Bohl, J. V. (2005). Mathematics teacher identity: A framework for understanding secondary school mathematics teachers' learning through practice. *Teacher Development*, *9*(3), 315-345. https://doi.org/10.1080/13664530500200258

Varghese, M. (2004). Professional development for bilingual teachers in the United States: A site for articulating and contesting professional roles. *International Journal of Bilingual Education and Bilingualism 7*(2-3), 222-237. https://doi.org/10.21832/9781853597565-008

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, *4*(1), 21-44. https://doi.org/10.1207/s15327701jlie0401_2

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Walkington, J. (2005). Becoming a teacher: Encouraging development of teacher identity through reflective practice. *Asia-Pacific Journal of Teacher Education*, *33*(1), 53-64. https://doi.org/10.1080/1359866052000341124

Wenger, E. (1998). Communities of practice: Learning as a social system. *Systems Thinker*, *9*(5), 1-10. https://doi.org/10.1177/135050840072002

Wetherell, M. (2010). The field of identity studies. In M. Wetherell & C. Mohanty (Eds.), *The Sage handbook of identities* (pp. 3-26). Thousand Oaks, CA: Sage Publications.

Yaacoub, H. K. (2011). Professional identities of part-time academics. *International Journal of Arts & Sciences, 4*(11), 223-252. https://doi.org/10.1080/1360144X.2019.1593176

Zembylas, M. (2003). Interrogating "teacher identity": Emotion, resistance, and self-formation. *Educational Theory, 53*(1), 107-127. https://doi.org/10.1111/j.1741-5446.2003.00107.x

Author Biography

Ünal Deniz is an inspector at the Turkish Maarif Foundation. In the past, he worked as a teacher and administrator in public and private schools. He received a Ph.D. degree in Educational Administration from Hacettepe University in 2021. His research interests include comparative and international education, educational supervision, higher education policy, and management. His recent research topic is on school leadership and management in different cultures.