Emotion and Professional Identity of Tertiary Teachers Handling Online Distance Learning: A Literature Review

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Abstract—Teaching is an emotional journey for both educators and students since it is a complicated social, personal, and intellectual process that depends on efficient communication and interactions among them. Emotions have been shown to affect educators' well-being, work satisfaction, burnout risk, and retention, as well as their choices about teaching tactics, curriculum selection, and lesson planning. Thus, this study aims to determine the level of emotion and professional identity of online teachers in the tertiary level.

Keywords— Negative emotion: online learning: positive emotion: professional identity.

I. INTRODUCTION

Teaching is a career fraught with danger (Capone & Petrillo, 2020). Educators are the primary agents for bringing about change in the classroom. Emotions loom so over work lives of teachers like a shadow. The numerous demands that pour into their professions on a near-daily basis affect every area of their life (Chen, 2020). This is especially true when teaching staff start to cope with the coronavirus pandemic and its consequences. Teachers' professional life have changed substantially as a result of changes in teaching techniques and school organization. Teachers are under even more pressure to focus not just on the health of their teachers and employees, but also on their own health, as a result of the environmental instability that comes with these changed situations (OECD, 2020). As a result, it is important to detect the evolution of educators' emotional writings in direct to supply evidence-based recommendations that can help academia, policymakers, and practitioners improve the teaching profession. The impact of instructor feeling on position of themselves, including instructional assumptions (Chen, 2020), rational well-being, and teacher motivation, as well as on their students, such as college connection, participant well-being, and understanding has been documented in the literature.

Through terms of capability and structure, Moore and Kearsley (2012) defined far school as "instruction and structured knowledge in which learning normally happens in a new area beyond education, involving contact through innovations as well as unique institutional organization." "Any modes of education and learning in which the student and teacher are bodily and physically separated," Finch and Jacobs (2012) characterized distanced instruction. "Although there is

a clear need to conceptualize distance education in light of growing innovation and quickly expanding educational software, it is impossible to agree on a single description of the topic and what actually qualifies as interactive learning because of the subject's many aspects."

II. LITERATURE REVIEW

A. Online Distance Learning

The global outbreak of COVID-19 in 2020 was a watershed moment in human history. While public schools in Canada were closed between March to September, college campuses remained closed during the Fall semester, forcing learner to follow classes online. Because online learning is not a new phenomenon numerous academics already had investigated how teachers adjust their techniques and how they view online courses (Cook, 2018). However, despite its importance (Woods & Baker 2004), the connection among educators and pupils in the online setting is an area that has not been fully examined from the educator standpoint, academic institutions (Hagenauer & Volet, 2014).

Moore & Kearsley (2012) point out the succeeding grounds for improving accessibility to education and experience as a significance of value: allow possibilities for modifying workers skills, enhance economic efficacy resources, improvement of existing academic structures, increase the educational system's capacity, and improve economic effectiveness of educational resources, balance age disparities, execute awareness programme to specific consumers, offer emergency training for critical target regions, build educational capacity in newer subject areas, offer a combination of work and family life, and give the educational experience an international perspective

Once addressing guiding principles, Finch and Jacobs (2012) outlined three successes of online learning: avoiding costly on transportation; increasing opportunities to connect and collaborate with experts from around the world; allowing learners to utilize classes as often as they want; and allowing adjustments to academic subjects and information needs.

The development of the internet and the World Wide Web has resulted in several academic qualifications. Universities and colleges may be able to help expand their market reach by using online education. When juggling work, school, and

family obligations, most older adults may like the adaptability. Students and teachers, as well as students in general, may profit from a range of technology developments in online courses at institutions (Bell & Federman, 2013). Likewise, the secrecy of digital training may inspire more students who would otherwise avoid face-to-face classes due to their shy personalities to participate in eLearning instead. Lastly, with enhanced systems and equipment, educators, learners, and college administrators may be able to collect data, comments, and evaluations regarding their online interactions (Bell & Federman, 2013).

B. Emotions of Teachers

Teachers' emotional experiences are frequently defined in educator emotion research as individual person–environment interactions within such a teaching/classroom event that produces a single emotion, such as rage or enjoyment. However, we view teaching as a highly complicated activity focusing on the simultaneous achievement of several, interconnected goals. As a result, teaching can produce mixed emotional experiences in which numerous feelings are evoked.

Given the importance of emotion in teaching and learning, logic and emotionality should be combined to form the "two wings" of teacher development efforts aimed at improving teacher effectiveness. However, the cognitive-rational approach to teacher development continues to dominate current study, which downplays the emotional component (Uitto et al. 2015). As a result, many teachers are said to be underprepared and under supported by basic educator's school to deal with the emotional exhaustion of their jobs (Hoy, 2013). As a result, current teacher emotion research must be assessed largely in terms of the ability and rigor to support evidence - based, scheme, and studies in educators' growth and efficacy with reference to educators' feeling. Emotions have long been famously not easy to give meaning, with little agreement on how to conceptualize and map this elusive idea beyond disciplines (e.g., physiology, philosophy, history, sociology, psychology) (Fried et al. 2015).

Teacher emotion research has gotten a lot of attention in recent years. However, it has been noted that contributions from Western civilizations have dominated scholarly publications on teacher emotion (Uitto et al., 2015). Scholars, educators, and lawmakers lack a mass movement of scholarly investigation generated within range such as Asia, and thus have only a vague awareness of how instructor feeling is evolved and trained outside of the "Context of western paradigm," and consequently possess the information and experience to influence educator development and assessment legislation, implementation, and assessment processes. However, in academic research, particularly teacher emotion, the social cultural context frequently is forgotten, which can "serve as a facilitator or barrier to the diffusion of information and techniques across the globe, ending in their adoption, adaption, or even rejection" (Hallinger & Bryant, 2013). Emotions have long been regarded as important aspects of teachers' work. Teachers' emotions are linked to students' abilities, in addition to dependent elements (e.g. educational requirements, fraternal ties, principle backing, family

demands; Wu and Chen, 2018). Teachers' emotions can be triggered by elements at schools (e.g., coworkers and management), in the community (e.g., family), and at a community scale (e.g., culture and politics), but the most common and intense feelings stem from teaching and engaging with pupils (Chen, 2019).

Emotions are socially formed and personally enacted, which implies they are linked to the individual's social context. Ways of being are multi-dimensional experiences that include physiological, psychological, and behavioral elements. The perceived judgment entails how one feels, names, and reacts to a situation considering a shared socio-cultural environment. Teaching is a profession where one's core views, morals, and connections with pupils are all intertwined (Hagenauer & Volet, 2014). A shift in methodology and instruction, such as shifting online, has the potential to sever these deep and personal bonds, eliciting an emotional reaction (Perrotta, 2017). While educating in classroom at any level is a complicated, dynamic, and distinctive phenomenon that is emotionally draining, moving to online teaching presents instructors with extra obstacles.

It is wonderful to see that educator emotion research has gotten more attention and risen in popularity. Moreover, the body of research on schoolteacher emotion has reached a "critical mass," allowing for a comprehensive evaluation (Chen, 2019). A larger effort is being made to establish a "world depth of knowledge" on educator feeling, and research assessments are thought to be critical in the field's knowledge development (Hallinger & Chen, 2015). This understanding of foundation would not only provide markers on the way to psychological growth, but also a more detailed comprehension of how particular teachers deal with emotional obstacles, allowing teachers to "accomplishing respective professions, instead of just merely surviving" (Mansfield et al. 2012). In the extant research, there are classification process descriptive examinations on educators' feeling (Uitto, et. al. 2015). No evaluations have focused on the literature's progressive tendency in regards to teacher mood. Furthermore, evaluations in the social sciences should be revised every 3 to 4 years, according to certain experts (Campbell Collaboration Steering Group, 2014). As a result, rigorous research reviews are urgently needed. Furthermore, a new review is required to provide a fresh perspective. The current evaluation, inspired by four previous research of educators' feeling studies, aims to better understand pathways of knowledge generation in teacher emotion, specifically study foci and methodological trends, during a 35-year period from 1985 to 2019. This endeavor gives a "high ground" view of developments and establishes the groundwork for interpreting the progress of the school emotion research (Hallinger & Chen 2015) from a significantly bigger corpus of articles than those in earlier assessments using a "comparative viewpoint." It's worth noting that the present review isn't focused on the content of the articles under consideration; rather, it's focused on developmental trends, namely the technique pattern in educator emotion research.

C. Negative Emotion

When instructing and connecting with students, educators face difficulties a wide range of specific emotions such as joy, contentment, pride, love, rage, tiredness, hopelessness, fear, embarrassment, or bored (Chen, 2019). A wide range of classroom conditions and events might elicit such feelings. For example, professors may become enraged if pupils break instructional regulations or act disrespectfully towards fellow learners (Burić & Frenzel, 2019).

Teachers have various classroom set objectives (i.e., to develop students' specific topic and interpersonal skills and abilities, to students' motivation, and to develop well-functioning relationship with the students) for whom the accomplishment is assessed through educators' impressions of learners' behavior in school, according to the two - way framework on causes and effects of educator emotions. Teachers assess whether students met their objectives, if their behavior aided them in attaining their objectives, and whether they considered qualified and capable of accomplishing their objectives based on observations of their behavior. Teachers also assess who is involved for achieving (or failing to achieve) classroom goals, as well as the importance of these goals. Different instructors' emotions may emerge based on the genre of these cognitive appraisals. For example, if a professor's target is to encourage learners to gain knowledge of a specific information by carrying through the new technique of instruction, seeing their educators as unmotivated and unhelpful may result to a negative assessment of their get by ability due to a lack of instructing emotional state of helplessness.

Educators' distress and poor psychological adjustment are still the most common reasons for retirement. Educators are "not informed regarding or not prepared to this" for the inner exhaustion of their selected job, according to Woolfolk Hoy (2013), which might lead to choose to change careers (Richardson, et. al., 2013), Researchers have investigated teacher burnout (Akin, Aydin, Erdogan, & Demirkasimoglu, 2013), educator welfare (Parker, Martin, Colmar, & Liem, 2012), and teacher resilience (Akn, Aydn, Erdoan, & Demirkasmolu, 2013) in order to understand teacher attrition (Hong, 2012). Emotions have a key part in educators' ability to prosper, not merely get through, in their professional life, according to the research on teacher resilience (Mansfield, Beltman, Price & McConney, 2012).

D. Positive Emotion

Enjoyment, pride, wrath, worry, humiliation, and guilt are some of the most prominent separate emotions in the literature. Teachers often mention two good emotions in relation to the classroom: enjoyment and pride (Frenzel, 2014). Enjoyment is the biased sensation of pleasure associated with a particular activity or experience, which is thought to be derived from emotions of being in command of a highly valued situation (Pekrun, 2009) or through the expectation of, engagement in, or perception on an ideal activity or event (Frenzel, 2014). Given that most current studies rely on self-report measures, it is likely that teachers overestimate their emotions of satisfaction, as it's socially acceptable to enjoy teaching and care about your learners (Winograd, 2003). Teachers may face emotional labor in this regard as a result of the implicit display standards that govern how teachers believe they should feel and present emotion. Teachers are likewise prone to feeling proud, possibly second only to satisfaction (Frenzel, 2014). It is regarded as a good emotion associated with pleasure that is elicited by personal or interpersonal successes with whom one has a relationship.

Positive emotions are also vital for human survival because they help people respond to opportunities like affiliation and collaboration by coordinating cognitive, physiological, and behavioral mechanisms (Shiota, et. al., 2014).

E. Professional Identity of Teachers

Hong et al. (2017) looked at aspects of employee identity development such as self-unity, how the living world is negotiated, and if the pattern changes over time. These dimensions describe how people become professionals in various social circumstances, but they do not apply universally. Hong et al. (2017) defines the process of becoming as the creation, progress, development, or formulation of professional identity.

Individuals are prompted to establish new online specification, renegotiate, and validate specification affirmation, and, most importantly, to make numerous specifications as a result of social media (Stets & Serpe, 2016). Intellectual believe that social networking website provides individuals with new possibilities to identify persons and their careers, but it also poses obstacles. A conceptual model of professional identification message function was provided by Huang-Horowitz and Freberg (2016).

Internal messages about professional identity were labeled as such, while outward messages about social media were labeled as such. It is possible to forecast how an individual express her or his career in social media from the standpoint of professionalism and its construction: Sending an individual letter reflects an organization's professional activities by demonstrating organizational commitment and ideals, as well as keeping track of and analyzing the entire white-collar group. Employees' genuine and honest private communications, as well as their adherence to functions, stability, and pledges in continual unique social media postings, have immediate links to organizational commitment and help shape the worker's professional identity (Huang-Horowitz & Freberg, 2016).

Individuals mesh and blend personal and professional, along with public and private roles, in social networks, which is closely tied to the creation of professional identity (Davis & Jurgenson, 2014). As a result, social media is not impartial when it comes to establishing a professional identity. However, they may be used to shape people's professional identities (Van Dijck, 2013). The main emphasis in the developing scholarly literature on professional identity and social media is on feedback from key (Dimitrova & Wellman, 2015), online self-construction (Stets & Serpe, 2016), and the interaction between professional and organisational character (Davis & Jurgenson, 2014). There is still a scarcity of scholarly literature focusing on professional identity building

via social media, particularly in terms of highlighting features of professional and personal self-convergence.

III. SYNTHESIS

Teachers are continuously exposed to a variety of happy and undesirable emotional experiences while at work. As a result of the high surge of emotional states, teachers are faced with the task of trying to manipulate their emotional demands, because how they perceive their feelings will affect their choice, instruction, and well-being. As seen from the lens of stress and coping, they must change the intensity and duration of emotional life experiences. In truth, we implement online education without first understanding about the teachers' feelings about it. Many academics have conducted studies on online education, however most of these studies have been limited to online education, with only a few studies focusing on emotion and profession. Although research on teachers' feelings in this and other areas is increasing (Keller et al., 2014), one area that has received less attention is instructors' emotions while preparing to teach (Frenzel, 2014).

Many research has been conducted to provide information on teacher emotion and professional identity (Naylor & Nyanjom, 2021). Professionals'' emotions in the change to online higher education. The present survey has shown orientations that educators face while shifting to online teaching. Individual educators' expertise and understanding of orientations they have taken to can help institutions provide unique and tailored support during the shift to online teaching. Educators must be at the forefront of the transition's planning, assessment, and facilitation in order to ensure long-term success (Martin, et. al., 2019). Where educators' attitudes about online teaching were favorable and supportive, the futuristic educators reported higher levels of felt self-efficacy, perseverance, satisfaction, pride, positive student results, and appraisals with the transition to online. The mindful professionals' result was less satisfactory in terms of educators' felt poorer self-efficacy, emotions of insufficiency, resentment, frustration, tiredness, and ill-feeling and toward the school where educators' orientations were unfavorable and unsupported. When it comes to transitioning to online teaching, the support provided should be mindful of the intrinsic pressure that arise when software and pedagogy are merged (Kilgour, et. al., 2019). Such tensions almost always result in emotional reactions, which must be recognized in intervention efforts. When it comes to moving to online learning, institutions must keep in mind that while educators primarily need to do what is beneficial to learners, they also want specific help to overcome the challenges that come with the process. The difficulty for HE is figuring out how to deploy novel yet effective tactics like people-intensive "at the elbow" support in environments with high workloads and limited finances.

Teachers' Emotional responses and Identity: A Test of Reciprocal Relations result beginning with the current research, for example, illustrate clearly a useful function of TSE in molding educators' sentimental well-being by trying to promote the expression of positive emotions (i.e., joy and pride) and attempting to prevent the perspective of the disastrous and weakening feeling of hopelessness. Because the bulk of research addressing the function of TSE in explicate educators' prosperity used a cross-sectional design (Zee & Koomen, 2016), using a long-term filled instrument design helps to reveal TSE's protective role for teachers' emotional life. The discovery of a negative functions for educators' negative emotions in molding TSE could be employed in in-service and pre-service teacher trainings and intervention programs. Teachers might be taught to adopt effective and adaptable emotion regulation skills to prevent or lessen the experience of unpleasant emotions like rage or tiredness. For example, reappraisal (i.e., changing one's mind regarding a scenario that elicit an emotion or one's ability to lead it) or tries to purposefully revise the facts and circumstances that elicit an emotion may be effective in intercept negative emotional experiences in teachers. Such efforts at self-regulation can aid in intercept the harmful consequences of negative emotions when making evaluations regarding one's teaching ability. Similarly, encouraging TSE reliance by offering the opportunity for supremacy motivation and expertise, as well as offering starting teachers with qualified consultant or higher-rank staff who can function as both advocates and persuaders, may help teachers' emotional well-being. To put it another way, treatments and training focused at enhancing teachers' emotion management abilities may safeguard TSE, while moment to create TSE may promote pleasant emotional awareness of.

For example, Judita Kasperiuniene and Vilma Zydziunaite) Career Persona Formation in Social Media: A Comprehensive Research Study Teacher identity construction is a complex concept and includes personal, social and cultural, and vocational and career identity components, according to the research article. Although the connections connecting personal, social, and cultural identity elements ors portions were investigated, the studied papers did not look at how professional, vocational, and career elements complement or cover each other. Empirical research on professional identity has primarily been conducted from the perspectives of business and management representatives, healthcare workers, doctors, and crisis management specialists. However, we were unable to locate any empirical studies that addressed professional identity change and the elements that drive it. In today's world, people are compelled to continue their education, broaden their professional fields, or even change their career or career path. A fuller knowledge of professional identity creation will come from investigating how profession changes effect the changing (or development) of a being's professional identity. Representatives from several sciences investigated professional identity and its portrayal in social media (from social to technological and multidisciplinary). Although the situations differed, most of the researchers merely expressed the opinion that current technology and media affect professional identity development in a quiet way.

Scholars in the educational environment emphasized on how professional preconceptions might shift if someone engages in online activities. A contrast was made between the kind of communication in formal and informal learning. Even though studies have shown that social media is a connection among gender issues and children's future career choices, schools have paid little attention to this form of social media education. The findings revealed that a deeper assessment of social media narratives is required. As a result, teachers may observe and debate these stories in class.

According to several research, teachers in this new style of learning, online distance learning, have a variety of emotions and professional identities – the transition from their previous active learning to this newest one.

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