



RESEARCH ARTICLE

Institutional and Professional Identity in Teacher Education Quality in Higher Education: An Analysis of Bibliometric Trends and Systematic Review in Scopus

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ARTICLE INFO	ABSTRACT
Received: Sep 27, 2024	<p>The present research aimed to conduct a study of bibliometric and systematic literature trends on institutional and professional identity in the quality of teacher education in higher education, in Scopus between 2004 and 2024. The study combined quantitative and qualitative methodologies, was framed in a bibliometric design in the first stage and a systematic literature review approach in the second stage. A total of 196 studies were considered in the first phase and seven papers in the second phase. The data reveal that the field of scientific production increased by 40.8% between 2022 and 2024, the most prominent country being the United Kingdom with 15%. In addition, the most relevant subject areas were social sciences (52%) and psychology (10%). It is concluded that based on the breadth of topics addressed, the level of collaboration between authors, contributing nations, and the ease of access to key data provided by high-impact sources, it can be determined that research on the topic has advanced. Furthermore, the systematic analysis revealed that the modern conception of institutional culture and development of professional identity implies a relationship with the social projection of university teachers, which is a categorical factor in teaching quality standards. Thus, using bibliometric and systematic review methodologies, this study provides a critical evaluation of the research and a basis for future research.</p>
Accepted: Nov 11, 2024	
Keywords	
Institutional identity	
Professional identity	
Training quality	
Teacher	
Higher education	
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INTRODUCTION

A fundamental challenge in the pursuit of educational excellence is the role of institutional and professional identities in the quality of higher education teacher education programs (Figueroa-Céspedes et al., 2022). For such reason, an ever-changing world requires that institutions not only establish their core beliefs and purposes, but also foster a climate that supports the holistic development of teachers (Loaiza-Aguirre & Andrade-Abarca, 2021). However, the commitment of these institutions to introduce improvements and adapt to changing circumstances is a manifestation of their institutional identity, while professional identity focuses on the skills and values that teachers must have to address the problems they face in the classroom (Álvarez-Medina & Sánchez-Heredia, 2022; Gil & Piovani, 2023).

In that vein, for teacher education to be successful and up-to-date, the connection between the two identities is vital (Carbonell et al., 2022). In that sense, institutional identity provides a foundation for teacher preparation programs, fostering a common goal that in turn shapes pedagogical practices and fosters a teamwork environment (Aguirre-Garzón et al., 2023). For their part, teachers who have a strong sense of professional identity are better prepared to assume their roles with self-confidence, cultivate a strong work ethic, and help shape education to meet the requirements of the communities in which it is implemented (Luna and Sanchez, 2021).

In that sense, exploring this theme is critical to identify how institutions can strengthen their instructional practices and, in turn, how teachers can align with these principles to refine their professional performance (Quijano, 2020). In doing so, it opens a space to reflect on the quality of teacher education and the implications this has for the future of higher education (Mejía et al., 2022). For their part, scientists can follow the dissemination of information and determine the relative value of various publications on a given topic through bibliometric research, which analyzes written works and other scholarly works (Caló, 2022; Leyva et al., 2022).

In addition, when it comes to recognizing the scientific context, databases also depend on accurate research data collection capabilities (Sanz, 2022). Consequently, bibliometric indicators are used, which are measures to estimate the corpus of literature on a specific topic or a set of related topics (García-Villar & García-Santos, 2021; Llerena & Arévalo, 2021).

In this context, this study aims to conduct a study of the bibliometric and systematic trends of literature on institutional and professional identity in the quality of teacher education in higher education, in Scopus between 2004 and 2024. In this way, it is intended to create a conceptual basis on the theoretical trends of this topic. What are the global trends in Scopus scientific publications on institutional and professional identity in the quality of teacher education in higher education by author collaboration, country of origin, journals or sources, area of knowledge, year of publication and type of document? What are the conceptual aspects, methodologies and most relevant results of the systematic analysis of literature?

METHODOLOGY

To begin with, a bibliometric analysis was developed in Scopus, a database containing abstracts and citations of peer-reviewed literature, which allows tracking, analyzing and visualizing academic research (Salinas and García, 2022). This made it possible to compile a sufficient theoretical corpus to address the problem statement.

As a search method, Boolean operators were used with key words in English, such as: institutional AND professional AND identity, education AND quality, higher AND education, during the period of inquiry from 2004 to 2024. In addition, when choosing the 196 documents for this study, the following bibliometric criteria were taken into account: year of publication, most relevant authors, source or journal, keywords, country, subject area and type of document (Florez-Fernández & Aguilera-Eguía, 2020). To create the keyword co-occurrence map, the data were examined with VOSviewer V_1.6.19, while Excel was used for counting and descriptive statistics.

The second step was to conduct a systematic content review, a method of organizing claims about a topic by analyzing the results of scientific research in an effort to increase scientific understanding (Codina, 2020). This strategy is useful for discovering new research in the current corpus of scientific literature, improving the clarity and speed of the research process, and comprehensively searching for all available evidence (Berelson, 1952).

A comprehensive analysis of relevant data was conducted by searching the Scopus database using the following terms: institutional, professional, identity, education, quality and higher education (Granda et al., 2003). Seven papers were selected for the qualitative systematic review. Documents

with a publication date between 2004 and 2024, available in both English and Spanish, original or review articles and related to the topic were considered eligible for inclusion.

RESULTS

Following the recommendation of Linnenluecke et al. (2020), the main results of the bibliometric analysis are presented first. Subsequently, the results of the systematic review are presented, highlighting the challenges and possible directions for future studies.

Bibliometric analysis

For the bibliometric study, publications concerning professional and institutional identity in the quality of preparation of higher education teachers were included, covering the years 2004-2024. During the research period, a constant upward trend was observed in academic production on this topic since 2019, as shown in Figure 1. Consequently, with 80 publications representing 40.8% of the total production at the global level, it shows that between the years 2022 and 2024 the highest publication rate was obtained.

In turn, taking into account the importance of professional and institutional identity in the quality of teacher education, there has been a development in research in this field showing signs of increasing activity, which coincides with other studies that have shown the importance of the topic (Figueroa-Céspedes & Guerra, 2023; Cuadra-Martínez et al., 2021).

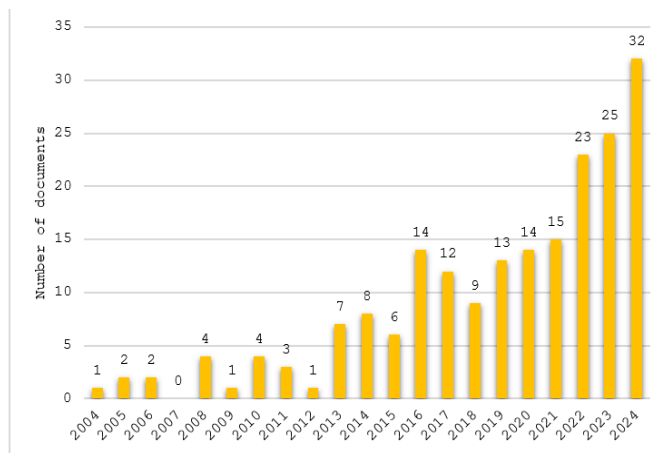


Figure 1. Research by year.

It is essential to recognize the contributions of the most outstanding scholars with studies on institutional and professional identity in the quality of higher education teacher education, since they have made substantial global advances. The selected papers that constitute the subject of this study were written by 154 authors from different academic institutions. Table 1 lists the authors with the most publications and citations: Sidek, S. has two publications and 302 citations, which places him in first position among the most prominent authors, the second place is occupied by Weston, K. with two publications and 238 citations. On the other hand, Abdullah, N., ranks third with one publication and 108 citations.

Table 1. Authors with the highest scientific productivity.

By author	Number	Total citations	H-index
Aitqulova, B.D.	2	0	0
Cardinalli, I.	2	7	2
Elatawneh, H.A.A.	2	4	1
Ibraimova, Z.K.	2	3	1

Mosali, N.A.	2	81	6
Mula-Falcón, J.	2	56	4
Sidek, S.	2	302	9
Silva, C.R.	2	107	6
Tukenova, K.T.	2	0	0
Weston, K.	2	238	9
Zhanguzhinova, M.Y.	2	3	1
A. Koziol, N.	1	9	2
Abasheva, P.	1	2	1
Abdullah, N.	1	108	5
Abegglen, D.	1	8	2
Acklin, K.	1	1	1

A total of 57 countries published academic papers. Figure 2 shows that, of the ten countries responsible for scientific production, the United Kingdom published 35 times (15%), making it the country with the most research on the subject. It is followed by countries such as the United States, with 26 (11.1%) and China, with 21 studies (9% of the total). Likewise, of the three languages most used for academic writing, English represents 78.6%, Spanish 13.8% and Portuguese 7.7% of the total.

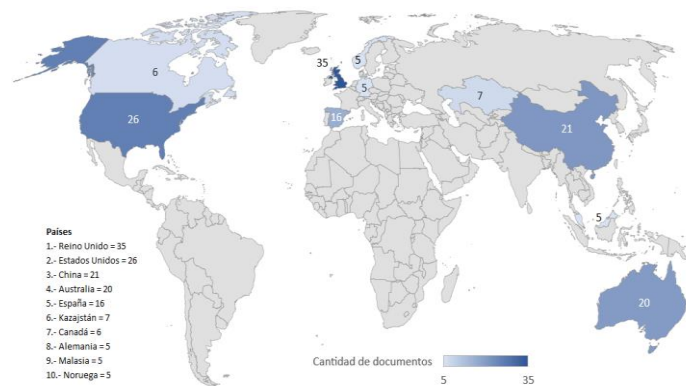


Figure 2. Scientific production by country.

An analysis of the most influential publications in this field led to the compilation of the 10 most cited journals, as shown in Table 2. To begin with, according to the number of articles published each year, the top four journals were: BMC Medical Education (eight articles), Higher Education Research and Development (four articles), Profesorado and Plos One (two articles respectively). Also, Higher Education Research and Development was the source with the highest impact factor (1,428 references) and the highest number of citations (254), during the research period. In addition, most of the journals are in the top two quartiles (Q1 and Q2). Similarly, the US journal Plos One achieved the highest H-index, with a weighting of 435.

Table 2. Most relevant sources or journals.

Source or Journal	Number of documents	Citations	Impact factor	Q	H-index	Country
BMC Medical Education	8	79	0.935	Q1	97	United Kingdom
Higher Education Research and Development	4	254	1.428	Q1	91	United Kingdom

Plos One	3	12	0.839	Q1	435	United States
Profesorado	3	15	0.336	Q3	24	Spain
Australian Journal of Teacher Education	2	1	0.391	Q2	46	Australia
BMJ Open	2	4	0.971	Q1	160	United Kingdom
Brazilian Journal of Occupational Therapy	2	0	0.254	Q3	12	Brazil
British Journal of Sociology of Education	2	26	0.862	Q1	88	United Kingdom
Educacion Xx1	2	42	0.797	Q1	30	Spain
Education and Training	2	31	0.761	Q1	85	United Kingdom

The documents published between 2004 and 2024 on the topic of institutional and professional identity in relation to the quality of teacher education in higher education are classified by subject area and type of publication in Table 3. Of the 22 fields contributing to scientific knowledge, social sciences account for 52%, while psychology accounts for 10%. As for the breakdown by type of document, most of the production (82% of the total) is composed of scientific articles, followed by book chapters (13%) and books (5%).

Table 3. Publication of documents by subject area and type.

By area	Number	%
Social Sciences	145	52%
Psychology	27	10%
Arts and Humanities	19	7%
Nursing	13	5%
Medicine	13	5%
Business, Management and Accounting	9	3%
Computer Science	9	3%
Engineering	9	3%
Health Professions	9	3%
Environmental Sciences	5	2%
Other areas	23	8%
Type of document	Number	%
Article	160	82%
Book chapter	26	13%
Book	10	5%

The reviewed publications were subjected to a keyword co-occurrence analysis with a level of 4 ($n \geq 4$), which consisted of word counts in titles, abstracts, and keyword lists, where “learning,” “education,” and “professional identity” were the most frequent keywords, with 37, 31, and 25 occurrences, respectively (Figure 3). Table 4 shows that the 24 items were divided into three groups.

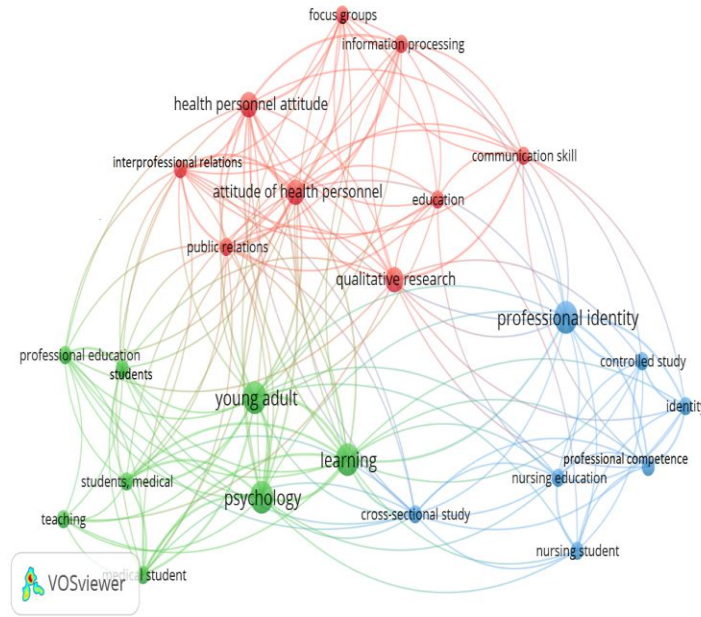


Figure 3. Keyword co-occurrence analysis.

Moreover, Visual Object Sense (VOSviewer) facilitates the visualization of clusters of similar terms by using a color code to indicate the strength of the association between keywords.

In this context, the green cluster, containing the term “learning” with 37 occurrences, groups nine elements and represents 37.5% of all words linked to the topic. The red cluster with the name “education” (found 31 times) accounts for 33.3% of all occurrences. Comparatively, 29.2% of the terms in the study are contained in the blue cluster, which includes “professional identity” (n=25 occurrences).

Table 4. Cluster analysis related to the study.

Cluster	Ítems	Percent	Word	Occurrence
C1-Green	9	37.5%	Learning	37
C2-Red	8	33.3%	Education	31
C3-Blue	7	29.2%	Professional identity	25
Total	24	100.0%		

Systematic review analysis

Table 5 includes the authors’ names, study objectives, methods, and key findings of all eligible articles published between 2004 and 2024 that were considered for systematic literature review. Specifically, many of these studies aim to analyze the various aspects of professional and institutional identity that impact the quality of teacher education in higher education.

Table 5. Studies selected for the systematic review.

Authors/Year	Objective	Methodology	Results
Alcalá (2019)	To analyze the concept of professional identity and its conformation in higher education teachers, together with the variables around which such professional identity is sustained.	Documentary-type qualitative approach.	The study shows that university teachers must build their professional identity, combining teaching and research, and ensuring that there is a true balance between both dimensions, in favor of teaching of the highest possible quality.
Alonso et al. (2015)	To carry out a review of the scientific literature on the professional identity of teachers in higher education.	Qualitative review approach.	The findings show that a proposal of actions oriented towards the support of an identity transformation drives change in higher education.
Miranda y Vargas (2019)	To carry out an analysis of professional identity and university teacher education.	Quantitative inquiry approach.	The results indicate that it is essential for education centers and faculties to contribute to initial teacher training and professional development.
Jiménez et al. (2021)	To identify the incidence of internal communication in the institutional identity of teachers in this university.	Mixed methodology (Quali-quantitative).	The study shows that teachers feel identified with the organizational philosophy and culture, which led to the inference that they certainly assume, in an active way, the institutional identity motivated by communication.
Colque et al. (2024)	To determine the perception that educators have of their professional identity and how it impacts on their institutional and social commitment and transformation.	Qualitative methodology, with interpretative approach.	The research shows that higher education institutions should promote an environment with a solid and coherent professional identity, proposing support, professional improvement and recognition to teachers.
Ochoa et al. (2022)	To establish the correlation between institutional identification and teaching quality in a private university in Peru.	Quantitative, basic, correlational study of non-experimental design.	A direct and significant relationship was established between institutional identification and teaching quality, which promotes the effectiveness and efficiency of the program.
Chacaltana et al. (2021)	To analyze theoretically the construct called "institutional identity" in pedagogical higher education.	Qualitative literature review approach.	The study shows that the development of institutional identity is of utmost importance, because through it, all members of the institution will be committed to the achievement of its objectives.

In general terms, the articles selected for the systematic review attempt to catalog, evaluate and explore the factors that influence, positively or negatively, the quality of teacher education and professional and institutional identity. Most of the research is qualitative in nature and makes use of techniques such as critical and systematic literature review, as well as research-based, theoretical, conceptual and quantitative-correlational designs. In addition, bibliometric reviews and phenomenological literature reviews were used to obtain information on data collection procedures and technologies.

DISCUSSION

In addition to conveying the organization's purpose to the general public, institutional identity serves to foster a sense of community and purpose among its constituents. For its part, professional identity reveals commonalities among members of the profession in terms of values, beliefs, experience, and capabilities. All of this is done in an effort to raise the level of teacher preparation programs to ensure

that future educators are better equipped to foster growth in their communities of learners and classrooms.

In this vein, bibliometric data show that the development of literature on institutional and professional identity in higher education teacher education has been steadily increasing since 2016, with only small oscillations in scientific production. Also, one of the most relevant authors was Sidek, S., an engineer from Malaysia who addressed mainly, issues related to elements influencing academic professional development in universities. Similarly, the journal BMC Medical Education showed a publication trend of 8 articles in the thematic areas of social sciences and psychology.

According to the systematic review analysis, according to Alcalá (2019), professional identity is closely linked to the personal chronicle, which is the history of the teacher's trajectory and his or her collection of experiences. In this context, interactions with other professionals play an important role in the process of construction of the individual's professional identity, the university should promote the development of places and interactions that make this construction feasible.

Likewise, in the research conducted by Alonso et al. (2015), they point out that teachers' sense of professional identity is determined by the recognition they receive for their work. Thus, a significant change in educational philosophy requires a readjustment of teachers' sense of professional identity; since, if educators' core values do not change, they will find it difficult to apply new approaches to their students' learning and teaching.

As for the study by Miranda and Vargas (2019), they state that building and maintaining a strong sense of professional identity as a teacher will undoubtedly help to carry out institutional reform and the promotion of the teaching profession, therefore, it should be taken into account from the beginning of training programs, since it is essential for good teaching. Similarly, the research by Colque et al. (2024), states that each field of study requires its own definition of professional identity that takes into account not only the technical aspects of a job, but also the social, emotional and ethical characteristics of the job itself.

Likewise, in the study conducted by Chacaltana et al. (2021), they point out that the characteristic features of the organization -those with which the members of the institution identify themselves and show commitment- are an integral part of the construction of institutional identity, which is of paramount importance as it concerns the training of teaching professionals. Jiménez et al. (2021), for their part, state that the feeling of institutional identity in higher education provides quantitative and qualitative data for internal decision-making; consequently, it is crucial that the institution continues to strengthen its identity in terms of its communication processes, so that it can continue to obtain recognition for its excellent identity proposal and from the point of view of the teacher and its quality identity proposal.

Finally, the study by Ochoa et al. (2022), demonstrated that a thriving organization fosters participation, a common goal, satisfaction with one's work and continuous evaluation, which in turn leads to the ongoing professional development of teachers and, ultimately, to the full realization of their pedagogical potential in higher academic institutions. For this reason, it has been shown that institutional and professional identification has a strong correlation with teaching quality, which improves the effectiveness and efficiency of training.

CONCLUSION

In accordance with the stated aim of the study, the number of research conducted on institutional and professional identity in the quality of teacher training in higher education have experienced an upturn in research activity in recent years.

Considering all articles indexed by Scopus during the research period, the bibliometric analysis indicated an increase of 40.8% (n=80), during the years 2022, 2023 and 2024. Of all the countries

considered, the United Kingdom had the highest production rate (15%, n=35), while the highest percentage of publications edited in English was 78.6%. Also, the most cited author (302 times) was Sidek, S. and BMC Medical Education, the most notable source, with 8 scholarly papers. In addition, scientific articles accounted for 82%, with the social science area accounting for 52% of the total.

On the other hand, with regard to training in higher education, the seven articles included in the systematic review emphasize the need for teachers to strengthen and develop their institutional and professional identities. Thus, it becomes clear that changes in educational institutions and their practices must also address the formation of professional and institutional identities if truly revolutionary change is to be achieved in this field.

Finally, it is concluded that research on institutional and professional identity in the quality of higher education teacher education has progressed. Accordingly, the breadth of topics developed, the level of collaboration among authors, the contributing nations, and the ease with which key data provided by high-impact sources can be accessed are indicators of this progress. Thus, evidence is provided that contemporary understandings of institutional culture and the formation of professional identities are crucial to the assessment of university teacher pedagogical effectiveness. Thus, this study provides a critical evaluation of the research and a basis for future research through bibliometrics, and systematic review conducted.

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