

Participatory Educational Research (PER)  
Vol.13(4), pp. 91-112, July 2026  
Available online at <http://www.perjournal.com>  
ISSN: 2148-6123  
<http://dx.doi.org/10.17275/per.26.50.13.4>

Id: 1863060

## Becoming the Ideal Teacher in the Eyes of Middle School Students: An Arts-Based Research

İbrahim Halil DOĞAN\*

*Department of Turkish and Social Sciences Education/Social Studies Education, İnönü University, Malatya, Türkiye*  
ORCID: 0000-0003-0096-4769

Mesut AYDIN

*Department of Turkish and Social Sciences Education/Social Studies Education, İnönü University, Malatya, Türkiye*  
ORCID: 0000-0002-4256-9436

---

### Article history

**Received:**  
14.12.2025

**Received in revised form:**  
20.02.2026

**Accepted:**  
31.03.2026

### Key words:

Ideal teacher; middle school students; arts-based research

The study aimed to examine middle school students' perceptions of the ideal teacher using an arts-based approach. A qualitative method was employed, utilizing an arts-based research design. The study group consisted of a total of 28 middle school students, including 17 female and 11 male students, in grades 7 and 8 from five different secondary schools from the provinces of Adıyaman, Bitlis, Diyarbakır, Gaziantep, and Malatya. Simple random sampling was used to select the secondary schools included in the study, while criterion sampling was used to select the relevant classes in the secondary schools. Data were collected through an open-ended form and analysed using document analysis. Content analysis (inductive) was applied to analyze the data. In the analysis of written statements, the codes were generated under four categories: "Physical Characteristics", "Emotional Characteristics", "Professional Characteristics" and "Ethical Characteristics", under the theme of "Teacher Characteristics". In the analysis of the drawings, a guide was developed by the researchers to evaluate the drawings, and the sample drawings that best reflected the guide criteria were evaluated under the relevant categories derived from the written explanations. It was concluded that middle school students clearly reflected their perceptions of the ideal teacher through both their drawings and the written explanations accompanying the drawings.

---

## Introduction

Education is the process of developing an individual's mental, physical, emotional, and social abilities, and behaviours in the most appropriate manner or in the desired direction (Akyüz, 2015). Two important elements emerge in this process. One is "learning (permanent behavioural change)" and the other is "teaching (activities that enable learning)". The "student" is on the learning side of the education process, while the "teacher" represents the teaching side (Çiçek et al., 2001). the delivery of a high-quality education and teaching process depends on the qualities of students and teachers. However, when evaluated in terms

---

\* Correspondency: [ibrahim.dogan@inonu.edu.tr](mailto:ibrahim.dogan@inonu.edu.tr)

of achieving the fundamental objectives of education and teaching, it can be said that the teacher plays a crucial role in both traditional and contemporary educational settings as the person who organizes and guides the entire process. Indeed, considering that education and teaching are a matter of raising human beings, it can be understood that quality education and teaching also require qualified teachers.

There are numerous definitions in the literature regarding what constitutes a qualified teacher. For example, Seferoğlu (2004) defines a qualified teacher as “a teacher who continuously develops themselves professionally and personally, who seeks out and evaluates opportunities and possibilities for self-development.” According to Can (2004), a qualified teacher is “an education worker who has responsibilities both towards the group of teachers they work with and towards their students, who tries to care about their students' feelings and needs, and who makes an effort to understand people correctly.” Article 43 of the National Education Basic Law No. 1739 states the following regarding the teaching profession: “Teaching is a specialised profession that undertakes the state's duties of education, instruction and related administration. The Fundamental Law of National Education states that teachers are obliged to perform these duties in accordance with the aims and fundamental principles of Turkish National Education” (MEB, 1973). It is worth noting that these definitions frequently put emphasis on a point where qualified teacher must possess the skills to “develop professionally” and “take responsibility.” In this sense, education is inherently a sphere of responsibility. A qualified teacher should have a wide range of responsibilities, both in terms of self-development and the transfer of pedagogical and field-specific knowledge.

Today, the teacher profile must be capable of meeting educational needs and preparing students in terms of 21st century skills. To this end, teacher profiles must encompass many qualities. In terms of professional development, a qualified teacher should be aware of the responsibilities, personal rights, rules, regulations, and most importantly, status of teaching profession in society. They should follow activities related to their profession and be able to use the knowledge and skills they acquire from these activities to renew themselves. In addition, they should know the structure and function of the school and be able to understand the place and importance of the school in society (Abazaoğlu et al., 2012). In this context, it is expected that the profile of a qualified teacher in the 21st century will, first and foremost, possess the knowledge, skills, and competencies required by the age. However, it is not sufficient for a teacher to possess only the skills and equipment appropriate to the requirements of the age in order to be considered a qualified teacher. A qualified teacher is someone who adapts to the rapidly changing social dynamics of our era while also being aware of the priorities of the society in which they live. These priorities are formed by the value systems of societies. Therefore, values, which are among the most important unifying and integrating elements of society, should be one of the teacher's priorities.

It is crucial for teachers to possess broad general knowledge, solid subject knowledge and adequate professional training for imparting knowledge, skills, and social values to students (Oğuzkan, 1971). However, the qualities a teacher must possess for the education and teaching process to function effectively are not limited to these. This is because the teaching profession encompasses meanings that cannot be explained solely with academic terms. Teaching is also an ethical issue. Therefore, the definition of a qualified teacher is primarily a matter that must be evaluated in line with the ethical principles of the teaching profession. A prerequisite for being a qualified teacher is also being an individual who has internalized the ethical principles of the teaching profession and developed attitudes and behaviours in line with these principles.



Deontological ethics sets out moral rules and obligations for teachers as practitioners of the teaching profession. These are directly related to certain moral obligations regarding the needs, interests and rights of students, acting in accordance with universal norms and rules. In this context, teaching ethics consists of the moral obligations of teachers to perform their duties in accordance with universal norms and rules of education towards students who benefit from the right to education, and the rules, norms, and values that require them to perform their profession in an appropriate manner to the real needs and interests of students. This teaching ethics, based on Kant's deontological understanding of ethics, is shaped by the idea that every human being is a purpose of the highest value and therefore deserves the highest respect. Therefore, teachers have duties and responsibilities not only in relation to the profession they practise but also towards their students, who are the fundamental subjects of education (Cevizci, 2012). Within the framework of these duties and responsibilities, it is important for teachers, as the individuals who deliver education, to base their identity as educators on a solid foundation of ethical principles, as this provides a significant basis for achieving the aims of education (Manav, 2018). Within the framework of these defined duties and responsibilities, the ethical principles of the teaching profession are defined as professionalism, responsibility in service, justice, equality, ensuring a healthy and safe environment, avoiding corruption, honesty, truthfulness and trust, impartiality, professional commitment and continuous development, respect, and effective use of resources (Aydn, 2016). A teacher's qualification is closely related to the extent to which they internalize and adopt these ethical principles.

The fundamental principles of the teaching profession are not solely defined in terms of the academic development of teachers and students. Therefore, the aim is not only for teachers to impart the basic knowledge and skills in the curriculum to their students but also provide necessary guidance on personal, psychological, emotional and social issues or certain problems, to students (Özdemir, 2014). For this reason, teachers should emphasize the social, emotional, and moral qualities of their students as much as they emphasize academic achievement in the classroom. They should guide students to integrate their moral qualities with their intellectual capacities, which they have developed through wisdom, for the benefit of society, as much as their exam results. In this sense, teachers are among the professions bearing the greatest responsibility in providing character and values education for children and young individuals. Teachers should act as leaders who lead with conviction in schools and classrooms, base their actions and decision-making skills on ethical and moral standards, and serve as role models for students through their behaviour (Sözer & Yılmaz, 2021). In short, teachers are the primary implementers and leading actors in character and values education. Therefore, consistency between a teacher's attitudes, behaviour, and actions is the first and most important step in achieving the goals of character and values education. Consequently, a teacher is considered qualified to the extent that they can respond to students' needs and expectations, both academically and in ethical and moral matters. In this context, the fundamental criterion should be the student. Since education is a matter of nurturing a person, the description of the teaching profession from the perspective of the student, who is the most important addressee of this issue, also presents the ideal teacher model.

When evaluating the research in the field, it is noteworthy that numerous studies have been conducted on the subject of teachers, employing different methods and designs in both national and international contexts. Unlike traditional research methods and designs, arts-based research in the field of education has gained prominence in recent years, both nationally (Aksu, 2021; Baysal & Dilber Özer 2021; Egüz, 2020; İnan et al., 2023; Kartal & Bilhan, 2021; Öztürk Karataş, 2021; Taneri & Özbek, 2023; Utkugün & Yalçın, 2024) and

internationally (Amina, 2023; Adriana & Evans, 2021; Castro et al., 2022; Chen et al., 2024; Di Norcia et al., 2022; Driussi, 2022; Golzar et al., 2022; Granö & Turunen, 2022; Nkrumah, 2023; Pantaleo 2023; Ribeiro & Silva, 2021; Schulz, 2020). However, while a numerical increase has been observed in research conducted in the field of education in recent years, it has been determined that research addressing the topic of teachers using an arts-based research design is quite limited. In her research conducted with students and teachers, Bessette (2008) aimed to examine the perceptions of primary and middle school general education and special education teachers regarding co-teaching practices through students' drawings. Weber and Mitchell (1996), in their research conducted with teacher candidates and teachers, aimed to examine how teacher candidates imagined their teaching identities and how these identities were influenced by childhood memories and social patterns through the drawings they made. Aykaç (2012), in his research conducted with primary and middle school students, examined how teachers and the learning process are perceived based on the students' drawings; Yılmaz and Güven (2015), on the other hand, in their research conducted with gifted primary and middle school students, examined the students' perceptions of physical education classes and physical education teachers. In their research conducted with middle school students, Özyıldırım Gümüş et al. (2015) evaluated how students who liked and disliked mathematics perceived their existing mathematics teachers and what kind of mathematics teacher they ideally expected. Karaşahinoğlu and İlhan (2019) also conducted a study with middle school students, aiming to examine their perceptions of physical education teachers through drawings. Meanwhile, Schulz (2020), in his research conducted with students attending a private primary school, aimed to reveal students' perceptions of ideal and non-ideal teachers through drawings and to determine how this method could be beneficial in understanding teacher-student relationships and in school staff using this information to develop child-centred strategies. Zee et al. (2020) also aimed to examine primary school students' and teachers' mental representations of their relationships with their teachers in the context of students' social-emotional behaviours and classroom climate in their research conducted with primary school students and teachers. Öztürk Karataş (2021) conducted research with middle school students to examine their perceptions of the ideal physical education teacher; Di Norcia et al. (2022) conducted research with primary school students, teachers, and parents to examine how important students considered their teachers to be and how this reflected on students' adjustment and relationships at school; Chen et al. (2024), in their research conducted with primary school students, aimed to evaluate how students perceive student-teacher relationships through their drawings and how these perceptions are influenced by characteristics such as gender, age, and shyness.

When reviewing the literature on education, studies are also found studies that do not focus directly on teacher-related issues but indirectly provide insights into the role of teachers. In this context, Slee and Skrzypiec (2016) examined primary school students' experiences of bullying at school through drawings in their study. Vanner (2018) also addressed the relationship between exam pressure and gender-based violence in his research conducted with primary school students. Driussi (2022) conducted a study with university students and developed an alternative assessment method based on drawings to enable students to express their classroom experiences more openly and in greater depth, aiming to overcome the limitations of traditional measurement tools. There are also studies in the literature on teacher candidates. İnan et al. (2023) included the topic of teachers in their research with teacher candidates by examining definitions of learning and teaching and their understanding of the classroom environment that aligns with these definitions.

Based on the literature review conducted, numerous national and international studies related



to the theme of teachers can be accessed. However, it is noteworthy that studies directly addressing the topic of teachers using an arts-based research design are quite limited, especially in the national context. The studies by Yılmaz and Güven (2015), Kardeşinoğlu and İlhan (2019), and Öztürk Karataş (2021) included physical education teachers in the participant focus. On the other hand, the target audience in the research by Özyıldırım Gümüş et al. (2015) consisted of mathematics teachers. In Aykaç's (2012) research, teachers from all disciplines were included in the target audience; the sample group of the research consisted of primary and middle school students selected from the provinces of Hakkari, Van, Ankara, and Muğla. As can be understood from these studies, it is necessary to examine the subject of teachers in various sample groups, covering teachers from different subjects, using an arts-based approach. Furthermore, it is crucial to address this subject using an arts-based approach, unlike traditional methods and designs. Indeed, according to Einarsdottira et al. (2009), inviting children to produce drawings can encourage them to focus on topics that are meaningful to them and express these topics from their own perspective. Drawing while chatting with children can facilitate communication in a way that suits their own circumstances. Furthermore, bringing together children's drawings and narratives can provide important insights into the world of meaning they construct around their school experiences. Indeed, studies by Haney et al. (2004) and Driussi (2022) found that students expressed their feelings and experiences more clearly through drawing than they could with traditional measurement tools. In this context, the research aimed to examine middle school students' perceptions of the ideal teacher through an arts-based approach and sought answers to the following questions:

- (1) What are the physical characteristics of an ideal teacher from the perspective of middle school students?
- (2) What are the emotional characteristics of an ideal teacher from the perspective of middle school students?
- (3) What are the professional characteristics of an ideal teacher from the perspective of middle school students?
- (4) What are the ethical characteristics of an ideal teacher from the perspective of middle school students?

## **Method**

### ***Research Design***

The study employed a qualitative method and utilised an arts-based research design (Finley, 2018). The arts-based research design aims to interpret phenomena, events, and situations in a more sensitive and creative manner through artistic expressions (McNiff, 1998). Therefore, this approach helps individuals better understand the world they live in through art as well as science (Eisner, 2002).

### ***Participants***

The study group consisted of 28 middle school students (17 females and 11 males) enrolled in Grades 7 and 8 at Atatürk Middle School (Malatya), Avdalı Imam Hatip Middle School (Diyarbakır), Belenli Middle School (Adıyaman), Gölbaşı Cumhuriyet Boarding Regional Middle School (Bitlis), and İslim Sayın Middle School (Gaziantep) during the 2024-2025 academic year. Simple random sampling was used to include the secondary schools in the study group. Simple random sampling is a sampling method in which each unit to be

sampled is given an equal probability of selection (Cochran, 1977). When determining the 7th and 8th grade levels in middle schools, criterion sampling was used to obtain richer qualitative data, taking into account the developmental levels of the students. Criterion sampling can be based on individuals, events, objects, or situations that possess certain characteristics. In this case, units that meet the specified criterion are selected for the sample (Büyüköztürk et al., 2021).

### ***Data Collection***

In the study, the document analysis technique was used as a data collection tool. In qualitative research, interview and observation methods are used when direct observation and interviews are not possible or to increase the validity of the research. In addition, written and visual materials and resources related to the research problem can also be included in the research. Therefore, document review or analysis can be used as a research method on its own or as an additional source of information when other methods are used (Yıldırım & Şimşek, 2021).

The data for the study were collected using an open-ended form. Accordingly, A4-sized forms were distributed to the students in the study group, and they were asked to produce drawings in response to the instruction on the front of the form: ‘What is your ideal teacher like? Draw a picture.’ In order not to restrict the students’ creativity, they were given sufficient time to complete their drawings throughout the activity. In addition, materials such as pencils, coloured pencils, and erasers were provided to the students during the drawing process. Once they had finished their drawings, the students were then asked to answer the open-ended question on the back of the paper: “What was your aim in drawing this picture? Please explain.” Furthermore, the principle of voluntary participation was taken into account at every stage of the data collection process, and ethical principles were observed.

### ***Data Analysis***

In the analysis of the data obtained in the study, the content analysis (inductive) technique was applied. The fundamental aim of this technique is to bring together similar data within the framework of specific concepts and themes, organise them in a way that is understandable to the reader, interpret them, and reach conclusions (Yıldırım & Şimşek, 2021).

In the initial stage of the research, data from a total of 42 participants were examined; drawings and written explanations that were incomplete or unclear were excluded, and data from 28 participants were included in the analysis. First, written explanations obtained from the open-ended form used as the data source in the research, which asked the question, “What is the purpose of drawing this picture? Please explain.” were analysed using coding techniques. The analysis of the written explanations was conducted in accordance with the processes for analysing qualitative data outlined by Patton (2018). Accordingly, the written explanations obtained from the participants were read independently by the two researchers conducting the study, and coding schemes were developed. Subsequently, the similarities and differences in the coding schemes developed by the researchers were compared, and codes were created in four categories under the theme of “Teacher Characteristics”: “Physical Characteristics,” “Emotional Characteristics,” “Professional Characteristics” and “Ethical Characteristics.” MAXQDA 2020 software was then used for coding. The analysis of drawings obtained from the open-ended question “What is your ideal (best) teacher like? Draw it.” was conducted using Chambers's (1983) “The Draw A Scientist Test”, Finson et



al.'s (1995) “The Draw A Scientist Test-Checklist”, Aykaç's (2012) ‘Teacher Perception Checklist’ and expert opinions. The drawings obtained from the participants were independently examined by the researchers according to the criteria specified in the guide. As a result of the examinations, the sample drawings that best reflected the criteria in the guide among the categories formed by the codes obtained from the written explanations were evaluated under the relevant category. Sample drawings from the relevant categories were included in the table and abbreviated as S1, S2, S3... (S: Student). Written explanations related to the drawings were included in the text immediately below the images, and at the end of the explanations, abbreviations for personal information were included in parentheses (Female: F, Male: M, 7th Grade: 7, 8th Grade: 8, Atatürk Secondary School: ASS, Avdalı Imam Hatip Secondary School: AIHSS, Belenli Secondary School: BSS, Gölbaşı Cumhuriyet Boarding Regional Secondary School: GCBRSS, İslim Sayın Secondary School: İSSS).

### Findings

The findings of the study were examined under the theme of ‘Teacher Characteristics’ in four categories: “Physical Characteristics”, “Emotional Characteristics”, “Professional Characteristics”, and “Ethical Characteristics”. The codes obtained from the written explanations of the participants' drawings are presented in tables under the relevant category. Figure 1 presents an overview of the theme, categories, and codes of the research.

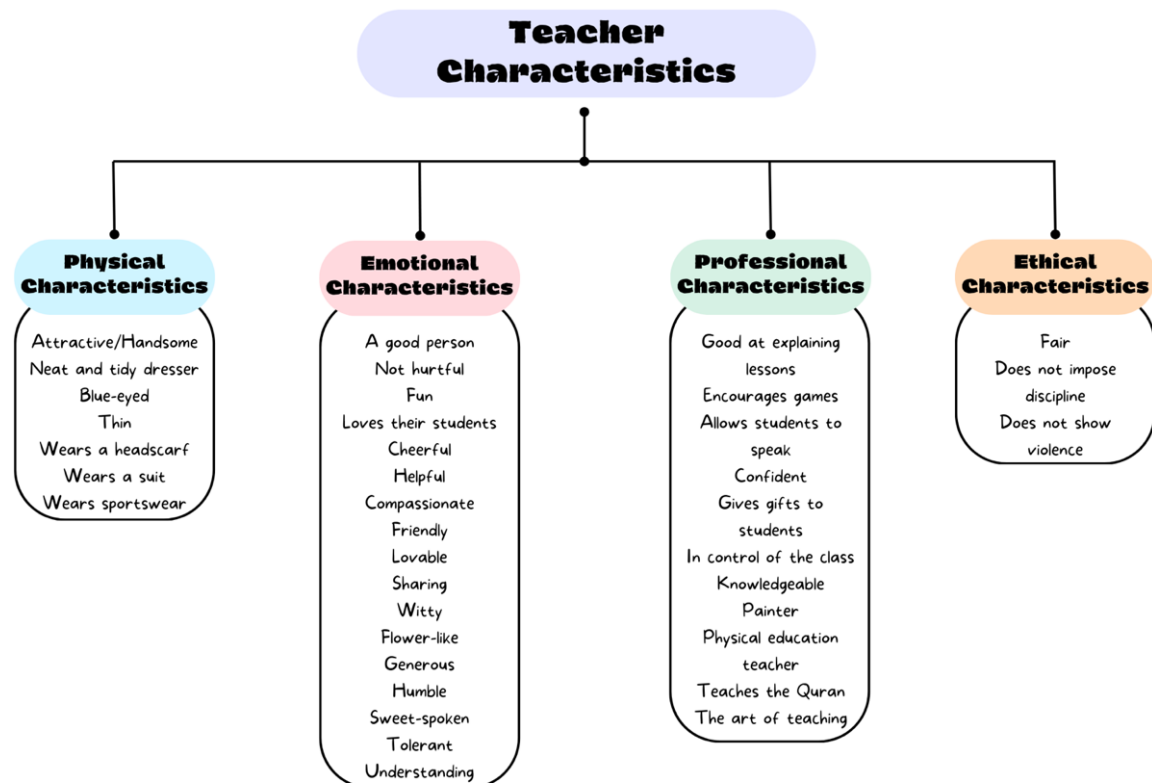


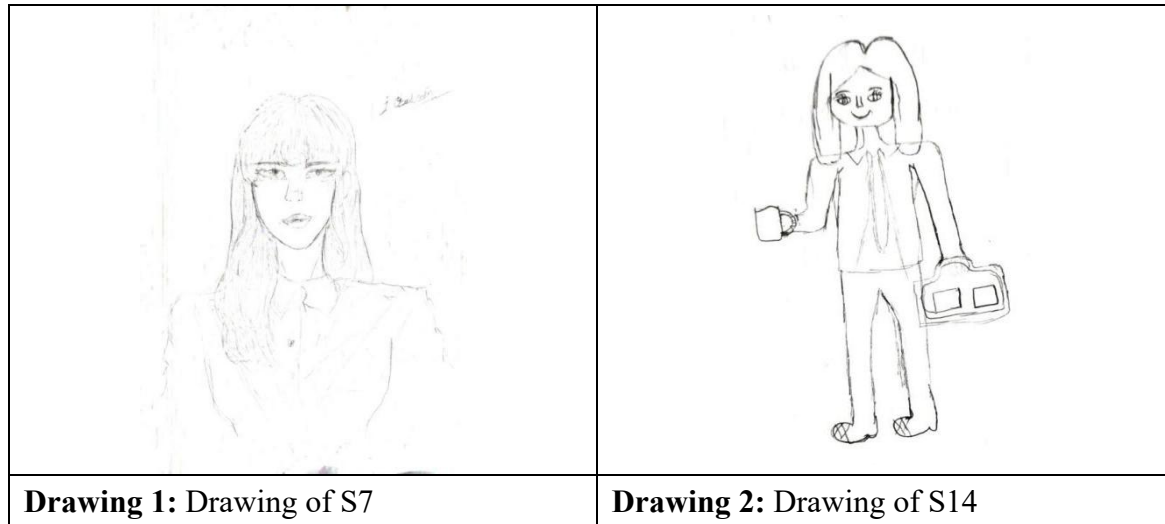
Figure 1. Information chart regarding themes, categories and codes.

**Findings Related to the Physical Characteristics Category**

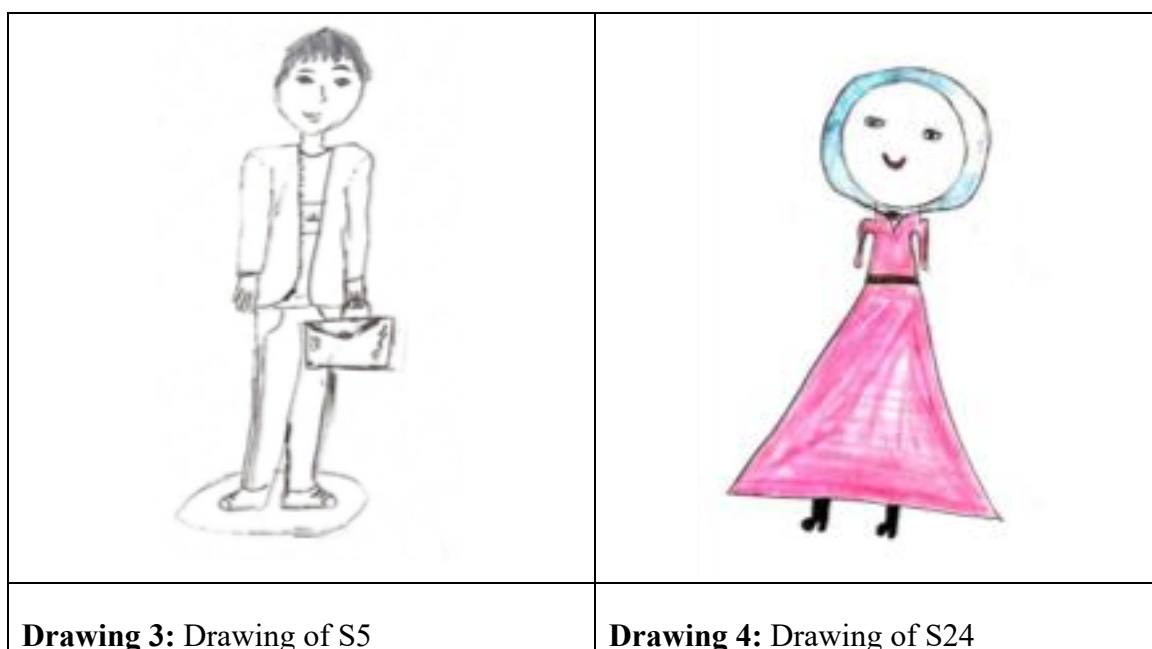
Table 1. Codes Obtained Regarding the Physical Characteristics Category

Codes	Participants	(f)
Attractive/Handsome	S1-S5-S7-S14-S16-S26	6
Neat and tidy dresser	S9-S14	2
Blue-eyed	S24	1
Thin	S16	1
Wears a headscarf	S27	1
Wears a suit	S14	1
Wears sportswear	S5	1

Table 1 shows that under the theme of teacher characteristics, in the physical characteristics category, the codes “Attractive/Handsome”, “Neat and tidy dresser”, “Blue-eyed”, “Thin”, “Wears a headscarf”, “Wears a suit”, and “Wears sportswear” were obtained. It was determined that the most frequently emphasised code in this category was “Attractive/Handsome” (f= 6). Below are examples of student drawings and written explanations from which these codes were derived.



S7 described the teacher she had drawn, emphasising the details of her face and hair, as follows: “When I think of a teacher, this is the kind of woman that usually comes to mind. A science teacher with medium black hair and amber eyes.” (F8ASS). S14, who drew a teacher in a suit with a teacup in one hand and a bag in the other, wrote in the caption accompanying her drawing, “I like teachers to be beautiful, clean and wear suits. They should also have a bag in one hand, a cup of tea in the other, and be well-groomed. They should never get angry or shout, they should have a sweet tongue, be very charming, and smile at us.” (F7İSSS).



S5, who drew a teacher carrying a bag and with attention to clothing and physical details, said, “First of all, the teacher I imagined is kind, warm-hearted, non-discriminatory, a very good lecturer, doesn’t shout at us, and occasionally makes us laugh and entertains us. They should never get angry at what we do and should value us, like Cihat teacher. They should be handsome, wearing sportswear instead of a suit, like Kemal teacher. In short, they are a disciplined teacher who makes us laugh with their innocent smile, teaches us well, and produces beautiful things.” (M8GCBRSS). S24, who drew a teacher with colourful details in the attire, explained the drawing by saying, “I really want a teacher like the one in the picture. In my imagination, I always want a teacher with blue eyes.” (F7AIHSS).

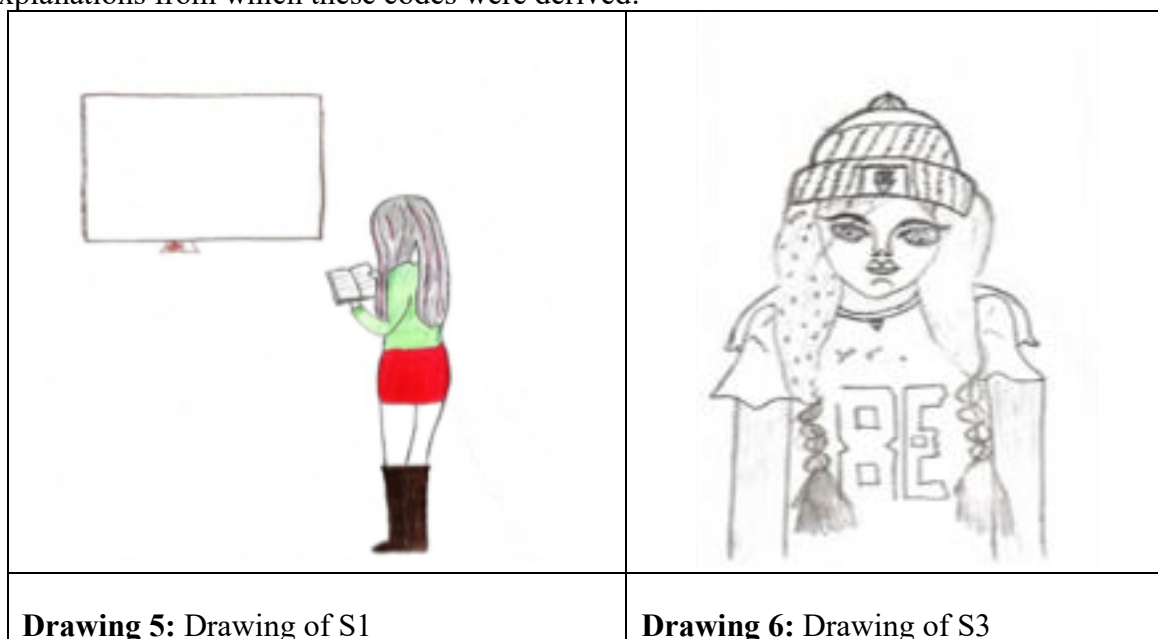
### ***Findings Related to the Emotional Characteristics Category***

Table 2. Codes Obtained Regarding the Emotional Characteristics Category



<b>Codes</b>	<b>Participants</b>	<b>(f)</b>
A good person	S1-S2-S3-S5-S6-S18-S23-S25-S27-S28	10
Not hurtful	S3-S5-S14-S16-S23-S27	6
Fun	S6-S8-S9-S18	4
Loves their students	S8-S10-S25-S26	4
Cheerful	S5-S6-S28	3
Helpful	S1-S6-S13	3
Compassionate	S19-S26	2
Friendly	S1-S18	2
Lovable	S1-S14	2
Sharing	S2-S10	2
Witty	S5-S9	2
Flower-like	S19	1
Generous	S22	1
Humble	S2	1

Sweet-spoken	S28	1
Tolerant	S1	1
Understanding	S23	1

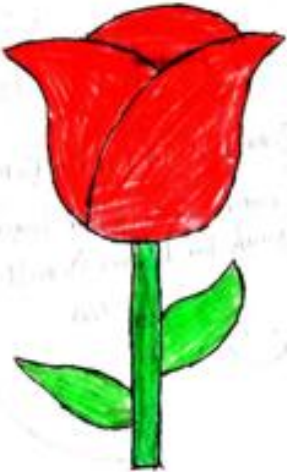

Table 2 shows that under the theme of teacher characteristics, in the emotional characteristics category, the following traits were identified: “A good person”, “Not hurtful”, “Fun”, “Loves their students”, “Cheerful”, “Helpful”, “Compassionate”, “Friendly”, “Lovable”, “Sharing”, “Witty”, “Flower-like”, “Generous”, “Humble”, “Sweet-spoken”, “Tolerant”, and “Understanding”. It was determined that the most frequently emphasised code in this category was “A good person” (f=10). Below are examples of student drawings and written explanations from which these codes were derived.



In the explanation accompanying drawing S1, which depicts a teacher standing in front of a blackboard with a book in his hand, he stated, “*In my drawing, I depicted a teacher who is kind, fair, helpful, tolerant, attentive, beautiful, lovable, friendly, does not keep records, and does not impose discipline.*” (F7GCBRSS). S3, by contrast, reflected the teacher’s emotional characteristics through facial and clothing details, stating, “*This teacher is, first and foremost, a good person who teaches this to others, and then teaches academic knowledge and skills. They do not say hurtful words targeting the student's personality in front of their classmates just because they did not do their homework one day. They do not humiliate the student in front of their peers, shout at them, or target their personality. They do not pull the student's hair or try to hurt them because their hair is long. They are a teacher who explains lessons well and can convey their academic skills and knowledge to their students.*” (F8GCBRSS).

	
<p><b>Drawing 7:</b> Drawing of S8</p>	<p><b>Drawing 8:</b> Drawing of S18</p>

S8, who likened the teacher to an angel with wings, described the teacher she had drawn as follows: “*The teacher in my imagination should explain lessons beautifully, make lessons enjoyable, and love us. I drew a teacher like that.*” (F7ASS). S18, while explaining the drawing of the teacher he had drawn, used the expression, “*This teacher is a very good teacher. A teacher who explains everything very well and explains it again and again, and a teacher who makes lessons fun. Such a good teacher who gets along very well with us, plays games with us, and loves us very much.*” (F8ISSS).

	
<p><b>Drawing 9:</b> Drawing of S19</p>	<p><b>Drawing 10:</b> Drawing of S22</p>

Using a metaphorical comparison with a red flower he drew, S19 expressed his views on the

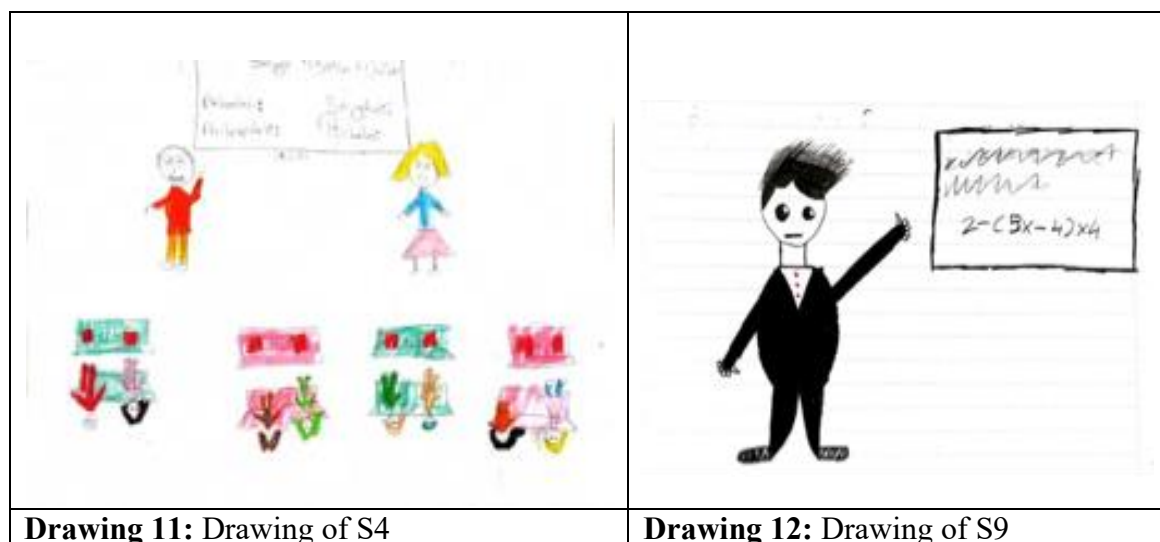
teacher, stating, “A teacher is like a flower. It means compassion, it means life, it means guidance. A teacher is a lifelong guide for their students that will never be forgotten.” (F7BSS). S22, depicting a teacher who exchanges gifts with their students, stated, “A teacher should be a generous person who gives gifts to their students.” (M7BSS).

### *Findings Related to the Professional Characteristics Category*

Table 3. Codes Obtained Regarding the Professional Characteristics Category



Codes	Participants	(f)
Good at explaining lessons	S3-S5-S6-S8-S9-S13-S18-S21-S26	9
Encourages games	S18-S26	2
Allows students to speak	S4	1
Confident	S2	1
Gives gifts to students	S25	1
In control of the class	S4	1
Knowledgeable	S21	1
Painter	S11	1
Physical education teacher	S15	1
Teaches the Quran	S12	1
The art of teaching	S20	1

Table 3 shows that under the theme of teacher characteristics, in the professional characteristics category, the codes “Good at explaining lessons”, “Encourages games”, “Allows students to speak”, “Confident”, “Gives gifts to students”, “In control of the class”, “Knowledgeable”, “Painter”, “Physical education teacher”, “Teaches the Quran”, and “The art of teaching”. It was found that the most frequently emphasised code in this category was “Good at explaining lessons” (f=9). Below are examples of student drawings and written explanations from which these codes were derived.





S4, depicting a classroom scene with a teacher teaching in front of a blackboard, stated, “My ideal teacher should be able to keep the class quiet, give students the right to speak, and finally, should not show violence to any student. I wanted to depict such a teacher in my drawing.” (M7GCBRSS). S9, emphasising hair and clothing details in a drawing depicting a

teacher lecturing in front of a blackboard, stated, “A teacher should be organised, explain the lesson well and make it fun. They should make little jokes and entertain the children. The teacher in my picture is like that.” (M7ASS).

	
<p><b>Drawing 13:</b> Drawing of S10</p>	<p><b>Drawing 14:</b> Drawing of S17</p>

S10 depicted a classroom setting with a teacher teaching her students at the blackboard in greater detail, explaining her drawing by stating, “This teacher loves children very much and shares the knowledge she has learned with other children. Sharing is a wonderful feeling, and that's why I want to be a primary school teacher when I grow up.” (F7ASS). Approaching the situation from a different perspective, S17 chose to depict Mustafa Kemal Atatürk as the teacher of their dreams and explained their drawing as follows: “A teacher should be a guide like Atatürk. That's why I wanted to draw the head teacher Atatürk.” (M8İSSS).

	
<p><b>Drawing 15:</b> Drawing of S15</p>	<p><b>Drawing 16:</b> Drawing of S11</p>



In the explanation accompanying drawing S15, depicting a physical education teacher in sportswear, he stated, “I love sports. I wanted to draw a physical education teacher who is interested in judo.” (M8İSSS). S11, depicting a teacher who paints, stated, “The teacher of my dreams should be a good painter, just like the one in my drawing. Because this is my favourite hobby, and I have dreamed of becoming a professional painter since childhood. God willing, I will become a professional painter.” (F8İSSS).

### ***Findings Related to the Ethical Characteristics Category***

Table 4. Codes Obtained Regarding the Ethical Characteristics Category

<b>Codes</b>	<b>Participants</b>	<b>(f)</b>
Fair	S1-S2-S5-S6	4
Does not impose discipline	S1-S5	2
Does not show violence	S4	1

Table 4 shows that under the theme of teacher characteristics, in the ethical characteristics category, the codes “Fair”, “Does not impose discipline”, and “Does not show violence” were obtained. Among the codes related to this category, the most frequently emphasised code was found to be “Fair” (f= 4). Below are examples of written explanations accompanying student drawings.

	
<b>Drawing 17:</b> Drawing of S2	<b>Drawing 18:</b> Drawing of S6

As stated in the explanation accompanying the drawing, S2, who attempted to reflect personality through facial expressions, said, “*First of all, I would like to point out that I only wanted to draw the face. Because the main message is conveyed through facial expressions. As I mentioned in my drawing of my ideal teacher, I always drew a confident face. This teacher is someone who loves to share, treats all children equally, and is always fair. They have a pure and innocent heart and never consider themselves superior to anyone.*” (F8GCBRSS). Similarly, S6, who attempted to reflect personality traits through facial expressions and neat clothing details, stated in the explanation accompanying the drawing, “*The teacher I wanted to portray in my picture is fair, successful in teaching, cheerful, kind,*

*fun, supportive of their students, and someone their students can support when needed.”* (F7GCBRSS).

## **Results, Discussion and Recommendations**

### ***Results and Discussion***

This study aimed to examine middle school students' perceptions of the ideal teacher. To this end, drawings and written explanations of these drawings obtained from the participants were analyzed. As a result of the analysis, the data were classified under one theme (Teacher Characteristics) and four categories (Physical Characteristics, Emotional Characteristics, Professional Characteristics, and Ethical Characteristics).

When examining the findings related to the physical characteristics category, it was determined that the most frequently emphasised code identified from the written explanations of the students' drawings was “Attractive/Handsome” ( $f=6$ ). In the students' drawings, it was observed that details suggesting physical characteristics such as hair, face, and clothing were emphasised. The drawings and accompanying written explanations reveal that the teacher's physical appearance is important to the students. However, the students' statements suggest regarding physical appearance that they emphasise characteristics such as being well-groomed and tidy rather than the teacher's body type. The students' drawings, in which they attempt to describe in detail the facial care, hairstyles, and clothing choices of teachers according to their gender, support this view.

In the study, the codes “attractive/handsome”, “neat and tidy dresser”, “blue-eyed”, “thin”, “wears a headscarf”, “wears a suit” and “wears sportswear” can be linked to the increased awareness of physical appearance among participants in the 13–14 age group. Furthermore, with the influence of social media and popular culture today, physical attractiveness has become an important measure of social acceptance for adolescents. Therefore, it can be considered a natural result that students value beauty and handsomeness in their ideal teacher definitions. According to the data obtained in the study conducted by Kurtdaş (2021), being attractiveness and being well-groomed are an important image element in work and social life. Physical characteristics are quite effective for individuals in communication, in giving the impression of being successful and important, and in attracting attention. The results obtained from the same research support all codes that stand out in the physical characteristics category of middle school students' perceptions of the ideal teacher.

A review of the literature reveals various studies containing students' views on the physical characteristics of teachers. Similar details are also found in the drawings in the arts-based studies by Bessette (2008), Aykaç (2012), Golzar et al. (2022) and İnan et al. (2023). Similarly, Weber and Mitchell (1996)'s arts-based research also observed that teacher drawings emphasised physical appearance. In this study, one participant drew a traditional teacher wearing glasses, formal attire, and standing in front of a blackboard. The study stated that such a strong physical stereotype did not exist in other occupational groups outside the teaching profession. In Schulz's (2020) arts-based research on drawings of the ideal teacher, students provided details about the teacher's age and physical appearance, describing them as young, beautiful, or very cheerful.

When examining the findings related to the emotional characteristics category, it was determined that the most frequently emphasised code among the codes obtained from the

written explanations of the students' drawings was “A good person” (f= 10). In line with the findings obtained from the written explanations of the students' drawings, it was observed that the most frequently emphasised codes related to the ideal teacher are concentrated in the “emotional characteristics” category. This finding suggests that emotional qualities are at the forefront of the characteristics students want to see in a teacher. In the arts-based research by Karaşahinoğlu and İlhan (2019), two of the three themes created based on the frequency of students' drawings related to the concept of a physical education teacher were found to be related to emotional characteristics such as “being nervous” and “being a loving person”. In metaphor studies conducted with teacher candidates by Ertürk (2017), Schreglmann and Kazancı (2016), Egüz and Öntaş (2018), Özevin and Kaya (2020) and Duran (2022), metaphors related to the emotional characteristics of teachers were frequently observed.

The findings indicate that students in this study, students attempted to express their perceptions of emotional characteristics through drawings that evoked emotional qualities using gestures, facial expressions, and metaphorical details (such as angels and flowers). Similar details were observed in the arts-based studies by Aykaç (2012) and İnan et al. (2023). In the arts-based research by Özyıldırım Gümüş et al. (2015), students' expectations of an ideal mathematics teacher are that they should have a cheerful, humorous and fun personality. In Schulz's (2020) study examining students' perceptions of the ideal teacher, sub-themes were identified that included emotional teacher characteristics such as being friendly, caring for children, and helping them when they are sad or hurt. It is also noteworthy that students included female teachers more often in their drawings and that red and green tones were more dominant in colourful drawings. In the drawings included in the metaphor study by Egüz and Öntaş (2018), it was observed that participants generally depicted male teachers when explaining negative concepts, while they depicted female teachers in drawings that evoked positive associations. In Schulz's (2020) study, all participants except one used female teachers to represent their perceptions of the ideal teacher. The negative results emerging from the arts-based studies by Slee and Skrzypiec (2016) and Vanner (2018) support the importance of the emotional bond between the student and the teacher. In Driussi's (2022) study, one participant drew themselves as a fish escaping from a teacher they likened to a shark, attempting to reflect their emotional state towards the teacher.

When examining the findings related to the professional characteristics category, it was determined that the most frequently emphasised code among the codes obtained from the written explanations of the students' drawings was “Good at explaining lessons” (f= 9). Furthermore, according to the findings obtained from the written explanations of the students' drawings, it was observed that the most frequently emphasised codes after the emotional characteristics category were grouped under the professional characteristics category. This finding suggests that students value professional competencies as well as emotional competencies in their perceptions of teachers. The fact that emotional and professional characteristics ranked as the two most prominent categories indicates that students evaluate teachers both in terms of their human qualities and their professional skills. This result also indicates that students expect the ideal teacher to have strong subject knowledge and teaching skills.

In Karaşahinoğlu and İlhan's (2019) arts-based research, it was observed that the theme of “being a teacher” ranks second among the themes created based on the frequency of students' drawings related to the concept of a physical education teacher. In the metaphor studies by Schreglmann and Kazancı (2016), Ertürk (2017), Egüz and Öntaş (2018), Özevin and Kaya (2020) and Duran (2022), it was found that metaphors describing the professional



characteristics of teachers were frequently emphasised. In student drawings, it is observed that this situation is reflected by including details related to the traditional classroom environment. In Aykaç's (2012) arts-based research, students generally depicted the seating arrangement in the classroom as rows arranged one behind the other in their drawings. It was found that traditional classroom arrangements such as the "U" or semi-circle arrangement were drawn at a very low rate. In this study, it was seen that teachers were also generally depicted in front of the blackboard, next to the blackboard, or at the teacher's desk. Although a student-centred constructivist approach has been adopted since 2005, this suggests that the traditional knowledge-transferring educational process and the image of the knowledge-transferring teacher have not yet been erased from the minds of students. In the research by İnan et al. (2023), it was observed that the drawings under the "classroom environment theme" were similar to the drawings in this study. Similar details were found between the drawings obtained in the research by Golzar et al. (2022), where teachers were asked to draw their ideal classrooms, and the drawings in this study, especially those related to the classroom environment. In the arts-based research conducted by Özyıldırım Gümüş et al. (2015), when examining the characteristics students expect from an ideal mathematics teacher, it was observed that they expect the teacher to explain the subject well, provide examples from everyday life, and use concrete materials. In Schulz's (2020) research, which examined students' perceptions of the ideal teacher, sub-themes were identified that included teacher characteristics such as playing games with children, talking to children, giving fun lessons, behaving in ways that make them feel better when they have had a bad day, and behaving in ways that support children's learning. Furthermore, in the students' drawings, the comparison to "Atatürk" is striking when describing the professional characteristics of the teacher (Drawing 14). In Aykaç's (2012) arts-based research, it was also observed that some students compared their teachers to Atatürk. It was observed that this comparison coincided exactly with the drawing of Atatürk obtained in the research.

When examining the findings related to the ethical characteristics category, it was determined that the most frequently emphasised code among the codes obtained from the written explanations of the students' drawings was "Fair" (f= 4). When examining the students' drawings, it is understood that the teacher's ethical aspect was intended to be depicted through facial expressions and details of neat clothing. It is suggested that there are notable shortcomings in the application of fundamental ethical principles that must be present in schools, such as fairness, love, respect, and the creation of a healthy and safe environment, which are among the ethical principles of the teaching profession. Indeed, the codes obtained from the students' drawings, with their particular emphasis on ethical concepts, support this idea. A review of the literature reveals that in many arts-based studies, ethical concepts are idealised and described by students.

Özyıldırım Gümüş et al. (2015) emphasised in their arts-based research that teachers should possess a fair personality trait. In the study by Karaşahinoğlu and İlhan (2019), when the themes and codes obtained from the drawings made by students regarding the concept of a physical education teacher were examined, codes such as "king", "scales" and "equaliser" were obtained, and the theme of "being fair" was observed. On the other hand, in Schulz's (2020) study, which examined students' perceptions of the ideal teacher, sub-themes were identified regarding teacher characteristics such as managing classroom behaviour through boundaries and rules, using reward-punishment methods, and not displaying a scolding attitude towards students. Taneri and Özbek's (2023) research emphasises the need for equal opportunities and justice in education, while In Slee and Skrzypiec (2016) and Vanner's (2018) arts-based research, the results regarding teacher bullying and violence were found to

negatively affect students' participation in the learning-teaching process.

In conclusion, the study examining middle school students' perceptions of the ideal teacher from an arts-based perspective reveals that students place the greatest emphasis on emotional characteristics such as the teacher being “a good person”. In terms of professional characteristics, the expectation of a teacher who is “good at explaining lessons” stands out. Accordingly, it is concluded that teachers are evaluated based on both human and professional competencies. In the physical characteristics category, the image of a “well-groomed and tidy” teacher stood out, while in the ethical characteristics category, the most emphasised trait was being “fair”. When the data obtained were evaluated, it was observed that students expected teachers not only to be transmitters of knowledge but also to be fair, caring, well-equipped, and exemplary personalities. The research results reveal the necessity of organising teacher training programmes in a manner appropriate to these multidimensional expectations. Overall, the findings indicate that middle school students clearly reflect their perceptions of the ideal teacher through their drawings and written explanations of their drawings.

### ***Recommendations***

Based on the findings of the study, the following recommendations are proposed for researchers and practitioners:

- Unlike traditional research methods and designs, arts-based research enables students to express their feelings and thoughts more clearly through their drawings. Similar studies conducted with different sample groups and students at different levels of education can contribute to identifying perceptions of the ideal teacher and thereby promoting healthier and more effective teacher–student interactions.
- In the study, students frequently emphasised that teachers should be well-groomed and tidy in terms of their physical appearance. Therefore, it is recommended that teachers working in educational institutions demonstrate appropriate professional sensitivity in this regard and that administrators review dress code policies where appropriate.
- The findings suggest that characteristics related to the teacher's positive emotional side are emphasised more than other characteristics. In this regard, education and practices aimed at psychosocial support and improvement can be implemented both in pre-service teacher training programmes and during professional practice.
- The findings frequently highlighted the importance of teachers delivering good lessons. In this context, teacher training programmes should be revised to focus on developing subject and professional knowledge, while in-service teachers should be supported through in-service training tailored to their specific field, delivered in collaboration between the Ministry of National Education and universities.
- The findings highlighted the importance of teachers' ethical characteristics. In this regard, training and practices can be implemented both before and during the teaching career to instil and reinforce the principles of professional ethics in teaching.

## Declarations

**Funding:** The authors has received no financial support for the research, authorship and publication of this article.

**Ethics Statements:** Ethical permission was obtained from Social and Humanities Sciences Scientific Research and Publication Ethics Committee of İnönü University (05/11/2024-6) for this research.

**Conflict of Interest:** The authors declare no potential conflicts of interest related to the research, authorship and publication of this article.

**Informed Consent:** This research was conducted with the approval of the relevant ethics committee. Informed consent was obtained from the students participating in the research; they were informed that participation was voluntary and that they could withdraw from the research at any stage without giving any reason. The data obtained were kept confidential, anonymised, and used solely for scientific purposes.

**Data availability:** Data available on request from the authors.

## References

- Abazaoğlu, İ., Yıldızhan, Y., & Yıldırım, O. (2012). Öğretmen profili [Teacher profile]. *III. Eğitim Yönetim Formu (EYFOR-3). Nevşehir.*
- Aksu, S. (2021). Semiotic analysis of children's paintings on corona outbreak. *SED-Journal of Art Education*, 9(1), 51-61. <http://dx.doi.org/10.7816/sed-09-01-06>
- Akyüz, Y. (2015). *Türk eğitim tarihi [History of Turkish education]* (27th ed.). Ankara: Pegem Akademi Publications.
- Amina, F., Barnes, M. M., & Saito, E. (2024). Language and belonging in Australian schools: perspectives and experiences of families from refugee backgrounds. *International Journal of Inclusive Education*, 28(13), 3193-3213. <https://doi.org/10.1080/13603116.2023.2255601>
- Andriana, E., & Evans, D. (2021). Voices of students with intellectual disabilities: Experiences of transition in “inclusive schools” in Indonesia. *British journal of learning disabilities*, 49(3), 316-328. <https://doi.org/10.1111/bld.12411>
- Aydın, İ. (2016). *Eğitim ve öğretimde etik [Ethics in education and teaching]* (2nd ed.). Ankara: Pegem Akademi Publications.
- Aykaç, N. (2012). Perceptions of the teacher and teaching process in the drawings of elementary school students. *Education and Science*, 37(164).
- Baysal, Z. N., & Dilber Özer, Z. (2021). Perceptions and expectations of primary school third grade pupils on general studies (sachunterricht) course: Case of Germany. *Journal of Qualitative Research in Education*, 26, 340-360. <https://doi.org/10.14689/enad.26.15>
- Bessette, H. J. (2008). Using students' drawings to elicit general and special educators' perceptions of co-teaching. *Teaching and Teacher Education*, 24(5), 1376-1396.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2021). *Eğitimde bilimsel araştırma yöntemleri [Scientific research methods in education]* (33rd ed.). Ankara: Pegem Akademi Publications.
- Can, N. (2004). Öğretmenlerin geliştirilmesi ve etkili öğretmen davranışları [Teacher Development and Effective Teaching Behaviours]. *Erciyes University Journal of Social Sciences Institute*, 1(16), 103-119.
- Cevizci, A. (2012). *Eğitim felsefesi [Philosophy of education]* (2nd ed.). İstanbul: Say Publications.
- Chambers, D. W. (1983). Stereotypic images of the scientist: The draw-a-scientist test. *Science education*, 67(2), 255-265.

- Chen, M., Zee, M., & Roorda, D. L. (2024). Drawings Tell the Difference: Student Characteristics and Student-Teacher Relationships in a Cross-Cultural Context. *Journal of Research in Childhood Education*, 39(1), 98-117. <https://doi.org/10.1080/02568543.2024.2348458>
- Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). New York: John Wiley & Sons.
- Di Norcia, A., Bombi, A. S., Pinto, G., & Cannoni, E. (2022). The student's drawing of teacher's pictorial Value as a predictor of the student-teacher relationship and school adjustment. *Frontiers in Psychology*, 13, 1006568. <https://doi.org/10.3389/fpsyg.2022.1006568>
- Driussi, C. (2022). Arts-Based Classroom Evaluation: Impact Assessment Through Student Drawings. *Teaching Artist Journal*, 20(1-4), 15-32. <https://doi.org/10.1080/15411796.2023.2188860>
- Duran, A. (2022). Examination of metaphors used by prospective teachers regarding the concept of the teacher. *E-International Journal of Pedandragogy*, 2(1), 1-16. <https://trdoi.org/10.27579808/e-ijpa.47>
- Egüz, Ş. (2020). The meaning of war and peace for the migrant Syrian students at tertiary level in Turkey: An art-based study. *International Online Journal of Education and Teaching (IOJET)*, 7(3). 992-1008.
- Egüz, Ş., & Öntaş, T. (2018). The metaphors of middle school students regarding "the teacher" concept. *MSKU Journal of Education*, 5(1), 79-91. <https://doi.org/10.21666/muefd.336181>
- Eisner, E. W. (2002). *The arts and the creation of mind*. Yale University Press/New Haven & London
- Ertürk, R. (2017). Metaphorical perceptions of primary school students about teacher concept. *E-International Journal of Educational Research*, 8(3), 1-15. <https://doi.org/10.19160/ijer.285232>
- Finley, S. (2018). Critical arts-based inquiry: Performances of resistance politics. N.K. Denzin & Y. S. Lincoln (Eds.) *The SAGE handbook of qualitative research* (ss. 561-575). California: SAGE Publications, Inc.
- Finson, K. D., Beaver, J. B., & Cramond, B. L. (1995). Development and field test of a checklist for the Draw-A-Scientist Test. *School science and mathematics*, 95(4), 195-205. <https://doi.org/10.1111/j.1949-8594.1995.tb15762.x>
- Geban, Ö., Çiçek, F. F., Başaran, S., Demirbaş, A., & Maden, C. (2001). *21. yüzyıla girerken Türk eğitim sisteminin ihtiyaç duyduğu çağdaş öğretmen profili [The contemporary teacher profile required by the Turkish education system as we enter the 21st century]*. EARGED, Ankara: Ministry of National Education Printing House.
- Golzar, J., Miri, M. A., & Nazari, M. (2022). English language teacher professional identity aesthetic depiction: An arts-based study from Afghanistan. *Professional Development in Education*, 50(5), 928-948. <https://doi.org/10.1080/19415257.2022.2081248>
- Granö, P., & Turunen, S. (2022). 'It is you in my picture!' A Holistic Approach to Six-Year-Old Children's Art Experiences. *International Journal of Art & Design Education*, 41(1), 142-157. <https://doi.org/10.1111/jade.12397>
- Haney, W., Russell, M., & Bebell, D. (2004). Drawing on education: Using drawings to document schooling and support change. *Harvard Educational Review*, 74(3), 241-272. <https://doi.org/10.17763/haer.74.3.w0817u84w7452011>
- İnan, B. N., Uzun, H., Yıldırım, R., Kılıç, M. N., & Macaroğlu Akgül, E. (2023). Arts-based educational researches: the case of teacher candidates. *Journal of Sustainable Educational Studies (JSES)*, (Ö2), 45-56.

- Karaşahinoğlu, T., & İlhan, E. L. (2019). A study on students' drawings towards the perception of physical education teacher. *Gazi Journal of Physical Education and Sport Sciences*, 24(1), 1-15.
- Kartal, H., & Bilhan, D. (2021). An Art-Based Longitudinal Study on Reading: How Do Primary-School Children Feel While Reading?. *Turkish Librarianship*, 35(2), 274-312. <https://doi.org/10.24146/tk.925373>
- Kurtdaş, E. M. (2021). Heavy duty on women's shoulders: "Beauty". *Adiyaman University Journal of Social Sciences*, (39), 220-259. <https://doi.org/10.14520/adyusbd.989739>
- Manav, F. (2018). Eğitim felsefesine giriş [Introduction to the philosophy of education]. F. Manav (Ed.). *Eğitim felsefesi [Philosophy of education]* (pp. 03-19). Ankara: Pegem Akademi Publications.
- McNiff, S. (1998). *Art-based research*. London: Jessica Kingsley Publishers.
- Ministry of National Education. (1973). Basic Law of National Education. Retrieved March 10, 2025, from <https://www.mevzuat.gov.tr/MevzuatMetin/1.5.1739.pdf>
- Nkrumah, T. (2023). The inequities embedded in measures of engagement in science education for African American learners from a culturally relevant science pedagogy lens. *Education Sciences*, 13(7), 739. <https://doi.org/10.3390/educsci13070739>
- Oğuzkan, A. F. (1971). *Öğretmenliğin üç yönü [The three aspects of teaching]*. Ankara: Ministry of National Education Printing House.
- Özdemir, S. (2014). Okul ve şiddet [School and violence]. M. Ç. Özdemir (Ed.). *Eğitim sosyolojisi [Educational sociology]* (pp.354-390). Ankara: Pegem Akademi Publications.
- Özevin, B., & Kaya, A. (2020). Prospective preschool teachers' metaphors about the concept of teacher. *Erzincan University Journal of Education Faculty*, 22(3), 691-707. <https://doi.org/10.17556/erziefd.653091>
- Öztürk Karataş, E. (2021). *Investigation of the ideal physical education teacher perceptions of the secondary school students* (Publication No. 680143) [Doctoral dissertation, İnönü University]. Council of Higher Education Thesis Center.
- Özyıldırım Gümüş, F., Acar, T., & Özdemir, E. Y. (2015). Mathematics teachers in elementary school students' eyes. *Mehmet Akif Ersoy University Journal of Education Faculty*, 1(34), 23-51.
- Pantaleo, S. (2025). The meaning-making in kindergarten children's visual narrative compositions. *Journal of Early Childhood Literacy*, 25(2), 336-366. <https://doi.org/10.1177/14687984231161114>
- Patton, M. Q. (2018). *Nitel araştırma ve değerlendirme yöntemleri [Qualitative Research & Evaluation Methods]* (Çev. M. Bütün ve S. B. Demir). Ankara: Pegem Akademi Publications.
- Ribeiro, A. S., & Silva, I. (2021). Fierce flames: Evoking wildfire disaster emotions through children's drawings. *Global Studies of Childhood*, 11(1), 91-104. <https://doi.org/10.1177/2043610621995823>
- Robledo Castro, C., Córdoba Andrade, L., & Del Basto Sabogal, L. M. (2023). Child-Centered multimethod design: An approach to social representations in childhood education. *Journal of Research in Childhood Education*, 37(1), 1-19. <https://doi.org/10.1080/02568543.2022.2048754>
- Schreglmann, S., & Kazancı, Z. (2016). Öğretmen adaylarının "yaratıcı öğretmen" kavramına yönelik metaforik algıları. *Journal of Gifted Education and Creativity*, 3(3), 21-34.
- Schulz, F. (2020). *'Doesn't matter what we think we are doing, it's how it is perceived.'* Exploring the usefulness of the Ideal Teacher Drawing technique with students and teachers in a Pupil Referral Unit (Doctoral dissertation, University of Essex & Tavistock and Portman NHS Trust).

- Seferoğlu, S. S. (2004). Öğretmen yeterlikleri ve mesleki gelişim [Teacher competencies and professional development]. *Bilim ve Aklın Aydınlığında Eğitim [Journal of Education in the Light of Science and Reason]*, 58, 40-45.
- Slee, P. T., & Skrzypiec, G. (2016). No more bullying: An analysis of primary school children's drawings of school bullying. *Educational Psychology*, 36(8), 1487-1500. <https://doi.org/10.1080/01443410.2015.1034089>
- Sözer, M. A. ve Yılmaz, F. (2021). Karakter gelişiminde ve okul eğitiminde aile, çevre ve okul [Family, environment and school in character development and school education]. M. Kağan ve N. Yılmaz (Ed.). *Karakter ve değer eğitimi [Character and values education]* (pp.143-154) Ankara: Pegem Akademi Publications.
- Şener, G. (2018). Interpretations on the school-themed drawings made by the children in pre-schematic stage (4-7 age). *MSKU Journal of Education*, 5(2), 31-42.
- Taneri, P. O., & Özbek, Ö. Y. (2023). An art based study on school administrators' awareness of inclusive education. *Çankırı Karatekin University Journal of Faculty of Letters*, 11(1), 75-96. <https://doi.org/10.57115/karefad.1276345>
- Utkugün, C., & Yalçın, E. (2024). Drought and water saving through the eyes of middle school students. B. Altunok (Ed.), *III. BİLSEL International Aspendos Scientific Researches Congress Symposium Proceedings Book* (pp. 334–352). <https://bilselkongreleri.com/wp-content/uploads/3.Aspendos-Bilimsel-Arastirmalar-Kongresi-1.pdf>
- Vanner, C. (2018). 'This is a competition': The relationship between examination pressure and gender violence in primary schools in Kenya. *International Journal of Educational Development*, 62, 35-46. <https://doi.org/10.1016/j.ijedudev.2018.02.001>
- Weber, S., & Mitchell, C. (1996). Drawing ourselves into teaching: Studying the images that shape and distort teacher education. *Teaching and teacher education*, 12(3), 303-313. [https://doi.org/10.1016/0742-051X\(95\)00040-Q](https://doi.org/10.1016/0742-051X(95)00040-Q)
- Yıldırım, A., & Şimşek, H. (2021). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]* (12th ed.). Ankara: Seçkin Publications.
- Yılmaz, A., & Güven, Ö. (2015). The investigation of gifted students' perceptions about concepts like "physical education course and physical education teacher" through drawing-writing methodology. *Journal of Qualitative Research in Education*, 3(3), 55-77. <http://dx.doi.org/10.14689/issn.21482624.1.3c3s3m>
- Zee, M., Rudasill, K. M., & Roorda, D. L. (2020). "Draw Me a Picture" student-teacher relationship drawings by children displaying externalizing, internalizing, or prosocial behavior. *The Elementary School Journal*, 120(4), 636-666. <https://doi.org/10.1086/708661>