

# A Descriptive Content Analysis of Web of Science Studies on Teacher Image (2015–2024)

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## Abstract

**Purpose** – The aim of this research is to conduct a descriptive content analysis of studies on teacher image and to determine the trends in these studies.

**Methods/Design/Approach** – This research uses document analysis, employing descriptive content analysis to examine studies related to teacher image. This analysis included frequency-based coding to quantify the occurrence of specific keywords and themes related to teacher image. The Web of Science database was searched using the keywords teacher image, professional image, and occupational image. After reviewing titles and abstracts of the retrieved studies, 10 studies relevant to the research scope were selected for final analysis.

**Findings** – This descriptive content analysis of 10 studies reveals a diverse range of approaches to studying teacher image, reflecting the complexity of the construct. Qualitative methods are predominant in the studies analyzed. The study highlights the influence of media, policy, cultural values, and other factors on perceptions of teacher image.

**Originality/Value** – This study offers a focused descriptive content analysis of teacher image research. It highlights the prevalence of qualitative methods and the need for quantitative/longitudinal studies, guiding future research.

**Practical Implications** – The study proposes strategies to combat negative stereotypes and enhance teacher image by addressing sociological, cultural, and media influences.

**Keywords** Teacher image, professional image, media representation, educational perception, document analysis

**Paper type** Research paper

## Article History

Received	23 March 2025
Revised	27 April 2025
	13 May 2025
Accepted	14 May 2025

## 1. Introduction

In contemporary society, a profession's perceived value extends beyond tangible skills and knowledge to encompass its projected image. This image, applicable across fields like commerce and politics, is a subjective interpretation of reality shaped by public perception (Dowling, 1986). It significantly influences a profession's status and effectiveness (Bozkurt & Kutlu, 2021; Sönmez & Cemaloğlu, 2017). The teaching profession is no exception; the professional image of teachers impacts the esteem and effectiveness associated with the profession (Bağçeci et al., 2013).

This image is multifaceted. It encompasses appearance, projected impression, social status, skills, and behavior patterns (Güneş, 2007; Özata & Aslan, 2010). Teaching's responsibility for shaping future generations further intertwines with this image (Odabaş et al., 2024). Professions fulfilling vital societal roles, like teaching, often attain elevated status and respect (Celep & Celep, 2010). However, this image is also influenced by factors like media portrayals and sociological changes (Eurydice, 2015).

The image of a teacher is shaped by a multitude of interconnected factors. These encompass not only their individual attitudes, behaviors, successes, and communication styles (Bağçeci et al., 2013), alongside their inherent characteristics and developed expertise (Hoyle, 2001), but also external influences such as their portrayal in the media (Grandy & Mavin, 2011) and the impact of occupational socialization (Birnbaum & Somers, 1986). A teacher's professional image is closely linked to their cognitive, social, and academic competence, as well as their professional identity (Erkaboeva & Musaeva, 2022). A strong professional image can enhance a teacher's effectiveness in the classroom and amplifies their positive impact on students, fostering a more engaging and productive learning environment. Furthermore, it can contribute to greater trust and respect from parents and the wider community (Sukawati et al., 2020).

Several studies have explored various facets of teacher image, revealing both common themes and contrasting perspectives. Studies indicate that perceptions of teachers vary across different groups and contexts. For example, one study found generally positive parental perceptions of teacher image, highlighting areas for improvement such as enhancing prestige and societal respect (Gallegos & Emerine, 2023). Another study found predominantly negative perceptions among teachers themselves, influenced by societal factors and raising concerns about the profession's future (Erarslan & Yavuz, 2023). This discrepancy highlights the importance of considering multiple stakeholder perspectives when assessing teacher image. A cross-national study on learners' perceptions across 10 countries revealed a tendency to describe the ideal teacher rather than the typical one, potentially highlighting a discrepancy between expectations and reality that may contribute to disciplinary issues (Wolhuter et al., 2013). Other findings also uncovered perceptions of the ideal, good, and bad teacher in varying cultural contexts (Kestere et al., 2013). The importance of a positive image is underscored by its potential to boost teacher dedication, cultivate trust and respect among students, and strengthen public confidence in education (Kestere et al., 2013).

Further research has examined specific aspects of teacher image, often focusing on interventions or particular contexts. One study examined ways to enhance teacher image in Nigeria to improve job performance, emphasizing teacher training, societal perceptions, and continuous professional development (Emesini, 2016). This contrasts with studies in other settings that investigated generational differences in student perceptions of teacher image, suggesting the need for adaptable teaching approaches (Polat & Ünişen, 2016). While some research advocates for specific interventions to improve teacher image, other findings suggest that the very definition of a positive teacher image may be evolving across generations (Polat & Ünişen, 2016). This highlights the necessity of teaching approaches that are responsive to generational shifts. Another study underscored the importance of

promoting a more prominent and valued role for teachers (Parnell, 2010). The relationship between teachers' perceptions of their occupational image and their organizational citizenship behaviors has also been explored, revealing a positive correlation (Sönmez & Cemaloğlu, 2017). Meanwhile, concerns have been raised by prospective teachers whose expectations about the profession were unmet, leading to anxiety about future careers and a perceived decline in respect for the teaching role (Karamustafaoğlu & Özmen, 2004). Research has also emphasized the evolving image of effective teachers in 21st-century classrooms, focusing on the skills and attributes necessary to engage learners familiar with information and communication technology (Ansari & Malik, 2013). Collectively, these studies point to the importance of developing a clear understanding of what constitutes a positive and effective teacher image in today's rapidly changing educational landscape. Various factors have been identified as influencing the public and professional image of teachers, including teacher quality (Yetim & Göktaş, 2004), professional challenges (Esen et al., 2017), professional status (Ünsal, 2018), and economic difficulties (Erdem, 2010), as well as broader contextual influences (Ünsal & Bağçeci, 2016). While these studies offer valuable insights, a comprehensive overview of the research landscape on teacher image remains lacking. Addressing this gap, the present study synthesizes existing research on teacher image with the broader objective of uncovering gaps in the literature to inform future research directions and policy development.

For the purpose of this study, teacher image is defined as the collective perceptions, expectations, and representations associated with teachers, encompassing their professional roles, personal attributes, and societal value (Bağçeci et al., 2013; Hoyle, 2001). This multifaceted construct is influenced by various factors, including media portrayals, cultural values, and educational policies (Grandy & Mavin, 2011; Judge, 1995). Given the impact of teacher image on the quality of education and its importance for the future of the profession, this research addresses a critical need by conducting a descriptive content analysis of studies on teacher image indexed in the Web of Science (WoS) database. WoS was selected as the primary data source because of its comprehensive coverage of high-impact, peer-reviewed journals in the field of education and social sciences. Descriptive content analysis is particularly well-suited to this research because it allows for the systematic identification of overarching patterns and trends within a diverse body of literature. Given the complex and context-dependent nature of "image," this method provides a valuable framework for synthesizing findings from various studies and identifying key themes and areas of consensus. This study offers a broad perspective on the field by examining the distribution of studies across time, research methodologies employed, and prevalent thematic areas. By revealing trends and gaps in the literature, this study can inform future research directions and contribute to the development of strategies for promoting a positive and accurate teacher image. Specifically, this study seeks to answer the following research questions:

1. What is the distribution of studies by year?
2. What is the distribution of studies by method?
3. What are the thematic characteristics of the studies?

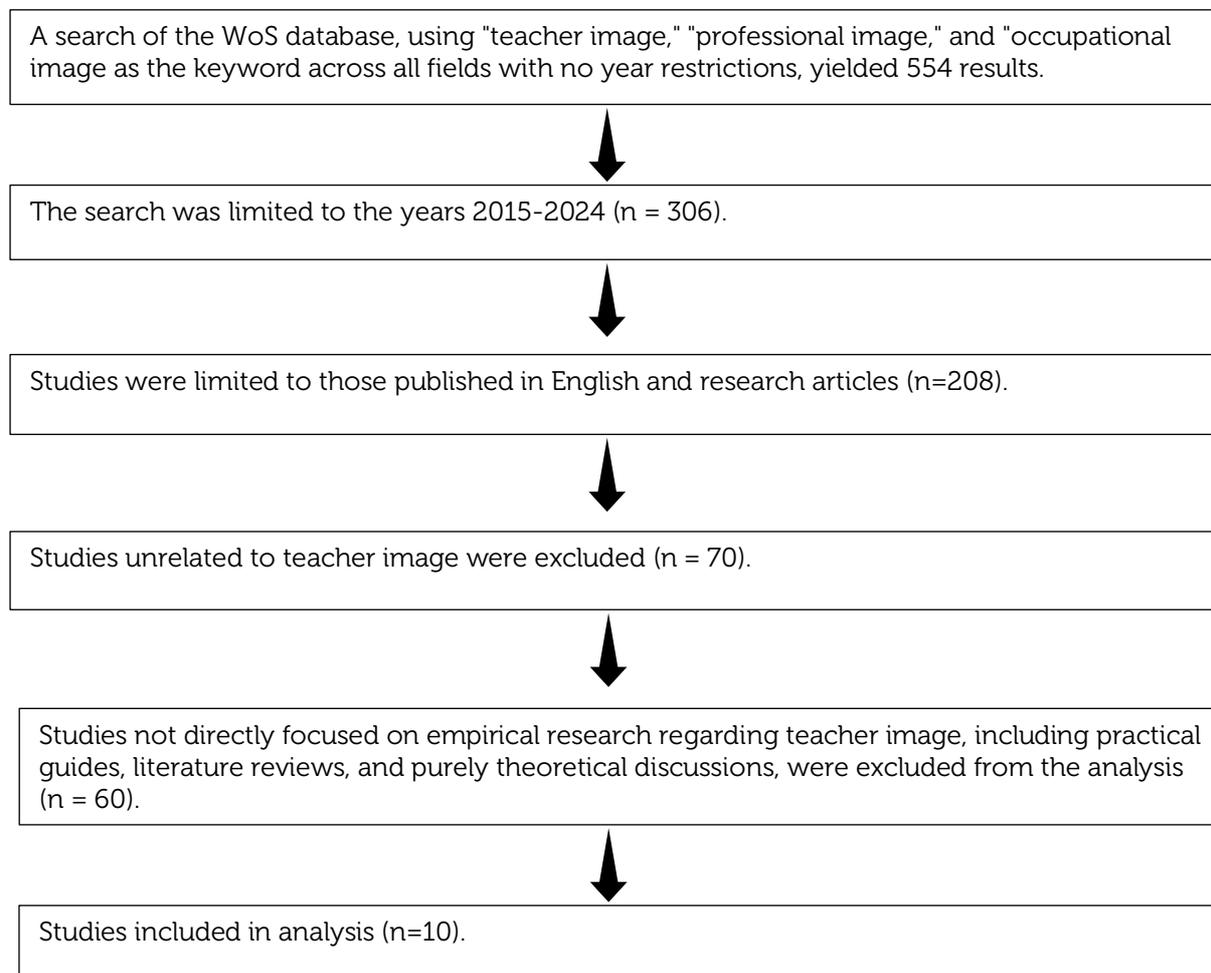
## 2. Methods

This research, a document analysis, employs a descriptive content analysis of studies pertaining to teacher image. Descriptive content analysis is a systematic research method used to examine a body of independent qualitative and quantitative studies related to a specific topic (Ültay et al., 2021). The goal is to identify and synthesize overarching patterns

and general trends within the existing research in that field. Unlike systematic reviews or meta-syntheses, which aim to answer specific research questions or synthesize findings, our study sought to provide a descriptive overview of the field.

### 2.1 Study Selection and Inclusion Criteria

Studies were identified using the WoS database. An initial search using the keywords "teacher image," "professional image," and "occupational image" yielded 554 studies. Limiting the search to the years 2015-2024 reduced the number to 306. Further restricting the search to English language articles resulted in 208 articles. The titles and abstracts of these 208 articles were screened for relevance to the research question. At this stage, studies were excluded if they did not focus on teacher image as a primary theme or did not present original research findings. The full texts of potentially eligible studies were then retrieved and assessed against the inclusion criteria. Upon examination, 138 articles were excluded because they were not directly related to "teacher image," instead focusing on tangentially related topics such as teacher effectiveness, or organizational image. Additionally, 60 articles were excluded because they were not research articles, but rather practical guides for teachers, literature reviews, or theoretical discussions. Reviews, theoretical papers, policy documents, dissertations, book chapters, and conference proceedings were excluded to ensure a focus on primary research data providing original insights into teacher image. The final sample comprised 10 studies that met all inclusion criteria. Included studies were peer-reviewed, empirical research articles focusing on teacher image. Figure 1 presents a flowchart outlining this process.



**Figure 1.** Flowchart of the literature review process

An overview of the key characteristics of the studies included in this research is shown in Table 1.

**Table 1.** Overview of the Studies

Authors	Title	Source
Chang-Kredl and Colannino, 2017	Constructing the image of	Teaching and Teacher Education
Kösterelioğlu, 2021	The effect of the activities within	Problems of Education in the 21st Century
Kurok and Tkachenko, 2020	Future English teachers' professional	Postmodern Openings
Pechinkina and Vepreva, 2020	The Image of the teacher	Media Education
Nenko et al., 2020	A study of the level of	Brazilian Journal of Rural Education
Zakirova and Bakhmutsky, 2023	The teacher image interpretation	Education Sciences
Chagovets et al., 2024	Effectiveness of training in	Revista Eduweb
Aslan, 2016	Teacher images in Spain	Asia Pacific Educ. Rev
So and Park, 2022	Can teachers be change	Asia-Pacific Edu Res
Polat and Ünişen, 2016	An analysis of teacher	Cogent Education

## 2.2 Analysis

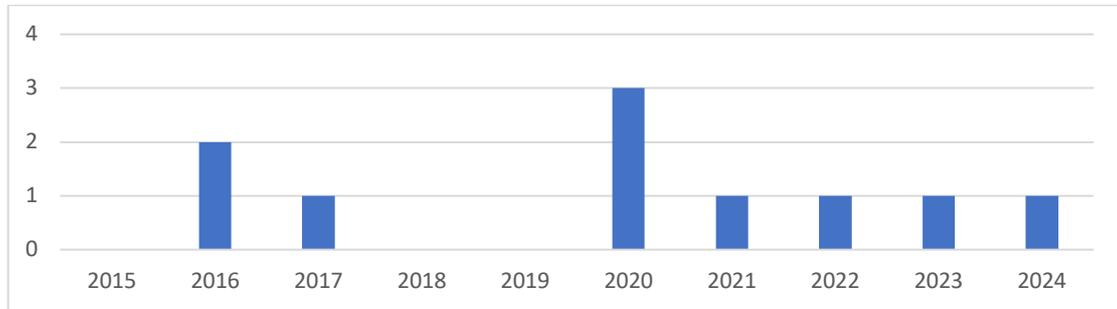
A descriptive content analysis was employed to examine the selected studies. Themes were generated through inductive thematic analysis, adhering to the procedural framework proposed for qualitative analysis (Braun & Clarke, 2006). Initial coding was conducted through close reading of the included articles, during which text segments were systematically labeled based on salient features. These initial codes were subsequently clustered into broader thematic categories according to recurring patterns and shared meanings. The entire coding process was conducted using Microsoft Excel, where text segments were assigned codes and later organized into coherent thematic groupings (Braun & Clarke, 2006).

This study has several limitations that should be considered when interpreting the findings. First, the exclusive reliance on the WoS database may have resulted in the exclusion of relevant research published in non-indexed journals, books, proceedings, and other sources. Additionally, restricting the search to English-language articles may have introduced a language bias, as valuable research published in other languages was not included. Second, the small sample size of 10 articles limits the generalizability of the findings. While these articles provided valuable insights into teacher image, they may not fully represent the diversity of research in this area. However, a smaller sample size allowed for an in-depth descriptive content analysis, which was the aim of our research. Third, all coding was conducted by the primary researcher. No intercoder reliability check was performed, which is acknowledged as a limitation. However, consistency was supported through iterative coding and alignment with established thematic analysis procedures. Finally, the subjective nature of content analysis must be acknowledged. Despite our efforts to minimize bias through the use of a clear coding scheme and detailed examples, the

selection and interpretation of themes may be influenced by the researcher's own perspectives.

### 3. Results

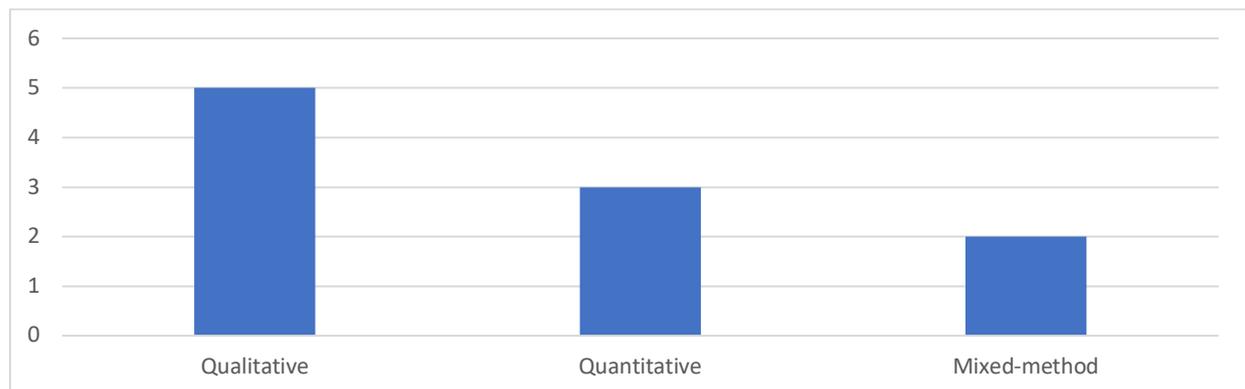
Figure 2 illustrates the dominance of qualitative research methodologies in the existing literature on teacher image.



**Figure 2.** Distribution of Studies by Year

The distribution of studies on teacher image over the period from 2015 to 2024 reveals some notable trends. The years 2016 and 2020 witnessed a moderate number of publications, with two and three studies respectively. There were single publications in 2017, 2021, 2022 and 2023 and 2024. Interestingly, 2015, 2018, 2019 and 2019 show a complete absence of studies. These fluctuations may reflect shifting research interests, funding priorities, or specific events that influenced scholarly attention to the topic of teacher image during those years.

Figure 3 presents the distribution of studies by method, highlighting a preference for qualitative approaches in teacher image research.



**Figure 3.** Distribution of Studies by Method

Qualitative research methods are more prevalent in studies focusing on the image of teachers compared to quantitative or mixed-methods studies. With five studies employing qualitative methods, this suggests that researchers often prioritize in-depth exploration of the nuances and complexities associated with teacher image, potentially through interviews, textual analysis. Quantitative studies, with three instances, aim to measure and quantify specific aspects of teacher image using surveys or statistical analysis. The two

studies utilizing mixed methods suggest an attempt to combine the strengths of both qualitative and quantitative approaches, providing a more comprehensive understanding of the topic. Overall, the distribution indicates a preference for qualitative inquiry in this field, possibly due to the subjective and multifaceted nature of "image" as a research construct.

The distribution of studies by aim, detailed in Table 2, reveals a primary emphasis on understanding the portrayal of teachers in media and social media, as well as the impact of policy and reform on teacher image.

**Table 2.** Distribution of Studies by Aim

Themes	Sub-themes	Study	Method	Study Aims
Media and Social Media	Public Perception	(Chang-Kredl & Colannino, 2017)	Qualitative	Examines teacher images and memories on Reddit, exploring themes and representations in public discourses
		(Polat & Ünişen, 2016)	Qualitative	Analyze news about teachers in Turkish newspapers, identifying the types of news, content, qualities, and the resulting teacher profile presented in the media.
Policy & Reform	Policy image	(So & Park, 2022)	Qualitative	Critically analyzes teacher images produced by South Korea's educational reform policies.
Cultural Values	Culturel image	(Aslan, 2016)	Quantitative	Investigates metaphorical images of "teacher" produced by Spanish and Turkish pre-service teachers, influenced by cultural values.
Linguistic Anthropology	Culturel image	(Zakirova & Bakhmutsky, 2023)	Quantitative	Explores the culturally situated aspects of teacher image interpretation using a linguistic anthropology approach.
Societal Perception	Self-Perception vs. Public Image	(Kösterelioğlu, 2021)	Qualitative	Assesses the impact of activities related to the 2023 Education Vision Document on how teachers perceive their image in society.

Professional Image Formation in Teacher Education	Professional Development	(Kurok & Tkachenko, 2020)	Mixed Method	Focuses on a system to form the professional image of future English teachers.
		(Nenko et al., 2020)	Quantitative	Addresses conditions to facilitate the development of professional image of future foreign language teachers.
		(Chagovets et al., 2024)	Mixed Method	Empirically verifies the effectiveness of training in building the professional image of future preschool teachers.
Historical Context	Historical representations	(Pechinkina & Vepreva, 2020)	Qualitative	Retraces the transformation of the English teacher image in Soviet and post-Soviet films

The research on teacher image encompasses a variety of themes, reflecting the multifaceted nature of the profession. Several studies focus on the portrayal of teachers in media and social media (Chang-Kredl & Colannino, 2017; Polat & Ünişen, 2016), examining how they are represented in public discourse and news. Other research explores the impact of policy and reform on teacher image (So & Park, 2022), while some delve into the influence of cultural values on the metaphorical images associated with teachers (Aslan, 2016). A linguistic anthropology approach is used to understand the culturally situated aspects of teacher image interpretation (Zakirova & Bakhmutsky, 2023). Furthermore, studies assess the societal perception of teachers (Kösterelioğlu, 2021) and investigate the professional image formation in teacher education (Chagovets et al., 2024; Kurok & Tkachenko, 2020; Nenko et al., 2020). Finally, some research explores the historical context, tracing the evolution of the teacher image over time (Pechinkina & Vepreva, 2020).

The distribution of studies by finding, presented in Table 3, indicates a strong emphasis on how sociological changes, local practices, and media portrayals shape perceptions of teacher image.

**Table 3.** Distribution of Studies by Finding

Theme	Findings
Perceptions of Teacher Image	Teacher image is influenced by various factors including sociological changes, local practices, employee rights, policymakers, media, parents, students, teacher training, and the qualification of prospective teachers (Kösterelioğlu, 2021).  Differences have been identified in how pre-service teachers from different cultural backgrounds conceptualize the role of a teacher; for instance, Spanish participants tend to view teachers as guides who contribute to society, democratic values, and citizenship,

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	<p>whereas Turkish participants emphasize more traditional roles and values (Aslan, 2016).</p>
	<p>Media representations also play a critical role in shaping public perception, as evidenced by the predominance of negative portrayals of teachers in Turkish newspapers, especially in the context of incidents related to sexual abuse and violence</p>
<p>Construction and Transformation of Teacher Image over Time</p>	<p>Cultural meanings and societal expectations have also been shown to significantly influence how student teachers perceive the teaching profession (Zakirova &amp; Bakhmutsky, 2023). Educational reform policies often depict teachers as agents of school change; however, these portrayals do not necessarily translate into actual empowerment for teachers to lead educational reform (So &amp; Park, 2022).</p>
	<p>The image of teachers is continuously constructed, deconstructed, and reconstructed across different governmental contexts, each placing varying emphases on their roles (So &amp; Park, 2022).</p>
	<p>The professional image of foreign language teachers has been described as a blend of external visual characteristics, observable actions, and integrated knowledge and skills (Nenko et al., 2020).</p>
<p>Development of Professional Image</p>	<p>In cinematic representations, particularly Soviet and post-Soviet films, the image of English teachers tends to preserve positive external attributes while showing internal changes that move away from previously idealized traits (Pechinkina &amp; Vepreva, 2020). Training methods have been found to contribute significantly to enhancing the professional image of future preschool teachers (Chagovets et al., 2024). Several key components have also been identified as influential in the formation of a teacher's professional image, including motivational-valuable, gnostic, practical-operational, and personal-reflective dimensions (Kurok &amp; Tkachenko, 2020).</p>
<p>The Role of Social Media</p>	<p>The relevance of social media in shaping the public image of teachers has been emphasized, particularly due to its anonymous nature and wide reach (Chang-Kredl &amp; Colannino, 2017).</p>

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The research findings on teacher image reveal its multifaceted nature, shaped by a variety of influences. Key factors include sociological changes, local practices, and media portrayals, which have been identified as central to the construction of teacher image (Kösterelioğlu, 2021). Cultural values also play a significant role, as demonstrated by contrasting perspectives between Spanish and Turkish pre-service teachers (Aslan, 2016). The dynamic nature of teacher image is further underscored by the observation that, although educational reforms often position teachers as agents of change, they do not always provide the necessary empowerment to enact such change (So & Park, 2022). The development of a teacher's professional image is also shaped by the nature and quality of training methods (Chagovets et al., 2024). Additionally, the influence of social media on public perception is significant, particularly because of its anonymous and pervasive nature (Chang-Kredl & Colannino, 2017).

## 4. Discussion

The findings of this research indicate that teacher image studies conducted in the last decade reveals a limited number of publications in this area, with only 10 articles indexed in the WoS database. However, as image is a valuable area of investigation in educational organizations due to its impact on enhancing the quality of education, further research in this area will significantly contribute to our understanding (Çayak, 2022). Understanding how teacher image is perceived is an important issue for the future of the profession and for those considering it as a career path; therefore, future studies will provide valuable insights into this process.

### 4.1. Dominance of Qualitative Methods

The distribution of research methods in the current study reveals a predominance of qualitative studies. This preference for qualitative approaches in teacher image studies, compared to quantitative or mixed-methods designs, suggests a focus on in-depth exploration of the nuances and complexities inherent in this specific research area. The prevalence of qualitative research likely reflects the multifaceted and subjective nature of "teacher image" itself. Qualitative methods, such as interviews and textual analysis allow researchers to delve into the perceptions, experiences, and social contexts that shape how teachers are viewed. This approach is particularly valuable for uncovering the subtle and context-specific factors that influence teacher image. However, it is important to consider the broader landscape of image research. A systematic literature review of image studies in Türkiye revealed a greater prevalence of quantitative approaches (Polat & Ünişen, 2016). It is also essential to note that this study examined the concept of "image" in a general sense within the Turkish context, encompassing areas such as organizational image, school administrators' organizational image, parents' school image, and university institutional image (Polat & Ünişen, 2016). Consequently, the factors influencing the choice of research methods in those broader fields might be quite different from those influencing research specifically focused on teacher image. It's possible that the focus on specific perceptions of teachers necessitates the depth offered by qualitative inquiry. While qualitative studies provide valuable insights, a greater emphasis on quantitative and mixed-methods approaches is necessary to achieve a more comprehensive understanding of the factors influencing teacher image.

### 4.2. Media Representations

Media representations play a significant role in shaping public perception of teachers. Studies focusing on media and social media examine how teachers are portrayed in public discourse and news outlets, highlighting the potential for both positive and negative representations (Chang-Kredl & Colannino, 2017; Polat & Ünişen, 2016). The media can amplify both positive and negative aspects of the profession, influencing how teachers are viewed by students, parents, and the broader community. For example, negative coverage of teacher misconduct or struggles can erode public trust, while positive stories about innovative teaching or

dedication can enhance the profession's image (Chang-Kredl & Colannino, 2017). As one study notes, media can foster particular content and trigger feelings of the audience (Pechinkina & Vepreva, 2020).

However, it is concerning to note findings that teachers are predominantly portrayed negatively in Turkish newspapers, often in connection with stories of abuse and violence (Polat & Ünişen, 2016). This negative media representation risks undermining the profession's image and potentially influencing public perception and, consequently, the attitudes of prospective teachers. Reinforcing this concern, research has found that deficiencies in teacher selection and appointment criteria, and negative media statements all contribute to a diminished image of teaching (Bozkurt & Kutlu, 2021). These negative portrayals are exacerbated by flawed education policies, indicating a decline in the image and status of teaching to the detriment of teachers (Özoğlu et al., 2013). Understanding these representations is crucial for addressing potential biases, promoting accurate portrayals, and supporting teachers in navigating the complex media landscape. Social cognitive theory suggests that such portrayals can lower observers' self-efficacy, leading to a decline in interest in the teaching profession. Furthermore, the prevalence of cultural metaphors that depict teachers as self-sacrificing heroes may reinforce unrealistic expectations and contribute to burnout. These societal factors, combined with policies that emphasize standardized testing and accountability, can create an environment that undermines teachers' sense of agency and professional identity.

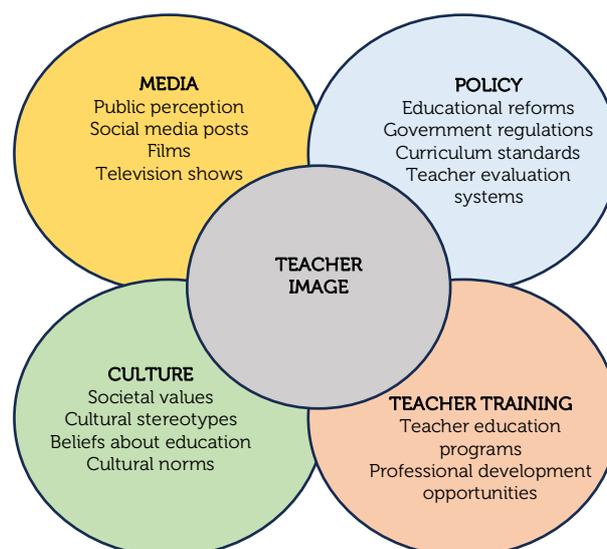
### *4.3. Cross-Cultural Comparisons*

The image of a teacher is not universal but is intricately shaped by cultural values, societal norms, and educational systems. Studies consistently demonstrate that teacher image is a complex construct influenced by various socio-cultural factors (Aslan, 2016; Polat & Ünişen, 2016; Zakirova & Bakhmutsky, 2023). Research indicates that national values significantly impact how teacher roles are conceptualized (Aslan, 2016). These differing perspectives directly influence the image of teachers, shaping expectations regarding their roles and responsibilities. Factors such as sociological changes, local practices, employee rights, policymakers, media, parents, students, teacher training, and the qualification of prospective teachers all contribute to the formation of teacher image (Kösterelioğlu, 2021).

Global research debates on teacher professionalism reveal varying perspectives on issues such as teacher autonomy, accountability, and the impact of globalization on education (Guzman et al., 2005; Hammersley-Fletcher et al., 2020; Misra, 2012). For instance, variations in teaching standards across countries such as Hong Kong, the United States, and Australia reflect differing conceptions of teacher professionalism (Goodwin, 2020). These differing perspectives directly influence the image of teachers, shaping expectations regarding their roles and responsibilities. Cross-cultural studies indicate that the image of teachers is

constructed differently across educational systems and cultures. For example, research has compared the images of school teachers and faculty members in Kazakhstan (Mynbayeva & Yessenova, 2016), while other studies have explored learners' perceptions of teachers across multiple countries (Kestere et al., 2013). These studies emphasize the need to consider cultural context when analyzing teacher image. By examining teacher images in a cross-cultural context, we can better understand the significance of these images and challenge assumptions about what is considered universal validity (Judge, 1995).

Current research on teacher image relies heavily on qualitative methodologies. While qualitative studies provide valuable, in-depth insights, future research should prioritize quantitative and mixed-methods approaches to achieve a more comprehensive understanding of the field. These methods would enable the generation of broader, more generalizable findings and facilitate the exploration of relationships between the various factors influencing teacher image. Furthermore, longitudinal studies are crucial for tracking the evolution of teacher image over time, particularly in response to specific interventions or societal changes. Comparative studies across diverse countries, cultures, and educational systems can also offer valuable insights into universal and context-specific influences. Finally, proactive strategies must be developed to combat negative stereotypes about teachers, both within educational settings and in the wider community. These strategies should include fostering open dialogues, sharing personal experiences, and promoting positive role models (Reyes & Rios, 2003). This study highlights the diverse aspects of teacher image, influenced by a complex interplay of factors. Figure 4 presents a framework that synthesizes these influences, illustrating the interaction of media representations, educational policies, cultural values, and teacher training practices.



**Figure 4.** Framework of Factors Influencing Teacher Image

## 5. Conclusion

This descriptive content analysis of teacher image research reveals a need for methodological diversification in future studies. While qualitative studies have provided valuable insights, a greater emphasis on quantitative and mixed-methods approaches is necessary to achieve a more comprehensive understanding of the factors influencing teacher image. This study has several practical implications for stakeholders including policymakers, teacher training institutions, and media practitioners. Proactive strategies must be developed to combat negative stereotypes about teachers, both within educational settings and in the wider community. For policymakers, this includes funding for positive media campaigns that showcase the impact of teachers, and policies promoting teacher well-being. For teacher training institutions, it involves incorporating image management training and mentorship programs. Media practitioners should focus on balanced reporting, showcasing teacher achievements, and avoiding stereotypes. It is important to acknowledge the limitations of focusing solely on the WoS database and future analyses should consider a broader range of sources.

## Acknowledgements

The authors thank Jenni AI for assistance with language editing and grammar refinement of this paper.

## Declarations

### Author contribution statement

**İbrahim Karagöl:** Conceptualization, Methodology, Investigation, Formal Analysis, Writing – Original Draft, Writing – Review & Editing, Resources, Data Curation, Visualization, and Project Administration.

### Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

### Data availability statement

The data that support the findings of this study are available from the corresponding author upon reasonable request.

### Declaration of interest statement

No potential conflict of interest was reported by the authors.

### Additional information

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