The Roles of Teachers: Comparing Turkey and Ireland[i]

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ABSTRACT The aim of this study is to reveal teachers' perceptions of themselves as clinicians, knowledge transmitters, performers, and leaders in Turkey and Ireland. The research sample was composed of 211 teachers in Turkey and 134 teachers in Ireland. The scale named 'The Roles of Teachers' was developed by the researchers and used in this study. The teachers demonstrated similar roles and their perceptions about teaching were similar across the two cultures, indicating that, despite their different cultures, the impact of globalization could establish a common culture.

INTRODUCTION

Teaching is a profession that requires constant revision in order to keep up with changing societal circumstances: in an age where information is the most significant form of capital, people have easy access to information of all kinds in all fields, and teachers and schools are not the only sources of information. This change influences the education system, and the extent to which teachers can meet the needs of society has been frequently discussed. Teachers are competing with other sources of information while engaged in the business of teaching. This situation ascribes new roles to teachers and how teachers perceive these changed roles plays an important part in terms of the quality of education and learning.

Today, the demands on teachers are constantly increasing. Teachers are expected to be open to innovation, to think scientifically, to engage in a process of constant professional development (Ozguven 1997; Calderhead 1995), to transfer their knowledge through modern methods, to implement a student-centred education (Baser et al. 2005), and to meet the changing needs of students and society (Day and Gu 2010). Fur-

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thermore, teachers need to know their students and how their students learn, prepare a supportive and secure learning environment, contribute to their school and society, and plan an effective learning and teaching process (National Professional Standards for Teachers (NPST) 2010). Teachers are expected to undertake the role of mediator between students and the information they are learning (Weinberger et al. 2002; Cited by Zhu 2010). As Wang (2014) explained, the role of the teacher is to aid the students instead of giving a lecture. Moreover, teachers should create a more effective learning environment and give students more autonomy and responsibility to achieve learning objectives. It is thus evident that the roles ascribed to teachers are not limited to school and classroom activities alone; they are also expected to undertake roles which will contribute to social change and meet social needs.

Teachers constitute the cornerstone of effective schools and efforts to develop schools. According to the report entitled 'Effective Development of Teachers', published by the Organisation for Economic Co-operation and Development (OECD 2005), the effectiveness of schools is determined, to a large extent, by the quality of the teaching process and the attainment level of students through this process. From the same report, although skills, the expectations and behaviours of students, the attitudes of their families towards education, educational assistance from family, peer relations, the structure of the school, the school atmosphere, and the cur-

riculum all play important roles in the learning process of the student, the knowledge, capability, and attitude of the teacher play the most important part. The expectations placed on schools and teachers are becoming more and more complicated by the day. Society expects schools to deal with more students of different backgrounds, to be more sensitive to gender and cultural differences, and to concentrate on how students learn, make use of new technologies, and adjust to a changing environment.

In the light of these developments, the roles ascribed to teachers have also changed. In this context, teachers are expected to take responsibility for the personal development of students, the management of the educational process, making the school a 'learning society', and increasing the cooperation of the school with society. This situation leads to teachers displaying different roles in different contexts, which occur at the levels of student, classroom, school, and family and society (OECD 2005).

At the student level, teachers are expected to manage the learning process, meet learning needs, and make assessments, focusing on both the process and the product. At the classroom level, teachers are expected to possess the skills to teach in multi-cultural classrooms, adjust to changing curricula, and lead integration in classrooms which have students with special needs. At the school level, teachers are expected to cooperate with their colleagues, make career plans and assess them, engage in efficient use and management of technology, and share administrative responsibilities. At the level of family and society, teachers are expected to provide necessary assistance for families and to establish a cooperative environment in which the learning process can take place (OECD 2005).

As seen above, teachers are expected to carry out different roles in different contexts. When these roles are scrutinized, it can be said that the roles of teachers at the student and classroom levels are, to an extent, related to teaching and learning processes, the roles of teachers at the school level are related to the personal development of the teacher, and the roles of teachers at the family and society level are related to the social roles of the teachers. In this study, the role of the teacher at the student and classroom levels, that is, the role of teachers in the teaching and learning processes, was analysed.

In the literature the roles of teachers in learning and teaching processes are categorized in different ways. According to Sergiovanni and Satarrat (1993; Cited by Can 2001), teachers have three different roles: administrator, mediator, and leader. As an administrator, the teacher plans the teaching engagement and participates with students in the teaching-teacher process. As a mediator, the teacher follows a teaching strategy based on mutual education, serving as a bridge between the students's thinking and knowledge. As a leader, the teacher motivates students to learn and teaches them how to cope with problems. He makes them feel confident about themselves and enables them to establish a vision for the future.

Different classifications were devised for teacher roles, one of which was developed by Grasha (1994). Grasha classified models of teaching in terms of Expert, Formal Authority, Personal Model, Facilitator, and Delegator. Teachers who adopt the role of 'expert' have all the necessary knowledge about the subject they teach and are the source of information for students. Teachers who adopt the role of 'formal authority' regard themselves as authorities in their fields. Students should follow the standards that the teacher sets. Teachers who adopt the role of 'personal model' should not only be a model in their words but also in their behaviour. They believe that in this way they will be effective in the development of their students. Teachers who adopt the role of 'facilitator' consider their role in the guidance of students more important and think that the duty of the teacher is to make the process of learning easier for students. Teachers who adopt the role of 'delegator' give duties to the student more frequently, lead them to work independently, and encourage them to be self-directed.

Another classification for teacher roles was described by Schlechty (2001). According to this classification, a teacher has the roles of clinician, knowledge transmitter, and performer. Today, being a leader is considered an additional role (Schlechty 2001). Clinician teachers know the background of their students and thus their weaknesses and strengths (Heritage et al. 2008) and they prepare development plans which are appropriate for the developmental needs of the students and for individual students. They plan learning processes according to behavioural goals and they evaluate learning by observing the behaviour of the students (Schlechty 2001). According to Darling–Hammond (2006), clinician teachers take into account how their students

learn and how their learning styles change. Clinician teachers believe in the effectiveness of an education program which has been individualized according to the development of the student.

Teachers as knowledge transmitters believe that they are the only source of information. According to these teachers, students should know what the teacher knows and the best way of doing this is to memorize information (Schlechty 2001). Schou (2011) states that tests and examinations are the methods of measuring knowledge. These teachers prefer a teaching method which is teacher-centred. In the classroom, the teacher is the explainer and students are passive recipients.According to Tamborra et al. (2014), a knowledge transmitter's mission consists of shaping educated minds and providing students with concepts. These teachers place themselves above the students, who take on a passive role in the educational process.In other words, these teachers demonstrate the characteristics of traditional teachers by adopting a teacher-centred understanding.

Teachers as performers have the knack of dramatization and they also enable students to have fun while learning. These teachers generally spend time preparing demonstrations and having their students prepare demonstrations (Schlechty 2001). Incorporating fun in lessons sets up a positive learning environment (Hill 1988) and makes learning easier (Steele 1998). Integrating dramatization into the lesson is a method which increases the participation of students in activities and attracts their attention (Koseoglu and Ünlu 2006). In other words, performer teachers attract the attention of students and enable them to participate actively in the lesson by making use of dramatic techniques and humour.

When we compare the traditional roles of teachers with the teacher's role in the 21st century, we see that traditional teacher roles remain ineffective in meeting the needs of today's society. In addition to these roles, Sergiovanni and Satarratt (1993; Cited by Can 2011), and Schlechty (2001) added the role of leadership. Being a leader in teaching not only emphasizes the fostering of teaching but also recognises that democratic engagement and concerns for equality are fundamental to education (O'Hair and Reitzug 1997). The role of the leader is to uncover the main skills of the organization and employees (Kaya 2010). Leader teachers are enthu-

siastic about educational activities and processes and they contribute to the development of their colleagues (Katyal and Evers 2004). The role of the teacher as a leader is to discover activities on which students will be able to concentrate and to guide the implementation of those activities (Schlechty 2001). In other words, the teacher as leader prepares activities which will uncover the skills of his or her students.

Teachers should show leadership while they are fulfilling their roles at all levels. Schlechty (2001) states that teachers can be leaders in all fields. For example, a clinician leader teacher can try to understand the problems of the students whom he is trying to guide because leaders have to know and consider the problems of the people who follow them. A leader teacher as knowledge transmitter can be both the most effective and useful source of knowledge and a guide in attaining that knowledge. A performer teacher as a leader should engage his students and be a source of inspiration for their emotional and cognitive development. In other words, leadership cannot be limited to only one area. The characteristics of leadership are attributes a teacher will be able to make use of in every aspect of education and teaching.

As seen above, there are different classifications regarding teacher roles in the literature. When these classifications are studied, it can be seen that Grasha's (1994) teacher as an expert and as a formal authority and Schlechty's (2001) teacher as a knowledge transmitter are similar in the sense that they regard the teacher as the only way of attaining knowledge. In the same way, Grasha's (1994) teacher as a personal model and as a facilitator are similar to Schlechty's (2001) clinician teacher and Sergiovanni and Satarratt's (1993) leader teacher in the sense that they attach importance to independence and uncovering the skills of students. Furthermore, Grasha's (1994) teacher as a facilitator, Sergiovanni and Satarratt's (1993) teacher as a mediator, and Schlechty's (2001) performer teacher have some common features in that they all attach importance to the teaching process. In summary, it can be seen that the classification of Schlechty comprises all other classifications. Thus, in this study, the classification of Schlechty was regarded as a reference.

When studies related to teacher roles were analysed, it was found that no study as to whether or not teachers regarded themselves as clini-

cians, knowledge transmitters, performers, and/ or leaders had been observed;however, discovering how teachers perceive themselves can be regarded as important for the success of changes implemented in the educational system and for increased effectiveness of schools.

Aim of the Study

The aim of this study is to explore the perceptions of teachers as clinicians, knowledge transmitters, performers, and leaders. For this purpose, the researhers asked:

1. What are the perceptions of teachers as clinicians, knowledge transmitters, performers, and leaders in different cultures (Turkey and Ireland)?
2. Do the perceptions of teachers as clinicians, knowledge transmitters, performers, and leaders change according to gender and work experience?

MATERIAL AND METHODS

Research Design

This is a descriptive survey. The study aimed to discover teachers' perceptions of their roles in Ankara, Turkey and Dublin, Ireland.

Research Sample

The population of the study was composed of teachers who taught in primary school in Dublin and Ankara. As the population of the study was too large for the researchers to cover, the method of random sampling was applied. For this purpose, it was determined that, in Ankara, 370 teachers would serve the purpose of the study. In total, 370 questionnaires were posted to teachers. Within a two-month period, only 211 questionnaires were returned, giving a return rate of 57 percent. In Dublin, 250 self-administered questionnaires were given to teachers during school visits. Only 134 questionnaires (with a return rate of 54%) were appropriate for statistical analysis.

In Ankara, 137 (64.9%) of the participants were male and 73 (35.1%) of the participants were female. When seniority was considered, it was ascertained that 82 of the teachers (38.9%) had been working between 1 and 9 years, 89 (42.2%) between 10 and 19 years, and 32 (15%) for more than 20 years. 50 (36.8%) of the teachers in Dublin were female and 86 (63.2%) were male. When

seniority was considered, it was ascertained that 109 (80.1%) of the teachers had been working between 1 and 9 years, 12 (8.8%) between 10 and 19 years, and 14 (10.3%) for more than 20 years.

Data Collection Instrument and Procedure

The scale named 'The Roles of Teachers', developed by the researchers was used as the data collection tool. In the development of the scale, the initial step was to review related literature, and the roles of teachers as clinicians, knowledge transmitters, performers, and leaders were identified. Later, these roles were turned into statements in the scale and the ideas of five different experts were applied to determine whether or not the statements corresponded to teacher roles. In light of the feedback from the experts, the statements were changed and redesigned and sent to the experts again. After the final feedback, the scale was redesigned. For the application in Dublin, the scale was first translated into English and, after that, feedback from the experts there was received. In the light of the feedback received, necessary changes were made before it was translated into Turkish to compare and contrast it with the scale in Turkey.

Validity and Reliability

In the literature, the roles of teachers are described as clinician, knowledge transmitter, performer, and leader (Schlechty 2001). Instead of explanatory factor analysis, Confirmatory Factor Analysis (CFA) was applied to affirm factor structure and validity and reliability analysis for each of the factors was carried out on the random sample. The scale, which comprises two different parts, was prepared according to a five-point Likert scale. In the first part, personal information was included. The second part of the scale comprises four different parts, entitled 'clinician teacher', 'teacher as a knowledge transmitter', 'performer teacher', and 'leader teacher'. To determine whether the scale verifies the current situation or not, Confirmatory Factor Analysis (Brown 2006) was applied separately on the data collected in Ankara and Dublin.

To test the reliability of the scale for the equality of factor structures among cultures, Multi-Group Confirmatory Factor Analysis was applied, which is an analysis used to determine whether or not a developed scale has the same factor

structure in another culture (Simsek 2007: 157). Thus, Confirmatory Factor Analysis was initially applied to the data collected from each of the cultures and then tested to determine whether or not the factor structures in each culture were verified (Kline 2005: 289). To test reliability, Cronbach's alpha coefficient was calculated.

Since seniority is regarded as a constant variable, the seniority variable was categorized as 1–9 years, 10–19 years, and more than 20 years, and the analysis was carried out on these categories. The structural validity of the scale was measured by LISREL 8.7.

Data Analysis

The SPSS 20.0 program was used to analyse the data gathered by the Teachers' Role Scale. In the analysis of the data, t-test, ANOVA, descriptive statistics, arithmetic mean, and standard deviation were used. As some of the groups were under the age of 30 in Dublin when categorized according to seniority, Kruskal-Wallis analysis was applied.

FINDINGS

To determine the factor structure of the scale in different cultures, the results of the Confirmatory Factor Analysis of the data in Ankara are, beginning at the top, Ki-Kare ($\chi^2 = 864.11$; P $= 0,000$, sd $= 428$, $\chi^2/sd = 2.02$) and the fit indices are CFI $= 0.92$, NNFI $= 0.92$, GFI $= 0.79$, AGFI $= 0.76$, RMR $= 0.06$, and RMSEA $= 0.07$. Confirmatory Factor Analysis of the data in Dublin is, beginning at the top, Ki-Kare value ($\chi^2 = 659.11$; P $= 0.000$, sd $= 428$, $\chi^2/sd = 1.54$) and the fit indices are CFI $= 0.87$, NNFI $= 0.86$, GFI $= 0.76$, AGFI $= 0.72$, RMR $= 0.05$, and RMSEA $= 0.063$. The results of Multi-Group Confirmatory Factor Analysis are Ki-Kare $= (\chi^2 = 1158,43$; P $= 0.000$, sd $= 428$, $\chi^2/sd = 2.70$) and the fit indices are CFI $= 0.92$, NNFI $= 0.91$, GFI $= 0.82$, AGFI $= 0.79$, RMR $= 0.053$, and RMSEA$= 0.70$. The Factor Model of the combined data received from the Scale of Teacher Roles and their standardized values are shown in Figure 1.

Because the fit indices NFI and NNFI give a value of more than 0.90, CFI0.95 and AGFI and GFI0.85, and the RMR and RMSEA value is less than 0.5, the model is reliable (Byrne 1998; Akt. Simsek 2007: 48; Ullman 2007; Kline 2005: 139-142; Brown 2006: 87). The fact that another in-

dex, Ki-Kare, which is determined by dividing Ki-Kare value (χ^2) to the liberty level, shows that the model has a good level of coherence and the fact that it has a value of 3 orless shows that it has an acceptable level of fit (Simsek 2007: 48);Harrington (2009: 54) states that this value should be lower than 4. As a result, it can be said that the fit indices of the Scale of Teacher Roles, which consists of 31 items and 4 factors, are at an acceptable level.

For the reliability of the scale, Cronbach's alpha coefficent was calculated. According to this, the Cronbach alpha coefficient is 0.69 for the teacher as clinician, 0.61 for the teacher as knowledge transmitter, 0.71 for the teacher as performer, and 0.82 for the teacher as leader. For the whole scale, the value for Cronbach's alpha coefficient was calculated as 0.87.

The perceptions of teachers in terms of their arithmetic average, standard deviation, and the mean order,are given in Table 1.

As seen in Table 1, teachers in Ankara regard themselves foremost as teachers as leaders (X = 4.11) followed by performers (X= 3.89), clinicians (X= 3.80) and knowledge transmitters (X= 3.40). In the same way, teachers in Dublin regard themselves foremost as leader teachers (X= 4.22), followed by clinicians (X= 4.09), performers (X = 4.07), and knowledge transmitters (X= 2.90). While the teachers working in Ankara displayed the characteristics of all teacher roles, teachers in Dublin believed they hadthe characteristics of clinician and performer teacher at the 'agree' level, leader teacher at the 'strongly agree' level, and teacher as knowledge transmitter at the 'undecided' level.

When the teachers' perceptions of teacher roles are studied, the following points can be identified. In the area of clinician teacher, the two most important items which the teachers in Ankara agreed with are 'The ways in which my students learn is important to me' and 'I assess the learning progress of students by observing their behaviour'. The two most important items which the teachers in Dublin agreed with are 'I monitor my students' development' and 'The ways in which my students learn is important to me'. In relation to the teacher as a knowledge transmitter, the two most important items for the teachers in Ankara were 'I expect students to adhere to the rules I have set' and 'I share everything I know with my students', and for the teachers in Dublin the two most important items were 'I ex-
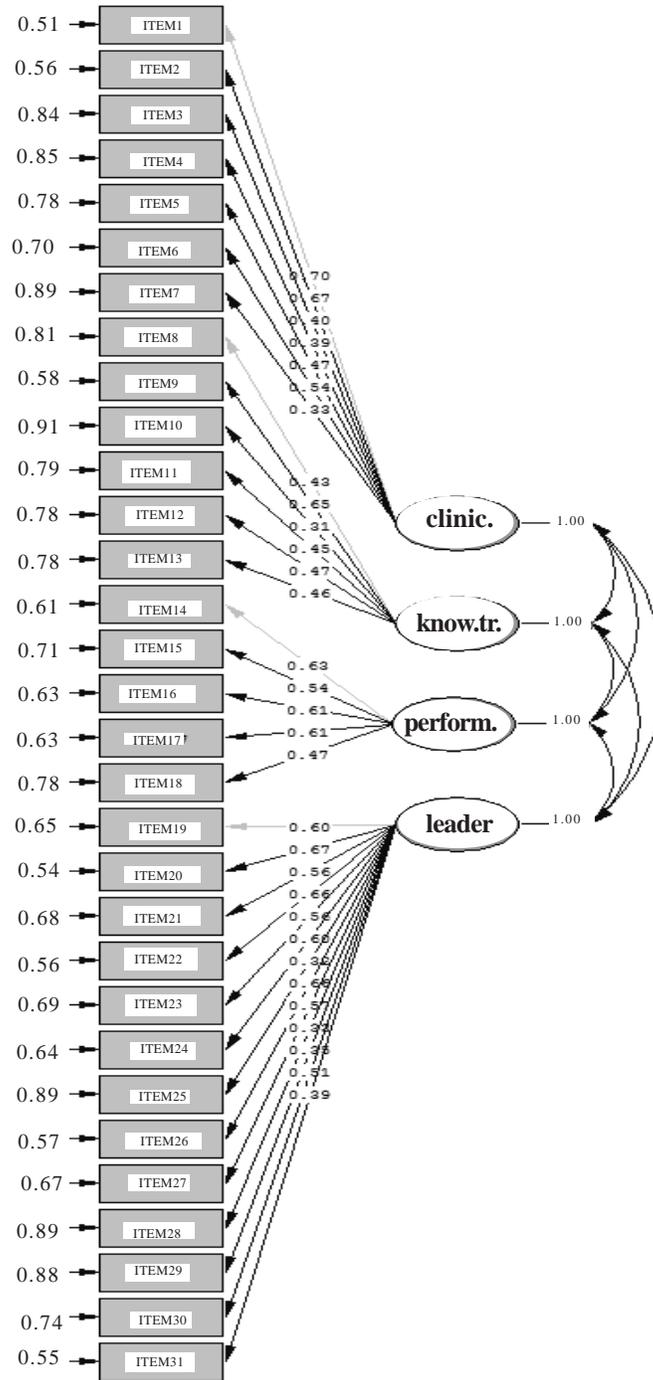
Chi-Square=1158.44, df=428, P-value=0.00000, RMSEA=0.070

Fig. 1. The confirmatory factor analysis of the scale of teacher roles (Standardized Values)

Table 1: The perceptions of teachers in terms of their arithmetic mean, standard deviation, and the mean order

	It. No	Items	Ankara			Dublin		
			X	Ss	Mean order	X	ss	Mean order
Clinician Teacher	1	I monitor my students' development.	3.88	.951	4	4.57	.496	1
	2	I know the strengths and weaknesses of my students.	3.94	.826	3	4.43	.592	3
	3	I think that "Individual Education Plans" are an effective tool.	3.66	1.11	6	3.81	.77	6
	4	The ways in which my students learn is important to me.	4.43	.63	1	4.52	.57	2
	5	I design and prepare an appropriate teaching plan for each student.	2.78	1.17	7	3.08	1.06	7
	6	I plan the teaching process based on learning objectives.	3.73	.92	5	4.30	.69	4
	7	I assess the learning progress of students by observing their behaviour.	4.09	.77	2	3.94	.92	5
		General Avarage	3.80			4.09		
Knowledge Transmitter Teacher	8	I have all the information my students need.	3.80	1.03	3	3.77	.94	2
	9	I expect my students to know everything that I have taught.	3.10	1.19	5	2.66	1.04	5
	10	I talk in the classroom and students' main role is to listen.	1.81	1.05	6	1.94	.89	6
	11	I use examinations and tests to measure the knowledge of students.	3.72	1.16	4	3.58	.93	3
	12	I expect students to adhere to the rules I have set.	4.12	.86	1	4.09	.64	1
	13	I share everything I know with my students.	4.00	1.06	2	3.44	1.09	4
		General Average	3.44			2.90		
Performer Teacher	14	I use the drama technique to attract their attention for the duration of a lesson.	4.29	.72	1	4.51	.58	1
	15	I try to entertain students while teaching in the classroom.	4.01	.87	3	3.94	.81	4
	16	I use humorous language during the course.	3.72	1.01	4	4.00	.79	3
	17	I prepare demonstrations related to the subjects that I teach in the lessons	3.43	1.09	5	4.10	.61	2
	18	I create opportunities for my students to use demonstrations/ presentations about the theme during lessons.	4.02	.89	2	3.91	.78	5
		General Average	3.89			4.07		
Leader Teacher	19	I try to improve the basic skills of students.	3.98	.84	11	4.28	.69	9
	20	I try to find activities that will help students to focus on the subject.	3.97	.80	12	4.42	.53	3
	21	I guide my students to perform activities related to the course topic.	4.22	.70	5	4.25	.64	10
	22	I try to develop my students' enthusiasm for learning.	4.39	.59	2	4.54	.54	2
	23	I show respect for my students' individual differences.	4.46	.58	1	4.58	.55	1
	24	I try to teach my students how to deal with problems.	4.24	.64	4	4.39	.56	5
	25	I try to develop a common vision for my students.	4.01	.72	10	3.75	.82	13
	26	I prepare approaches that encourage my students to participate in class activities.	4.03	.82	9	4.37	.52	6

Table 1: Contd...

	It. No	Items	Ankara			Dublin		
			X	Ss	Mean order	X	ss	Mean order
Leader Teacher	27	I prepare activities and give assignments that improve students' learning	4.18	.68	6	4.34	.69	7
	28	I evaluate my students on the basis of the performance they have demonstrated throughout the year.	4.36	.76	3	3.97	.80	11
	29	I support pupils in relation to personal problems	4.12	.83	7	3.81	.83	13
	30	I support pupils in relation to subject problems.	4.07	.83	8	4,31	.54	8
	31	I contribute to the development of my colleagues by joint planning and collaboration	3.56	1.05	13	3.91	.97	12
		General Average	4.11			4.22		

pect my students to conform to the rules I set' and 'I have all the information my students need'. With the performer teacher, the two most important items for the teachers in Ankara were 'I use the drama technique to attract their attention for the duration of a lesson' and 'I create opportunities for my students to use demonstrations/presentations about the theme during lessons' while, for the teachers in Dublin, the two most important items were 'I use the drama technique to attract their attention for the duration of a lesson" and 'I prepare demonstrations related to the subjects that I teach in the lessons'. For the leader teacher, the two most important items for both the teachers in Ankara and in Dublin were 'I show respect for my students' individual differences' and 'I try to develop my students' enthusiasm for learning'.

For both Ankara and Dublin teachers, the statements that the clinician teachers agreed with least were 'I design and prepare an appropriate teaching plan for each student' and 'I think that "Individual Education Plans" are an effective tool'. For the teacher as knowledge transmitter, they were the statements 'I talk in the classroom and students' main role is to listen' and 'I expect my students to know everything that I have taught'. At the performer teacher level, the teachers in Ankara agreed least with the statements 'I prepare demonstrations related to the subjects that I teach in the lessons' and 'I use humorous language during the course', while for teachers in Dublin, they were 'I create opportunities for my students to use demonstrations/presentations about the theme during the lessons' and 'I try to entertain students while teaching in the

Table 2: t-test results of teacher perception changes according to gender

City	Factors	Variables	Groups	N	$\overline{X}$	Ss	Sd	T	P
Dublin	Clinician Teacher	Gender	Female	50	24.92	2.39	134	2.71	.008
			Male	86	26.01	2.19			
	Knowledge transmitter	Gender	Female	80	19.60	3.48	134	.25	.80
			Male	56	19.45	3.11			
	Performer Teacher	Gender	Female	80	20.56	2.16	134	.31	.75
			Male	56	20.43	2.41			
	Leader Teacher	Gender	Female	80	49.86	4.01	134	2.37	.016
			Male	56	51.69	4.50			
Ankara	Clinician Teacher	Gender	Female	137	26.25	4.32	208	.73	.47
			Male	73	26.66	3.62			
	Knowledge transmitter	Gender	Female	137	20.14	4.28	208	1.17	.24
			Male	73	20.78	3.46			
	Performer Teacher	Gender	Female	137	19.76	3.19	208	.88	.38
			Male	73	19.35	3.27			
	Leader Teacher	Gender	Female	137	49.66	6.32	208	.35	.73
			Male	73	49.38	4.92			

Table 3: Kruskall-Wallis results according to work experience (Dublin)

Factors	Groups	N	Mean Rank	sd	$\div^2$	P	Sig. Dif.
Clinician Teacher	1.	1–9 years 109	67.15	2	. 377	.83
	2.10–19 years	12	74.21				
	3.Above 20 years	14	69.32				
Kowledge Transmitter Teacher	1.1–9 years	109	69.15		2	1.548	.46
	2.10–19 years	12	71.67				
	3.Above 20 years	14	55.93				
Performer Teacher	1.1–9 years	109	65.14		2	3.192	.20
	2.10–19 years	12	82.46				
	3.Above 20 years	14	77.89				
Leader Teacher	1.1–9 years	109	64.98		2	3.550	.17
	2.10–19 years	12	83.96				
	3.Above 20 years	14	77.82				

classroom'. In the leader teacher area, the items with which teachers in Ankara agreed least were 'I contribute to the development of my colleagues by joint planning and collaboration' and 'I try to find activities that will help students to focus on the subject', while for teachers in Dublin, they were, 'I support pupils in relation to personal problems' and 'I contribute to the development of my colleagues by joint planning and collaboration'.

The results of the t-test, which shows whether or not teacher perceptions changed according to gender, are shown in Table 2.

According to the results of the analysis in Table 2, the perceptions of male teachers in Dublin in relation to the clinician teacher [$t_{(134)} = 2.71$; $p < 0.05$] and leader teacher [$t_{(134)} = 2.37$; $p < 0.05$] areas are more positive than the female ones. The perceptions of teachers in Ankara do not change according to the gender variable.

The results of the perceptions of teachers in Dublin according to the work experience variable are shown in Table 3.

The perceptions of teachers in Dublin do not show any significant difference according to work experience.

Table 4 shows the results of the ANOVA analysis, which gives the perceptions of teachers in Ankara in relation to teacher roles according to work experience.

According to the results of the ANOVA analysis, there is not a significant difference in perceptions of teachers in Ankara in relation to teacher roles for the work experience variable.

DISCUSSION

When the perceptions of teachers were studied, it was discovered that teachers in both cultures saw themselves as leaders and did not regard themselves as knowledge transmitters; however, in the study of Zhu (2010) in Chinese primary and secondary schools, different results emerged. In his study, Zhu (2010) took Grasha's (1994) classification as a reference and attempted to find out how teachers perceived themselves

Table 4: ANOVA results of teacher role analysis according to work experience (Ankara)

Factors	Groups	N	X	Ss	Sd	F	P	Sig. Dif. (Scheffe-Dunnet C)
	1.1-9 years	82	26.73	3.90	2.201	.234	.79	
Clinician Teacher	2.10-19 years	89	26.51	3.64				
	3.Above 20 years	32	26.20	4.42				
Knowledge Transmitter Teacher	1.1-9 years	82	20.52	3.49	2.201	.109	.89	
	2.10-19 years	89	20.56	3.67				
	3.Above 20 years	32	20.87	4.64				
Performer Teacher	1.1-9 years	82	19.77	2.83	2.201	.509	.60	
	2.10-19 years	89	19.38	3.15				
	3.Above 20 years	32	19.18	4.33				
Leader Teacher	1.1-9 years	82	49.17	5.39	2.201	.454	.63	
	2.10-19 years	89	49.93	5.49				
	3.Above 20 years	32	49.27	5.26				

according to the different roles of teachers as expert, formal authority, personal model, facilitator, and delegator. He found that teachers regarded themselves as expert, formal authority, and personal model. If we observe that Grasha's (1994) expert and formal authority teachers regarded themselves as the only source of information, then we can see that this resembles Schlechty's (2001) teacher as knowledge transmitter, and it can therefore be said that teachers in China regard themselves as knowledge transmitters. In a similar way, teachers in Denmark also regard themselves as knowledge transmitters (Schou 2011). Likewise, in the study with teachers and students in high school level in Turkey (Dagli 2012), students perceived teachers as knowledge transmitters.

When the researchers evaluated the situation in Turkey and Ireland, it can be considered positive that teachers in Turkey and Ireland didnot regard themselves as knowledge transmitters, a traditional teacher role, and it is interesting that teachers in Turkey saw themselves as leader teachers. According to Ozdemir and Kilinc (2015), the teacher as a leader uses all their knowledge and skill to create an effective learning and teaching environment. In other words, people who regard themselves as leaders are expected to have a good level of self-efficiency. But research has found that the self-efficiency of teachers who teach at secondary level is of a medium level (Ustuner et al. 2009); it is strange that teachers who have a medium level of self-efficiency regard themselves as leaders.

In both cultures, teachers do not regard themselves as knowledge transmitters but we can state that teachers in Turkey are more likely to demonstrate behaviors of this kind of teacher role. In the clinician teacher role area, where more importance is attached to how students learn, teachers in Ireland attach more importance to the developmental phases of students, while teachers in Turkey attach more importance to student behaviour. In the teacher as knowledge transmitter area, while teachers expect students to conform to rules, teachers in Ankara stated that they shared everything they knew with the students while teachers in Dublin stated that they had the information that their students needed. In the performer teacher area, all teachers stated that they made use of drama techniques but that teachers in Ankara let the students do demonstrations while the teachers in Dublin prepared the demonstrations themselves. In the leader teacher level, all teachers stated that they attached importance to individual differences and tried to motivate students for learning.

When the results of the analyses were examined, teachers thoughtthat an individual learning plan in the clinician teacher area is ineffective and didnot agree with the idea that a suitable teaching plan should be prepared for students. However, as Kargin (2012) stated, the design of all aspects of the teaching process should take the individual differences of students into consideration. Thus, teachers can design activities which meet the needs of their students.

In a similar way, in the teacher as knowledge transmitter area, teachers didnot approve of a teacher-centered model and the idea that students should know everything that is explained. Sharing information is the key point in the transmitting information method, which is a traditional way of transferring knowledge to the student in an appropriate way (Harden and Crosby 2000). This is quite important, as it shows that teachers are trying to shed their traditional roles.

In the performer teacher area, teachers are generally not able to entertain and use humorous language in classrooms. But studies show that using humorous language in class has a positive effect on the academic achievement of students (Steel 1998; Berk 1996; Oruç 2010). Finally, in the leader teacher area, teachers are not very enthusiastic about contributing to the development of their colleagues. However, leader teachers should contribute to the development of their colleagues (Katzenmeyer and Moller 2001) and to the formation and dissemination of information (Forst 2010).

Another important outcome of the research is that there are no gender differences in the perceptions of teachers in Turkey. Yigit et al. (2013) also found that the perceptions of teachers in relation to the leader teacher changes according to gender only in the area of professional development, and that it has no effect on the areas of institutional development and in relationships with colleagues. Furthermore, in a study about self-efficiency in using drama techniques in classrooms, gender difference does not play an important role (Maden 2010). In a similar way, Zhu (2010) found that there is not a significant difference between the two genders in relation to their perceptions of the teaching profession; however, the perceptions of male teachers in Dublin

about clinician teachers and teachers as knowledge transmitters are more positive when compared to those of female teachers. It can be inferred from this result that the perceptions of male teachers in Dublin are shaped by the fact that concepts about leadership and management are generally associated with masculine characteristics.

Zhu (2010) found in his study that teachers between the ages of 20–30 adopt the teacher roles as expert and formal authority and teachers above 50 adopt the teacher roles as facilitator and delegator. If we suppose that teachers who are young have a low level of seniority, we can propose that teachers of low seniority adopt the teacher role of knowledge transmitter and teachers of high seniority adopt the teacher role of leader teacher. However, in this study, no significant difference in teacher perceptions of roles was found in relation to seniority in either of the two cultures.

CONCLUSION

In this research, it was initially tested whether or not the scale developed by the researchers had the same factor structure in different cultures. According to Confirmatory Factor Analysis, the scale has similar factor structure in different cultures and its fit indices are within acceptable values. As a result, the teachers in Ankara and Dublin who carry out their profession in different cultures demonstrated similar roles and their perceptions about teaching were similar too. This can be interpreted as meaning that, although there are some differences in different cultures, the impact of globalization could lead to the establishment of a common culture.

RECOMMENDATIONS

In this study, how teachers perceive themselves in teaching and learning processes was examined. In future studies, it will be useful to examine how students perceive teachers and to study the roles of teachers according to their performance and educational outcomes.In both cultures, teachers perceived themselves as leaders; however, the self-efficacy perception of Turkish teachers was lower. In addition, teachers working in both cultures werenot wiling to have fun and did not use humour during the lesson. Therefore, systematic and well-planned in-service training programmes about "Leadership and Transforming Teachers as Leaders" and "Drama" courses should be organised.

NOTE

[i]The summary of this study was presented at 5th International Confrence on Education and New Learning Technologies (EDULEARN) Congress, held on in Barcelona, between 1-3 July, 2013.

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