

Analyzing teachers' perceptions of "female teacher" and "male teacher" within traditional gender roles

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Abstract

The purpose of this study is to analyze the perceptions of teachers regarding "female" and "male" teacher through metaphors. Metaphors that female and male teachers use to describe their perceptions and explanations for the rationale of using these metaphors were investigated. Content analysis was done on the data obtained from 103 teachers. As a result of data analysis, it was determined that a total of 192 metaphors including 101 for "female teacher" and 91 for "male teacher" had been developed. While the metaphors developed for female teachers were grouped under five categories such as "a devoted mother" and "diligent one undertaking many tasks"; the metaphors developed for male teachers were gathered under seven categories such as "a figure of authority and security" and "leading one". Findings indicated that meanings that male and female teachers attribute to their same and opposite sex counterparts were parallel to traditional gender roles.

Keywords: Gender; female teachers; male teachers; metaphor

1. Introduction

Although gender equality is under legal guarantee, it has not been fully implemented in education as in all areas of society. Aside from ensuring equality between the sexes, educational system -from the ministerial level up to schools in the most remote regions- cannot go beyond reproducing gender discrimination and traditional gender roles in society even further deepening

this sexism through formal curricula and hidden curricula, reflecting the dominant culture of the school and the entire system. Indeed, there have been quite a number of studies revealing that formal curriculum, textbooks; teacher-student interactions in educational environments at schools include gender bias and stereotypes both in Turkey (Arıkan 2005; Baç 1997; Esen 2007; Tan 2005) and abroad (Chisamya et al. 2012; Einarsson and Granström 2002; Lee 2014; Peterson and Lach 1990; Reay 2001; Tietz 2007; Tsouroufli 2002).

As Sayılan (2012) noted, gender inequality starting from preschool continues in all stages and at all levels of education in the Turkish education system. Unhalter (2005) argues that gender inequality is profoundly inseminated in the norms, decision-making processes, power embodiment manners, rules, unwritten cultures, and resource allocations of institutions. Teachers are one of the bodies where these inequalities are observed in the most concrete way. According to the 2013/2014 year data of the General Directorate of the Status of Women (GDSW 2014), while 94.6% of teachers in preschool education are women; this ratio is 58.16% at primary level; 53.16% at the secondary school level; 45.58% at high school level. Although these rates are reasonable in terms of women's employment, it is clear that the main reason underlying this is traditional gender roles. Teaching is deemed one of the most eligible occupations for women; women teachers are considered as ideal partners, as well as mothers and housewives and as individuals contributing to the family budget; hence girls are directed to teaching in their career choices consciously or unconsciously. Sales (1999) explains this situation by claiming that in a system which appreciates the distinction of sexes, existence of women teachers is important as they set an example for girls in terms of social and economic status and motivate parents to send their daughters to school. According to Kirk (2004), for a woman, teaching may be a culturally reasonable way to be active in society in some countries where it would be harder for women than men otherwise. Reflections of these traditional gender roles are seen more clearly in the female rates of educational administrators. While the female managers' ratio in all managers is 15.51%; only two of the 81 provincial director of national education; five of the 859 district director of national education are women (GDSW 2014). Therefore, feminisation of teaching can be beneficial for women teachers in terms of providing opportunities, on the other hand; it can be threatening for them on account of being within a scope of low status (Sales 1999).

Although there are considerable amount of studies regarding the status of women in society and business life in Turkey (Aktaş 2013; Arat 2000; Biricikoğlu 2006; Ereş 2006; Ersoy 2009; İlkkaracan 2007; Kandiyoti 1987; Kurnaz 1999; Ökten 2009), limited research has been reached investigating female teachers and the gender roles assigned to them, in what direction, how and how much these roles affect female teachers (Altınışık 1995; Cin and Walker, 2013; İnandı 2009; Koyuncu 2011; Sarı 2012). As in other women's studies, the importance of traditional gender roles on women heading for teaching was emphasized in those studies; it was highlighted that these invisible barriers of gender roles constituted glass ceiling in women's career development. For example, in a study conducted by Cin and Walker (2013), female teachers expressed that being a woman, and in some circumstances, being a single woman had an adverse effect on their physical and social functioning. Similarly, in a study carried out by Sarı (2012) in relation to female teachers; approximately 30% of the participants emphasized that being a woman affected their professional life adversely and these negative effects largely stemmed from multi-dimensional tasks and responsibilities they undertook from family and professional life. In the study of Koyuncu (2011), female teachers reported that their performance decreased at home because they were too much tired. They also expressed having difficulty with taking the time to domestic duties and responsibilities. When the literature abroad is reviewed, it can be noticed that similar findings have been reached. In the study of Stromquist and others (2013), unmet family needs was identified as

one of the obstacles behind the low representation of women teachers; it was also stated that although authorities support the increase in the representation of female teachers in the discourse, educational environments weren't women-friendly in practice. The female teachers in the study of Kim (2013) reported that they suffered overwhelmingly from the social babysitter image. According to the study results of Murray and others (2011), traditional gender roles were adapted by male and female agricultural teachers; hence most of the home and child care remaining to belong to women teachers.

Female teachers' mostly working at pre-school and primary education in particular is the case for many other countries in the world (Apple 1988; Livingston 2003; Cruickshank et al. 2015). It will be a superficial approach to attribute the teaching profession's being increasingly seen as more of a woman's job and a low status profession to solely traditional gender roles. One of the reasons of this feminization process of the profession as stated by Apple (1985) is that the historical connections between elementary school teaching and the ideologies surrounding domesticity and the definition of "women's proper place". According to Apple, teaching is an extension of the productive and reproductive labour women did at home. Besides, males' regarding teaching as a stepping-stone and tending towards other jobs when they find ones with better facilities are among other factors influencing this process (Apple 1985). As Sales (1999) stated, while men has obtained more opportunities along with the development of modern industry, the teaching profession has had a tendency of feminisation with a decrease in status.

Cushman (2005) revealed that four factors were effective in the relatively small number of men who tend to teaching: experiences and attitudes related to status, salary, working in a predominantly female environment and physical contact with children. These cases indicating gradually feminization of the profession have brought along scrutinizing the process of teaching turning into women's profession and problems faced by female teachers as well as discussions of how men can be drawn to teaching. By examining the research literature, Livingstone (2003) collected the main arguments regarding more male teachers should be hold in classrooms under four categories including academic, social, environmental and representational. While academic and social arguments mainly lay emphasis on the development of male students; environmental reasons centres upon reducing the overly "feminised" nurturing ethos in schools; representational reasons lay weight on transforming the staff of the school into a group better representing the community. In this context, studies from various perspectives comparing the performance of male and female teachers in the profession and reaching different conclusions have been conducted. For example, while in their study comparing male and female teachers, Spilt, Koomen and Jak (2012) have determined that female teachers can build better relationships with students; McGrath and Sinclair (2013) have concluded that parents and students deem male teachers useful especially for male students. In fact, it may be a sounder method to make these discussions in terms of professional competence of teachers rather than genders of them. As highlighted by Majzub and Rais (2010) and Martino and Rezai-Rashti (2012), teachers' effectiveness isn't designated by their gender, rather it is extensively affected by ability, training, aptitude, experiences and motivation of teachers and degrading the effectiveness of teaching and teacher effect to a teacher's gender is very simplistic. At this point arises the importance of keeping the maximum quality of teacher training for teachers and getting rid of traditional gender roles for both sexes. Emancipation of teachers from traditional gender roles is a step that both males and females need to achieve. Accordingly, it is important to develop an awareness and sensitivity to the traditional gender roles among men as in women. In this context, perceptions of "female teacher" and "male teacher" from the perspectives of males as well as females has been tried to examine; these perceptions have been attempted to study in the context of traditional gender roles.

1.2. The purpose of the study

The main purpose of this study is to analyse the perceptions of teachers regarding “female teacher” and “male teacher” through metaphors. In accordance with this purpose, the answers of the following questions were sought:

- What are the metaphors that female and male teachers use to describe the perceptions of “female teachers” and explanations for the rationale of using these metaphors?
- What are the metaphors that female and male teachers use to describe the perceptions of “male teachers” and explanations for the rationale of using these metaphors?
- Do the “female teacher” and “male teacher” perceptions of the participants vary according to sex?

2. Method

2.1. Research design

Phenomenological design was used in this qualitative research. This design focuses on cases that we are aware of but we do not have deep and detailed understanding (Yıldırım and Şimşek 2011, 72). The perceptions of teachers respecting "female" and "male" teachers have been tried to examine through metaphors. Lakoff and Johnson (2005) defined metaphor as "to understand and experience one kind of thing in terms of another". Metaphors may be used as a powerful data collection form. In this study, metaphors developed by teachers concerning female and male teachers, meanings attributed to those concepts and explanations for ascribing those meanings have been examined; teachers' perceptions of their colleagues from the opposite and the same sex have been tried to study in depth.

2.2. Participants

The study group of the research consists of 103 teachers including 40 females and 63 males who work in primary and secondary schools in Nevşehir in the 2014-2015 academic year and volunteer to participate in the study. While, 23 of the participants were classroom teachers, 80 of them were subject matter teachers.

2.3. Data collection tool

"Female - Male Teacher Metaphors Questionnaire" developed by researchers was used as data collection tool. This questionnaire consisting of two parts was prepared by reviewing literature regarding the theoretical description of metaphor and examining similar studies using metaphors as a data collection form. While there are questions identifying personal information of teachers in the first part of the survey, teachers were asked to complete the sentences “A female teacher is like ..., because ...”, “A male teacher is like ..., because ...” respectively in the second part. Thus teachers' perceptions of female and male teachers were tried to determine separately for both sexes through metaphors and the disclosures made as justifications for those metaphors.

2.4. Data analysis

Content analysis technique was used for data analysis. Accordingly, questionnaires containing invalid metaphors extracted, valid metaphors and explanations concerning their reasons transferred to the computer, raw data texts generated. In the next phase, the data was coded separately by researchers and coherence coding ratio calculated as .90. Then metaphors with similar characteristics were brought together; categories represented by the metaphors were formed. To increase the validity of the research, the process followed in the study was described in detail; findings were presented with direct quotations without any comments. In direct quotations codes with gender (like T1, F; T2, M; T3; F) are used instead of participants' names.

3. Findings

3.1. Findings with respect to the categories regarding metaphors developed for the concept of "female teacher" and "male teacher"

As a result of data analysis it was determined that a total of 192 metaphors including 101 for "female teacher" and 91 for "male teacher" had been developed. While the metaphors developed for female teachers were grouped under six categories, 91 metaphors developed in relation to the concept of "male teacher" have been divided into seven main categories. Frequency distribution of the categories about "female teacher" is shown in Table 1.

Table 1. Categories regarding metaphors developed for the concept of "female teacher"

Category	Female		Male		Total	
	f	%	f	%	f	%
A devoted mother	16	40	24	39.34	40	39.60
Someone enlightening and nourishing everything around	8	20	15	24.59	23	22.77
Diligent one undertaking many tasks	13	32.5	4	6.55	17	16.83
An inefficient and problematic worker	1	2.5	10	16.39	11	10.89
An elegant and fragile existence	1	2.5	7	11.47	8	7.92
Reflection of society	1	2.5	1	1.63	2	1.98
Total	40	100	61	100	101	100

As seen in Table 1, metaphors participants developed regarding 'female teacher' have largely been grouped under the category of "a devoted mother" (f:40, 39.6%). Other categories by their frequencies are; "someone enlightening and nourishing everything around" (f:23, 22.77%), "diligent one undertaking many tasks" (f:17, 16.83%), "an inefficient and problematic worker" (f:11, 10.89%), "an elegant and fragile existence" (f:8, 7.92%), and "reflection of society" (f:2, 1.98%).

Frequency distribution of the categories regarding "male teacher" is shown in Table 2.

Table 2. Categories regarding metaphors developed for the concept of "male teacher"

Category	Female		Male		Total	
	f	%	f	%	f	%
A figure of authority and security	12	37.5	26	44.06	38	41.75
Someone only lecturing	11	34.37	1	1.69	12	13.18
Efficient and stable one	1	3.12	11	18.64	12	13.18
Leading one	2	6.25	9	15.25	11	12.08
Power symbol	3	9.37	4	6.77	7	7.69
Ideal one	1	3.12	5	8.47	6	6.59
Non-status and problematic one	2	6.25	3	5.08	5	5.49
Total	32	100	59	100	91	100

According to Table 2, metaphors participants developed concerning 'male teacher' have substantially been gathered under the concept of "a figure of authority and security" (f: 38, 41.75%). The following categories have been determined as; "someone only lecturing" (f:12, 13.18%),

"efficient and stable one" (f:12, 13.18%), "leading one" (f:11, 12.08%), "power symbol "(f:7, 7.69%), "ideal one" (f:6, 6.59%), and "non-status and problematic one" (f:5, 5.49 %) respectively.

3.2. Findings with respect to the “Female teacher” metaphors and the categories determined regarding them

Category 1: A Devoted Mother

Metaphors that make up the category of A Devoted Mother and the number of participants who developed these metaphors by gender are shown in Table 3.

Table 3. Metaphors that make up the category of “a devoted mother”

A Devoted Mother	Female (f)	Male (f)	Total (f)
Mother	11	18	29
Angel	-	3	3
Port	1	-	1
Jeweller	1	-	1
Nursemaid	-	1	1
Soil	1	-	1
Nanny	-	1	1
Licensed mother	1	-	1
Discipline	1	-	1
Scales	-	1	1
Total	16	24	40

According to Table 3, the first category namely “a devoted mother” comprises of a total of 40 teachers, including 24 men and 16 women, and 10 metaphors. Metaphors identified under this category are; mother, angel, port, jeweller, nursemaid, soil, nanny, licensed mother, discipline, and scales. The most commonly used metaphor was determined as "mother" (f.29). It was identified that in the metaphors in this category, female teachers were perceived as sacrificed, compassionate and emotional individuals who approach students like a mother and want to protect them. Below are some participants' statements included in this category:

“A female teacher is like a mother, because she is devoted like a mother. She doesn't show it even if she is tired or upset. She always hopes students' own good and loves them unconditionally. She is fair, helpful and compassionate (T 14, F).”

“A female teacher is like an angel; she makes all kinds of sacrifices for her students' development, gives her all without retarding her duties (T 29, M).”

Category 2: Someone Enlightening and Nourishing Everything Around

Metaphors under the category of Someone Enlightening and Nourishing Everything Around and the number of participants who developed these metaphors by gender are shown in Table 4.

Table 4. Metaphors that make up the category of “someone enlightening and nourishing everything around”

Someone Enlightening and Nourishing Everything Around	Female (f)	Male (f)	Total (f)
Sun	-	3	3
Candle	1	2	3
Light	-	2	2
Tree	1	1	2
Wren	1	-	1
Cemre ¹	-	1	1
River		1	1
A vase of colourful flowers	1	-	1
Locksmith	1	-	1
Expert	-	1	1
Fruit tree	-	1	1
Aspirin	1	-	1
Lighthouse	1	-	1
Guide	-	1	1
Mobile Phone	1		1
Farmer	-	1	1
Glass	-	1	1
Total	8	15	23

As seen in Table 4, the second category named “Someone enlightening and nourishing everything around” consists of the metaphors of; *sun, candle, light, tree, wren, cemre, river, a vase of colourful flowers, locksmith, expert, fruit tree, aspirin, lighthouse, guide, mobile phone, farmer* and *glass*. While eight female teachers generated metaphors in this category, the number of their male counterparts who produced metaphors was 15. In the metaphors making up this category female teachers were ascribed the attributes such as productivity, guidance, enlightening, usefulness, regenerating. Below are presented examples of statements of participants who developed metaphors in this category:

A female teacher is like the sun, because the sun distributes heat and light to all beings around itself. Similarly, a female teacher wants to transfer all her knowledge, love, faithfulness, compassion, maternal warmth that is to say all the beauties she has to her students (T 9, M)."

A female teacher is like a tree, because she produces continuously, gives energy and life to everything around her in just the same way as a tree's giving life starting from the root to the leaves on the branches (T 16, F).

Category 3: Diligent one undertaking many tasks

Metaphors belonging to the third category, diligent one undertaking many tasks, and the number of participants who developed these metaphors by gender appear in Table 5.

¹ Cemre is a word in Turkish which means; temperature rise which is supposed to occur in the air, water and soil respectively every other week in February.

Table 5. Metaphors that make up the category of “diligent one undertaking many tasks”

Diligent one undertaking many tasks	Female (f)	Male (f)	Total (f)
Bee	2	-	2
Machine	2	-	2
Pickle	1	-	1
Smart pilot	1	-	1
Home teacher	-	1	1
Responsibility and discipline mechanism	1	-	1
Aspiration	-	1	1
Smart phone	1	-	1
Octopus	1	-	1
Fully equipped robot	1	-	1
Ant	-	1	1
Working slave	1	-	1
Grasshopper	1	-	1
Versatile robot	1	-	1
Chameleon	-	1	1
Total	13	4	17

Table 5 shows that 15 different metaphors were produced by a total of 17 teachers, including 13 women and 4 men in this category. These metaphors are; *bee*, *machine*, *pickle*, *smart pilot*, *home teacher*, *responsibility and discipline mechanism*, *aspiration*, *smart phone*, *octopus*, *fully equipped robot*, *ant*, *working slave*, *grasshopper*, *versatile robot* and *chameleon*. Multiple roles and responsibilities of female teachers were referred in the metaphors. Below are some participants' statements to exemplify this category:

A female teacher is like a bee, because she works both at home and school. She has to be a model teacher at school, a good wife and mother bustling about everywhere at home. While preparing homework for students every day, she has to do the paperwork required by the profession. When she comes home, she should both help children with their homework and keep up with the household chores (T 46, F)."

A female teacher is like a machine because women are constantly working both at home and school. Especially if she has children, she should be divided into three parts. Despite so much work, more is expected from women or what they do is appraised insufficient. In my opinion, women are always the altruistic side (T 26, F).

Category 4: An inefficient and problematic worker

In Table 6, metaphors making up the category of an inefficient and problematic worker and the number of participants who developed these metaphors by gender are presented.

Table 6. Metaphors that make up the category of “an inefficient and problematic worker”

An inefficient and problematic worker	Female (f)	Male (f)	Total (f)
Home teacher	-	1	1
Car in 500.000 km	-	1	1
Employee neglecting her job	-	1	1
Old fashioned car with low battery	-	1	1
Child	-	1	1
Iron	-	1	1

Rabbit	-	1	1
Multiplication sign	-	1	1
Thunderbolt	1	-	1
Flower	-	1	1
Sugar	-	1	1
Total	1	10	11

The category of *An inefficient and problematic worker* is represented by 11 metaphors and 11 teachers. As it is seen in Table 6, a great majority of teachers generating metaphors under this category were males (f:10). Metaphors that make up this category are as follows: *home teacher, car in 500.000 km, employee neglecting her job, old fashioned car with low battery, child, iron, rabbit, multiplication sign, thunderbolt, flower, sugar*. In these metaphors it is found out that female teachers were considered as temperamental and unpredictable individuals neglecting and stalling their jobs. Statements of the some participants are presented in the following examples:

“A female teacher is like an old fashioned car with low battery because she doesn’t work in cold weather, even if she works, she does reluctantly or hardly. She needs to be shocked, sometimes she needs to be run by pushing (T 42, M).”

“A female teacher is like a flower; she changes shape according to the seasons. It is unpredictable when she is going to fade or blossom. She constantly wants love and praise. She wants to be the most popular and the most beautiful, she wants to be appreciated (T 45, M).”

Category 5: An elegant and fragile existence

Metaphors that make up the category of An elegant and fragile existence and distribution of participants by gender are given in Table 7.

Table 7. Metaphors that make up the category of “an elegant and fragile existence”

An elegant and fragile existence	Female (f)	Male (f)	Total (f)
Flower	-	3	3
Sea	-	1	1
Gold	-	1	1
Courtesy	-	1	1
Sparrow	-	1	1
Date/banana tree	1	-	1
Total	1	7	8

According to Table 7, a total of eight teachers and six different metaphors take part in this category. Metaphors determined under this category are; *flower, sea, gold, courtesy, sparrow, date/banana tree*. It is identified from the metaphors that the female teachers were attributed the properties of elegance, courtesy and vulnerability. A quotation from one of the participants is “A female teacher is like a date/banana tree because its fruit is very sweet but its leaves may come down due to negative winter conditions (T 13, F).”

Category 6: Reflection of society

Metaphors that make up the category of Reflection of society and distribution of participants by gender are presented in Table 8.

Table 8. Metaphors that make up the category of “reflection of society”

Reflection of society	Female (f)	Male (f)	Total (f)
Mirror	1	-	1
Society	-	1	1
Total	1	1	2

Table 8 reveals that two teachers, including one female and one male developed a metaphor each in this category. The category of *Reflection of society* comprises of two metaphors; *mirror* and *society*. A quotation from the participants is “A female teacher is like a society because a female teacher is society's mirror. She has a direct or indirect effect on all of the reflections regarded as positive or negative (T 69, M).”

3.4. Findings with respect to the “male teacher” metaphors and the categories determined regarding them

Category 1: A figure of authority and security

Metaphors that constitute the category of A figure of authority and security and the distribution of participants who developed these metaphors by gender are shown in Table 9.

According to Table 9, the first category namely *A figure of authority and security* contains a total of 38 teachers, including 26 men and 12 women, and 21 metaphors. Metaphors identified under this category are; *father, head of the family, leading actor, rock, pine tree, commander, wall, head of the state, gardener, symbol of power and trust, conductor, woodsman, rose with thorn, castle, policeman, disciplinary punishment, worker, father teaching to respect women, authority, soldier* and *salt*. The most commonly used metaphor was confirmed as “*father*” (f.15). It was identified that in the metaphors in this category, male teachers were perceived as protective, disciplined, ruling individuals who manage both students and educational environment.

Table 9. Metaphors that make up the category of “a figure of authority and security”

A figure of authority and security	Female (f)	Male (f)	Total (f)
Father	4	11	15
Head of the family	-	2	2
Leading actor	1	1	2
Rock	1	1	2
Pine tree	1	-	1
Commander	1	-	1
Wall	-	1	1
Head of the state	1	-	1
Gardener	-	1	1
Symbol of power and trust	-	1	1
Conductor	-	1	1
Woodsman	-	1	1
Rose with thorn	-	1	1
Castle	1	-	1
Policeman	-	1	1
Disciplinary punishment	1	-	1
Worker	-	1	1
Father teaching to respect women	1	-	1
Authority	-	1	1
Soldier	-	1	1
Salt	-	1	1
Total	12	26	38

Below are some expressions used by the participants:

“A male teacher is like a father. When appropriate, he becomes administrator and authoritarian. He is protective as he knows the challenges of life outside. He shows confidence in his job (T 97, M).”

“A male teacher is like a salt. As meal without salt is incomplete; education is inadequate without male teachers. Paternal authority and acumen and leadership in his management are required (T 23, M).”

Category 2: Someone only lecturing

Metaphors that form the category of someone only lecturing and the distribution of participants who developed these metaphors by gender are presented in Table 10.

Table 10. Metaphors that make up the category of “someone only lecturing”

Someone only lecturing	Female (f)	Male (f)	Total (f)
Unilateral robot	2	-	2
Train	1	-	1
Auto-pilot	1	-	1
Robot	1	-	1
Half-equipped robot	1	-	1
Teacher	1	-	1
Worker	1	-	1
Old-fashioned mobile phone	1	-	1
Rule maker	1	-	1
Table	-	1	1
Laid back	1	-	1
Total	11	1	12

As seen in Table 10, the second category named “*Someone only lecturing*” consists of the metaphors of; *unilateral robot, train, auto-pilot, robot, half-equipped robot, teacher, worker, old-fashioned mobile phone, rule maker, table, and laid back*. While 11 female teachers generated metaphors in this category, the number of their male counterparts who produced metaphors was one. It was determined that in the metaphors within category, male teachers were perceived as teachers with less responsibility and only lecturing without taking into account the interests, needs and emotional characteristics of students. Below are sample quotations regarding the teachers’ metaphors under this category:

“A male teacher is like a train because he lectures rapidly, teaches swiftly and answers students’ questions quickly. He doesn’t care much for the emotional characteristics of students (T 5, F).”

“A male teacher is like an old-fashioned mobile phone. He is not multifunctional as a female teacher. He doesn’t burn himself out and, he doesn’t have much responsibility. He lectures and goes out (T 101, F).”

Category 3: Efficient and stable one

Metaphors within the third category, “Efficient and stable one”, and the number of participants who developed these metaphors by gender appear in Table 11.

Table 11. Metaphors that make up the category of “efficient and stable one”

Efficient and stable one	Female (f)	Male (f)	Total (f)
Bee	-	3	3
Village teacher	1	-	1
Oil garden	-	1	1
Monument of sacrifice	-	1	1
Forest	-	1	1
Farmer	-	1	1
Lake	-	1	1
Equals sign	-	1	1
Turtle	-	1	1
Ruler	-	1	1
Total	1	11	12

Table 11 shows that 10 different metaphors were produced by a total of 12 teachers, eleven of whom were males. These metaphors are; *bee*, *village teacher*, *oil garden*, *monument of sacrifice*, *forest*, *farmer*, *lake*, *equals sign*, *turtle* and *ruler*. Male teachers were considered as hardworking, dedicated and efficient individuals within these metaphors. Below are presented sample statements of participants who developed metaphors in this category:

“A male teacher is like an oil garden. Although its diversity is less, it is more efficient (T 11, M)”

“A male teacher is like a bee. He is like a worker bee who is hardworking, dedicated and educating people. They are dedicated people postponing all their personal requirements in this profession requiring sacrifice without making up excuses (T 24, M)”.

Category 4: Leading one

Metaphors within the fourth category, “Leading one”, and the distribution of participants who developed these metaphors by gender appear in Table 12.

Table 12. Metaphors that make up the category of “leading one”

Leading one	Female (f)	Male (f)	Total (f)
Sun	-	4	4
Torch	1	1	2
Candle	1	1	2
A drop of water	-	1	1
Compass	-	1	1
Captain	-	1	1
Total	2	9	11

The category of *leading one* is represented by six metaphors and 11 teachers, including two females and 11 males. Metaphors within this category are; *sun*, *torch*, *candle*, *a drop of water*, *compass* and *captain*. It was determined that in the metaphors within this category, male teachers were ascribed meanings of leading light, guiding and enlivening. Below are statements of the some participants to exemplify:

“A male teacher is like a torch, because he leads the way, educates individuals constituting the society (T 83, F)”.

“A male teacher is like a candle because just as a candle lightens everything around with its light, then melts and depletes; male teacher enlightens his environment with knowledge and his life goes by (T 35, M)”.

Category 5: Power symbol

Metaphors that make up the category of Power symbol and the number of participants by gender are given in Table 13.

Table 13. Metaphors that make up the category of “power symbol”

Power symbol	Female (f)	Male (f)	Total (f)
Rock	-	1	1
Walnut tree	1	-	1
Tree root	1	-	1
Cedar wood	-	1	1
Frosted glass	-	1	1
Secret hero	1	-	1
Stone	-	1	1
Total	3	4	7

According to Table 13, a total of seven teachers and seven different metaphors take part in this category. Metaphors determined under this category are; *rock, walnut tree, tree root, cedar wood, frosted glass, secret hero* and *stone*. It is identified from the metaphors that male teachers were attributed the characteristics of power and trust. Below, quotations from the participants producing metaphors within this category are presented:

“A male teacher is like a chedarwood because he seems strong, solid and graceful by all appearances. He is emotional, wears out and decays inwardly. However, he struggles with challenges in spite of everything (T 45, M).

“A male teacher is like a rock because he is tough. He doesn’t have disciplinary problems. He has problems in showing affection to students (T 64, M).

Category 6: Ideal one

Metaphors included in the category of Ideal one and the number of participants by gender are presented in Table 14.

Table 14. Metaphors that make up the category of “ideal one”

Ideal one	Female (f)	Male (f)	Total (f)
Spirit	-	2	2
Salt	-	1	1
Role model	1	-	1
Parking lot	-	1	1
Companion	-	1	1
Total	1	5	6

According to Table 14, the sixth category entitled *Ideal one* has a total of six teachers, including five men and one woman, and five metaphors. Metaphors identified under this category are; *spirit, salt, role model, parking lot* and *companion*. It was identified that male teachers were characterized as pacemakers in the metaphors of this category. Below is a participant’s statements included in this category:

“A male teacher is like a role model because his behaviour is under observation by students. All his behaviour is modelled by students. If he is a good teacher, they are inspired by him, and they want to be like him (T 14, F).”

Category 7: Non-status and problematic one

Metaphors comprising the category of Non-status and problematic one and the number of participants who developed these metaphors by gender are presented in Table 15.

Table 15. Metaphors that make up the category of “non-status and problematic one”

Non-status and problematic one	Female (f)	Male (f)	Total (f)
Slave	-	1	1
Man whose wallet is lost	1	-	1
Shepherd trying to restrain the herd	-	1	1
Computer	1	-	1
Child	-	1	1
Total	2	3	5

As seen in Table 15, the seventh category named “*Non-status and problematic one*” consists of the metaphors of; *slave, man whose wallet is lost, shepherd trying to restrain the herd, computer, child*. While two female teachers generated metaphors in this category, the number of their male colleagues who produced metaphors was three. Below is presented examples of statements of participants who developed metaphors in this category:

“A male teacher is a man whose wallet is lost; because I think that they are a group who are unrecognized and have no status in society. He partially provides himself a status if he can –by chance- undertake an administrative task at schools or at different levels of national education uttermost. Accordingly, he may gain financially. Other than that, he can’t get rid of the expression of us, “the empty teacher (T 22, F)”.

4. Discussion

As a result of the analysis it was determined that the categories under which both female and male participants developed metaphors at similar rates for female teachers were "A devoted mother" and "Someone enlightening and nourishing everything around", which has a similar meaning with the previous one. These findings indicate that both female and male teachers tend to explain the role of woman in society regardless of her profession on motherhood, housewifery and features parallel to domestic affairs. These tendencies have been highlighted in other studies on women in education (Calabrese 1987; Drudy 2008; Flowers, Croom and Wilson, 2011; Inandi and Tunç 2012; Martino 2008; Sari 2012). Teaching is seen as a profession parallel with the roles of motherhood ascribed women traditionally and predisposition to domestic affairs. This perception has brought about regarding teaching as a female profession increasingly and a process of feminization of the profession in primary education in particular. As Buyruk (2014) noted, although the improvements in women's access to education have affected the process of feminization, gender segregation is more prominent; teaching is seen as "women's work" due to the characteristics associated with the female nature, besides it is preferred or parents have it preferred as working hours –when compared to the other jobs- enables to fulfill traditional roles such as child care and housework. According to Martino (2008) who also emphasized the effects of the sexual division of labor on feminization process of teaching, teaching has been traditionalized to be defined as a continuation of women’s domestic role at home in the common area due to its relevance with child care.

Three categories that male and female participants didn't develop parallel metaphors for female teachers attract notice in the findings. While 32.5% of women respondents used metaphors in the category of "Diligent one undertaking many tasks"; the ratio is 6.55% for male teachers. In contrast, there was only one metaphor in the category of "An inefficient and problematic worker" among female teachers; yet the rate is 16.39% for male teachers. Concordantly, 11.47% of male teachers used metaphors indicating that they considered female teachers as "An elegant and fragile existence" whereas only one of the female teachers used metaphors in this category. These findings can be taken as an indicator that although they have the same education level, male teachers are not sufficiently aware of the multiple roles and responsibilities carried by female teachers and they do not understand their female counterparts enough and do not consider them as strong and powerful creatures as themselves. The role of traditional gender roles should be highlighted for this mentality. While women continue to assume their domestic roles and start doing family works such as cooking, housework, dealing with children as soon as they come home, men often relax in front of the television or computer. As Tekeli (1990, 148) stated; "it is estimated that women work twice as much as men and sometimes even more, i.e., at least 95 hours per week". In this case, it is natural that women put emphasis on these multiple roles and responsibilities rather than men. This judgment was supported by female teachers' seeing male colleagues as "Someone only lecturing" and their emphasis on following their profession much more devotedly.

On the other hand, it is possible that all these responsibilities may have an adverse effect on fulfilling women's duties effectively at schools. Male teachers' regarding their female counterparts as ineffective, problematic and vulnerable workers may result from this. Women are obliged to fight against the stereotypes that they are emotional, unstable and weak (Inandi and Tunç 2012). However, it needs to be taken into consideration that the perceptions of male teachers about female colleagues may stem from traditional gender roles and multiple roles and responsibilities women undertake instead of attributing this directly to sex. According to Calabrese (1987), female teachers are adversely affected by societal, personal, organizational factors. Multiple responsibilities women undertake at the triangle of house, work and social life (if they have any!) might negatively affect their professional efficiency from time to time. Just as the female teacher who participated the study of Sari (2012) and said: "Enough is enough; I am tired! ... in the triangle of home, social life and school, I find all of these roles are too difficult". According to Mills, Martino and Lingard (2004), things that female teachers do respecting their jobs are discredited by some male teachers who occasionally conspire with boys in an attempt to strengthen the existing gender order of the school. Given that the traditional patriarchal gender structures are in favour of men in every respect, it is natural that women are troubled with this situation more than men and this consideration of male teachers in the study although not a very high rate regarding female colleagues suggests that the approach of "blame on the victim" continue at schools. However, as Majzub and Rais (2010) argued, professional success is substantially affected by the teachers' ability, training, aptitude, experiences and motivation rather than their sexes. At this point, the importance of maintaining the highest quality of teacher training for teachers of both sexes becomes apparent.

In relation to the metaphors developed for male teachers, it is seen that the category of "A figure of authority and security" come to the forefront among both female and male participants. This finding proving that man is traditionally seen as an authority figure even among teachers becomes thoroughly evident with the categories of "leading one", "power symbol" and "efficient and stable one" obtained for male teachers. When the literature is examined, a great deal of research can be seen discussing the issue of employment of male teachers in terms of the success of especially male students in schools or role modelling (Cushman 2005; Livingstone 2003; Majzub and Rais, 2010; Martino and Rezai-Rashti 2012; McGrath and Sinclair 2013; Spilt, Koomen and Jak

2012). However, when the results of this study has been examined, it has arisen that male teachers, just as some male teachers who participated in the study of Haase (2008), contribute to the reproduction of segregated gender roles. Indicating 'not doing the mothering role', some male teachers in Haase's study think that creating high expectations of behaviour and academic performance for students is the duty of male teachers and dealing with boys' issues should be within their limits of authority since female teachers are presumably hinder boys from improving the skills that will enable them to succeed in the patriarchal order. On the other hand, according to the findings of this study, being parallel to the traditional gender roles, effectiveness of male teachers in maintaining order and discipline at school as an authority figure has been expressed by both female and male teachers. Most of the teachers who participated in the research of Majzub and Rais (2010) stated that they believed the increase in the number of male teachers would improve discipline among male students. However, Mills, Martino and Lingard (2004) indicated that male teachers' taking more responsibility for children -whether girls or boys- in their lives should be discussed rather than benefits of them to boys. They emphasized that taking such a responsibility would enable a quality education for students of both sexes and it would serve to withstand the restrictions that hegemonic gender constructions impose upon students. From the perspective of educational system of Turkey, female and male teacher ratio is relatively close to each other at primary and secondary education levels except the preschool (GDSW 2014). So, considering that teachers have internalized gender roles so much, it can be said that students at schools are continuously exposed to roles ascribed to women such as motherhood, sensuality, compassion, sacrifice and patience from female teachers; roles ascribed to men such as authority, power, leadership from male teachers and that schools cannot go beyond reproducing gender regime of the community with their impact on students' social development.

5. Conclusion and implications

If the results of the survey are summarized in general, it has been determined that the participants from both sexes ascribe the properties such as motherhood, sacrifice, fragility that are regarded as feminine to female teachers; the features such as authority, power, leadership, discipline that are accepted as masculine to male teachers. These findings indicate the dominance of traditional gender roles among both female and male teachers. In other words, findings indicated that meanings that male and female teachers attribute to their same and opposite sex counterparts were parallel to hegemonic gender regime of the society as a whole. In other respects, although female and male teachers have developed metaphors at similar rates in similar categories in the study, 32.5% of women, 6.55% of men generated metaphors for the category of "Diligent one undertaking many tasks" created for female teacher. This finding can be considered as an indicator that male teachers are not sufficiently aware of the multiple roles and responsibilities that their female counterparts have; maybe even describe them as "inefficient and problematic workers" and "elegant and fragile existences". On the other hand, 34.37% of the women participants considered male teachers as "Someone only lecturing". In this context, when it is considered that teachers are among the primary role models for students, it can be said that trainings intended to change sexist attitudes among teachers are of great importance for new generations to develop healthy gender roles. Furthermore, policies to develop senses of gender empathy and solidarity among teachers from both sexes may be useful. It may also be useful to educate teachers about the effects of their everyday gender practices on the students they teach and their probable contribution to the larger discourses of gender, power and an inequitable system of social organisation as emphasized by Haase (2008). What should actually be questioned with regard to the quality of teacher in education is how teachers teach in teaching-learning process; to what extent they improve students from cognitive,

affective, social and emotional aspects and to what extent they consider themselves responsible rather than their gender. It is clear that emphasizing gender-aware approaches in teacher training will provide significant benefits in this regard.

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