

Teachers' Roles Beyond and Within the Context: An Ever-Changing Concept

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Abstract

The research aims to explore what the teachers know and believe about their rights and responsibilities in a teaching profession and what the realities that reflect the inconsistencies between their beliefs and actions. The research mainly investigates how the vertical segregation in educational institutions along with the demographic and cultural issues impacts the teachers' roles in a variety of contexts. For collecting data about how the teachers view their roles within and beyond the classrooms, two campuses of King Khalid University were selected, and the research methods involved the online survey of the teachers and the interviews of the focus group. The study shows that a cooperative working environment, crystal clear organizations' policies, stimulating carrier paths, and professional recognition motivate the teachers to play their roles on a broader scale. The study also reveals that the educational organizations do not endorse a culture of leadership for every level of management though, teachers as professionals of mid-level management immensely contribute to learners in being skilled, knowledgeable, and resourceful.

KeyWords: context, lesson, modern education, schematic knowledge ,teacher development, teachers' roles

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Introduction

With the continuing development of the pedagogical approaches in teaching, the roles of teachers have always been subject to be defined in new ways. Teachers nowadays are bewildered with so many duties and responsibilities that they often get confused in demarcating the areas of their roles. Many teachers do not see the paradigm shift in the era of modern education. They do not change their basic teaching techniques over the years except to include or exclude a few steps or materials in their teaching-learning activities. A good number of teachers also believe that the essential tool of teaching is having a profound erudition in the subject matter they teach. In other words, they undermine the involvement of different new approaches that have emerged in teaching over time and thus fail to embrace the paradigm shift in teachers' roles. Nowadays, teachers have much broader responsibilities of developing learning materials and exercises, designing learning environments and activities, facilitating critical and creative thinking, and there is increasing pressure on them to play active roles in meeting the learning goals. The teaching profession, by its nature, sets an ethical standard to the teachers not confining themselves only in the topics of syllabuses that we expect them to cover within a stipulated time frame. It means teachers will have to do some other jobs for ensuring all-round development of learners. Many teachers are good at covering syllabuses, giving examinations, and publishing results, but they are not willing to go beyond their in-built narrow boundaries to perform other responsibilities. That is, indeed, a kind of a cutthroat commercial attitude that persuades them to adhere to the old tradition of presenting lessons with introductions, a list of dos and don'ts, required textbooks, and expectations. Quality teaching requires some additional services that are voluntarily supplemented by teachers to the teaching-learning activities.

Objectives

The main objective is to investigate how teachers deal with diverse learners to meet their learning goals. The other objectives of the study are as follows:

- To explore how teachers can cope up with the variables: learning styles, learning environment, materials, and learners' performances.
- To investigate if teachers are aware of what their job is, what learners can do, and how they should work.
- To identify if teachers help learners see the practical benefit of learning or simply focus on helping learners earn credits for graduation.

The Rationale of the Study

The roles of teachers are often viewed and interpreted differently in different cultures across the globe, and those differences define teachers' responsibilities and determine the nature of their relationship with other external factors of the communities they belong to. The study shows that the problem arises when we do not treat the teachers as core professionals to whom the nation entrusts its children daily for their learning and intellectual developments. The study is significant as it has brought out the fact that the policymakers of educational institutions tend to separate the teachers from the holistic management process. However, the teachers' involvement encompasses not only educational issues but also moral and economic issues.

The study will help teachers introspect themselves with fresh insight and redefine their professional commitments both in and out of the classrooms. The study manifests that the ways

the teachers talk, give classes, interact and react, reflect their cultural backgrounds, and if they cannot be cosmopolitan and culturally sensitive as well, they distance themselves from the learners, the parents, and the management.

Research Question

The study has been framed around the following question.

1. How do teachers view their roles in different contexts?

Literature Review

Traditionally, a teacher is supposed to be an absolute authority in a class. A classroom environment and learning activities are affected mainly by a teacher's characteristic traits, beliefs, and modes of teaching. He can be quite dictatorial or lenient in conferring autonomy to learners to help them take the responsibilities of their learning. He may not empower learners under the apprehension of losing control over them, or he may shift to or share with learners the responsibilities required for the maximum learning outcome. Rogers (1994) (Scrivener, 2011) stresses that respect (a positive and non-judgmental regard for another person), empathy (being able to see things from the other person's perspective as if looking through their eyes) and authenticity (being oneself without hiding behind job titles, roles, and masks) are the three core characteristics that help create an active learning environment. These attributes of teachers can be critical factors in framing their roles in classes. Teachers endowed with these attributes can create a learning environment in which learners feel relaxed and comfortable to take part in something worthwhile. Teachers having these qualities can boost up learners' enthusiasm and confidence; consequently, learners become autonomous and articulate in their needs and interests. The problem is that these are intangible qualities of a human being; therefore, these cannot be identified concretely before certifying someone as a teacher. If a teacher lacks any of these qualities, he needs to teach it to put it into practice and to ensure his role as a teacher. The competency or incompetency of a teacher is reflected through the way he deals with his learners and the positive or negative way he faces the challenges that crop up every day in his professional life.

For the professional development teachers are provided with on-the-job training from time to time by experts. To emphasize the teachers' role and their professional development Ur (2005, p. 385) remarks 'Teachers do not simply implement the curriculum. They define and refine the curriculum; they interpret and transform the curriculum in a way that makes learning more manageable for learners. In other words, it is what teachers think and do at the classroom level that eventually determines what learners learn in the class. Thus, given the key role of the teachers in the classroom, it is imperative that professional growth a top priority'. The expert trainers delegate tasks and responsibilities to teachers through a top-down approach, which, in many cases, is difficult for teachers to execute as the challenges faced by them in a particular context can be unique. The problems can be very much related to localism, demand, and supply of resources, existing administrative bottlenecks, socioeconomic status, and level of motivation of both learners and teachers. Experts must study the constraints that stand supreme as academic challenges in an educational context before providing training to teachers. Garside (2019) in his recent study has mentioned that the traditional form of teacher training and development activity, where an 'expert in the field' arrives at the school or training center, delivers a week or so of training input to local teachers and then disappears at the end of his contracted time, is ineffective in the long term. In

his research Garside (2019) has further mentioned that the 'Jet-In-Jet-Out Expert' model has several drawbacks: It typically assumes a 'deficit' in the local teaching setting, implying that the educational environment, methodologies, and resources suggested by the visiting expert are somehow better than those used by the participant teachers in their everyday context. These reduce the power that participant teachers have over the realistic daily challenges that they face.

The realities of teaching-learning situations may have a negative or positive impact on the roles of teachers. The realities may constrict their dynamicity or leverage their skills and strengths. Without taking into consideration the socio-cultural backgrounds and the psychological factors of all participants in a teaching and learning process, pedagogical training provided to teachers may increase their awareness theoretically, but, practically they may not find them suitable for the teaching-learning context. Garside (2019) has pointed out that without significant amounts of groundwork before the training event, it is likely that the visiting 'expert' will not understand the challenges that participant teachers face. So training will often not be felt relevant to the teachers who attend.

The training provided to the teachers helps them use some strategies to cope with the desirable and undesirable situations, but according to Scrivener (1994), teachers cannot role-play 'respect' or any other qualities if these qualities are not rooted at the level of your genuine intention. He remarks that respect or sympathy or authenticity is not a cloth to put on as they walk into the classroom, not temporary characteristics that they take on for the duration of their lesson. It is their attitude and intention rather than their methodology that they need to work on.

In respect of cognitive skills and learning styles, learners are different, and they bring to a learning situation their schemata, different beliefs, habits and attitudes, and the right amount of life experiences. Scrivener (1994) has mentioned that students may bring pen and paper to the lesson. Still, they also bring a whole range of other, less visible things to class: their needs, their wishes, their life experience, their home background, their memories, their worries, their day so far, their dreams, their anger, their toothache, their fears, their moods, etc. Those heterogeneities of learners necessitate the learner-centered approach. According to Nunan (1991), the approach contrasts with the 'doctor-knows-best' approach which, while it might acknowledge that learners have different preferences and beliefs, discounts these on the grounds that the teacher is the expert and that the learners' views are irrelevant.

Teachers should invest time in preparing effective lesson plans. Purgason (2014) points out that writing up a lesson plan before the lesson is a way to discipline one's mind to think about the class in advance. He has also mentioned that knowing one's teaching context, students, and personal philosophy is a good foundation for lesson planning. Writing reflective can help teachers prepare more effective lesson plans for the follow-up classes. Purgason (2014) explains that after that class, even though teachers have many urgent things to attend to, it is vital to engage in one more bit of reflection. Going back over the lesson plan to assess what happened is a way to build up lesson-planning skills for the future.

Teachers need to invent activities and include them in lesson plans to keep learners engaged, all thorough, and simultaneously careful about the language they use while talking to

learners. Nunan (1991) points out that teacher talk is of crucial importance not only for the organization of the classroom but also for acquisition. The amount of talk time is also significant though according to Nunan (1991) whether or not it is a good thing for teachers to spend 70 or 80 percent of class time talking will depend on the objective of a lesson and where it fits into the overall scheme or course or program. The communication styles of teachers speak volumes for their culture, and it influences learners to a greater extent. Futterman (2015) describes that teachers cannot escape the fact that their communication "styles" reflect their cultural background. Much of what they say, the way they say it, and their relationship with students, parents, and colleagues are deeply influenced by the way they have been socialized. Developing a strong relationship with learners can enhance learning, as Christenson (2017) says that educators who build trust with their students will be able to push them further. He says if students know that their teachers genuinely care about their academic and personal success and are willing to work with them to meet their goals, they are more likely to take those extra steps. According to Murdoch (1994), the teacher is no longer expected to orchestrate and dominate all work in the classroom. He indicates that a teacher role is defined more in terms of a facilitator who sets up conditions and activities that will make it possible for students to operate with language because they have a real interest in the outcome of the tasks.

Methodology

The concurrent mixed methods were used to carry on the research. The data were collected during one phase of the study at roughly the same time but analyzed separately and independently. (Creswell & Clark, 2017). In the discussion, the quantitative results and the qualitative results were combined to show if the results of the quantitative study and the qualitative study agree or disagree. (Creswell & Clark, 2017).

Instruments

The research was carried out by using the following tools.

Questionnaires

Questionnaires consisting of ten close-ended questions were prepared to elicit information from thirty teachers of two different campuses. The respondents did them voluntarily and anonymously.

Interview of the focus group

There were in total of six focus groups from two campuses, and each of them consisted of five teachers. The individual group was formed through random assignment. The semi-structured interview was held in an informal setting in a manner of discussion. There were ten predetermined, but open-ended questions asked to each group, and other questions arose in the following conversations. The required data were recorded by jotting them down.

Procedures

The quantitative survey was done online, and in the same period, the qualitative interviews were held. The same sample sizes were used to collect data, and the data were merged in the discussion.

Data Presentation***Data from questionnaires***

The close-ended questionnaires, each of which consists of ten questions, were distributed among the teachers, and the respondents were asked to choose any of the three options, viz., (a) *Yes*, (b) *No*, (c) *Sometimes*.

The first question asked to the teachers as if they think that students should be silent for the smooth transmission of knowledge. The table shows that the majority of the respondents (66.67%) prefer students to be quiet in classes, and that indicates a traditional teacher dominated approach. Seven (23.33%) reported that they sometimes like it, and only three (10%) prefer their students not to be silent (see Appendix).

The second question was if it is essential to give an elaborate explanation of a topic for assessing learners' prior knowledge about it, all the teachers (100%) responded positively, which in fact, dismisses the possibility of eliciting context or using concept checking techniques for drawing the learners out (see Appendix).

The third question was intended to understand the teachers' preferred leadership style to manage classes. The majority (70%) of the teachers preferred becoming tough leaders. It indicates that they believe in a zero-tolerance policy to set a standard of learners' behavior. Seven (23%) went for the option sometimes. That suggests that they can be either authoritarian or authoritative. Only two (7%) did not prefer to be tough leaders (see Appendix).

Answer to the fourth question indicates that the majority of the teachers (90%) want their students to talk only when it is necessary. It indicates teachers' domination in classroom discourses in which the learners play only the roles of respondents. Three (10%) went with the option no, which manifests they maximize learners' talk time. No one went with the option sometimes (see Appendix).

In reply to the question, if learners needed to be helped throughout their learning activities majority (77%) of them replied yes, which might indicate a wrong approach as it detracts from the qualities of teachers as facilitators or monitors to help learners be independent and discover their potentials. Seven (23%) went with the option sometimes, and none was opting for no (see Appendix).

The sixth question was if they play other roles beyond the classroom, and the majority (73%) of them replied positively. No respondent was going with the option no, but eight (27%) respondents reported that they sometimes play roles outside the classroom (see Appendix).

The table shows twenty (67%) of the teachers think the exercises that come with textbooks are not enough to meet the learning goals and which implies the necessity of developing materials to support their instructional activities and demands critical reviews of the textbooks taught. Eight (27%) found the exercises of the textbooks enough for teaching, and only two (6%) went with the option sometimes (see Appendix).

From the answer to question number eight, it is evident that the majority (60%) of the teachers do not only stick to the topic while teaching. It indicates that they tend to cover a lot of items in one sitting without focusing on developing a particular skill of the learners. Nine (30%) respondents went with option sometimes. Only three (10%) are found to be stick to the aim that the learners are expected to achieve by the end of the lessons (see Appendix).

In response to the ninth question, if the period for each class is enough for conducting all their activities, fifteen (50%) found the length of a period is quite perfect. Six (20%) found the period not sufficient at all, and nine (30%) went with the option sometimes, and both of which are the indicators of their improper time management and unplanned lessons (see Appendix).

In response to the last question, if they should learn new techniques to build a relationship with learners, all (100%) answered positively (see Appendix). It indicates that they consider student-teacher relationships necessary for transferring knowledge and skill. Still, they need continuous professional training and carry out more action researches to enrich their practices.

Data from the focus group

The interviews were held in a manner of discussion, and the participants responded to the unstructured and the follow-up questions that were intended to elicit their ideas about teachers' roles. They mention that they base their lessons on eclectic approaches. Still, considering the students' socio-cultural backgrounds, their aptitude, attitude, levels of education, and the programs enrolled, they usually become selective in methodologies. The teacher talk time and the students' talk time vary based on the teachers' plans for lessons, whether they are going to allot more time for presenting the lessons through lecturing or restrict their talk only to the important areas by allowing the students to work together and think aloud. In all circumstances, whether the learners are in group work or pair work, they are strictly monitored, and the majority of them prefer the students to talk only when it is necessary. The teacher roles, in a broader perspective, encompass many responsibilities, institutional and non-institutional, entrusted to them by the educational organizations, the community and the society they live or belong. But they opine it requires over-all organizational planning and cooperation among the all stakeholders to provide them with positive motivations to discharge those duties. Though most of them prefer to be tough leaders for dealing with management problems, few teachers like to change their leadership styles according to the circumstances. All the respondents of the six groups gave a unanimous opinion regarding the importance of being helpful in the classes so that the learners might feel supported, accepted, and honored. They opine that repeating the textbooks with PowerPoint lectures or relying solely on the presentations provided in the textbooks is not always relevant to the students' existing knowledge and ideas. In that case, they need to add more learning activities to the lessons.

An excellent textbook has many useful tools, and based on those they create personalized exercises. However, while teaching basic skill courses, the activities are confined to explaining, giving handouts, demonstrating, and drilling. The teachers report that they hardly maintain any relationship with the students outside the classes. They think the cultural differences in the workplace pose challenges to the teachers of different nationalities, but at the same time, that diverseness can be very useful in a learning environment as they bring their unique knowledge and skills to serve a single goal. To empower the teachers as leaders and connect the classroom to the learners' homes and community, parent involvement in an educational institution is indispensable. Parent engagement bridges the gap between them and encourages the teachers to act on behalf of the parents. The teachers mentioned that though the parents are found to be worried about the grades of their children, they hardly communicate with the teachers for knowing the updates of their academic performances and achievements. The teachers reveal that their interactions with the students are quite mundane, and the students mainly focus on getting good grades but with minimum time and effort rather than on accumulating knowledge and expanding their worldviews. They think that teachers' duties are planning lessons, giving classes and examinations, assessing and grading their performance, and that reflects their narrow view of the teachers' roles. They like the teachers who are lenient in giving good marks, and because of their culture biasedness and variation, they believe that teachers should be generous in helping them in all cases, including their examination grades. The teachers said that using cultural stereotypes by both of the students and the teachers often hindered the development of trust and understanding between them, restricted the promising areas they could have jointly ventured. They felt the necessity of developing new skills and strategies through continuous professional training and revising and redesigning the generic plans to create responsive classrooms.

Findings

Within 60 minutes of a period, a teacher is to perform multiple tasks that include taking attendance, checking the educational aids and the instructional materials, building rapport with learners and organizing a class, recapping the previous lessons, introducing a new lesson, and conducting related learning activities. The findings revealed that most of the teachers lacked adequate planning for transitioning sequentially from one activity to the other. The discursive styles in teaching, in most of the cases, does not fit in well with the struggling learners for whom needed thoughtful planning and extra attention. Besides, the teaching and the learning activities that are tended to be desultory derail the objectives and the aim of the lessons. The factors like learning styles, learners' mindset, level of motivation, social and cultural backgrounds that affect a lesson plan are scarcely taken into account. The coverage oriented plans that cram a good amount of stuff into individual lessons constrict the activities of learners and slow down their progress.

It appeared that sometime the teachers judged the learners through the lens of their cultural orientation, and thus they minimized the possibility of bridging the gap between them and the learners. To many of the teachers, conferring autonomy to the learners in a particular cultural context is like losing the control of a class and turning the class into a chaotic place. In a classroom interaction, teachers' talk or lecture dominates roughly in between 70 % to 80% of the class time. It indicated that teachers' talk time constituted a significant portion of the teaching-learning activity, sparing little time for students to talk.

It is always an issue of how much autonomy the teachers should give to the learners. That is a kind of independence that encourages learners to take charge of their learning. It was noticed that the teachers preferred to use shortcuts to help the students get good grades. While giving direct instruction, it is good to assist the learners who have difficulties in understanding concept or intellectual disabilities. However, the evidence shows that the teachers use a limited number of strategies to make those learners self-directed. It seemed that the teachers' role was only to teach the learners the curriculum content rather than the strategies about how to learn. It appears that many teachers do not integrate the other learning resources into the textbooks to boost up the learners' participation in the class. Not developing learning materials or not using other educational aids to supplement the textbooks' contents constricted the creativeness of teaching, and therefore, the teachers fail to excite the attention of the learners.

The typical portrayal of the teachers' image inside and outside the classrooms rarely influences the learners to achieve the leadership attributes that are essential for establishing a collaborative culture. The study found that the attitude of the managerial hierarchy had a significant impact on building rapport among the stakeholders. The vertical relationship provided the teachers with a little scope to improve their interpersonal skills and grow as leaders.

Discussion and Interpretation

In this study, the close-ended questions were intended to determine what kind of knowledge and beliefs the teachers had regarding their roles in different contexts and what they practiced. The attitudinal factors of the teachers set the boundaries for playing their roles beyond and within the context. The facts implied in the first five questions give the impression that most of the teachers prefer authoritarian leadership style, which, they think, is suitable for disciplining the students and ensuring a peaceful environment in the classes. According to Fullan (2001), the elements of authoritative leadership help. Enthusiasm, self-confidence, optimism, and clarity of vision can all inspire people to keep going. The problems start when they are only authoritative or only affiliative or only a coach. The fear of losing control of the classes or the fear of failing to establish a stern self-image and lack of self-efficacy or skills predispose many teachers to behave dictatorially. Fullan (2001) explains that a more coercive stance may be necessary at the beginning if they face an urgent, crisis-ridden situation. Elements of different leadership styles must be learned and used in different situations. (Goleman, 2000 cited in Fullan 2001). Teachers, as leaders, will use different leadership styles based on their duties and responsibilities in different situations. In a particular context, they may frequently change their leadership styles to suit the needs of the learners, and the same ideas are confirmed by Fullan (2001) that it requires combining elements that do not easily and comfortably go together. Leaders should have good ideas and present them well (the authoritative element) while at the same time seeking and listening to doubters (aspects of democratic leadership). They must try to build good relationships (be affiliative) even with those who may not trust them. The result of the quantitative survey questions also reveals that the teachers tend to apply some conventional methodological approaches which do not always address the needs of the learners. In fact, with so many different approaches and methods available, many teachers are unsure of which to choose and how to go about making that choice (Harmer, 2010). The next three questions were intended to know about their views on the scopes and the areas of their activities and their cultural orientations. From the study, it was found that the teachers' cultural orientation, organizational behaviors, and the availability of useful teaching and learning

resources are the three major issues that impact their motivation, interest, performance, interpersonal skill, and leadership. Performance appraisals and offering rewards to the teachers widen their areas of interest, and consequently, they intend to play roles beyond or within the context. According to a report from the OECD (2013), teacher appraisal can be a key lever for increasing the focus on teaching quality and continuous professional development for teachers, in keeping with the growing recognition that the quality of teaching affects student learning outcomes. The report of OECD (2013) also says that highly visible teacher appraisal also provides opportunities to incentivize, recognize, and reward teaching competence and high performance. The last two questions were asked for knowing their classroom preparedness and their understanding of the importance of self-appraisal or self-reflection that help them align their goals and objectives with those of their educational institutions. The survey result shows that they should explore new strategies for their time and class management and building rapport with the learners. Hermer (2007) has pointed out that one approach for context-sensitive teachers is to try to create a bridge between their methodological beliefs and the students' preferences.

The qualitative research questions were intended to obtain in-depth information about how the teachers viewed their roles in different contexts. The majority of the teachers report that at the tertiary level, the mature age students enroll and transmitting the content knowledge to them; lecturing without interruption is essential. Delegation of power and authority to the learners to help them be self-directed in taking the responsibilities of their learning is virtually absent as most of their learning take place in charge of them. They mention that the culture of both the learners and the educational institution influences their leadership styles and demarcates their areas of work. The students are concerned with the content knowledge taught and learned in different academic courses and with getting good grades in them. So, affective teaching that includes feelings, values, appreciation, enthusiasms, motivations, and attitudes (Krathwohl, Bloom, & Masia, 1964) hardly has any effect on them. For introducing a new topic, they usually give some time to the students for reading the topic, and then they discuss the topic at large occasionally with visual presentations. Most of the teachers emphasized visual presentations for introducing new items, and that usually takes a longer time to warm up the students. During presenting and discussing the topic, they frequently ask questions to the students to check if they are on track and making progress. They end the discussion by asking students if they have learned the lessons and need any further explanations for better understanding. Most of the teachers opined that they should use other educational resources as the contents of the textbooks are, in many cases, not compatible with the learners' general, thematic, or socio-cultural knowledge. Alshammari (2015) has brought out a similar fact in her research. She has mentioned that English courses are based almost entirely on U.S. textbooks, which typically do not give any consideration to the Arabic or Islamic culture, and contrast sharply with the traditions and values of the Saudi lifestyle though according to Al-Saadat the introduction of these texts is not an attempt to 'shrug off foreign culture,' but rather to make it more acceptable to the locals (Elyas, 2011, as cited in Alshammari, 2015). The teachers mentioned that the fixed curriculum controlled centrally hardly delegate power to them to add or take away any lessons from the lesson plans that are expected to cover within the allotted time frame. Many

teachers argued that implementing a lesson plan effectively within the fixed period depends on many external and internal features. The external features mainly include the two things: the availability of resources and the physical environment of the classrooms. The internal features that intensively affect the lesson plan include the fixed habits and the level of motivation of the teachers and the learners, the teaching styles, the learning styles, the teachers' content knowledge, and their preparation for coping with the anticipated problems and the learner profile. All of the teachers viewed that the in-service trainings, and the development of cooperative culture in the institutions could infuse them with qualities that would help them close the gap between the two groups of people, teachers, and students.

The two types of data were used to examine facets of the same phenomenon (Creswell & Clark, 2017), and they were needed to develop a complete understanding. (Witten et al., 2006, as cited in Creswell & Clark, 2017). It is found that the results of the quantitative data discussed in the first paragraph and the results of the qualitative data addressed in the second paragraph are complementary to each other.

Pedagogical Implications

The teachers' two key attributes, passion, and patience are affected mainly by some factors, such as job stress and environment, non-cooperative and inaccessible management, non-recognition of hard work, job insecurity, learners' biasedness and so on. Some teachers may have a higher level of social cognition, and they can embrace all the challenges gracefully. Still, both the positive and the negative experiences may affect the behavior of an individual. There should be a culture in educational institutions that will help all employees build a team spirit in which teachers will feel motivated, appreciated, and useful. To increase the productivity of teachers, ensure their active roles in different context, make them fit to handle adversities and backward learners; the emotional and the behavioral stabilities of teachers are paramount essential, and that should be addressed by providing them with constant professional training and offering them rewards and recognitions.

It is the responsibility of teachers to develop class profiles so that they can differentiate their instructions based on the information about learners and their learning styles. Both the gifted and the slow learners, if not handled in planned ways, cause troubles in the classes. A deeper understanding of learners' aptitudes, interests, and skills helps teachers set a goal and map out what an entire learning journey will be to reach the goal. Teachers should also study the motivational factors that drive learners to pursue education, and continuously devise and revise their approaches to tap learners' passion and skills and set them up for success.

Many teachers consider giving learners the maximum amount of talk time in classes is a management or behavioral issue rather than an effective and appropriate pedagogical approach for stimulating learners to process thinking, express ideas, and discerning the learners' levels of comprehension. Classroom discourses dominated by learners provide teachers with the clues if learners deserve more supports than they are getting and if teachers need to revise their plans in follow up classes. A high level of professionalism that embodies the attributes such as, supervisory

skill, managerial competencies, self-regulation, resilience in mind, facilitative leadership is required to maximize the learners' talk time and help keep their talk on the right track by ensuring the maximum use of formal academic registers.

If a learner makes an effort to perform, teachers should appreciate him to bring out the best in him. They must develop a behavioral rubric that will grade learners' wit and wisdom, their attendance and attentiveness, preparedness and responsibilities, conduct and cooperation, and so on. Teachers can text or mail appreciation notes to parents about their parental roles in helping learners form academic habits and attain academic excellence and thus make them partners in their teaching-learning journey.

Assessing the learners' needs by using different types of strategies such as diagnostic tests, formative tests, discussion, interviews, observation, analyzing of situational behavior is paramount for planning educational activities, and developing learning materials. Teachers should study and analyze the strengths and the weakness of learners and chalk out the details of their plans about how they are going to deal with the phenomena. The large classes in which a large number of learners are crammed together pose potential challenges to teachers' organizational competencies, and their approaches in those situations may seem wholly insufficient and ineffective. Teachers cannot cope up with the challenges if they do not plan their lessons and design the learning materials in advance. They have to divide learners into groups so that they can collaborate and share their tangible and intangible resources among themselves. Teachers, especially while dealing with closed groups of the same cultural background and similar needs, find it easier to manage the groups by assigning tasks to them and engaging them in brainstorming to solve problems than to monitor or focus individual learners' performances. Teachers must understand when to give learners a greater or lesser degree of freedom and to what extent they will accept the errors of learners.

Teachers need to know the environment in which their students live. They should realize that they are no more the only sources of students' learning. In these days of technological revolution, learners have other sources to take lessons, learn languages, and many of them reasonably feel they owe technology much more than teachers for their learning. The spirit of the age urges teachers to be always on a steep learning curve so that they can minimize the generation gaps.

The teachers, as authentic leaders, will establish rapport with the learners and make them confident in controlling much of their learning by themselves. The governing bodies need to realize that empowering teachers does not mean letting them exert power on learners or access to the matters that do not fall under their responsibilities but to allow their access to the resources for helping them hone their expertise and ultimately take on a leadership role beyond classrooms.

Conclusion

The study aimed to know the perceptions of the teachers about their roles in a variety of contexts. The data collected from the mixed-method research revealed that the students' socio-cultural backgrounds, organizational behavior and culture, job security, performance appraisal, and

rewards influenced the teachers' roles. The findings of the study also showed that the teachers' personalities, their fixed habits, and practices, attitude toward the learners of a particular culture determined their leadership styles and thus restricted or de-restricted the diverse roles that the teaching profession confers to them. It was found that whatever roles played by the teachers were subject to be revised and modified over the years, and the involvement and cooperation of all kinds of stakeholders could truly empower the teachers to bring about the changes needed beyond and within the context.

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Appendix

Table 1. *Questionnaire*

Questions	Number	%
Do you think the students should be silent for the smooth transmission of knowledge in the class?		
Yes	20	66.67
No	3	10
Sometimes	7	23.33
Total	30	100
Do you think that explaining before introducing a new subject is always essential for assessing students' prior knowledge?		
Yes	30	100
No	0	0
Sometimes	0	0
Total	30	100
Do you think you should be a tough leader to manage classes?		
Yes	70	50
No	7	20
Sometimes	23	30
Total	30	100
Do you think students will talk only when it is necessary?		
Yes	27	90

No	3	10
Sometimes	0	0
Total	30	100
Do you think students should be helped throughout their learning activities?		
Yes	23	77
No	0	0
Sometimes	7	23
Total	30	100
Do you play other roles beyond your role as a teacher?		
Yes	22	73
No	0	0
Sometimes	8	27
Total	30	100
Do you think the exercises that come with textbooks are enough to meet the learning goals?		
Yes	8	27
No	20	67
Sometimes	2	6
Total	30	100
Do you always stick to the subject matter while teaching?		
Yes	3	10
No	18	60
Sometimes	9	30
Total	30	100
Do you think the period of each class is enough for conducting all your planned activities?		
Yes	15	50
No	6	20
Sometimes	9	30
Total	30	100
Do you think that for building a relationship with students, you need to learn new techniques?		
Yes	30	100
No	0	0
Sometimes	0	0
Total	30	100