

Assoc. Prof. Dr. İhsan Topcu
Sivas Cumhuriyet University, Sivas, Turkey
Assist. Prof. Dr. Oksana Manolova Yalçın
Erciyes University, Kayseri, Turkey
Teacher and Doctoral Student Orhan Cingöz
Sivas Cumhuriyet University, Sivas, Turkey
Teacher Sare Akkaya
Ministry of National Education, Kayseri, Turkey

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PROBLEMS ENCOUNTERED BY FEMALE SCHOOL PRINCIPALS IN TURKEY

Abstract: In this study, the problems faced by women principals in school administration were investigated. Phenomenology model was preferred in the study. The study group consisted of 17 female school principals working in public state schools in five central districts of Kayseri province. The data were collected through a semi-structured interview form and analyzed by content analysis method. Research results show that half of female managers believe that they fulfill their managerial duties and meet their previous expectations. Also the same half of those female principals have gained power and status, and overcome the difficulties faced by while the other half have not met their expectations. Those others have experienced regret and disappointment due to the challenging conditions and inequality of opportunities for themselves. Main problems are listed as male principals' gender discrimination, underestimation of women, lack of recognition of women's success and injustice in work distribution. It is found that the majority of the participants do not have problems with teachers and students. Yet, some female principals had problems with female teachers due to jealousy, envy and exclusion, and some of them had problems with male teachers due to gender-based prejudice and not accepting women as principals. The study showed that the majority of participants had problems with male parents and that the problem stemmed from the prejudice that women cannot be principals. It is seen that the majority of the participants do not have problems with the provincial and district national education directorates and the staff of other schools during the school management process. Regarding career planning, it was stated that the majority of the participants had plans to continue and advance in their current positions. It is seen that some female school administrators want to leave the school administration due to reasons such as long working hours, heavy responsibility, stress factor, concern about neglecting family and home responsibilities, loneliness and exclusion due to their position at the school.

Keywords: Female principals, school administration, female school administrators.

1. Introduction and Theoretical Framework

The greatest wealth for a nation is a well-educated human resource. Well-educated human resources can only be realized through proper education. Therefore, education is the best investment in the future of people and society. Education, which has such an important place, is very important due to its non-static characteristic. While education has been affected by the change and transformation in recent years, education also affects this change and development. The right to education is one of the fundamental rights of a person, regardless of gender. Since the female and male population ratio is close to each other worldwide, it is important for women to participate in work and social life.

While women fulfill their roles and responsibilities towards their children, husbands and homes, which society imposes on them and which they accept without objection, changing social and economic conditions have drawn them into working life. Women's success in business life certainly has a share in the realization of such a change. Even though this is the case, it has not been easy for women to rise to managerial positions.

The problems faced by women managers in management processes are generally evaluated under two headings: *personal* and *environmental*. The problems directly experienced by women managers while fulfilling their duties are identified in the literature as "*Patriarchal social values and traditional social roles that have become entrenched, gender-based segregation, fear of success/summit/loneliness, queen bee syndrome, glass ceiling syndrome, mobbing, wide-angle and analytical perspective, lack of self-confidence, stereotypical definitions of women*" (Negiz & Yemen, 2011). In patriarchal societies, being a mother and wife are defined as women's primary duties. It is very difficult for women to cope with the responsibilities of working life when they have to fulfill their duties related to the household, marriage and children due to the role assigned to women by the male-dominated and traditional social structure. In a country like Turkey, where the patriarchal social structure is dominant, it is seen that while the rate of women's participation in business life is increasing, the number of women working in managerial positions is very low. Likewise, patriarchal values prevent women teachers from being appointed to managerial positions, thus giving male teachers an advantage in this regard (Usluer, 2000).

Employers have some prejudiced beliefs/stereotypes about women in the workplace. Employers do not trust women as much as men in working life, they think that women will quit their jobs when they get married or have children, and that they cannot focus on their main job because they have to take care of the household. Due to these stereotypes about women, women are not treated equally in the workplace, and they are confronted with this when they are just starting their professional lives. It is seen that women who experience problems in working life due to gender perception are less advantageous and more risky than men in terms of dismissal. In addition, within the patriarchal understanding of society, women employees are put in a more disadvantageous situation due to beliefs such as the fact that women are financially supported by their fathers or husbands and that the expenses of the house are covered by men (Ecevit, 1995, cited in Karaoglu, 2020).

Another problem arising from gender roles is mobbing. According to Leymann (1996, cited in Askin & Askin, 2018), mobbing is defined as a kind of intimidation by a person or persons working in the same workplace against another employee, at certain time intervals, continuously, with feelings of hatred and hatred, and with unethical communication, making the person to whom the behavior is applied feel unresolved and vulnerable to the current conditions. The reasons for this process, which is systematically applied to the victim, vary from differences in thoughts and beliefs to jealousy, envy and gender discrimination. The inequality in the power relationship arising from gender roles in the workplace causes women in working life to face more intimidation and pressure behaviors than men. When the researchers conducted on this subject worldwide are examined, it is seen that those who are exposed to mobbing are generally women (Cakir, 2008; Hollis, 2021; Molina & Jung, 2015; Namie, 2014; Vujović, 2021; Zigman, 2012).

Palaz (2003) states that the fact that women are rarely in managerial positions means that women are not or cannot be in managerial positions not only because of their gender but also because of their own certain judgment or social pressure. These judgments and pressures may cause women managers to experience a loss of self-confidence. According to Inandi, Ozkan, Peker, & Atik (2009), most of the women in managerial positions stated that they came to this position with the guidance, support and persistent coercion of others. Likewise, the fact that they expect others to push them to this position and that they are accepted by the people around them (husbands, teachers and administrators) and take their support into consideration are situations that show that women do

not trust themselves. Kasatura (1998) also states that women do not find themselves sufficient in reaching the managerial staff and advancing in management, and that they do not trust themselves to be successful in solving these problems when they encounter problems. Karaoglu (2020), on the other hand, thinks that women will become lonely in their family, friends and work environment as a result of the success they have achieved by laboring. The source of this thought may be social and environmental reasons. This unfounded fear also prevents women from starting or advancing their managerial careers. Therefore, women's lack of self-confidence in becoming a manager can be considered as both a personal and environmental problem.

One of the problems experienced by women managers is the Queen Bee Syndrome. According to Tanrisevdi (2015), Queen Bee Syndrome is a concept used for women who have adapted themselves to the masculine culture and achieved individual success in male-dominated business environments by differentiating themselves from other women and the women's union. Just as the queen bee is the sole ruler of the beehive, some of the women managers in working life want to be the only one like the queen bees. According to the results of the research conducted by Ocak (2021), the executive woman experiencing the Queen Bee Syndrome can see other women of her own gender as a competitor competing for her. The problem here is that the woman who wants to be the queen bee sees other female employees as a threat to her existence and reshapes her behavior accordingly. It has been observed that some female managers exhibit behaviors in accordance with the male gender, try to eliminate the competition of other women and are not aware of this discrimination. Another problem faced by women managers is the Glass Ceiling Syndrome. Glass ceiling syndrome is defined as the slow rise of women in business life, limited employment in decision-making positions, and an invisible and insurmountable barrier obstacle that prevents women from reaching top management positions (Werner & Desimone, 2006). Albrecht, Bjorklund, & Vroman (2003), in a study based on the wage gap between men and women in Sweden, revealed the existence of the glass ceiling in every sector and occupational group from the past to the present.

As for the case of Turkey, 28% of the personnel employed in 2021 were women and 62% were men (TUIK, 2022). As Pamukoglu (2004) points out, the reason for the dominance of men at the managerial level and the minority of women can be attributed to factors such as the lack of power and contribution from the family, social attitudes and values, institutional practices, and personal characteristics. The phenomenon of education is a concept formed by the integration of management science into educational sciences. Educational administration is about understanding the educational philosophy of society, the foundations on which this philosophy is based, its aims, policy, structure and duties (Balci, 2021). As can be understood from this definition, there is no emphasis on gender. However, in the education system, women are considered as teachers rather than administrators. Since teaching is generally identified with the role of motherhood in society, it is accepted as a woman's profession and it is easily adopted by society for women to become teachers.

Some general characteristics associated with teachers, such as understanding, patience, kindness, reliability and motherliness, are also associated with femininity. In addition, there is a positive perception of the teaching profession in society. Compared to other professions, the teaching profession provides women with longer vacations, more public holidays, and the ability to return home early from work, making it easier for them to take care of the home and their children. This situation leads women to perceive teaching as a profession that allows them to maintain work and home responsibilities at the same time and to prefer it to other professions. On the other hand, school administration involves longer working hours, shorter vacations, bringing work home and more responsibilities compared to teaching. In other words, it represents an increase in workload compared to the teaching profession. For this reason, women do not receive the expected support in society and this is reflected in quantitative statistics. When the number of teachers is analyzed, according to 2021-2022 data, more than half (684,379) of the 1 million 139,673 teachers employed in

formal education in Turkey are women. According to these data, 6 out of every 10 teachers working in Turkey are women (MoNE, 2022). However, when it comes to school administrators, there are 28,214 female school administrators (school principals, deputy principals, assistant principals and authorized teachers) and 85,228 male school administrators across Turkey.

Table 1. Distribution of School Administrators by Gender (Kayseri Province)

Management Position	Female		Male		Total
	f	%	f	%	
School Principal	72	10	638	90	710
Deputy Principal	7	13,20	46	86,80	53
Assistant Principals	252	22,70	909	78,30	1161
Authorized Teachers	27	41,50	38	58,50	65
Total	358	18	1631	82	1989

The data were received from Kayseri Provincial Directorate of National Education on 13.11.2023.

As can be seen in Table 1, female administrators working in schools affiliated to Kayseri Provincial Directorate of National Education in the 2023-2024 academic year constitute only 18% of the total number of school administrators (1989 people). A similar situation exists in the administrative hierarchy, where the percentage of female administrators decreases as the administrative position increases. Therefore, the purpose of this study is to determine the problems faced by female school administrators in the central districts of Kayseri province.

2. Method

In this study, phenomenology model, which is one of the qualitative research methods, was used to determine the views on the problems faced by female administrators working in public schools affiliated to the Directorate of National Education in the central districts of Kayseri province. Phenomenology model is defined as a model based on phenomena that we realize and comprehend the depth of meaning but do not have in-depth and detailed knowledge. The phenomenology model constitutes a suitable research base for studies that aim to investigate phenomena that are not completely unfamiliar on the one hand and whose meaning is not fully grasped on the other (Yildirim & Simsek, 2021).

2.1. People

The study group consisted of 17 female school administrators working in public schools in the central districts of Kayseri province (Melikgazi, Kocasinan, Talas, Incesu, & Hacilar) in the 2022-2023 academic year. Table 2 shows the distribution of female school administrators participating in the study according to variables.

Table 2. Distribution of participating female school administrators

Variables	Categories	f
School Type	Kindergarten	5
	Primary School	4
	Secondary School	4
	High School	4
Education Level	Undergraduate	9
	Graduate	8
Position in Management	Principal	4
	Assistant Principal	13
Teaching Experience (Years)	0-5	2
	6-10	5

	11-15	3
	16-20	5
	More than 21	2
Managerial Experience (Years)	0-5	10
	6-10	4
	11-15	2
	16-20	1
	More than 21	0

When Table 2 is examined, data were collected from a total of 17 female school administrators: five working in kindergartens, four working in primary schools, four working in secondary schools and four working in high schools. Eight of the participants had a master's degree and nine participants had a bachelor's degree in education. Four participants served as school principals, while 13 participants were assistant principals. Two participants had 0-5 years of teaching experience, five participants had 6-10 years of teaching experience, three participants had 11-15 years of teaching experience, five participants had 16-20 years of teaching experience, and two participants had 21 or more years of teaching experience. There are 10 participants with 0-5 years of experience in administration, four participants with 6-10 years of experience, two participants with 11-15 years of experience, one participant with 16-20 years of experience, and no participant with 21 years or more of experience.

2.2. Data Collection Tools and Process

The data were obtained using a semi-structured "Interview Form on the Problems Faced by Female Administrators in School Administration". In the process of preparing the interview form, more than one open-ended question was predetermined in accordance with scientific principles and all participants were asked in the same way (Johnson & Christensen, 2014; Yildirim & Simsek, 2021). The first part of the form included questions about the profile of the participants, such as the district where the school is located, the type of school, the time spent in teaching and administration, and educational status. The second part included questions about the problems experienced in the management process. The day and time of the interview were determined according to the availability of the female school administrators who were planned to be interviewed about these questions. Interviews with female school administrators were conducted face-to-face in the schools where they worked. The participants in the study group were informed about the purpose of the research and that the information they would provide would be used for purely scientific purposes. The interview started with the consent of the school administrator. The questions in the interview form were asked and the answers were written down. When the interview was interrupted, additional questions were asked when necessary to obtain answers and to ensure that the interviewer provided in-depth information. None of the female school administrators who participated in the interview gave permission for the interview to be recorded with a voice recorder. The written notes taken by the researcher were read to the relevant participant at the end of each interview and additions were made when there was information he/she wanted to add.

2.3. Data Analysis

The data obtained through a semi-structured interview form from female school administrators working in the central districts of Kayseri province in the 2022-2023 academic year were analyzed using the content analysis method. As stated by Gulbahar and Alper (2009), Sozbulir (2018) and Yildirim and Simsek (2021), in this analysis method, data that are not clear at first are labeled with concepts in the first stage, then these concepts are organized in certain categories, and in the last stage, the resulting categories are collected under themes and meaning is given through interpretation. In order to determine reliability in content analysis, inter-coder consistency is usually calculated. In this study, the reliability percentage of the analysis was checked before starting the general content analysis. For this purpose, the reliability formula (Miles & Huberman, 2015; Yildirim,

2012) was used to determine the reliability of the analysis ($Reliability = \frac{\text{Number of agreement}}{\text{total number of agreement} + \text{number of disagreement}}$).

As a criterion, the criterion of "70% or more is required" was taken as a basis. For this purpose, the researchers and three experts (educational administration experts) labeled 20% of the interview forms of school administrators with concepts in independent environments, and then the labels were categorized according to their content. In the next stage, if the same labeling was done, it was coded as "consensus" and if different labeling was done, it was coded as "disagreement" and the reliability percentage was calculated. As a result of the reliability analysis conducted within the scope of this study, a high level of analysis reliability (81%) was obtained between the researchers and experts. Based on this result, the remaining data were analyzed by the researchers.

The themes obtained in the research were determined as "the status of meeting the expectations of female school administrators before they started to work as administrators", "the problems that female school administrators experience with the stakeholders of the school they work in", "the problems that female school administrators experience with the provincial and district directorates of national education and the employees of other educational institutions" and "career planning of female school administrators". Subcategories were presented under each theme. While presenting the opinions of the participants in the study, each female school administrator was given a code "Y" and a sequence number (as "Y1", "Y2", "Y3"). In addition, frequency values related to how many female school administrators expressed their opinions about the code specified in each subcategory were shown and quotations were made to draw attention to the participant views on the themes.

3. Findings

In this section, the findings obtained by analyzing the data obtained from female school administrators who participated in the study from public schools in the central districts of Kayseri province are described in terms of themes. When the data are analyzed, it is seen that there are four themes. These themes are "the status of meeting the expectations of female school administrators before starting their profession", "the problems experienced by female school administrators with the stakeholders of the school they work in", "the problems experienced with the staff of the provincial and district directorates of national education and other educational institutions" and "their thoughts on career planning".

3.1. Findings related to the theme of the fulfillment of the expectations of female school administrators before they started to work as administrators

Under this heading, the expectations of the female school administrators working in the central districts of Kayseri province before starting to work as administrators and the realization or non-realization of these expectations are given. The first theme is the realization of expectations. In Table 3, the fulfillment status of the expectations of female school administrators before starting to work as administrators is presented by categories.

Table 3. The level of meeting the expectations of female school administrators before they start working as administrators

Theme	Category	Code	f
The level of meeting the expectations of female principals	There was expectation, the result is positive	Ideals realized Y4, Y5, Y8, Y9, Y10, Y14	6
		Power and status gained Y2, Y7	2
		Conditions are difficult Y3, Y11, Y15	3

There was an expectation, the result was negative	Opportunities are inadequate Y12, Y13, Y17	3
	Regret, disappointment Y1, Y6	2
There was no expectation	Y16	1

When Table 3 is examined, it is seen that 8 participants had expectations about school administration before they started to work as school administrators and their expectations resulted positively, 8 participants had negative expectations, and 1 participant did not have any expectations before starting to work as an administrator. It was seen that the expectations of 6 participants, whose expectations were positive, were the realization of their ideals, and 2 participants had expectations of gaining power and status, which were realized positively.

"I believed that women could beautify the environment they were in. I believed that I could beautify a school as a woman administrator and I succeeded" (Y5).

"When I wanted to get information by calling different schools during my school preferences for administration, I was constantly told that this job was difficult for women. A female administrator even said that it would be difficult if we were both women, don't even choose this place. However, I did not want to give up the power and status that administration would bring me and I overcame this job" (Y2).

When Table 3, which reports the status of the fulfillment of the expectations of female school administrators before they started to work as administrators, is examined, it is seen that 3 of the 8 participants who stated that they had expectations before they started to work as administrators but their expectations were not met or were realized in a negative way, 3 of them mentioned that the conditions were challenging, 3 of them mentioned that the opportunities were insufficient, and 2 of them mentioned that they experienced regret and disappointment.

"I thought that female managers would be approached with a more positive communication language and treated with respect. However, I was disappointed. I witnessed that female managers were treated more disrespectfully than male managers" (Y1).

"I expected to be financially relieved. But being a manager did not meet my expectations financially. There is hardly any difference between the economic return of administration and the economic return of teaching" (Y17).

One female administrator who participated in the interview stated that she did not have any expectations about being an administrator.

"I did not have any expectations because I knew the positive and negative aspects of administration before I started working as an administrator" (Y16).

3.2. Findings related to the theme of problems that female school administrators experience with the stakeholders of the school

Under this heading, the problems that female school administrators working in the central districts of Kayseri province have experienced with the stakeholders (administrators, teachers, parents, civil servants and servants) of the school they work in are described. In Table 4, the problems experienced by female school administrators with the stakeholders of the school they work in are presented in categories.

Table 4. Problems experienced by female school principals with the stakeholders of the school they work for

Theme	Category	Code	f		
Problems experienced by female school principals	Other Principals	Gender discrimination and injustice of male principals	1		
		Y3, Y4, Y6, Y9, Y10, Y11, Y12, Y13, Y14, Y15	0		
		Mobbing and queen bee syndrome of female principals	3		
			Y5, Y7, Y17		
			There was no problem	4	
			Y1, Y2, Y8, Y16		
	Teachers	Women teachers	Communication problems, jealousy and envy, exclusion	5	
			Y5, Y7, Y10, Y11, Y17		
				There was no problem	12
				Y1, Y2, Y3, Y4, Y6, Y8, Y9, Y12, Y13, Y14, Y15, Y16	
		Male Teachers	Communication problems, gender bias and lack of acceptance	6	
			Y3, Y6, Y10, Y11, Y12, Y14		
			There was no problem	6	
			Y2, Y4, Y7, Y8, Y15, Y16,		
			There are no male teachers at the school (Kindergarten)	5	
		Y1, Y5, Y9, Y13, Y17			
Students		Not being accepted as a principal	4		
		Y3, Y11, Y12, Y15			
		There was no problem	1		
		Y1, Y2, Y4, Y5, Y6, Y7, Y8, Y9, Y10, Y13, Y14, Y16, Y17	3		
Parents		Communication problems with male parents, disrespect	11		
		Y1, Y4, Y6, Y7, Y10, Y11, Y12, Y13, Y14, Y15, Y17			
		Communication problems with female parents	2		
		Y3, Y5			
		There was no problem	4		
		Y2, Y8, Y9, Y16			
Officers and Servants		Communication problems and not being taken seriously	9		
		Y3, Y4, Y6, Y10, Y11, Y12, Y13, Y14, Y15			
		There was no problem	8		
		Y1, Y2, Y5, Y7, Y8, Y9, Y16, Y17			

When Table 4 is examined, it is seen that the theme of the problems experienced by female administrators with the stakeholders of the school where they work is analyzed in 5 categories. The categories are administrator, teacher, student, parent, civil servant and janitor.

Regarding the problems that female administrators have with other administrators in the school, 13 participants stated that they had problems, while 4 participants stated that they did not have problems without specifying the gender of the administrator. In the problems where the other administrator was male, 10 participants stated that they had problems with gender discrimination and injustice in the distribution of work.

"When there is an important issue to be communicated with teachers, parents or a guest at school, the school principal always says, 'You are a woman, they will not take you seriously, let one of the male administrators meet with you'" (Y3).

"The school principal does not act fairly in job sharing. He gives the male vice-principal tasks that will make him more prominent and not challenging, while he gives me tasks that are

inconspicuous and burdensome. He finds me more docile and accepting because I am a woman, and he thinks that I will not object and even if I do, it will not be a big problem" (Y6). "I work in a school with dual education and a large number of students. While I was on duty, the new school principal was uncomfortable with me as soon as I arrived. My upright stance in the face of injustice, being loved by everyone in the school, and having a good command of management disturbed him. He consciously tried to intimidate and oppress me. In short, I was subjected to mobbing, I did not give up, he was the one who left the school with an investigation" (Y7).

"When I called the school where I am currently working when I was looking for a school to be a manager, the school principal told me that he would be happy if I didn't prefer this school, that I am a woman and so are you, that I don't work with women. Since the day I arrived, he tried to suppress me, while he attributed my success to himself, he even attributed the wrong he did to me. She thought she was the queen bee. She even warned me about things she should have warned the teachers about, and scolded me in the presence of other school staff. I did not give up, she changed schools in the face of my determined stance, I am happy" (Y5).

The problems experienced by female administrators with teachers were categorized according to the gender of the teachers. While 5 of the participants stated that they had problems with communication, jealousy and envy with female teachers, 12 participants stated that they did not have problems with female teachers, on the contrary, they had better communication with female teachers due to the privilege of being same-sex. While 6 of the female administrators had problems with male teachers in terms of communication, gender-based prejudice and non-acceptance, 6 of the participants stated that they did not have problems with male teachers. 5 of the participants stated that they had no positive or negative experiences with male teachers because they had always worked with female teachers in kindergartens.

"Since I work in a kindergarten, the fact that all the teachers are women brings along some problems. Overly emotional, sensitive and touchy characteristics bring resentments and resentments. Unfortunately, one of the most common problems is jealousy" (Y17).

"I understood from the behavior of male teachers that even though a long time has passed, they still did not accept me as a manager because I am a woman. Sometimes I observe that they even hold the male officer superior to me" (Y12).

When the problems experienced by female administrators with students were analyzed, it was found that 4 of the participants were not accepted as administrators and authorities, while 13 participants did not have any problems with students.

"Students do not see me as an administrator. For example, when they are in the same environment with me, they do not pay attention to their behavior and speech, while in the environments where male administrators are present, they pay attention to their behavior and actions" (Y12).

When the problems experienced with parents were analyzed, 11 participants stated that it was difficult to communicate with male parents and that male parents treated them with disrespect due to stereotypes that women cannot be managers. While 2 of the participants had problems with female parents about women ignoring women, 4 participants stated that they had no problems with parents regardless of gender.

"While the male parent who comes to the school with a problem talks to me disrespectfully and exaggerates the incident, he talks to the male administrator about the same incident more calmly and without exceeding the limits of respect" (Y1).

"Male parents who come to the school do not accept me as the principal, they ask if they can meet with the principal, they are surprised when I say, 'Here you are, it's me' and they usually address me as 'sister'" (Y10).

"A female parent asked the school administrator to warn the student that her child did not want to come to school. When I said okay, I would warn them, the male administrator said you can warn them, but you are a woman, they won't listen to you" (Y3).

When the problems experienced by female administrators with civil servants and janitorial staff are analyzed, it is found that 9 participants had problems with this issue and that civil servants and janitors do not take female administrators seriously. 8 participants stated that they did not have any problems in this regard.

"I realized that I was not taken seriously when I warned the civil servants and janitors at the school for disrupting their duties, moreover, I was constantly complained to the principal. They said that we do not take orders from women and someone younger than us" (Y4).

"The officer working at the school disrupts his work, he is always playing games on the computer. Although I warned him many times, he ignores me" (Y6).

3.3. Findings Related to the Theme of Problems Experienced by Female School Administrators with the Employees of Provincial and District Directorates of National Education (MEM) and Other Educational Institutions

Under this heading, the problems experienced by female school administrators working in schools in the central districts of Kayseri province (Melikgazi, Kocasinan, Talas, Incesu and Hacilar) with the employees of the Provincial and District Directorates of National Education and other educational institutions are included. The third theme is the problems experienced by female school administrators with the employees of Provincial and District Directorates of National Education and other educational institutions. Table 4 shows that the theme of the problems experienced by women school administrators with the employees of Provincial and District Directorates of National Education and other educational institutions is analyzed in 3 categories. The categories are Provincial Directorates of National Education, District Directorates of National Education and other educational institutions. In Table 5, the problems experienced by women administrators with the employees of Provincial and District Directorates of National Education and other educational institutions are presented in terms of categories.

Table 5. Problems faced by female school administrators with the staff of Provincial and District Directorates of National Education (MEM) and other educational institutions

Theme	Category	Code	f
Problems with provincial and district directorates	Provincial Directorates	Positive discrimination,	17
		No problems have occurred	
	District Directorates	Y1, Y2, Y3, Y4, Y5, Y6, Y7, Y8, Y9, Y10, Y11, Y12, Y13, Y14, Y15, Y16, Y17	
		Sex discrimination	5
Other Directorates	District Directorates	Y1, Y6, Y5, Y11, Y13	12
		Positive discrimination,	
	Other Directorates	No problems have occurred	6
		Y2, Y3, Y4, Y7, Y8, Y9, Y10, Y12, Y14, Y15, Y16, Y17	
Other Directorates	Sex discrimination	11	
	Y1, Y2, Y9, Y11, Y12, Y13		
Other Directorates	Other Directorates	No problems have occurred	11
		Y3, Y4, Y5, Y6, Y7, Y8, Y10, Y14, Y15, Y16, Y17	

In Table 5, the problems experienced by female administrators with the staff at Provincial and District Directorates of National Education and other educational institutions are analyzed in three categories. The participants stated that they do not visit Provincial Directorates of National Education very often and therefore do not have much communication with the staff working in these institutions. In the communication they did have, they stated that they did not have any problems with any of the Provincial Directorate of National Education staff, from the most junior

staff to the most senior staff, and that the communication was carried out within the framework of mutual respect.

Regarding the problems experienced with the personnel of the District Directorates of National Education, 5 of the participants stated that they have problems and gender discrimination is practiced, while 12 participants stated that positive discrimination is practiced or that they do not have problems.

"I think that the District MEM generally prefers schools with male principals during school visits or organizations. While the officials in the district facilitate the work of male administrators and treat them more understandingly, they respond to female administrators with harsh and rude language" (Y6).

"I don't know if it is because I am the only female administrator in the district, but the personnel working in the district facilitate my work and procedures and give priority to me because I am a woman" (Y17).

Regarding the problems experienced with the administrators and staff of other schools, six participants stated that they had problems due to gender discrimination, while 11 participants stated that they did not have problems with the administrators and staff of other schools.

"When I went to receive disinfectant materials from a high school during the pandemic, there was a line in front of the warehouse. All the people in the line were male except me. I know that the person before me was the janitorial staff of the next school. The two people who distributed the disinfectant addressed everyone as "teacher" until it was my turn. When it was my turn, they addressed me as "sister". When it came to women, my profession and position were ignored and only my gender was emphasized. This situation made me very sad and thoughtful" (Y11).

3.4. Findings Related to the Theme of Career Planning of Female School Administrators

Under this heading, the views of female school administrators working in schools in the central districts of Kayseri province on their career planning were included. Table 6 shows that the theme of career planning of female school administrators is analyzed in 3 categories. Table 6 shows the views of female administrators on career planning in terms of categories.

Table 6. Views of female school administrators on their future career planning

Theme	Category	Code	f
Their future plans and expectations	Promotion to an upper position	The desire for leadership and positive belief Y7, Y9, Y10, Y12, Y14, Y16, Y17	7
	Continue in the current position	Glass ceiling syndrome Y13	1
		Satisfaction with the current position Y2, Y4, Y5, Y6, Y8	5
	Resigning from the position	Long working hours, heavy responsibility and stress Y3, Y15	2
		Family responsibility Y1	1
		Loneliness and exclusion Y11	1

When the data in Table 6 are analyzed, the opinions of female school administrators on career planning are grouped under 3 categories. The 7 participants in the category of promotion to higher positions were of the opinion that female administrators would be more successful and that the number of female administrators should be increased. The participants stated that they love their

jobs despite the problems experienced. They are eager to see themselves in a higher position in the future.

"Every school should be touched by the hand of a female administrator and every student should be touched by the heart of a female administrator" (Y7, Y12).

"I am thinking of moving up in administration, as the saying goes: Why did we walk this far if we are not going further?" (Y10).

Six of the participants stated that they would like to continue in their current position in management. Of the 6 participants who want to continue in their current position, 5 of them emphasize that they are satisfied with their current position and that they do not want to be promoted as promotion in management would bring many responsibilities with it. 1 of the participants who want to continue in their current position emphasizes the glass ceiling obstacle.

"I want to continue my managerial position in my current position. I love my profession. Promotion is a dream, so I don't even dream of it. There are obstacles to promotion that I cannot overcome and it is impossible under these conditions" (Y13).

Four participants stated that they were thinking about leaving their managerial positions.

Two of the participants (Y3, Y15) stated that long working hours, heavy responsibility and stress factors were effective in their decision. 1 participant (Y1) stated that he was constantly worried about neglecting his family and home responsibilities and therefore planned to leave his job as a manager. One participant who was thinking of leaving administration stated that he was thinking of leaving administration due to loneliness and exclusion.

"Teachers exclude me because I am an administrator, and administrators exclude me because I am a woman. I feel lonely and excluded at school" (Y11).

4. Discussion

While describing the problems faced by female school administrators working in the central districts of Kayseri province in school administration processes, firstly, the expectations of the female school administrators participating in the research before they started to be administrators were examined to see whether they were met after they became administrators. Accordingly, it is seen that half of the participants' expectations were met and half of the participants' expectations were not met. From this point of view, it is observed that despite the participants who are satisfied with their current position, it is also observed that not as many participants are satisfied with their current position. It can be said that the ideals of the participants who are aware of the heavy responsibility and conditions that management brings with it and who take this situation into consideration and want to become managers are realized. It is seen that these managers have achieved power and status in a positive way and do not experience disappointment. On the other hand, it is seen that some participants had high expectations before becoming a manager and that these expectations were not met, that they could not foresee that the conditions would be so difficult after becoming a manager, that they saw that the opportunities were unequal and inadequate, and that they experienced disappointment and regret in the face of this situation.

Another result of the research is that female school administrators, whose expectations are not met in administration, have problems because they are not given opportunities and opportunities. Korkmaz Moralioglu (2010) and Tuzel (2014) concluded in their studies that there is inequality of opportunity against women and that women teachers are not provided with opportunities to gain a place in the field. The findings of the related research coincide with the findings of this study. On the other hand, it is observed that the majority of female school administrators have problems with other school administrators, one of the school stakeholders, and most of these problems are related to gender discrimination, humiliation and work distribution with male administrators. These results overlap with the results of the study conducted by Yucedag (2017).

Another result of the research is that male administrators working in school organizations do not see female administrators as administrators, while female administrators strive to impose themselves on their male colleagues. Disappointed female administrators generally claimed that they were not understood by male administrators. In this context, the results of Karaoglu's (2020) study differ from the results of this study. In the study, it was observed that most of the female school administrators did not have problems with teachers, while a few participants had problems with both male and female teachers.

They stated that female administrators do not have problems with students, another stakeholder of schools, and that a small number of participants who do have problems are due to the fact that students, especially at the secondary and high school levels, do not accept women as authorities and administrators due to stereotypical perceptions in society. On the other hand, in the context of parents, another school stakeholder, they argued that female administrators have problems especially with male parents, and that the source of these problems lies in communication and respect issues and the perception of male parents that "women cannot be administrators". It is seen that the results of the research overlap with the results of Aksu, Cek, and Senol's (2013) study. The finding that half of the participant female school administrators had problems with civil servants and janitorial staff in school management overlaps with the findings of Kose and Uzun's (2017) study. It was found that the participants who experienced problems were not taken seriously by the civil servants and janitorial staff because of their gender.

According to another result of the study, it was found that most of the female school administrators did not have problems with the staff of Provincial and District Directorates of National Education and the staff of other schools. While some of the participants stated that positive discrimination was practiced in addition to not having problems, a small number of participants stated that gender discrimination also exists in these institutions. This is in line with the results of Karaoglu's (2020) study. According to another result of the research, while those who want to rise to a higher position and those who want to continue in their current position are in the majority in terms of career planning of female school administrators, female administrators who think of leaving the administration constitute the minority. Despite all the problems experienced in school administration, female administrators think that they do not see problems as obstacles, that they can overcome stereotypes together with the society, and they plan to continue and rise in their professions. This result of the study coincides with the results of Can and Alberalar's (2016) study.

5. Conclusions

The conclusions developed based on the results of the research are presented below:

1- Gender discrimination is one of the main problems that female administrators face with male administrators. In-service training activities can be organized for male administrators in order to prevent these thoughts of male administrators who see women as powerless and do not appreciate their success,

2- Seminars, debates and panels can be organized to highlight successful female school administrators and their success stories by using audio-visual communication tools in order to break gender-based prejudice and raise social awareness,

3- In regions where the participation of female students in education is low, positive discrimination can be made in the employment of female administrators to ensure that female administrators become role models for female students.

4- In order for female school administrators to be more motivated to work life and to increase their performance, nursery support, leave periods and leave opportunities can be extended especially for female administrators who have children.

5- The opinions of other stakeholders of the school (administrators, teachers, parents, students) can be examined through qualitative research in order to understand the problems faced

by women school administrators in school administration, to develop solutions and to minimize them.

6- Although the research is aimed at female school administrators, in order to increase the quality and efficiency of education and training for all school administrators, it is recommended that school administrators should have a degree in educational administration as a criterion for being appointed as a school administrator.

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Biographical notes

Ihsan Topcu is an associate professor in the field of educational administration. He works as an academician in Faculty of Education at Sivas Cumhuriye University, in Turkiye. Dr. Topcu completed his bachelor's degree at Hacettepe University, in Ankara. He earned his master's degree and PhD from İnönü University, at the Department of Educational Administration and Supervision. His research interest covers the areas of educational administration, organization culture, school climate and school culture, school development.

Oksana Manolava Yalcin is an assistant professor in the field of educational administration. She works as an academician in Faculty of Education at Erciyes University, in Turkiye. Dr. Yalçin

completed her bachelor's degree at Gazi University, in Ankara. She earned her master's degree and PhD from Ankara University, at the Department of Educational Administration and Supervision. Her research interest covers the areas of social sciences and humanities, education, educational sciences, administration and supervision in education, educational administration and planning.

Orhan Cingoz is a doctoral student at the Faculty of Education at Sivas Cumhuriyet University. He also works as teacher for the Ministry of Education, in Türkiye. He completed his bachelor's degree at Nigde University, in Nigde. He earned master's degree at Erciyes University, in Kayseri. He got his master's degree in the field of educational administration.

Sare Akkaya is a director in a kindergarten. She completed her bachelor's degree at Karadeniz Technical University, in Trabzon. She earned her master's degree Erciyes University, in Kayseri. She got her master's degree in the field of cultural studies.

Ethics Committee Permission

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Conflict of Interest Declaration

The authors declare that there is no conflict of interest between them.