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Women as School Administrators: Problems and Expectations (The Case of Kilis Province)*

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Abstract: In this study, it was tried to determine the problems and expectations of female school administrators in Kilis. The case study method, one of the qualitative approaches, was used in the research. The study group of the research consists of 10 female school administrators working in Kilis. The study group was formed by using the purposive sampling technique. "Semi-structured interview form" which was prepared by the researchers was used as data collection tool. Content analysis was applied in the analysis of the qualitative data. As a result of the content analysis of the data obtained from the interviews, codes, sub-themes and themes were created. As a result of the interviews, it was seen that women encountered problems related to their family and school life because of being school administrators. It was revealed that they experienced problems in time management, and problems related to their roles and responsibilities regarding family life. Regarding school life, it was seen that they had problems arising from the long working hours, social perception, and women's prejudices about themselves regarding school life. It was revealed that female school administrators have expectations such as salary increase, regulation of working hours, and regulation of responsibilities.

Keywords: Female administrators, Female school administrators, Roles and responsibilities, Social gender perception.

Okul Yöneticisi Olarak Kadınlar: Sorunlar ve Beklentiler (Kilis İli Örneği)

Öz: Bu araştırmada Kilis ilindeki kadın okul yöneticilerinin görevleriyle ilgili karşılaştıkları sorunlar ve beklentileri belirlenmeye çalışılmıştır. Araştırmada nitel yaklaşımlardan durum çalışması yöntem kullanılmıştır. Araştırmanın çalışma grubunu Kilis ilinde görev yapan 10 kadın okul yöneticisi oluşturmaktadır. Çalışma grubu amaçlı örnekleme tekniğinden yararlanılarak oluşturulmuştur. Araştırmada veri toplama aracı olarak; araştırmacı tarafından hazırlanan "Yarı Yapılandırılmış Görüşme Formu" kullanılmıştır. Elde edilen nitel verilerin analizinde içerik analizi uygulanmıştır. Görüşmelerden elde edilen verilerin içerik analizi sonucunda kod, alt tema ve temalar oluşturulmuştur. Yapılan görüşmeler sonucunda kadınların okul yöneticisi olmalarından dolayı aile ve okul hayatlarıyla ilgili sorunlarla karşılaştıkları belirlenmiştir. Aile hayatıyla ilgili olarak; zaman yönetiminde yaşanan sorunlar, rol ve sorumluluklarıyla ilgili sorunlar yaşadıkları belirlenmiştir. Okul hayatıyla ilgili olarak ise mesai süresinin uzunluğundan, toplumsal algıdan, kadınların kendileriyle ilgili ön yargılarından kaynaklanan sorunlar yaşadıkları belirlenmiştir. Kadın okul yöneticilerinin ücret iyileştirmesi, mesai sürelerinin düzenlenmesi, sorumluluk alanlarının düzenlenmesi gibi beklentileri olduğu belirlenmiştir.

Anahtar sözcükler: Kadın yöneticiler, Kadın okul yöneticileri, Rol ve sorumluluklar, Toplumsal cinsiyet algısı.

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Introduction

Gender is a multidimensional concept that explains the values, roles and judgments about the society's perception of women and men and the behaviors expected from them (Altınova & Duyan, 2013). This concept also affects the behaviors and gender-related roles and attitudes of individuals in societies with the behavior patterns given to women and men by the social structure (Parashar, Dhar, & Dhar, 2004). Behaviors, roles and responsibilities imposed on men and women cause different approaches in society for men and women. According to studies, women are expected to be self-sacrificing, dependent, emotional, sensitive, helpful and compassionate in social relations. Men are expected to be independent, rational, dominant, success-oriented, individual, pragmatist and competitive (Özen, 1998). These expectations cause discrimination between men and women in society. It can be said that this situation, expressed as discrimination based on gender, has sexist prejudices at its origin (Vatandas, 2007).

In addition, gender discrimination includes situations such as facing difficulties in working life, being exposed to harassment, injustice or oppression at work, not being a member of any union and not being able to participate in union activities (Demirbilek, 2007). Gender discrimination in working life, with its different dimensions, is among the most researched topics. Studies indicate that prejudices faced by employees and gender discrimination are an important problem in working life for both men and women. Classification of occupations as women's job or men's job is the most obvious indicator of gender discrimination in working life (Dalkıranoglu, 2006). This discrimination has an impact on the emergence of professions attributed to women and men by the society, and also the fact that women and men are chosen for a profession and tend to certain professions in their choice of profession. Considering that women have the natural ability to do fine work is regarded as the reason for their employment in certain jobs (Elson & Pearson, 1984). In the world, women mostly work in the service sector (Berber & Eser, 2008). In the service sector, it is seen that women are mostly seen in the field of education. Although their rate decreases in higher education levels in almost all regions of the world, the majority of primary school teachers are women (TÜSİAD, 2000). The fact that teaching is accepted as a female profession in almost all countries of the world is the main reason for this concentration.

In Turkey, according to 2017 data of the General Directorate of Women's Status, 52.5% of women in working life are in the service sector. This is because of the recognition that some areas in the service sector are socially appropriate for women. In the service sector, especially in the field of education, the high number of female employees is obvious. According to the 2019 data of the General Directorate of Women's Status, the number of female teachers in Turkey is more than the number of male teachers. This is an indication that the teaching in Turkey is more suited to women or that women see teaching as the most suitable profession for them to work. Although the majority of teachers are women, the situation is not the same in school management. The rate of women at managerial levels is very low compared to the rate of female teachers (Karatepe & Arıbaş, 2015). School management is mostly attributed to men and this is regarded as if it is the natural profession of men (Aktaş, 2007). Because women mostly work in the lower professional levels in the places they work and they are seen less in the upper levels, such as management, that require making decisions (Özçatal, 2009). In the studies on the subject, the low number of women in senior management attracted attention and discussions began on what should be done to prevent this situation (Çetin & Atan, 2012). The scarcity of female school administrators in the field of education, where women are mostly involved, draws attention. This situation shows that there are some problems that female teachers experienced or think they will face when they become school administrators. Due to these problems, women either stay away from school management or continue to maintain their administrative duties despite the problems encountered.

Although positive discrimination is applied to alleviate the difficulties faced by women in almost all business areas, the problems specific to women cannot be eliminated in working life. Especially women who have managerial duties face many difficulties because of their duties.

The aim of this study is to reveal the problems faced by female school administrators in the field of education, as in other business areas, to try to determine the problems that female school administrators in Kilis encounter in school and family life, and to contribute to this field by determining the expectations of female school administrators for the solution of these problems.

Considering the gender distribution of teachers working in schools affiliated to the Ministry of National Education in Turkey, it is seen that the ratio of female teachers is higher than the ratio of male teachers. The gender distribution of school administrators is totally opposite. The number of male school administrators is much higher than that of female school administrators. The rate of women among teachers and the rate of women among administrators do not match. This is a phenomenon that needs to be investigated.

In educational institutions which are crucial for the structure of society, female teachers should be school administrators in order to set an example for our children's future lives and to fully respond to various needs of our children. In order to enable female teachers to be school administrators, it is necessary to identify the problems about their being administrators and to solve these problems in line with the expectations of women. For this reason, it is thought that identifying the problems faced by female school administrators and their expectations for the solution of these problems will be beneficial for the solution of the issue. The increase in such studies is considered necessary and important in terms of contributing to the solution of the problems of female school administrators and encouraging female teachers to become school administrators.

So, based on all these explanations, the problems experienced by women due to being school administrators and determining their opinions and suggestions about these problems constitute the problem situation of the study.

The sub-problems related to this problem are as follows:

1. What are the problems encountered by female school administrators working in Kilis in school life due to being school administrators?
2. What are the problems encountered by female school administrators working in Kilis in their family life due to being school administrators?
3. What are the expectations of female school administrators working in Kilis for the solutions of the problems they encounter due to being school administrators?

Method

Model of the Research

In the study, it is seen that the number of female teachers in our country is higher than the number of male teachers. However, it is clear that the number of female school administrators is much less than the number of male school administrators. This shows a situation where there are some problems that women face in school management, these problems are noticed by everyone, but there is no in-depth understanding. Therefore, the case study design, in which qualitative data collection methods such as observation, interview and document analysis are used (Yıldırım & Şimşek, 2013), among the qualitative research designs, was preferred as a research method in order to enable the participants to present their perceptions in a realistic and holistic manner in the natural environment.

Interviews are the main data collection method of research conducted in this design. In the interviews, the situation which is the subject of the research is tried to be explained by using unstructured or semi-structured interview methods (Onat Kocabıyık, 2015). For this reason, semi-structured interview technique was used in the study. Open-ended and general questions were used to determine the problems and expectations women face due to being school administrators.

Study Group

Because the study aimed to find the problems and expectations of female school administrators working in public schools in the city center of Kilis, the study group was determined by the criterion sampling technique, which is based on the study of situations that meet a set of predetermined criteria (Marshall & Rossman, 2014). The study group consists of female school administrators working in public schools in Kilis city center in the 2020-2021 academic year. It was that a total of 26 female school administrators including 5 school headmistress, 21 vice-principals and 1 temporary assigned principal worked in Kilis city center at different education levels in the 2020-2021 academic year. Due to the limited number of headmistress working in Kilis city center, all school principals were chosen as participants. Therefore, all school principals were interviewed in the study. Among the vice principals, 5 female vice principals working in schools at different levels and agreeing to be interviewed were included in the study group. While choosing the participants to be interviewed, attention was paid to the fact that the participants were from different education levels in order to provide diversity and to reach the opinions of female school administrators in different working environments. Of the interviewed school principals, 1 works in high school, 1 in primary school, and 3 in kindergarten; 2 of the vice- principals work in primary school, 1 in secondary school, 1 in high school, and 1 in Science and Art Center. In addition, the marital status of the participants was also taken into account in order to have a more general view and to exemplify their working status in different working conditions. One of the participants is single, two of them are separated from their spouses and have children. Three of the participants have children under 6 years old. In addition, the marital status of the participants was also taken into consideration in order to have a more general view and to exemplify their working status in different working conditions. One of the participants is single, two of them are widow and have children. Three of the participants have children under 6 years old.

Data Collection Tool and Data Collection

While preparing the data collection tool, the relevant literature was scanned and the data collection tools used in studies similar to the research in the literature were analyzed. The data collection tool was prepared in 3 parts, accompanied by the researcher and the consultant. In the first part, there are 8 questions about the participant's professional information, in the second part there are 8 questions about the participant's personal information, and in the third part, there are 16 questions to determine the opinions of the participants about the subject. While preparing the data collection tool, the expert opinion was consulted, and in line with the expert opinion, the items addressing all school administrators except female school administrators and the directive items were removed from the data collection tool.

In the interviews, a relaxing atmosphere of conversation was tried to be created, in which the participants felt comfortable and they were allowed to express their opinions as they wished. In the process of obtaining the data, audio recordings of the interviews were taken, and the participants were informed that the audio recordings would only be used for the study and would not be shared with any other persons. Although the duration of the interviews varied from participant to participant, each interview lasted between 30 and 70 minutes, and in-depth interviews were conducted for more than 6 hours in total, and it was tried to reach the most appropriate data for the research purpose by trying to make the participants talk about the subject as much as possible.

Data Analysis

The audio recordings obtained from the interviews with the participants were listened to after the interviews, and a separate file was created for each participant in the Microsoft Word program and transcribed. While the participant's views were being written down, no changes were made in the views and the views were transcribed as they were. In the process of writing the opinions, the private information of the participants was not included, and the files were created by coding for the participants.(H: Headmistress, VP: Vice-Principal) Then, separate Word files were created for each

question, and the answers given by each participant to each question were brought together using codes and different text colors for the participants in order to ensure that the answers given by the participants to the same questions could be seen together. Then, codes were created based on the answers given, similar codes were brought together, first sub-themes and then main themes were created. Finally, codes were created depending on participant opinions and themes, and the themes and codes created were presented with figures. The data obtained in the research were analyzed by content analysis method. While creating the categories, coding was done according to the concepts obtained from the data.

Validity and Reliability

In order to ensure validity, the data collection tool was applied to a sample participant, and the validity was tried to be increased by removing the items that did not work and were not related the aim of the study. Open-ended, general and not leading questions were used in order to determine the problems and expectations women face due to being school administrators. Open-ended, general and non-directive questions were used to determine the problems and expectations that women experienced due to being school administrators. During the interviews, a comfortable environment was created and in-depth interviews were conducted as much as possible. During the interviews, it was ensured that no one else was present in the same environment apart from the researcher and the participant. Interviewees are usually more likely to be influenced by the researcher at the beginning of the interview. As the interview time gets longer, trust is created. For this reason, spreading the interaction between the researcher and the participant over a wide period of time increases the credibility of the data obtained from the research (Yıldırım & Şimşek, 2013). By keeping the duration of the interviews long, it was aimed to increase the validity of the study by getting more sincere answers from the participants. In order for the study to be qualitatively valid and reliable, it was tried to ensure that the themes and codes formed a consistent and meaningful whole with each other in order to ensure the integrity of the results. In order to ensure reliability in the study, the results were conveyed as they were found.

In addition, in order to increase the reliability of the study, the results were supported by different study results and it was tried to show that the resultss obtained in the study were compatible with the conceptual framework (Golafshani, 2003; Maxwell, 2008; Shenton, 2004).

Results

The codes obtained from the answers given by the participants to the questions were gathered under nine sub-themes, and these sub-themes were gathered under four main themes. The codes of the theme and sub-themes were shown separately in figures to create an overview and the results were analyzed.

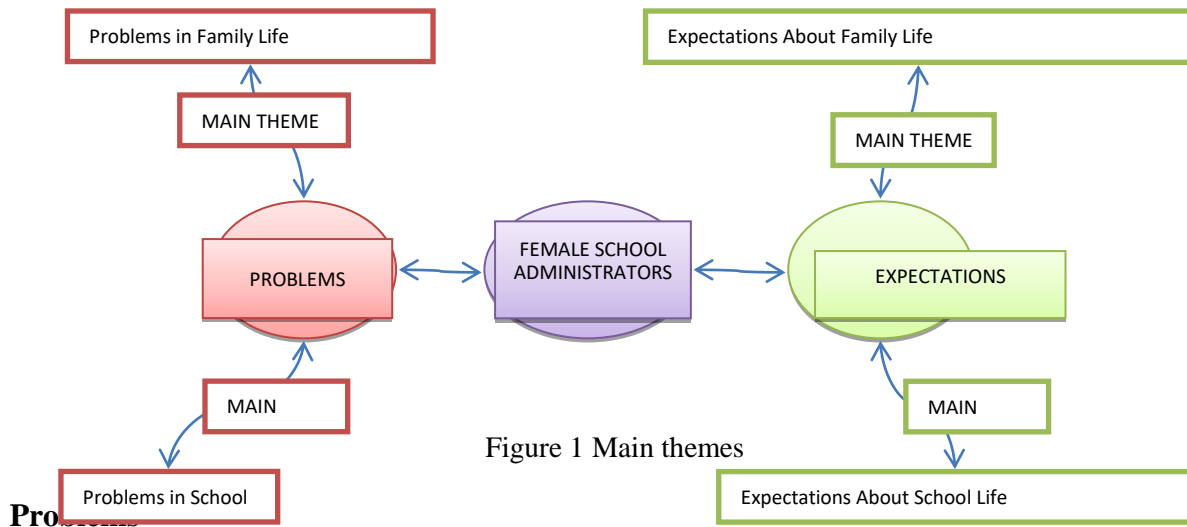


Figure 1 Main themes

The themes of "Problems Encountered in Family Life" and "Problems Encountered in School Life" were found based on the results obtained from the answers given to the questions asked to the participants in order to determine the problems faced by women due to being school administrators.

Problems Encountered in Family Life

Results obtained from participant views about the problems encountered by women in family life due to being school administrators were gathered under two sub-themes: 'Time Management' (Figure 3) and 'Role and Responsibilities' (Figure 4). Problems related to family life are presented in Figure 2.

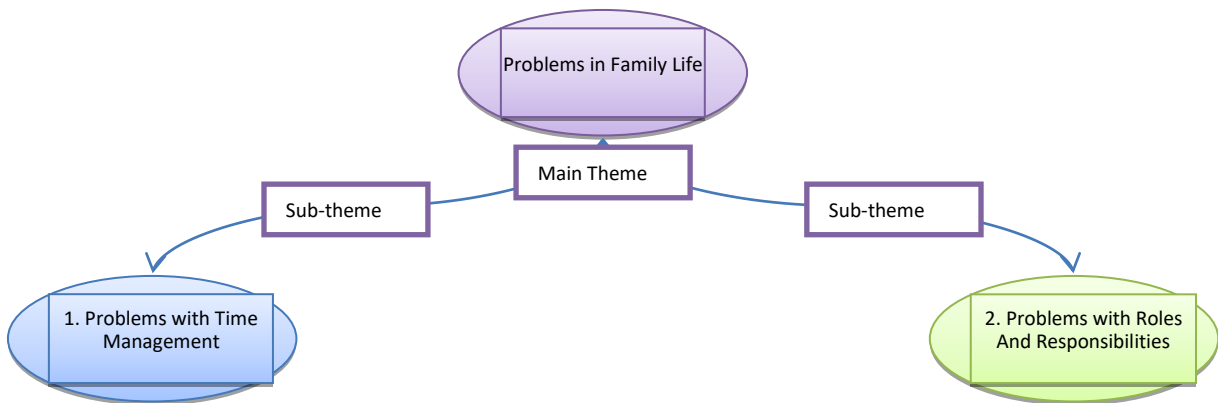


Figure 2 Sub-themes about problems related to family life

Results About the Problems in Time Management

The results based on the participants views on the problems experienced in time management are given in Figure 3.

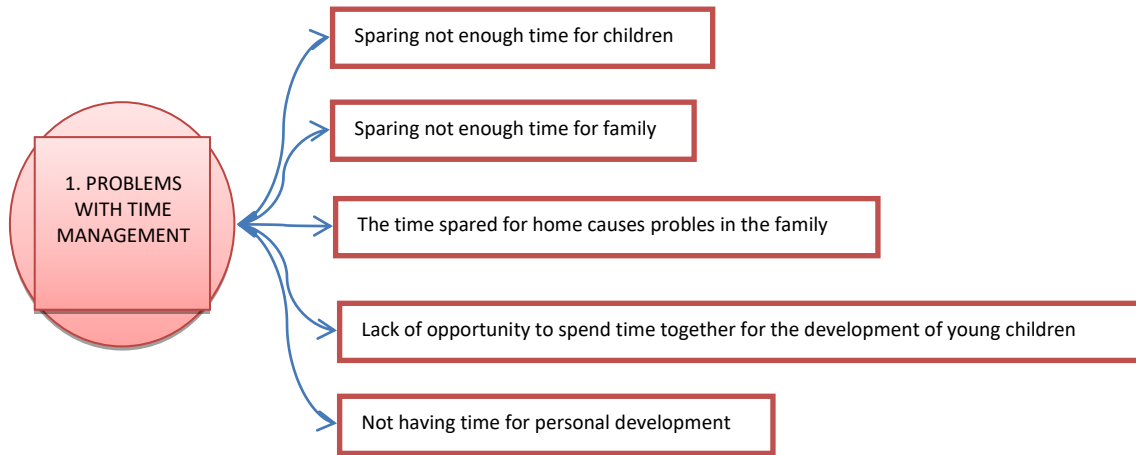


Figure 3 Results about problems in time management related to family life.

The following question was asked in order to determine the problems faced by women in family life due to being school administrators: "Do you think school management are suitable for women?" and they answered as follows.

...a teacher teaches a lesson and goes home. But we are responsible for the school from 8 to 5 or even at night.(H3)

No. You can't go out until 5 pm because you are busy. Since we also have to spend time with the child and devote time to the development of the child, I don't know what the future will be like.(VP1)

... I mean, it's really hard for a woman to be in one place all day.(VP2)

To the question of whether school management was suitable for women, female school administrators replied that it was suitable, but they expressed that they had problems stemming from working hours. It is thought that the responsibility of the school keeping women busy outside of school will create a problem especially for women with young children. In addition, they stated that while the woman should allocate time for her children, work shift ending at 5 pm was a problem.

Participants answered to the question: '*Do you think that when you become a manager, you take care of the work you need to do at home and your children enough, and that you spare enough time for them?*' The answers are as follows.

It would not have been possible if they were younger. I couldn't meet their needs, spending time together and playing games.(H1)

So now we are divided into 10 parts. We are trying to catch up by sacrificing some of our things. For example, I could not sleep to raise my own children.(H2)

There have been times when I thought I was giving up. I thought, "Would I be more interested in my child?" (H4)

As can be seen, women experience many problems related to time while trying to become school administrators. This problem arises from the fact that women have duties related to the house as well as school management and they have to carry out both responsibilities together. Women, who cannot get rid of the usual female roles stemming from current gender perceptions, must balance their work and family lives which are perceived to be different from each other, by adding new roles to their already existing roles. Women who have difficulty in balancing are sometimes faced with pressure and conflict related to business life (Bilican Gökkaya, 2011). Problems in time management are just one of these conflicts that women experience. In the study conducted by Bakır et al. (2017) and titled 'A Qualitative Research on Female School Administrators', similarly, this result was obtained 'the long

working hours of the administration and therefore the time that the person will allocate to his family, home and himself will decrease--women are not considered appropriate to be administrators. '

Roles and Responsibilities

Results based on participant views about roles and responsibilities are presented in Figure 4.

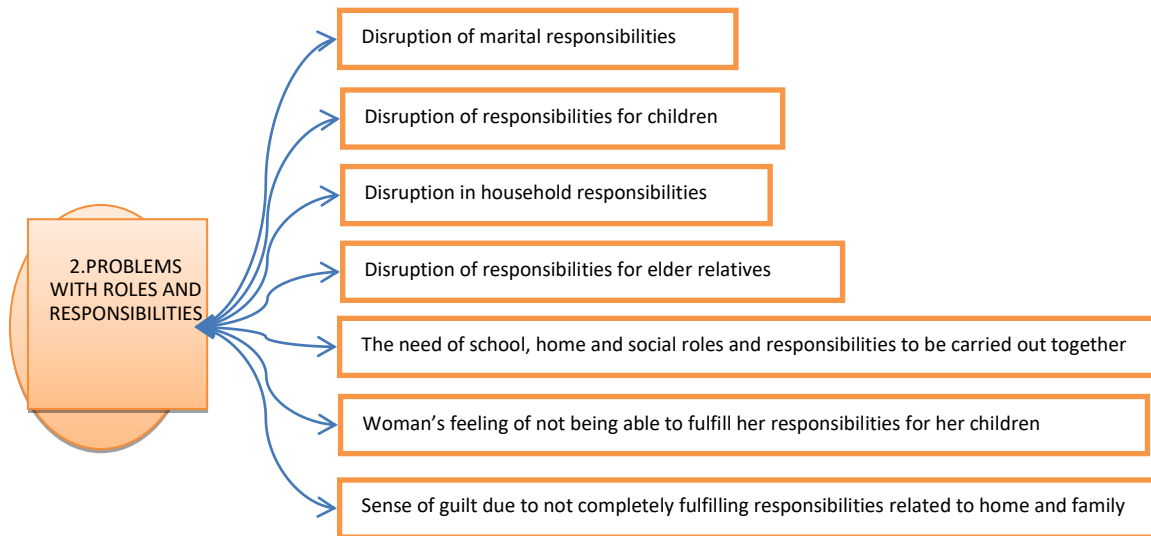


Figure 4 Results on problems related to roles and responsibilities

The question “*Do you think school management is suitable for women?*” was answered by the participants as follows.

A woman should devote a lot of time to her child, especially a 0-6 year-old child. If I had a 0-6 year old child, I wouldn't have considered it if they had offered me a managerial position. Why? Because my children have needs. (H2)

But despite this, the feeling that I am not enough for my family, that I cannot deal with their problems. In other words, if you are a woman, if you are a mother, if you have a family, I do not know. I emphasize that, I would never have continued to be an administrator without my husband ...if my children were younger, I think I would definitely resign. (H3)

When asked about whether school management is suitable for women, the participants expressed that it was difficult for women, especially because women with young children have to fulfill their children and families' needs.

The participants answered to the question “*Do you think that, after becoming a school administrator, you take enough care of the work you need to do at home and the children and spare enough time for them?*” as follows.

I sometimes thought I was giving up. I wish I hadn't been a manager. If only I was a teacher. If only my afternoon was free or my half day was free. I thought, "Would I be more interested in my child?" (H4)

Management is a difficult task, so I don't think I care enough. I do my best, but there may be negligence. Because sometimes we get exhausted. I try to pay attention to my child as much as I can, but there are days when I neglect it because I am too tired. (VP2)

A question was asked to the participants to determine whether female school administrators fully fulfill their responsibilities regarding home and children. They stated that they had a dilemma about whether they neglect their family responsibilities because of school management, they could not take fulfill family responsibilities enough due to the difficulty of their managerial position, these

responsibilities could be neglected, and therefore they also expressed that a sense of guilt could be experienced.

It is stated that women have difficulties in carrying out the school management duties together with their family responsibilities, sometimes they neglect their responsibilities related to the family, and this causes women to experience a sense of guilt.

The role confusion of women is an important obstacle to their being administrators. In the situations such as maternity responsibilities, income earning, home and work responsibilities, the woman may not decide about which one to prioritize. Women who have conflicting feelings among family responsibilities, managerial duties, and child care may experience sense of guilt. A woman who is in a dilemma about family and work can choose her family and give up her managerial position as a result of being pessimistic and experiencing role conflict (Aytaç, 2005). In the study "The Gender Factor in School Administration and School Management of Female Teachers" conducted by Koroğlu (2006), we found similar results to the result that women's dilemmas about the roles and responsibilities and their trying to manage their responsibilities both at home and work at the same time prevent women from tending to school administration in our study. It was seen that four male teachers participating in the related study expressed their opinions about reducing the duties of women at home.

Problems Encountered in School Life

Results obtained from participant views about the problems encountered by women in school life due to being school administrators were given under three sub-themes: 'Problems Related to Working Hours' (Figure 6), 'Problems Caused by Social Perception' (Figure 7), 'Prejudices Caused by Women Themselves' (Figure 8). Problems related to school life are presented as themes in figure 5.

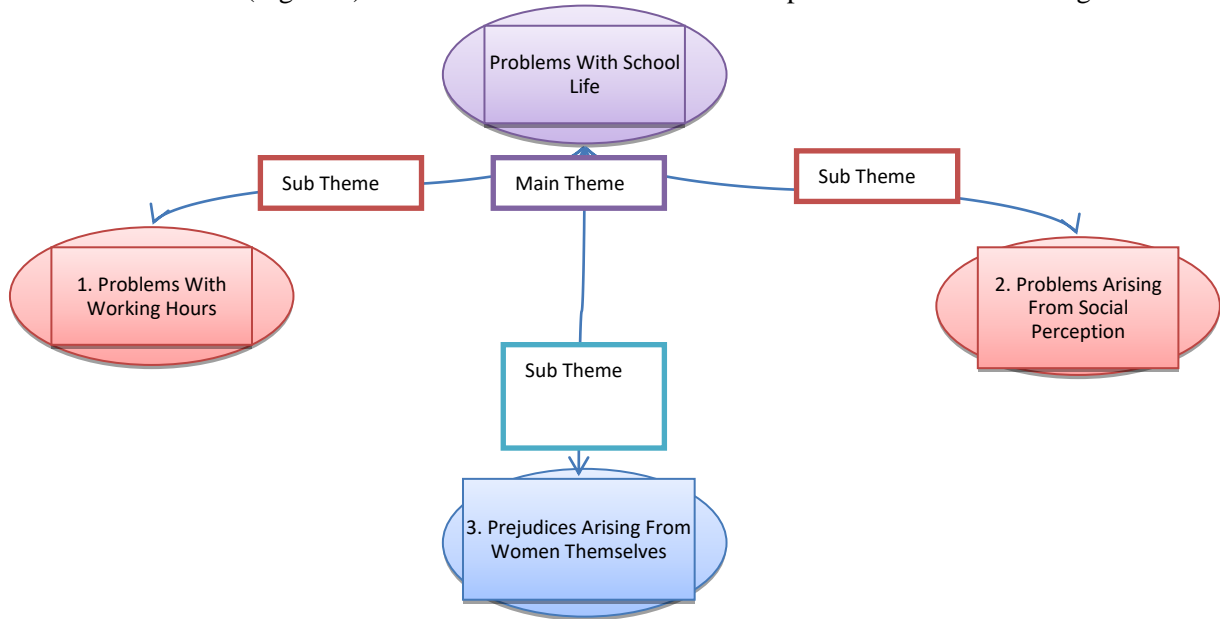


Figure 5 Sub-themes for problems related to school life

Working Hours

The results obtained from the participant views regarding the problems arising from working hours are given in Figure 6.

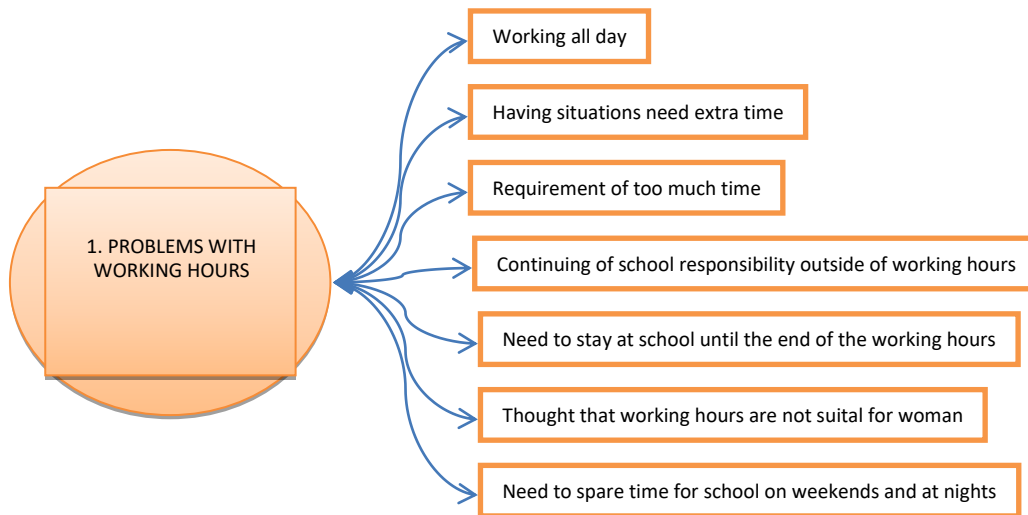


Figure 6 Results on problems related to working hours

The question 'Have you thought about resigning after becoming a manager? Why?' was asked to identify the problems women face in school life due to being school administrators and the participants expressed their opinions as follows:

...Why? Because I couldn't make it. You will work full time in administration, the burden of this is very heavy.(H2)

Sometimes you have to devote a lot of time to your work. You spend little time with your family. I said myself 'Should I leave it with this size. (H3)

...the only disadvantage is being at school all day. (VP1)

As can be seen, women perceive working hours as a problem. Not being able to allocate enough time to the family due to working hours and working all day are regarded as disadvantages of school management by women.

The participants answered the following question to the question "Is school management suitable for women?", which was asked to identify the problems that female school administrators experienced in school life due to being school administrators.

But we are responsible for school from 8 to 5 or even at night.(H3)

No. You can't go out until 5 p.m. because we are busy.(VP1)

School management is not a very suitable profession for women. ...Shift! And shift again. (VP2)

As it is seen in the answers, female school administrators stated that the time spent at school is not suitable for women, the working hours are long, school-related works continue outside of working hours and duties out of working hours are perceived as school shifts. Therefore, working hours in school management are perceived as a problem for women. In the study of Bakır et al. (2017) "A Qualitative Research on Female School Administrators", the result of long working hours we found in our study was reached, and 24 of the 82 participants who participated in this study described the length of work as a negative factor for school management.

Social Perception

The results obtained from the participant views on the problems arising from social perception are presented in Figure 7.

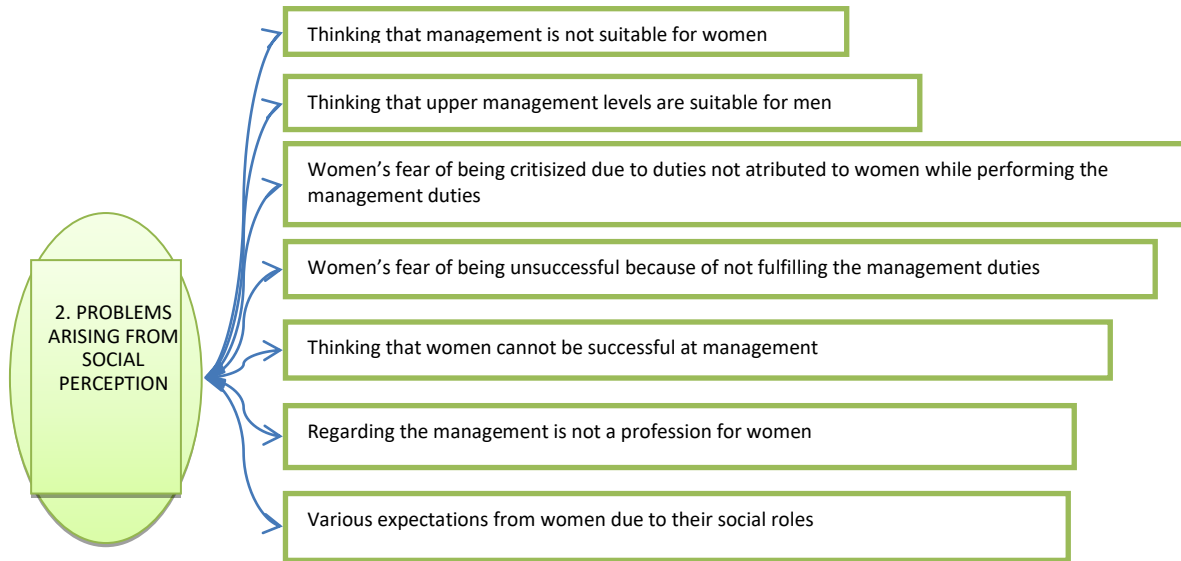


Figure 7 Results related to problems arising from social perception

The following question was asked to identify the problems women face in school life due to being school administrators: *'Have you thought about resigning after becoming an administrator? Why?'* and the participants answered as follows.

... let me tell you what is thought about me. She has the opportunity, let her resign or retire, what is she still doing in management? It's enough for a woman to work. Retire. If she really wants, she should go and set up her private nursery, I got this reaction. (H1)

...For example, it is more difficult for you to express yourself as a woman when communicating with someone. ... There is a social dimension. ... of course, because I'm a woman. ... you will protect the values of the society. You are afraid of being misunderstood.

... The woman failed, they say. I have never experienced such a problem. But I have always experienced this fear.(H3)

-There are ideas around whether a woman can become an administrator. But we are trying to show the woman that this job can be done by working hard. (VP2)

As can be understood from the participants views, school management is not considered suitable for women due to various reasons. Female administrators have difficulties in expressing themselves and communicating, are misunderstood because their approach to events, failures in professional matters are attributed to the image of female administrators, this causes them to experience stress due to their jobs, and therefore they experience uneasiness.

Expectations from women because of their role in society and responsibilities imposed on women in society are the biggest obstacle!(H1)

... the woman cannot comfortably enter there. ...let's say a social pressure. ... I don't know, there is social perception. ... they look at people very differently. (H5)

It is because of society. Can't I go to an organized industry region? I couldn't go alone. But a man is going alone...' You say, am I wrong? Was it somewhere I shouldn't have gone? But it's my job. I have to go. (VP4)

It is seen that the biggest obstacle for women to be school administrators is the roles of women in society and the responsibilities arising from these roles. The social perception that prevents women from intending to be an administrator continues even when the woman takes office. Since women's attainment of a responsible status will not remove their roles and responsibilities, these roles and responsibilities place an extra burden on women throughout their managerial duties and make it difficult for women to work as an administrator. In addition, the fact that women cannot move as

easily as men while carrying out their managerial duties, cannot enter and exit every environment as they wish, reveals that there are some perceptions that bind women due to social perception. The reactions that women faced, face or are worried to face due to social perception because of being an administrator show that women cannot comfortably carry out their managerial responsibilities as they wish.

It is clear that female school administrators face pressure from the society and question the correctness of their behavior while fulfilling the requirements of a profession that is not considered appropriate for women. For this reason, women administrators constantly experience problems because they cannot go beyond the limits of the roles that the society determine for them during their managerial duties.

Prejudices and social stereotypes carried by society and individuals regarding women's taking office in the upper levels create a negative situation for women. These stereotypes that prevent women from being promoted to the upper levels stem from prejudices about gender. Educational institutions are one of the areas where these prejudices are encountered most (Usluer, 2000). It should be accepted that such stereotypes about gender shape not only women's promoting to the managerial level, but also the way women in managerial positions use their authority (Simpson, 1997).

Prejudices Arising from Women Themselves

The results obtained from the participant views about the prejudices arising from the women themselves are shown in Figure 8.

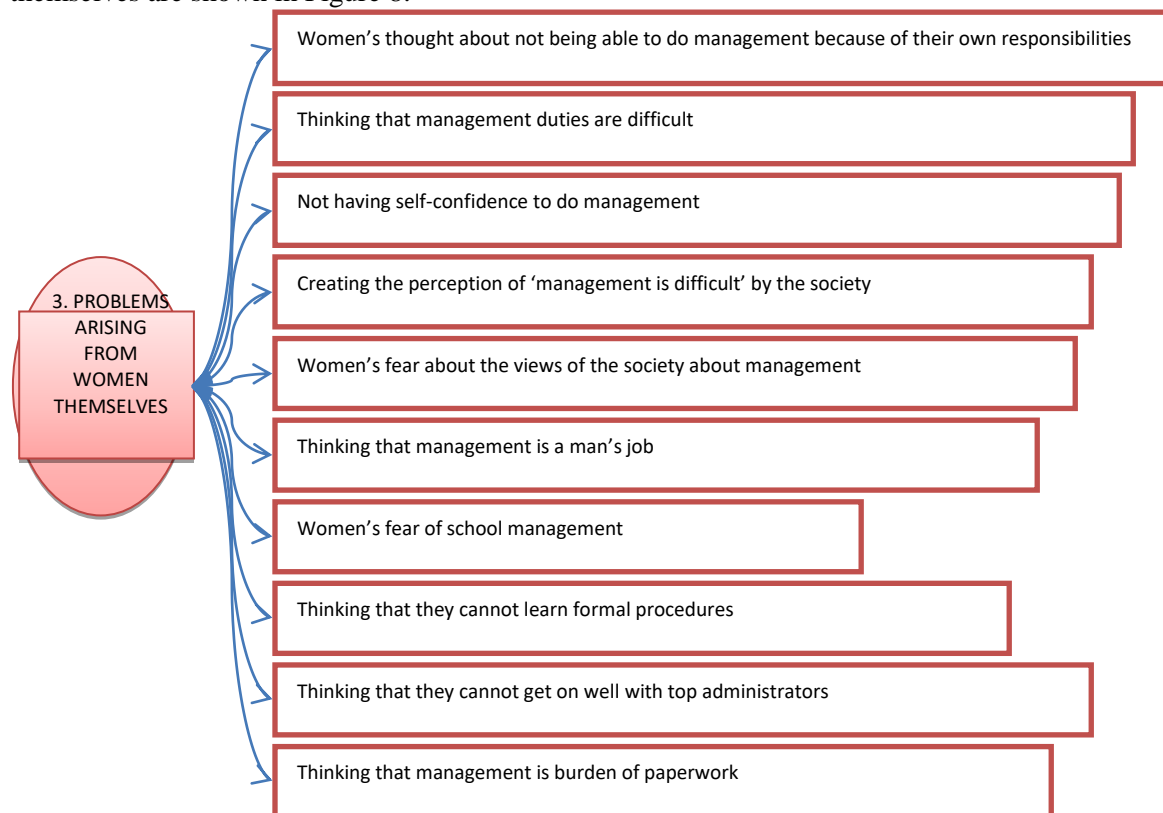


Figure 8 Results related to the prejudices arising from women themselves

The participants stated the following views about the question "Is school management suitable for women?", which was asked to determine the problems women encounter in school life due to being school administrators.

The woman thinks this. I have a child, I have housework at home, I have a day, I have a trip, I can't do it. This stems from herself.(H5)

... the responsibilities, unlimited work areas, lack of explicit boundaries all show the profession as difficult. Naturally, women remain recessive. Most of the women stay away from management because they do not have confidence in themselves. ... women are holding back, wondering if they could do it. Very rare women dare to do this jobs. (VP2)

The fact that women think that they cannot be administrators because of their familial responsibilities, that the responsibilities of school administrators show management as difficult for women, that the views about the difficulty of being administrators put pressure on women cause women to stay away by developing various prejudices about school management.

The following question was asked to identify the problems that women face in school life due to being school administrators: 'What kind of change about school management can make women prefer school management?' and the participants answered as follows:

Women are afraid. They regard this as men's job. ... I can't do this job, I can't do the paperwork. There is always such a thing as if it were a man's job.

Thinking that they can't do it. They have a prejudice. -Yes. For example, they say how will they learn to calculate salary, how will they control the students. There is a principal, what kind of a person is he? or a thousand kinds of negativite thoughts come to the mind.

There is prejudice. I can not do. I can't do that job. Being a vice principal is really hard. It has a lot of work.

Someone comes and says: I finished many duties today; another person comes and says: I did this job. So, people are afraid. She says I can't do this job. (VP1)

Women have various prejudices about school management. They think that school management is difficult, cannot be carried out together with family responsibilities, is not a suitable job for women, and it is hard to get on well with superiors. Studies on the subject revealed that women who are managers are more organized, more fair and more humanistic than men, but they have problems with their emotionality and self-confidence (trans. Tuzcular from Heller, 1997). It was revealed that these prejudices of female school administrators create an obstacle both for women to start managerial positions before becoming administrators and for women who are administrators to take charge in higher positions.

Expectations

Expectations for the Solution of Problems Encountered in Family Life

Expectations for the solutions of problems related to roles and responsibilities in family life

The results related to the expectations of women for the solutions of the problems they encounter in family life due to school management are shown in Figure 9.

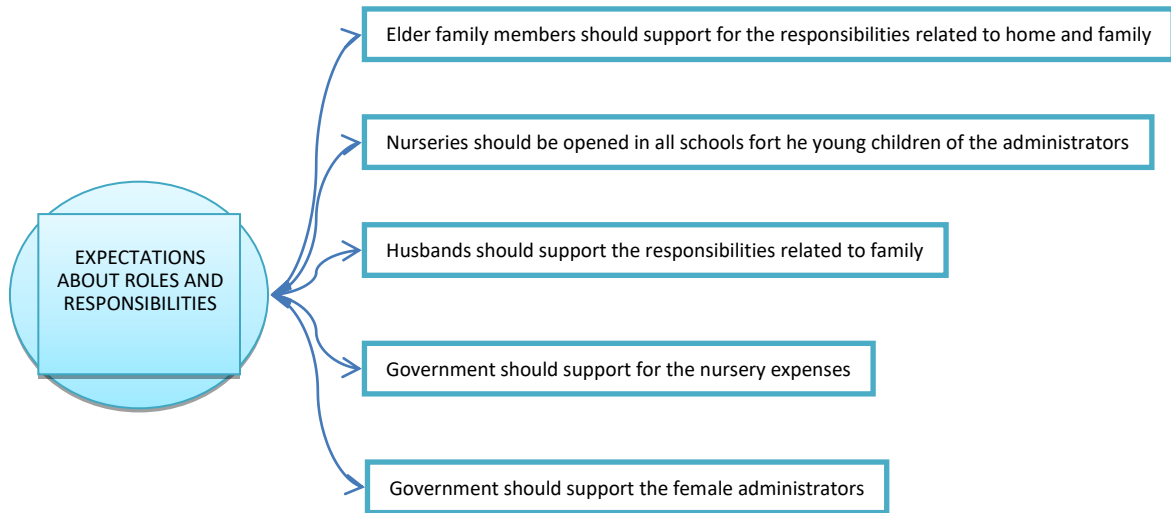


Figure 9 Expectations about roles and responsibilities

The following question was asked in order to determine the expectations of women about the solution of the problems they encountered due to being school administrators, "What kind of change about school management can make women prefer school management?" The participants expressed their opinions as follows:

A nursery can be opened in all schools where administrators can bring their children all day. Working with peace of mind, they should be able to leave their child. They should be able to go and supervise their child, and the child should be in front of their eyes, then they can feel relaxed and do the management. (H4)

Husbands should also help with childcare and household chores. Then women go one step further. In fact, women are more ambitious than men.(VP4)

Women administrators think that nursery should be built where they can leave their children while they are working at their schools, and that husbands should help the women with their family responsibilities, so they can do their job, school management.

The following question was asked in order to determine the expectations of women related to the solution of the problems they encounter due to being school administrators, "What do you think is the most important change that should be made regarding school management?" and the participants expressed their opinions as follows:

Or, I don't know, it can be a support for her children. The child's nursery expenses can be covered by the government...(H3)

For example, if the government supports the headmistress or vice- principals, if the government financially helps them to take care of their children. ... if there was someone who looked after my child while I was working. If a place was opened for a working woman in the institution where she works, where she can see her child...(VP1)

Female school administrators think that the government should support women about their responsibilities. They state that the biggest support is the opening of a kindergarten in the institution where the woman works.

Expectations for Solutions of the Problems Encountered in School Life

The results obtained from the participants' views about the expectations of women for the solutions of the problems they encountered in school life due to being school administrators were grouped under three sub-themes: 'Regulations Regarding Working Hours' (Figure 11), 'Regulations Regarding Salary Increase' (Figure 12), 'Regulations Regarding Responsibility Areas' (Figure 13).

Expectations about school life are given in figure 10.

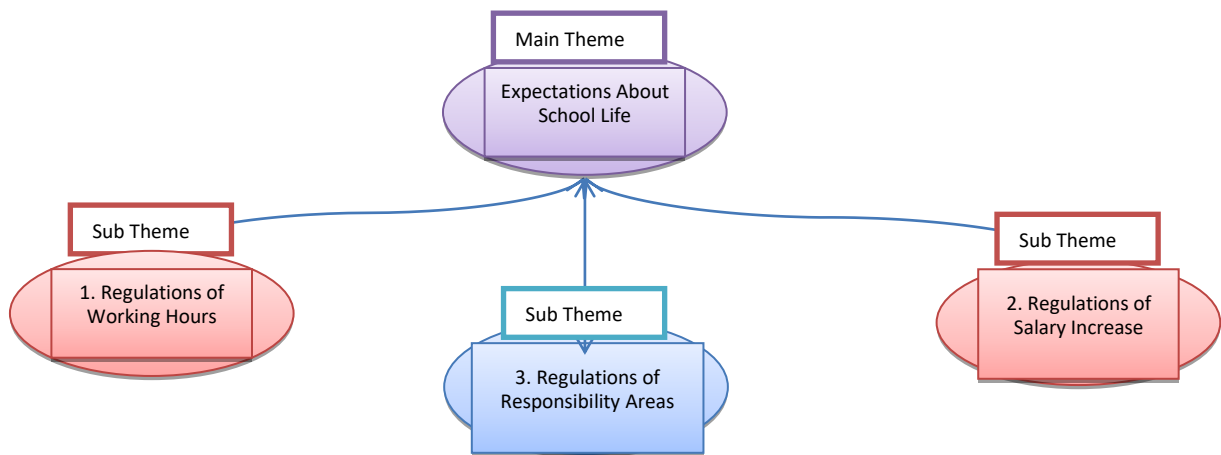


Figure 10 Expectations about school life

Working Hours

The results about the expectations of female school administrators regarding the regulations of working hours are given in Figure 11.

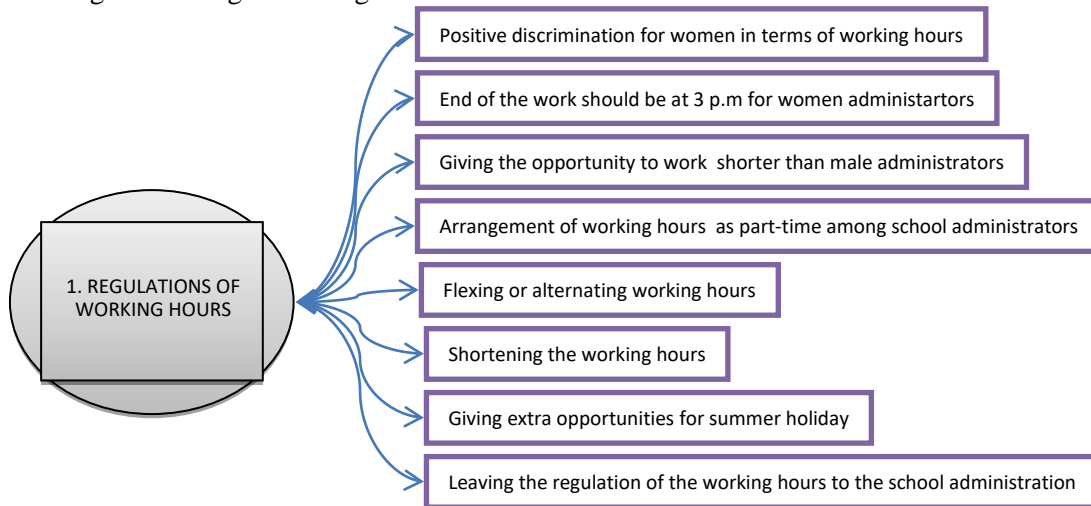


Figure 11 Expectations about working hours

In order to determine the expectations of female school administrators about school life, the following question was asked: "What kind of change about school management can encourage the women prefer school management?" The participants answered as follows:

A little more positive discrimination during working hours is especially important for those with young children.(H1)

...it could be better if she finished the job at 3, not at 5. Time to make a meal. Maybe it could be more attractive than extra money. (H2)

There has to be something in terms of time. She should work for a shorter time than men and be sufficient for her family so that the job could be more attractive. (H3)

... I think the concept of flexible working hours can also make it a little more attractive. (H4)

Flexible and alternating working hours can be better. (VP1)

There can be some flexibility in terms of working hours. (VP2)

Working hours. It may be less, maybe for the female administrators. (VP5)

As can it be understood from the participants opinions, female school administrators think that positive discrimination should be made in terms of working hours, especially for those with young children. Participants state that working hours should be shortened for female school administrators, and this would be more efficient than an increase in salary. In addition, the fact that the working hours of female administrators are shorter than male administrators, or that flexible working hours are applied or that the working hours are rotated will make school management more attractive for women.

The following question was asked in order to determine the expectations of female school administrators about school life; *“What do you think is the most important change that needs to be made regarding school management?”* The participants expressed their opinions as follows:

And when the working hours are suitable due to positive discrimination, she will not feel embarrassed towards her husband. There may also be changes in working hours. Or, the working hours during the day can be shortened. But its adjustment should be left to the administrators. (H1)

Regulating working hours, salary increase, more flexible working may be better. (H2)

...something can be done about time. (H3)

I think it's the working hours. If your working hours are slightly improved, the demand will be high. (VP2)

It is understood that women expect regulations about working hours related to school management. It is understood that this regulation will reduce the problem of the time women experience because of school management.

Results Related to the Expectations for Increase in Managerial Salaries

The results regarding the expectations of female school administrators for the regulations about salary increase are shown in Figure 12.

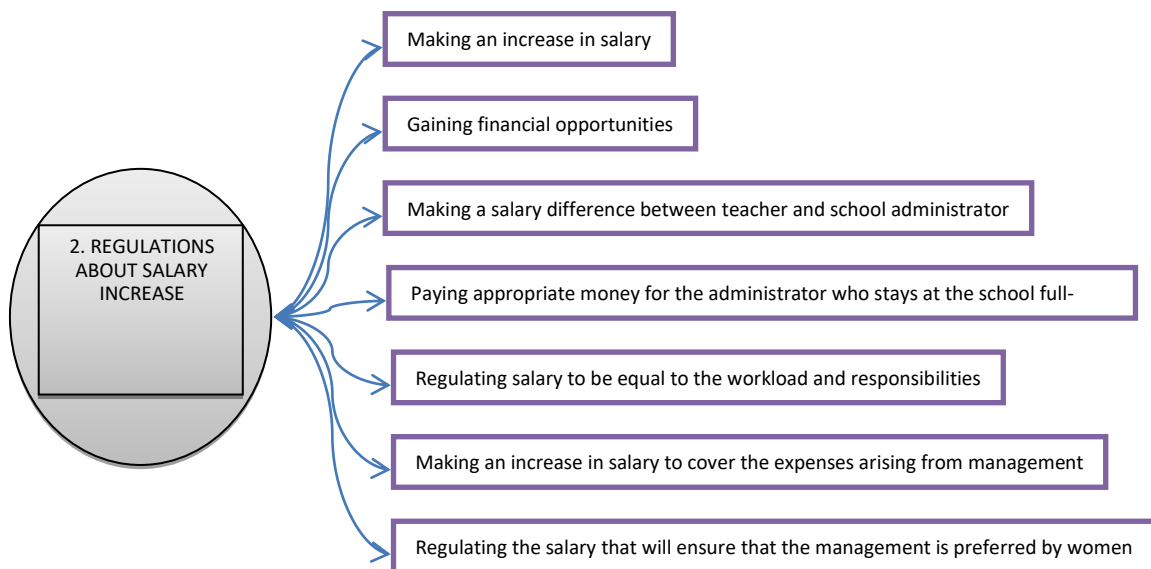


Figure 12 Expectations for salary increase

In order to determine the expectations of female school administrators about school life, the following question was asked: "What kind of change about school management can make women prefer school management?" The participants expressed their opinions as follows.

The wages should be worth making this sacrifice. (H1)

...money becomes effective. If there is an increase in salary, women's tendency to management will increase. (H2)

First of all, there must be something financially. There may be extra wage. (H3)

Maybe our teachers like it when the salary is high. There is a very small difference between me and my teacher. (H5)

I think salary is something that affects most people. Maybe our salary may need to be different, I do not mean the extra allowance. (VP5)

Women regard school management as a sacrifice and they think that the wage received for school management should be worth the work done. In addition, it is thought that when there is an increase in wages, the tendency of women to school management will increase.

In order to determine the expectations of female school administrators about school life, the following question was asked; "What do you think is the most important change to be made about school management?" The participants answered as follows:

Salary and positive discrimination. (H1)

... salary increase... (H2)

It is money. They prefer when there is a slight increase in salary. (H5)

...There are some injustices about salary. The salary of the administrator is the same as of the teacher. ... the salary is not enough either. Solving this would be a positive development. (VP2)

Of course, there must be an extra difference in terms of money. Salary of course. (VP5)

Participants think that an increase in wages should be made and that school administrators are treated unfairly in terms of wages. They think that the wage is not enough and that a regulation should be made about it. As can be seen, female school administrators stated that there is an injustice in terms of wages and that the wages of administrators should be increased and this will increase women's tendency to school management.

Results about the Expectations for the Regulation of the Responsibility Areas

The results about the expectations of female school administrators for the regulation of their responsibility areas are shown in Figure 13.

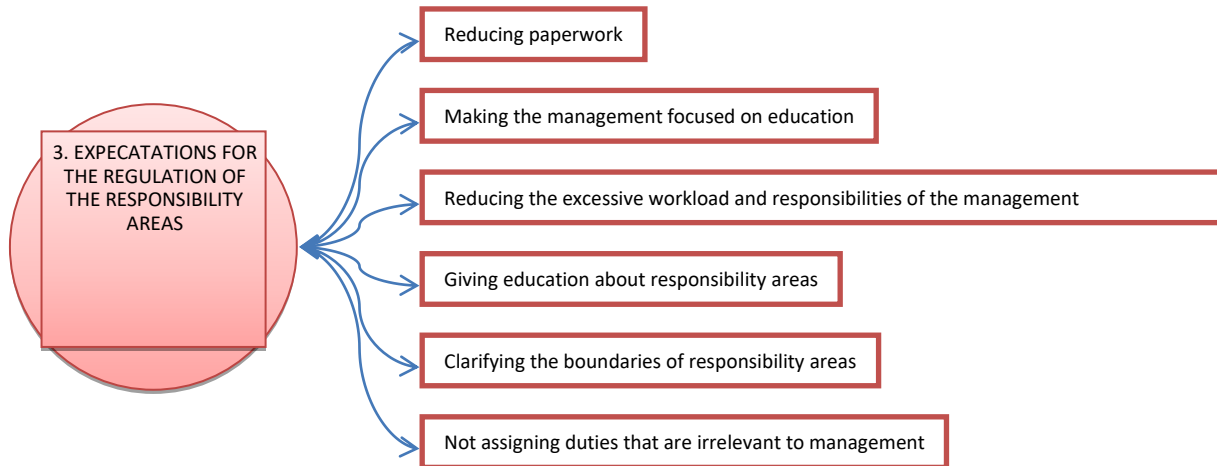


Figure 13 Expectations for the regulation of responsibility areas

In order to determine the expectations of female school administrators about school life, the following question was asked: "What kind of change about school administration can have women prefer school management?" The participants expressed their opinions as follows:

If there is less paperwork. If the concentration is on education, women will inevitably tend to do it. Limitations in paperwork may be increase this. (H5)

Female school administrators think that paperwork should be less, that the administrator should concentrate more on education, and that the limitation of paperwork will increase women's tendency to school management.

In order to determine the expectations of female school administrators about school life, the following question was asked, "What do you think is the most important change that should be made about school management?" The participants expressed their opinions as follows:

...I think that such a responsibility should not be placed on us. ... school administrators should be freed from these excessively unnecessary responsibilities. Our areas of interest must have definite boundaries. Because a female administrator will be peaceful and comfortable in a that kind of job. There will be more demand because she knows what to do and will not be responsible for something she doesn't know. (VP2)

Participants think that school administrators have too many responsibilities and that school administration should be freed from these unnecessary responsibilities. They state that the boundaries of responsibility of school administrators should be clarified, if so, women will want to be school administrators and they can carry out school management.

As it is seen, the excessive workload and responsibilities that are not related to education cause women to stay away from school management and make it difficult for women who are already administrators to maintain school management. Female school administrators expect school management to be more focused on education, its boundaries to be clearer and it to be freed from unnecessary responsibilities.

Discussion, Conclusion and Suggestions

Conclusion

In this section, the results obtained in the study are given.

- A. Results related to the sub-problem 'What are the problems that women face in family life due to being a school administrator?'

According to the results, the problems faced by women in family life due to being school administrators were found as: *Problems in Time Management, Problems related to Roles and Responsibilities.*

After joining the working life, it became crucial that women needed to allocate time for their duties in business life in addition to the time they spared for their home, family and husband. Karaca (2007) states that multiple roles undertaken by women cause women to experience tension and stress based on time pressure and that she is under pressure to do her best as a mother, wife, housewife and business woman and to keep up with all her duties. Female school administrators cannot allocate private time for themselves, and they spend all of their time outside of school with housework, children and family. For this reason, there may be situations where time is not enough. In such cases, the feeling that she cannot fully fulfill her responsibilities related to home and family, that she cannot spare enough time for her family, and neglects them causes the woman to feel uneasy. Such cases cause women to consider quitting school management. She tries to solve this time problem which arises due to school management by getting paid employee assistance or husband assistance, and tries to continue her school management in this way.

The main source of the time problem experienced by the woman due to being a school administrator is that although the woman joined the business life, the roles of mother, wife and housewife that the society imposes on women continue, and the society expects women to fulfill the responsibilities of these roles along with the responsibilities of school life. Women who are school administrators experience many problems while trying to fulfill their duties in both areas of responsibility. According to Aytaç (2005), a woman's sense of responsibility for her family and children can cause women to stay away from managerial duties. The desire of a woman to raise her child causes her career to be postponed or stopped. A woman's responsibilities such as marriage and children prevent her from dedicating herself to her profession, thus, women do not prefer management. Pur (1992) states that the woman who starts working life makes a great effort to fulfill the responsibilities of working life on the one hand and responsibilities of family life on the other hand; in addition, Pur also underlines that when the woman focuses on family life, she is put in the second place in her working life, and when she focuses on her working life, she feels uneasy because she thinks that she is neglecting the duty of being a good mother and wife, which she also considers important and sacred. It is seen that female school administrators sometimes experience disruptions while carrying out their home and work responsibilities together, they make a lot of effort to keep up with both duties, and they feel uneasy when there are problems in their family life. It is seen that women who prefer management while being a teacher get help from their relatives such as husband, mother, mother-in-law, and that these relatives undertake the basic responsibilities of women; childcare and housework etc. Very few female school administrators hire a person, who she does not know, for childcare and cleaning. It is seen that female school administrators, who cannot get support from close relatives or allocate a wage for an assistant employee for housework or childcare, have difficulty in carrying out managerial duties or consider leaving their managerial duties.

B. Results related to the sub-problem '*What are the problems women face in school life due to being a school administrator?*'

According to the results of the research, the problems faced by women in school life due to being school administrators are as follows: *Problems Related to Working Hours, Problems Caused by Social Perception, Prejudices Arising from Women Themselves.*

Due to the fact that the woman is a school administrator, beside the problems experienced in time management in family life, there are problems arising from the long working hours in school life. Long working hours cause women to not be able to allocate enough time for their roles and responsibilities at home and have problems with time management both at school and at home. The reason why female teachers do not prefer to be school administrators is that the working hours of school administrators are longer compared to teachers' working hours. Therefore, very few women want to be school administrators. According to Altınışık (1988), one of the reasons that keeps women

away from business life is working full time. Because a woman working full time will not be able to fulfill her duties of being a mother and wife. Working full-time is a requirement of management, so a woman stays away from being an administrator. In the study, regarding the common suggestions of female and male teachers and administrators, conducted by K rođlu (2006), it was seen that the suggestion of "Working hours of female administrators should be reduced" was accepted by all three groups. As seen in the results of similar studies, long working hours is an important problem faced by female administrators.

Another problem that women face when they want to be a school administrator is the gender-based perceptions of society that comes from the past. Social perceptions created various gender-related roles for men and women. Depending on social perceptions, occupations that are accepted as women's job and men's job emerged in working life. Gender-based stereotypes are the main source of prejudices that negatively affect women's promotion to management level. Prejudices about men being better administrators cause women to take less place in upper management levels ( ekten, 2004). While teaching is seen as the most suitable profession for women in Turkey, management is not considered very appropriate for women. In the study conducted by Sefer (2006), it was found that the society accepts management as a male profession, and since more time should be devoted to management than teaching, female teachers do not want to be administrators. In addition, it has been found that women, who are teachers, feel social pressure when they think of becoming administrators, as there is a perception that when women become administrators, they will not be able to fulfill their home-related responsibilities properly. Women who want to be administrators are basically faced with this social perception. In our study on the problems experienced by women who left the managerial position, similar to the results in the literature, it was seen that women who are school administrators have problems with the pressure stemming from social perception. Women's own prejudices about whether they can be school administrators is another result of the research. This reveals the self-confidence level of women in management and their negative thoughts about school management. In the study, the following conclusions were reached: women thought that the responsibilities of school administrators were too many, they could not get on well with the upper administrators, the tasks related to management were difficult, they did not have self-confidence to be an administrator, they regarded the management as a man's job, they were afraid of being an administrator, they thought management as a burden of paperwork. It was concluded that such prejudices of women not only prevent them from applying for management, but also women who carry out their managerial duties experience stress due to such prejudices and want to leave the managerial position. In addition, it was seen that these prejudices hinder women from working at higher levels, and that the female administrators participating in the study were hesitant to take charge in higher levels. Sezen (2008) stated that there is an invisible and unbreakable obstacle that prevents women from promoting to higher levels in organizations by ignoring the abilities and achievements of women. This concept, called 'Glass Ceiling', consists of three individual, organizational and social elements that prevent women from taking charge in higher levels. 'Individual Preference and Perception', which is one of the individual factors, refers to being aware of the obstacles related to the rise of the person and avoiding the problems that may stem from the rise (Tařkın &  etin, 2012). The results in the study also reveal that female school administrators are faced with invisible obstacles related to managerial duties.

B. Results related to the sub-problem 'What are the Expectations of Women for Solving the Problems They Face Due to Being School Administrators?'

According to the results of the research, the expectations of women for the solution of the problems they face due to being school administrators are as follows: Regulations about Working Hours, Regulations about Salary Increase, Regulations about Responsibility Areas. It was revealed in the study that the most common problem faced by female school administrators is the problem of time, since women have responsibilities related to their home and family as well as their duties at school. As a natural consequence of this situation, it was concluded that the first issue that women, who are school administrators, expected to be solved, is working hours. In the study, it was concluded that female school administrators expect positive discrimination in terms of working hours, and that they expect various alternatives to be considered in order to stretch, alternate or shorten the working hours.

Women think that there is nothing attractive about being a school administrator. They expect that they should have an advantage that will motivate them to become school administrators and attract them to endure the difficulties of administration. It was concluded that the participants in the study expected a regulation on wages that would contribute to the family budget. The fact that the wages of school administrators are not different from the wages of the teachers, the high workload and responsibility, and the long working hours prevent women from becoming school administrators. It was concluded that more different and increased wages than the wages of the teachers will motivate women to become school administrators. In addition to responsibilities about school life, women also have responsibilities related to family. These responsibilities cause a dilemma between home and work, and especially raising children, which is seen as the main duty of women, causes women to have difficulty in the managerial position. For this reason, female school administrators expect government to open nurseries for their children, to cover children's nursery expenses, and the family and husbands to support them.

Suggestions

In this section some suggestions are given based on the results of the study.

In order to solve the problems encountered by female school administrators in school and family life, women's responsibilities at home and work should be reorganized. Women, who have responsibilities in both areas, need time to fulfill their roles and responsibilities, so they experience time problems at home and work. Therefore, it is necessary to reorganize the responsibilities of women, and especially at home, it is necessary for the husbands to share responsibilities and help the women. In addition, positive discrimination should be applied to female school administrators, and the working hours should be rearranged in such a way that women can easily fulfill their responsibilities at home. It is necessary to make a reasonable wage increase that is worth the responsibility, workload and weariness of the school management. Although it does not prevent women from preferring school management, some rearrangements should be made in the appointment regulation to give priority to women. When women become school administrators, they have to struggle with some problems arising from the society. Perceptions in society impose women about what they should do in society. This shows itself while choosing a profession. The general view in the society is that school management is not suitable for women. Therefore, female school administrators are faced with social pressure. For this reason, it is necessary to eliminate the social pressure that women feel due to being school administrators. The number of female school administrators should be increased. By increasing this number, role models should be created for future generations. Female school administrators should come to the fore with their success, not with the problems they face. Therefore, they will cope with their problems better and women will be able to show themselves in school management as in all professions.

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