

Kadın Okul Yöneticisi Olmanın Zorlukları ve Yaşadıkları Mobbing Durumlarının Değerlendirilmesi*

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Özet

Bu araştırmanın amacı, kadın okul yöneticisi olmanın zorlukları ve kadın yöneticilerin yöneticilik yaparken maruz kaldıkları mobbing davranışları ve mobbingle baş etme stratejilerinin değerlendirilmesidir. Araştırmada nitel araştırma yöntemi kullanılmıştır. Araştırmanın çalışma grubu Şanlıurfa'da yirmi kadın okul yöneticisinden oluşmaktadır. Çalışmada amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi, veri toplama aracı olarak ise araştırmacılar tarafından geliştirilen yarı yapılandırılmış görüşme formu kullanılmıştır. Verilerin analizinde betimsel analiz yöntemi kullanılmıştır. Araştırma sonuçları kadın yöneticilerin üstleri, çalışma arkadaşları, öğretmenler ve veliler tarafından çeşitli mobbing davranışlarına maruz kaldıklarını ortaya koymaktadır. Ayrıca, kadın yöneticiler toplumsal ön yargı, cinsiyet ayrımcılığı gibi bir dizi sorunlar yaşadıklarını belirtmişlerdir. Kadın yöneticiler mobbingle baş etmede iletişim, mesleki iş birliği ve psikolojik güçlendirme stratejilerinden yararlandıkları sonucuna ulaşılmıştır. Kadın okul yöneticilerinin ataerkil toplum niteliklerine özgü cinsiyete dayalı toplumsal rol algılarından ve yaşadıkları zorluklardan kaynaklı yöneticilik görevi üstlenmede çekinme davranışı sergilemektedirler. Kadın okul müdürleri, bu pozisyonu yürüten kadın meslektaşlarına potansiyellerinin farkına varmalarını ve yönetici olma konusunda kendilerine güvenmelerini önermektedirler. Araştırmanın kadın yöneticilere yönelik alana yeni bir bakış açısı getirmesi ve yönetici atama süreçlerine katkı sunması beklenmektedir.

Anahtar Kelimeler: Kadın okul yöneticisi, mobbing, baş etme stratejisi

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The Challenges Faced by Female School Administrators and the Evaluation of the Mobbing Situations They Experienced

Abstract

The purpose of this study is to explore the difficulties of being a female school administrator and the mobbing behaviors that female administrators are exposed to while working as administrators and their coping strategies with mobbing. The methodology employed is qualitative research, and the study focuses on a group of twenty female school administrators working in Şanlıurfa. The study utilised the criterion sampling method, a form of purposeful sampling, and data was collected using a semi-structured interview form developed by the researchers. Data analysis was conducted using the descriptive analysis method. The findings indicate that female administrators endured various mobbing behaviors from their superiors, colleagues, teachers, and parents. Female school administrators reported experiencing issues such as social prejudice and gender discrimination. It has been determined that effective communication, professional collaboration, and psychological empowerment strategies are advantageous to cope with mobbing. Female school administrators display hesitancy in undertaking administrative tasks due to their gender-based social role perceptions specific to a patriarchal society. This difficulty is compounded by the challenges that they encounter. Female school principals encourage their female colleagues to recognise their potential and have the confidence to become administrators. It is expected that the research will bring a new perspective to the field of women administrators and contribute to the processes of appointing administrators.

Key Words: School principal, mobbing, coping strategy

Introduction

Professional life constitutes a significant part of human existence and is a crucial determinant in shaping an individual's personal life, family dynamics, and environment. For this reason, the satisfaction of individuals in their professions and work life is among the fundamental issues of organizational life. Therefore, ensuring job satisfaction is a fundamental issue in organizational life. Unhappiness at work can have negative effects on an individual's family and social life. Since the inception of organized societies, groups have always required a facilitator to oversee and regulate their activities. The school administrator is the authorized person responsible for the achievement of the school's objectives, the maintenance and supervision of its functioning, the education of the students in the best conditions, and the communication of the teachers among themselves. In this context, school administrators must assume significant roles and responsibilities to ensure healthy, efficient, and high-quality educational processes are maintained in schools that cater to a large segment of society. However, female school principals' managerial skills, vision, mission, and leadership behaviors in managing, creating, and sustaining effective schools may be perceived differently by the teachers and staff, and they may show resistance behaviors towards the management team. Therefore, a range of events and situations that the female school administrators encounter could impede their

capacity to perform their duties, and as a result, negatively impact the atmosphere of the school, the job satisfaction of staff, and their dedication to the organization. This scenario may lead some staff members to adopt attitudes towards female school administrators that vary from what was anticipated, either openly or in secrecy. Moreover, it is of interest to determine whether, in addition to mobbing by top management, subordinates' resistance to female school administrators and the emergence of reverse mobbing differ from those towards male administrators.

Research suggests that mobbing faced by school administrators is affected by many variables (Koroğlu, 2006). Gender is a variable that must be considered, as the majority of the Ministry of National Education's (MONE) teachers and employees are women. However, TÜİK's (2020) [Turkish Statistic Institute] indicate that women are underrepresented in managerial positions. Furthermore, the World Economic Forum [WEF] (2021) highlights that Türkiye is ranked 131st based on its score for gender inequality, with senior officials and executive positions being the area where it is furthest from achieving equality (Özdemir, 2021). These disparities are particularly evident in the economic, political, and educational sectors. In Turkish society, teaching is widely recognized as a female profession, whereas school management is a male profession (Müjdeci & Göçen, 2019). However, the starkly low number of women occupying managerial positions prompts a need to examine this social phenomenon in greater detail. The motivation for our study stems from this anomaly and focuses on drawing attention to this gap in the field of school management. Furthermore, this research, which prioritizes the responsibility to emphasize gender-based inequalities in education policy, has important implications in terms of its potential to shape school administrator selection policies.

This research aims to investigate the phenomenon of mobbing experienced by women administrators in the education sector and to identify the challenges associated with it in educational institutions. Moreover, this study will confidently explore effective coping strategies to address these challenges. The research will focus on the following sub-problems:

- i. What are the difficulties you face as a female school administrator and the mobbing behaviours you are exposed to?
- ii. What are your strategies for dealing with the problems you face or mobbing behaviours?
- iii. What are the reasons for the quantitative scarcity of female school administrators?

Conceptual Framework

The notion of mobbing was introduced to the literature in 1984 as a result of a report prepared by Heinz Leymann in Switzerland and has become a very popular phenomenon since 1990s (Leymann, 1990). The aim of mobbing attacks, which are made repeatedly and ruthlessly to prevent the work of the individual by suppressing the employees' talents, is to try to make them inefficient. All of the behaviours that damage the respect of the person, such as humiliating the person, mocking, giving him/her work other than his/her duty, not taking into consideration what he/she has done, not taking into consideration his/her success, isolating him/her from the environment, not giving him/her responsibility are among the mobbing behaviours (Baykal & Toksoy, 2005, p. 8). The causes of mobbing include personality traits of both victim and perpetrator, personal ambitions of the perpetrator, differences in opinions, and disparities in ethnicity and religion. The parties involved can fall under the categories of subordinate-subordinate, superior-subordinate, or subordinate-superior. Therefore, anyone can become a victim of mobbing. Although several reasons exist for communication barriers among colleagues in the workplace, disrespectful and aggressive behaviours towards each other are common causes of conflicts. Such actions are typically referred to as mobbing (Çobanoğlu, 2005, p. 21). Workplace bullying, also known as mobbing, encompasses workplace terrorism, psychological harassment, emotional abuse, and intimidation (Tınaz, 2006). It has been identified as a significant issue in the workplaces.

Method

Research Model

The study investigates the challenges and bullying incidents faced by female school administrators. To this end, a phenomenological design, a type of qualitative research method, was adopted. Qualitative research refers to a methodology that intends to uncover perceptions and circumstances in their natural surroundings from a comprehensive and objective perspective (Yıldırım & Şimşek, 2016). In this research design, the focus is on generating information to understand individuals' lives, stories, reasons for their behaviours and social lives (Strauss & Corbin, 1990). The phenomenological design, a qualitative method allows attention to be drawn to situations that a person is aware of but does not have an in-depth and comprehensive view of (Büyüköztürk, 2016).

Study Group

The population of the study consists of female school administrators in Şanlıurfa. The study group of the research is twenty female administrators working in Şanlıurfa central district schools in 2021-2022. The main criterion is to have a female

principal and/or deputy principal in the center of Şanlıurfa. Criterion sampling method, one of the purposeful sampling methods, was used to determine the study group of the research. The criterion sampling is the formation of the study group from individuals with the desired characteristics related to the subject to be investigated (Büyüköztürk et al., 2009). It is crucial for the research's success that the study cohort comprises individuals who can derive benefits from the participants' experiences, are easily accessible, and volunteered their participation. Nonetheless, qualitative research precludes generalization; therefore, the study cohort was structured to tackle the specific issue within the broadest feasible context. To ensure the protection of sensitive data on female administrators, we utilized the abbreviation Y and sequentially numbered and coded the participants [Y1, Y2...]. We refer to Table 1 for demographic details of the participants.

Table 1. Information about the demographic characteristics of the participants.

Code Name	Task Position	School Type	Service Year	Marital Status
Y1	Deputy Principal	Secondary School	3 years	Unmarried
Y2	Deputy Principal	Primary School	8 years	Unmarried
Y3	School Principal	High School	5 years	Married
Y4	Deputy Principal	Nursery School	5 years	Married
Y5	Deputy Principal	Primary School	18 years	Married
Y6	School Principal	Primary School	16 years	Unmarried
Y7	Deputy Principal	Primary School	20 years	Unmarried
Y8	School Principal	Nursery School	17 years	Married
Y9	School Principal	Secondary School	18 years	Married
Y10	School Principal	Primary School	6 years	Married
Y11	Deputy Principal	High School	1 month	Unmarried
Y12	Deputy Principal	Nursery School	13 years	Married
Y13	Deputy Principal	Secondary School	5 years	Unmarried
Y14	School Principal	High School	7 years	Married
Y15	School Principal	Nursery School	20 years	Married
Y16	Deputy Principal	High School	2 years	Married
Y17	School Principal	Secondary School	6 years	Unmarried
Y18	Deputy Principal	Primary School	4 months	Unmarried
Y19	School Principal	Nursery School	10 years	Married
Y20	School Principal	Nursery School	3 years	Unmarried

Y1: Female school administrator

Data Collection and Analysis

The study gathered participants' perspectives with a semi-structured interview form, a widely used technique in qualitative research. This tool allows for effective interviewing and minimizes disorganization. In the semi-structured interview format, the questionnaire's structure is partially predetermined and tailored to allow the researcher to handle different inquiries and to delve into further explanations

depending on the responses received. During the interview form preparation process, relevant literature was reviewed to form potential questions based on similar research. The semi-structured interview form draft was then finalized, considering recommendations from two educational administration experts and one language specialist. Following the selection of interviewees, suitable dates and times were arranged for the interviews to be conducted. During the interviews, the consent form was arranged for participants, who were provided with initial information regarding the research. The data obtained were subjected to content analysis in accordance with the themes created by the researcher within the framework of the semi-structured interview form and the relevant literature, and direct quotations were used to reflect the views of the participants. The study is based on Guba and Lincoln's (1982) credibility processes in the context of validity and reliability. Four primary credibility aspects - internal validity (participant confirmation and triangulation), external validity (participant and setting details, purposive sampling), dependability (triangulation, analysis by other specialists) and confirmability (triangulation) - were meticulously upheld.

Findings

The findings concerning the initial sub-problem of the investigation, namely the challenges experienced by female school administrators and the acts of mobbing targeted towards them, are presented in Table 2.

Table 2. Themes Related to the First Sub-Problem

Themes	Codes	n	f
Sources of mobbing	Mobbing based on social prejudice	11	13
	Mobbing by parents and environment	8	9
	Mobbing by other administrators	8	8
	Mobbing caused by gender discrimination	7	9
	Mobbing based on wife and mother responsibilities	6	7
	Mobbing by senior management,	5	7
	Mobbing by teachers	4	5
	Female administrators who do not experience mobbing	2	2

Mobbing Based on Social Prejudice

In the study, 11 out of 13 participants reported experiencing workplace mobbing as a result of social prejudice. These participants noted that school leadership roles are predominantly associated with men in society. Furthermore, cultural and traditional norms do not facilitate the acceptance of women in managerial positions. In this context, current research suggests that the trust and work reputation of female administrators are being questioned and that they are subjected to frequent emotional mobbing in business life. However, the opinions on changes in social bias perceptions were limited. Some views expressed by the participants are as follows:

" Being a female administrator in a patriarchal society can be challenging since one must first persuade others of their capability to fulfil such a role [Y20]. Society has a preconceived notion that women are incapable of achieving much, particularly in managerial positions. For instance, individuals often approach my deputy manager, assuming he is the manager [Y4]. In the past, female administrators were not highly regarded; however, there has been a gradual shift in society's perception [Y17]."

Based on the findings, it can be stated that participants experienced mobbing behaviours. These behaviours involved questioning their competencies and damaging their reputation due to the societal perception that management is not a woman's responsibility.

Mobbing by Parents

One of the themes related to the difficulties of being a female school administrator and the mobbing behaviors faced by female administrators is gathered under the title of mobbing applied by parents. Eight of the participants stated nine opinions that they were exposed to mobbing behavior by parents. Participants shared instances of experiencing conflicts with parents and other school stakeholders, attributing these challenges to their roles as female school administrators. Some participants reported not being taken seriously [Y12], while others mentioned instances of being threatened [Y6 and Y9] and encountering attempts to dominate them [Y1]. Additionally, a few participants associated the mobbing behavior they experienced with the geographical region of the school and the socio-economic level of the students' parents [Y13].

" I also had conflicts with the parents. When they could not get me to do what they wanted, they threatened me [Y6]. When the male administrator steps in, some people listen to his words more than mine. There are times when we even get into a lot of arguments with some parents [Y1]. I even had parents who threatened me [Y1]. Especially in the areas we call slums, conflicts with parents may arise. [Y12]."

When the answers of the participants are examined; It can be said that parents generally expect a male administrator, they respect male administrators more, and the decisions of female administrators are questioned. In addition, it is understood from the participant responses that parents have developed a perception that they can make female administrators fulfill their wishes more easily by using the wrong tone and threats.

Mobbing by Other Administrators

In the research, it was found that female school administrators were exposed to mobbing behaviors applied to them by their other administrative colleagues [f:8]. Female administrators who reported experiencing peer-to-peer mobbing mentioned that they struggled to garner the requisite respect from colleagues, despite holding the same position. Some of the opinions of the participants [Y1, Y4, Y9, Y13], who pointed

to their discomfort in being assigned drudgery or fatigue work, the unfair distribution of work between them and other administrators, and gender differences as the reason for the peer-to-peer mobbing behaviour they are exposed to, are as follows:

“Our male deputy principal didn’t know how to talk to me. He would try to scold me in front of the parents and teachers, and he would act like he was superior to me because he was a man and thought he could order me around[Y13]. Moreover, our administrator did not distribute the work fairly. He would even make me run his errands [Y13].”

In the light of the findings, it can be said that female school administrators are exposed to peer-to-peer mobbing. Participants stated that they were subjected to mobbing behaviors such as humiliation by their colleagues in front of others, unfair distribution of workload, making them do drudgery and belittling their work even though they have the same status, and emphasized that this situation is generally implemented by male administrators.

Mobbing Resulting from Gender Discrimination

In the study, 7 participants reported experiencing mobbing [f:7; n:9] due to gender discrimination. The common thread in these experiences is the different perception of female administrators by teachers, students, parents, and senior management compared to male administrators. Some female school administrators stated that they faced verbal and emotional mobbing because the management profession was perceived as more suitable for men. They also expressed having to work harder than their male counterparts to overcome these prejudices.

“Regrettably, male school principals are often listened to and favored more than their female counterparts in schools. During my management exam, I encountered comments from the jury members such as, ‘What is a woman doing in administration? She should be a teacher, attend school part-time, and then stay at home.’ Even the inspectors who visited my school questioned, ‘Miss, how did you end up here?’ [Y6]. Sometimes, gender bias leads to perceptions of inadequacy. Breaking these prejudices took time [Y7]. While even students may fear administrators, the same apprehension is not extended to female administrators. In fact, students tend to act more daringly towards female administrators [Y15].”

Mobbing Based on Spouse and Mother Responsibilities

One of the codes developed for the initial theme of the research, which is mobbing sources, was categorized as ‘Mobbing based on wife and mother responsibilities’ [f:6; n:7]. Here are some of the opinions collected under this title:

“Most of the time, my children complain, saying, ‘You spend time with your students all day; you don’t spare any time for us’ [Y3]. To give an example, if I went to a National Education School and had to deal with the painter or renovation worker, I would have significant problems with my husband. That’s why I had him handle all my tasks. When his work conditions didn’t allow it, another reason to consider quitting emerged [Y4].”

When examining these views, it is striking that women face difficulties while performing managerial duties due to the disruption of their responsibilities towards home and family. In addition to the challenges posed by administrative tasks, female school administrators' responsibilities towards their families and spouses, neglect of their children, and the monotony in their social lives contribute to psychological and physiological exhaustion. This situation can be viewed as a consequence of the traditional roles assigned to women, stemming from living in a patriarchal society.

Mobbing from Senior Management

In the research, 5 participants who took part in the interviews shared 7 opinions where they experienced mobbing by senior management. Participants Y19 and Y3 mentioned that they can not visit the Directorate of National Education without feeling uneasy. They explained that, as female administrators, they worry that male personnel within the Ministry of National Education might misunderstand them. Consequently, they reported being subjected to verbal or non-verbal mobbing due to their marital status and encountering difficulties in fulfilling their duties.

" Especially when you're a woman, you can't blend in, you can't go there often, because everyone in National Education is male. Fearing they might say 'this woman is here again? Especially our upbringing does not allow this. A woman is a woman, a man is a man. We are not men, we do not think like them, and we should not think like them. As a woman, I expect to be treated more sensitively. I don't want to go to National Education unless I must [Y4]."

Participant Y4 expressed that the staff in senior management failed to utilize their communication skills effectively. They attempted to hinder the participants in performing their duties, and simultaneously, when participants sought to assert their rights, senior management opposed them. Participants Y17 and Y20 highlighted discrepancies in the functioning of senior management, emphasizing a lack of acknowledgment for their contributions throughout their careers. They stated that the work they had undertaken was often disregarded by senior management.

" Those who work in National Education are very rude and lack understanding [Y4]. National Education does not protect its staff in any way, especially if you are a female administrator; the work you have done and the sacrifices you have made may suddenly be disregarded. I've heard this threateningly from my superiors many times. You feel constantly on edge [Y17]. When I wanted to demand my rights from senior management, no one stood behind me. No one supported me when there was a case of 'a friend at court.' I experienced this personally; they told me, 'You can cry all you want; eventually, it is what it is' [Y20]."

Y9 stated that she experienced not only verbal and non-verbal mobbing but also sexual mobbing. She mentioned that her marital status and lack of experience made her a target for senior management. Following this unfortunate incident, she felt compelled to resign from her managerial position and request a transfer to another city.

" One of the most significant challenges I faced was the distorted perception of women; I sensed a perverted atmosphere where women were treated with audacity, particularly within the National Education community. I dreaded going to the National Education; the stares and expectations were unbearable. The indifferent attitude of the branch managers was very disturbing. You had to be cautious about your clothing, especially if you're a single woman. I even experienced sexual harassment from the district director of National Education. For this reason, I requested a transfer. It took me a long time to overcome this ordeal, and even now, I still shed tears when I recall it. Only I know how I left that room, how I arrived at school in tears, and how utterly helpless I felt [Y9]."

Mobbing Applied by Teachers

Regarding the question "What are the difficulties experienced by female school administrators and the mobbing behaviors they experience?", 4 participants expressed 5 opinions in the context of teacher-induced mobbing. It is understood from the participants' opinions that they were exposed to verbal and non-verbal reverse mobbing by the teachers. Administrators often attribute these reverse mobbing behaviors to gender role basis. It has been found that these behaviors cause reputational damage and loss of work motivation. Some participants emphasized that their peers criticize them too much, misunderstand them, and that female teachers are jealous of female administrators. Some of these opinions are as follows:

" Especially male teachers do not accept that you, as a woman, are above them. Since leadership in society has always been given to men until today, they find this situation strange and do not accept it [Y9]. When the genders are different in subordinate-superior relationships, communication becomes challenging [Y9]. If you are a female administrator, you start with a disadvantage, because even your peers do not like taking orders from a woman [Y6]."

The second sub-problem of the research is "What are your strategies for coping with the problems and/or mobbing behaviors you encounter?" The findings regarding the question are given in Table 3. The findings and comments regarding the second problem were thematized in the light of the answers given by the participants and shared under the relevant title.

Table 3. Themes Related to the Second Sub-Problem

Themes	Codes	n	f
Strategies for dealing with mobbing	By being understanding and through communication	6	6
	By taking a determined stance	5	8
	By adhering to the regulations	5	5
	By getting help and support	3	3

Upon reviewing Table 3, it was observed that 6 of them utilized communication and understanding, 5 participants employed the coping strategy of staying determined, 5 adhered to regulations, and 3 sought help to overcome the problems and mobbing behaviors they encountered.

By Being Understanding and Through Communication

As part of the investigation into the second sub-problem of the research, attention was directed toward the coping strategies employed by female school administrators in response to mobbing behaviors they experienced. Six participants revealed that they addressed problems by seeking to understand the other person and utilizing effective communication skills. In this context, it can be inferred that female administrators contribute to fostering a positive school climate by leveraging communication channels and interpersonal interactions in a manner that emphasizes understanding and highlights the human dimension.

" When your communication and empathy skills are good, finding solutions to problems becomes easier. When you act as if you were one of them rather than a superior, they approach you with understanding [Y13]. I am able to deal with the problems I encounter thanks to my communication skills. I listen to the other person patiently and try to understand them [Y3]. I try to look at things within the framework of love, respect and understanding. It is very important to listen to the other person patiently and empathize with them [Y7]."

By Taking a Determined Stance

Another code regarding the coping strategies identified among female school administrators in response to mobbing behavior was adopting a determined stance. Analysis of participant opinions revealed that [f:5; n:8] female school principals demonstrated resilience in the face of challenges and mobbing behaviors [Y1; Y2; Y20], showcasing perseverance in handling the issues they encountered.

" If your motivation for management is strong, continue to work tirelessly, fulfill your duties, eventually, everyone will begin to accept and respect you [Y20]. It's essential to remain determined when facing difficulties [Y1]. What kept me in this position was my distinctive and determined stance [Y6]."

By Adhering to the Regulations

Adhering to regulations has been identified as one of the ways female school administrators cope with mobbing behaviors. Participants shared the view that there would be no problems if business are carried out while protecting and adhering to the rights of both parties.

" When I encountered issues with higher authorities, I promptly researched my rights. This empowered me, and I defended myself by adhering to the regulations [Y1]. We proceed according to what the regulations indicate [Y2]."

Female administrators are primarily inclined to address issues through communication channels. However, when this coping strategy proves ineffective, they resort to strategies aimed at defending their personal rights, in accordance with existing laws and regulations.

By Getting Help and Support

In response to the question ‘What are the methods of coping with mobbing behaviors experienced by female administrators?’, three participants highlighted their ability to solve problems by seeking help and support. These responses suggest that, when faced with unfamiliar situations, participants turn to reliable colleagues whom they perceive as more experienced. Beyond professional collaboration and support, a few participants also mentioned seeking assistance from family and friends. Notably, participant Y9 shared that, in addition to support from teammates, she received significant support from her husband, and that she was able to work as an administrator thanks to her husband’s support.

“ I consult and receive support from my deputy principal friends who are more experienced than me [Y1]. Seeking advice from people you have some trust in [Y12]. My husband stood behind me and motivated me every time I gave up. In moments of tears or challenges, he would bring me back to my senses with motivational speeches like ‘You can do it’ [Y9].”

Table 4. Themes Related to the Third Sub-Problem

Themes	Codes	n	f
Representation of female school principal	Women’s responsibilities regarding home and family	11	12
	Working conditions of administrators	9	13
	Perspective on female administrators	8	11
	Low self-esteem	2	2

In the third sub-problem of the research, the reasons why female school administrators remain in the numerical minority were investigated. In this context, the responsibilities of female school administrators at home and family [f:12; n:11]; working conditions of administrators [f:13; n:9]; perception of female school administrators [f:11; n:8]; and low self-esteem [f:2; n:2] has been seen to stand out.

Women’s Responsibilities Regarding Home and Family

It was found that 11 of the female school administrators attributed their low representation in managerial duties to their high responsibilities at home and in their families. This suggests that women in administrative roles view their responsibilities to their families as a hindrance to fulfilling their duties at work, and that time constraints limit their ability to balance work and home life. Some participants, namely Y10, Y6, and Y19, stated that they did not consider becoming administrators due to a lack of support from their husbands.

“ Women may feel that they cannot balance all of their responsibilities, including those outside of work, and may consider holding back [Y9]. The amount of time spent at school and the level of responsibility can be overwhelming. Maintaining a balance between school and home can be challenging for women, who often have additional responsibilities at home [Y17]. Female teachers may choose not to pursue

administrative roles due to concerns about balancing work and family responsibilities. Research suggests that some women may feel pressure from their husbands to prioritize family over career advancement [Y10]. It is important to note that these factors are not unique to female teachers and may also affect male teachers. Additionally, women may worry about the potential impact on family unity and stability [Y6].”

Working Conditions of Administrators

According to 9 of the female school administrators, the underrepresentation of women in managerial positions is due to the challenging working conditions of school administration. The participants noted that female teachers may not prioritize becoming administrators because they typically spend less time in the teaching profession and have more vacation time.

” Long working hours can have a significant impact. The teaching profession, often considered ideal for women due to the option of part-time work, may be incompatible with administrative duties [Y7].”

Perspective on Female Administrators

Another reason for the underrepresentation of women in school administration is the negative societal view of women in leadership positions. Participants commonly expressed that female teachers tend to stay in the background because administrative tasks are traditionally attributed to men in society. Social roles and traditional perspectives are often cited as obstacles to women becoming administrators, in addition to the perception that teaching is a more suitable profession for women in society. The following are some examples of these opinions:

” The underrepresentation of women in leadership positions may be attributed to societal values and gender biases [Y1]. Women leaders are still not fully accepted in our society, as evidenced by the common question of why a young woman would choose to become an administrator. Management is often perceived as a male-dominated field, with age being a determining factor for suitability [Y13].”

Low Self-esteem

The study found that the underrepresentation of women in managerial positions in schools is linked to societal factors that erode women’s self-confidence. It can be inferred from these findings that female candidates for school administration may hold beliefs that women cannot succeed in leadership roles and cannot influence others.

” Women don’t realize their potential because they lack self-confidence. They are actually used to taking orders from men and they are looking for peace rather than pursuing their careers and success. It’s as if they say, “I’m a little over my head, I’m carefree. They leave the job to men, saying, “Why should I deal with management?” [Y13].”

Discuss and Result

In the study, it has been tried to evaluate from a qualitative perspective the challenges faced by female school administrators in managing processes, including mobbing behaviours, and exploring coping mechanisms. Additionally, it seeks to investigate the reasons behind the underrepresentation of female administrators in education compared to their male counterparts.

In the study, the difficulties of being a female administrator and the mobbing behaviors they experienced have been grouped under the theme of mobbing sources. The participants expressed the verbal and non-verbal mobbing behaviors they experienced during their duties as a result of the attribution of the managerial duty to men in the society. Bayrak and Mohan (2001), İnandı (2009) and İnandı and Tunç (2012) investigated the job satisfaction of female teachers due to career barriers. They found that female administrators are affected by social stereotypes. Similarly, Agars (2004) and Poussard and Çamuroğlu (2009) suggest that gender stereotypes and discrimination contribute to the formation of these prejudices. Female school administrators have reported that mobbing behaviours based on social prejudice have decreased their motivation in the profession and damaged their reputation. They have also stated that they had to work harder than male administrators to change this perception, which has had an emotional and physical impact on them. This finding is consistent with the results of Aksu and friends (2013) and Kirişçi and Can (2020), who concluded that high performance and effective social relationships are necessary to overcome the glass ceiling. Additionally, it aligns with Eagly and colleagues' (1992) research, which found that negative perceptions and evaluations of women leaders are more common in organizations where autocratic and directive leadership styles are dominant. Şahin's (2007) study found that women work longer hours than men in their careers. Similarly, these results are consistent with Coleman's (2003) research, which examined whether the underrepresentation of women in leadership positions is due to gender bias. Coleman concluded that, even today, leadership is still perceived as a male attribute, which discourages women from pursuing managerial roles. However, it is important to acknowledge that social prejudice and stereotypes can vary based on geography, region, locality, and dominant culture.

In the study, it was found remarkable that these social prejudice patterns fed by social, cultural and traditional structures were reflected on women school administrators in different ways by almost the majority of the internal and external stakeholders of the school. The reluctance of female school administrators in administrative processes is parallel to the difficulties they experience in balancing work and life. According to Kirişçi and Can (2020), this situation exemplifies the glass ceiling syndrome at a personal level. For instance, when a female administrator is present in a school, parents and others may be surprised and fail to consider her

opinions. She may be subjected to threats and insults, and her administrative requests may go unfulfilled. In such cases, individuals may seek out a male administrator to address their concerns.

The study concluded that female school administrators are subjected to mobbing behaviours by teachers, other school administrators, and senior management. This finding is consistent with the existing literature (Karaoğlu, 2020), which shows that behaviours commonly described as mobbing, such as discrediting, humiliating, imposing menial tasks, insulting, threatening, preventing work from being done, and forcing individuals to perform tasks outside their job description, are predominantly perpetrated by male administrators. Another type of mobbing experienced by female school administrators is personal and emotional jealousy and envy among colleagues. This result is in line with Örucü et al.'s (2007) result of being envied and found unattractive by colleagues. On the other hand, it also contradicts with the result of Negiz and Yemen (2011) in their study on the problematic women in public organizations in terms of women administrators and the people who work with these women administrators that women employees are satisfied with working with women administrators.

Female school administrators may also experience gender-based reverse mobbing, which is a form of mistreatment. These findings contrast with Can's (2008) study, which found that employees in National Education do not consider the gender of administrators to be important. It is important to note that female school administrators may face mistreatment in senior management positions, and may not be able to seek their rights, potentially leading to gender-based mobbing (as reported by one participant). This situation appears to contradict the findings of Karaoğlu's (2020) study on the challenges faced by school administrators, where participants reported receiving support from senior management and experiencing positive discrimination. Additionally, it seems to contradict the results of Ayrancı and Gürbüz's (2012) study, which explored how educational institution administrators perceive the glass ceiling syndrome and found no gender-based differences in performance evaluation.

The research highlights the pressure faced by female school administrators due to excessive workload and long shifts, which can lead to difficulties in fulfilling their responsibilities at home. This pressure is often compounded by the expectations of husbands and children. This finding is consistent with previous research by Günsel et al. (2015), which also identified concerns among women about balancing work and home life. Another result of the research is that female school administrators wear themselves out more due to the nature of women. The results also point to the physical and emotional exhaustion caused by the fact that female school administrators try to carry out their duties very meticulously and with a perfectionist attitude, and the stress

they experience due to the limitations of school resources. This result is in accordance with the results of Can (2008), Karaoğlu (2020) and Korkmaz (2010), who found that women take on heavy responsibilities in their administrative duties, are more meticulous in their work, and are more emotionally exhausted by their administrative duties.

The study concluded that female school administrators primarily employed the coping strategies of standing firm, showing understanding and communicating, adhering to regulations, and seeking support to deal with mobbing. Research support that female school administrators rely on understanding and communication to manage the mobbing behaviors they encounter and possess advantages in terms of managerial and communication skills (Kayıkçı & Sıkar, 2021). This is in concord with Tüzel's (2014) conclusion that female school administrators can make significant contributions to schools with their positive qualities, such as working with the instinct of motherhood, aesthetics, and emotionality that stem from women's nature. Female school administrators also employ a coping strategy of taking a decisive stance against the problems and mobbing behaviours they face. This emphasizes their prevention of reputational damage and questioning of their orders. Karaoğlu (2020) supports this finding in his study. The study found that female school administrators employ coping strategies, including administrative performance, effective leadership, and receiving individual and professional support. This strategy is consistent with Çalık and friends' (2011) conclusion that women administrators who can cope with problems are objective and do not compromise their duties.

Finally, the research has explored in depth the reasons for the relatively low representation of female school administrators. In this context, the under-representation of women in management is linked to working conditions, women's responsibilities for home and family, societal perspectives on women administrators and women's self-confidence. These findings align with the first research question and can be considered as a consequence of mobbing sources. It is compatible with the literature that women do not prefer to be school administrators due to the roles assigned to women by the patriarchal society, the concern that women will not be able to fulfill their responsibilities to their husbands and children at home, the idea that working conditions as school administrators are not suitable for women, and their lack of self-confidence (Çelikten, 2004; Çelikten, 2010; Gündüz, 2010; İnandı, 2009; İnandı & Tunç, 2012; Kayıkçı & Sıkar, 2021; Sağlam & Bostancı, 2010; Shanmugam et al., 2006; Sefer, 2006; Şahin, 2007; Tan, 1996).

Limitations of the Research

This research is limited to the views of female school administrators working in the central districts of Şanlıurfa province.

Suggestions

1. The results of this study provide important clues about the current perception of female school administrators and show that female administrators face several problems in schools. In this context, support for female administrators from senior management and the inclusion of positive discrimination policies can be effective in motivating them.
2. The study revealed that women who are both mothers and school administrators have difficulties in fulfilling both roles. At this point, having flexible working hours can contribute to family integrity and peace.
3. Initiatives should be undertaken to foster positive attitudes towards female administrators, engaging every individual within the education system.
4. This research indicates that female school administrators are subject to bullying. Policies should be developed for the psychological and social empowerment of female school administrators and information should be provided on their legal rights and responsibilities.
5. Organizing workshops that bring together female school principals to share experiences and address common challenges is essential. Additionally, activities should be implemented to encourage them to collaborate on projects aimed at solving these issues.
6. There should be incentive activities aimed at increasing the number of female administrators and staff in the Directorates of National Education, accompanied by providing in-service training on communication skills for these employees.
7. The effectiveness of existing educational practices based on gender equality should be studied and implemented for all students from preschool onwards.
8. Recognizing and rewarding the achievements of female school principals who excel in their work and undertake successful projects is crucial. These success stories should be shared through various mass media channels. Additionally, these accomplished administrators should offer professional mentoring to support other female administrators in their career development.
9. Free career counseling services should be provided regarding the mobbing behaviors that female administrators are exposed to.

10. Efforts should be made to enhance the self-confidence of female teachers in their roles as administrators, accompanied by both financial and moral support.
11. To address challenges faced by female administrators in balancing their spouse and family roles, offering free nursery services and flexible working opportunities is recommended.
12. Teachers with a master's degree or doctorate in educational administration should be provided with opportunities to advance their careers, and administrators who have attained such qualifications should be duly rewarded.
13. Administrators should receive in-service training to enhance both their technical and humanistic competencies.
14. Awareness-raising activities can be carried out by highlighting successful role models to change the prejudices and perspectives of women managers in society.

Research Ethics Committee Permission Information

Name of the committee that made the ethical evaluation: H. U. Social and Humanities Ethics Committee

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Conflict of Interest Declaration

The authors affirm that there is no conflict of interest in the data collection, interpretation of the results, and the preparation of this article.

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Geniş Özet

Giriş

Okul yöneticisi; okulun belirlenen amaçlara ulaşmasında, işleyişinin sürdürülmesi ve denetlenmesinde, öğrencilerin en iyi koşullarda öğrenim görmesinde, öğretmenlerin birbiriyle iletişiminde sorumlu yetkili kişidir. Bu bağlamda bakıldığında toplumun büyük bir kitlesine hitap eden okullarda eğitim öğretim süreçlerinin sağlıklı, verimli ve kaliteli bir şekilde sürdürülebilmesinde okul yöneticilerine çok büyük rol ve sorumluluklar düşmektedir. Ancak okul yöneticiliği toplumsal cinsiyet rol algılarına göre kadın okul yöneticileri aleyhine farklılıklar gösterebilmektedir. Okulu yönetme, etkili okullar oluşturma ve okul gelişimini sürdürülebilir kılmada kadın okul müdürlerinin yönetsel becerileri, vizyon ve misyonu ve liderlik davranışları okulun öğretmenleri ve çalışanları tarafından farklı şekillerde algılanabilmekte ve yönetim ekibine karşı direnç davranışları sergileyebilmektedir. Dolayısıyla, kadın okul yöneticisinin karşılaştığı ve işini yapmasını engelleyen her türlü olaylar ve durumlar okul iklimini, çalışanların iş doyumunu ve buna bağlı olarak örgüte bağlılıklarını olumsuz olarak etkileyebilmektedir. Bu durum, bazı çalışanlarda okul yöneticilerine karşı beklenilenden daha farklı gizli ya da açık tutumlar geliştirmesine sebep olabilmektedir. Ancak toplumda kadın okul yöneticilerine yönelik astın üstüne olası direnç göstermesi, ters mobbing uygulaması erkek yöneticilere uygulanan mobbingten farklı olup olmadığı merak edilen bir konudur.

Literatürde kadın okul yöneticisinin karşılaştığı mobbinglerin birçok değişkenden etkilendiğini söylemek mümkündür (Köroğlu, 2006). Bu değişkenlerden biri de cinsiyet değişkenidir. Millî Eğitim Bakanlığında (MEB) görev yapan çalışanların ve öğretmenlerin büyük bir çoğunluğunu kadınlar oluşturmasına rağmen yöneticilik pozisyonlarında yeteri oranda kadınların temsil edilmedikleri TÜİK (2020) istatistiklerine açık bir şekilde yansımaktadır. Ayrıca Dünya Ekonomik Formu tarafından açıklanan Küresel Cinsiyet Eşitsizliği Raporu (2021)'na göre, Türkiye'nin toplumsal cinsiyet eşitsizliği puanı 131. sırada yer aldığı vurgulanmakta ve eşitliğe en uzak olduğu alan ise üst düzey yetkili ve yönetici pozisyonları olduğu belirtilmektedir (Özdemir, 2021). Bu eşitsizlikler ekonomik, politik ve eğitim alanındaki pozisyonlarda daha belirgin olarak ortaya çıkmaktadır. Türk toplumunda öğretmenliğin bir kadın mesleği olmasına karşın yöneticilik pozisyonunda kadınların çok düşük oranlarda görev almasının arka planının araştırılması gereken sosyal bir olgudur. Bu sosyal olgu, bizim için çalışmamıza kaynaklık eden itici bir güç ve motivasyon; eğitim yönetimi alanı için araştırılması gereken önemli bir konu ve eğitim politikası için cinsiyete dayalı eşitsizlikler bağlamında üzerinde durulması gereken bir politika alanıdır.

Bu araştırma eğitim sektöründe kadın yöneticilere uygulanan mobbing olgusunu incelemek ve eğitim kurumlarındaki kadın yöneticilerin yaşadığı sorunları belirlemek ve bu sorunlara yönelik baş etme stratejilerine odaklanmayı amaçlamaktadır. Bu araştırmanın alt problemler ise şu şekildedir:

- iv. Kadın okul yöneticisi olarak karşılaştığınız zorluklar ve maruz kaldığınız mobbing davranışları nelerdir?
- v. Karşılaştığınız sorunlarla ve/veya mobbing davranışlarıyla başa çıkma stratejileriniz nelerdir?
- vi. Kadın okul yöneticilerin nicel olarak az olmasının nedenleri nelerdir?

Yöntem

Araştırma Modeli

Kadın okul yöneticilerin karşılaştıkları zorluklar ve yaşadıkları mobbing olgusunun incelenmesine odaklanılan bu çalışmada nitel araştırma yöntemlerinden fenomenoloji (olgubilim) deseni kullanılmıştır. Nitel araştırmaları, düşüncelerin ve durumların kendi ortamında gerçekçi ve geniş bir bakış açısıyla ortaya konulmasına yönelik yapılan araştırmalar olarak tanımlamak mümkündür (Yıldırım & Şimşek, 2016). Olgubilim deseni kişinin bilincinde olduğu fakat derinlemesine ve kapsamlı bir görüşe sahip olmadığı durumlara dikkat çekmemize yarayan nitel bir yöntemdir (Büyüköztürk, 2016).

Çalışma grubu

Araştırmanın evrenini Şanlıurfa'da okul yöneticiliği yapmakta olan kadın yöneticiler oluşturmaktadır. Araştırmanın çalışma grubunu ise 2021-2022 yılında Şanlıurfa Merkez ilçe okullarında görev yapan yirmi kadın yöneticilerdir. Araştırmanın çalışma grubunun belirlemede, amaçlı örnekleme yöntemlerinden ölçüt örnekleme yöntemi kullanılmıştır. Ölçüt örnekleme, çalışma grubunun araştırılmak istenen konu ile alakalı istenilen özelliklere sahip bireylerden oluşturulmasıdır (Büyüköztürk vd., 2009). Kadın yöneticilerin kişisel verilerini güvence altına almak için Y kısaltması kullanılmıştır ve katılımcıların görüşme sıralarına göre numaralandırılarak [Y1, Y2...] kodlanmıştır.

Verilerin Toplanması ve Analizi

Araştırmada katılımcıların görüşleri yarı yapılandırılmış görüşme formuyla elde edilmiştir. Araştırmada Guba ve Lincoln (1982)'un geçerlik ve güvenilirlik bağlamında inandırıcılık süreçleri temel alınmıştır. Bu noktada inanılabilirlik [iç geçerlik: katılımcı teyidi ve üçgenleme], aktarılabilirlik [dış geçerlik: katılımcıların ve ortamın ayrıntıları, amaçlı örnekleme], güvenilirlik [güvenilebilirlik: üçgenleme, başka

uzmanlarca analiz] ve objektiflik [onaylanabilirlik: üçgenleme] olmak üzere dört ana inandırıcılık bağlamı dikkatlice sürdürülmüştür.

Bulgular

Araştırmanın birinci alt problemi bağlamında kadın okul yöneticisi olarak karşılaşılan zorluklar ve maruz kalınan mobbing davranışları mobbing kaynakları temasında toplanmıştır. Bunlardan toplumsal ön yargıdan kaynaklı mobbing, veli tarafından uygulanan mobbing, diğer yönetici meslektaşları tarafından uygulanan mobbing, cinsiyet ayrımcılığından kaynaklanan mobbing, anne ve eş olarak sorumluluklarından kaynaklanan mobbing, üst yönetim ve öğretmenler kaynaklı mobbing kodlarına ulaşılmıştır. Mobbing kaynaklarına bakıldığında toplumda yöneticilik görevinin erkeğe atfedilmesidir. Ayrıca kültürel ve geleneksel anlayış ve kabullerin toplumda kadın yönetici görmeye alışkın olmadığıdır. Bu bağlamda kadın yöneticilere olan güvenin ve itibarın sorgulanmasını ve kadın yöneticilerin iş yaşamının en çok karşılaşılan duygusal mobbinge maruz kaldıklarına işaret etmektedir.

Araştırmanın ikinci alt problemi bağlamında kadın okul yöneticisi olarak karşılaşılan zorluklar ve maruz kalınan mobbing davranışları başa çıkma stratejileri temasında ele alınmıştır. Mobbinge baş etme stratejileri incelendiğinde katılımcıların yaşadıkları problemlerle ve maruz kaldıkları mobbing davranışlarının üstesinden gelmede 5'i kararlı durma, 6'sı anlayışlı davranarak iletişim becerisi kullanma, 5'i yönetmeliklere bağlı kalma ve 3'ü de yardım alma baş etme stratejilerini kullandıkları bulgusuna ulaşılmıştır.

Araştırmanın üçüncü alt probleminde kadın okul yöneticilerinin sayısal olarak azınlıkta kalmasının sebepleri araştırılmıştır. Bu bağlamda kadın okul yöneticilerinin ev ve ailedeki sorumluluklarının [f:12; n:11]; yöneticilerin çalışma koşullarının [f:13; n:9]; kadın okul yöneticisi algısı [f:11; n:8] ve özgüven eksikliğinin [f:2; n:2] öne çıktığı görülmüştür.

Tartışma, Sonuç ve Öneriler

Bu araştırmada öncelikle kadın yönetici olmanın zorlukları ve yaşadıkları mobbing davranışları mobbing kaynakları teması altında toplanmıştır. Katılımcılar toplumun yöneticilik görevinin erkeğe atfedilmesi sonucu görevleri sırasında yaşadıkları sözlü ve sözsüz mobbing davranışlarını dile getirmişlerdir. Bayrak ve Mohan (2001) ve İnandı ve Tunç (2012)'un kadın öğretmenlerin kariyer engellerine bağlı iş doyumlarını araştırdığı çalışmasında kadın yöneticilerin toplumsal kalıp yargılardan etkilendiği sonucu ile tutarlılık göstermiştir. Benzer şekilde Agars (2004)

ve Poussard ve Çamuroğlu (2009) da yaygın cinsiyet kalıpları ve cinsiyet ayrımcılığının bu önyargıların oluşmasında etkili olduğuna işaret etmektedir. Bu tarz toplumsal ön yargı kaynaklı mobbing davranışlarının meslekteki motivasyonlarını düşürdüğüne ve itibarlarının zedelendiğine değinen kadın yöneticilerden bazıları ise bu algıyı değiştirebilmek için erkek yöneticilerden daha çok çalışmak zorunda kaldıklarını ve bu durumun onları duygusal ve fiziksel olarak yıprattığını dile getirmişlerdir. Bu sonuç, Aksu ve ark. (2013) ve Kirişçi ve Can (2020)'in cam tavanı aşmak için yüksek performans ve etkili sosyal ilişkiler kurmak gerektiğine ilişkin sonuçları ile de uyumludur. Ayrıca, Eagly ve arkadaşlarının (1992) kadın liderlere yönelik olumsuz algı ve değerlendirmelerin özellikle otokratik ve yönlendirici tarzda liderliğin hakim olduğu örgütlerde daha baskın olduğu görüşleriyle de uyumludur. Benzer şekilde, Şahin (2007)'in kadınların kariyer hayatlarında erkeklerden daha uzun süre çalıştıkları sonucuyla da tutarlılık göstermektedir. Bu sonuçlar, Coleman (2003)'in erkek liderlerin sayıca kadınlardan fazla olmasının cinsiyetle ilişkili olup olmasını araştırdığı çalışmasında liderliğin günümüzde bile hala erkeklere atfedilmesi ve kadınların bu ön yargı yüzünden yönetici olmak istememesi sonucuyla da örtüşmektedir. Diğer taraftan toplumsal ön yargı kalıplarının varlığı ve düzeyi yaşanan coğrafyaya, bölgeye, yöreye ve oraya hâkim olan kültüre göre de şekillenebileceği gerçeği göz ardı edilmemesi gereken bir durumdur.

Araştırmada, sosyal, kültürel ve geleneksel yapıdan beslenen bu toplumsal ön yargı kalıplarının okulun iç ve dış paydaşlarının neredeyse büyük çoğunluğu tarafından farklı şekillerde kadın okul yöneticilerine yansıtıldığı sonucu dikkat çekici bulunmuştur. Diğer bir ifade ile, kadın okul yöneticilerinin yönetsel süreçlerde isteksiz olmalarının sebebi iş ve yaşam dengelerinde yaşadıkları zorluklarla paralellik göstermektedir. Bu durum Kirişçi ve Can (2020)'in da belirttiği gibi kişisel düzeyde cam tavan sendromu olarak karşımıza çıkmaktadır.

Çalışmada kadın okul yöneticilerin öğretmenler, diğer okul yöneticileri ve üst yönetim tarafından da mobbing davranışlara maruz kaldıkları sonucuna ulaşılmıştır. Literatürde eş değerler arasında mobbing olarak (*itibarsızlaştırma, hor görme, angarya işler yükleme, hakaret, tehdit, yapılan işlerin engellenmesi, görevleri olmayan işleri yapmak zorunda bırakmak vb.*) nitelendirilen davranışlarının çoğunlukla erkek yöneticiler tarafından yapıldığını gösteren kanıtlarla (Karaoğlu, 2020) bu durum paralellik göstermektedir.

Kadın okul yöneticilerinin yaşadığı bir diğer durumu ise cinsiyet temelli ters mobbingin varlığıdır. Bu bulgular, Can (2008)'in Milli Eğitimde çalışanların yöneticilerin cinsiyetine önem vermedikleri sonucundan farklılaşmaktadır. Benzer şekilde kadın okul yöneticilerin üst yönetimdeki işlerini yürütmede de benzer bir kötü muamele yaşadıklarına ve haklarını ara(ya)madıklarına, cinsel mobbinge maruz kalabildiklerine (bir katılımcı) işaret etmektedir. Bu durum, Karaoğlu (2020)'nin okul

yöneticilerin sorunlarını araştırdığı çalışmasında katılımcıların üst yönetimden destek aldığı ve pozitif ayrımcılık gördüklerine dair görüşleriyle çelişmektedir.

Araştırmada öne çıkan diğer bir sonuç ise kadın okul yöneticiliğinin getirdiği fazla iş yükü ve uzun mesailerin bir kadın olarak eve, eşe ve çocuklarına olan sorumluluklarını yerine getirememesinden kaynaklı eş ve çocuklar tarafından oluşturulan baskıdır. Bu noktada bu araştırma sonucu, Günsel ve ark. (2015)'in kadınların ev- iş hayatı dengesinin kurulmasından endişe ettiği sonucuyla tutarlılık göstermektedir.

Araştırmada kadın okul yöneticiler yaşadıkları mobbinge baş etme yöntemleri olarak daha çok kararlı durmak, anlayış göstermek ve iletişim kurmak, yönetmeliklere bağlı kalmak ve destek almak stratejilerine baş vurdukları sonucuna ulaşılmıştır. Bu bağlamda kadın okul yöneticileri, sorunlarıyla ya da maruz kaldıkları mobbing davranışlarıyla baş ederken anlayış ve iletişim yolunu kullandıkları sonucuna ulaşılmıştır. Kayıkcı ve Sıkar (2021) da kadın yönetici olmanın yönetsel açıdan ve özellikle iletişim becerileri açısından bazı avantajları beraberinde getirdiği sonucuyla örtüşmektedir. Tüzel (2014)'in kadın okul yöneticilerinin annelik içgüdüleriyle görev yapma, estetik, duygusallık gibi kadınların yaratılışından kaynaklı olumlu nitelikleri okula ön emli katkılar sunabildiklerine ilişkin sonucuyla tutarlılık göstermiştir. Kadın okul yöneticilerinin baş vurduğu diğer bir baş etme stratejisi ise yaşadıkları sorunlarla ya da maruz kaldıkları mobbing davranışları karşısında kararlı duruş sergileme davranışı bulunmuştur.

Araştırmada son olarak kadın okul yöneticiliği temsil oranının görece olarak daha düşük olma sebeplerine odaklanılmıştır. Bu bağlamda, kadınların yönetimde temsiliyetinin azlığı çalışma koşulları, kadınların ev ve aileye olan sorumlulukları, kadın yöneticilere olan bakış açısı ve kadınlardaki özgüven eksikliği ile ilişkilendirilmiştir. Bu sonuçlar temelde birinci araştırma sorusuyla bağlantılı olup mobbing kaynaklarının bir sonucu olarak değerlendirilebilir. Ataerkin toplumun kadınlara biçtiği rollerle, kadınların eve, eşlerine ve çocuklarına olan sorumluluklarını yerine getiremeyeceği endişesiyle, okul yöneticisi olarak çalışma koşullarının kadınlara uygun olmadığı düşüncesiyle ve özgüven eksikliği sebebiyle kadın okul yöneticiliği tercih etmemeleri literatürle uyumludur (Çelikten, 2004; Çelikten, 2010; Gündüz, 2010; İnandı, 2009; Tan, 1996).

Öneriler

1. Bu çalışmanın sonuçları, kadın okul yöneticilerinin mevcut algısına ilişkin önemli ipuçları sunmakta ve kadın yöneticilerin okullarda çeşitli sorunlarla karşılaştığını göstermektedir. Bu bağlamda kadın yöneticilerin üst yönetim tarafından desteklenmesi ve pozitif ayrımcılık politikalarına yer verilmesi onları motive etmede etkili olabilir.

2. Çalışma hem anne hem de okul yöneticisi olan kadınların her iki rolü de yerine getirmekte zorlandıklarını ortaya koymuştur. Bu noktada esnek çalışma saatlerinin olması aile bütünlüğü ve huzuruna katkı sağlayabilir.
3. Kadın yöneticilere yönelik olumlu tutumların geliştirilmesi için eğitim sistemi içindeki her bireyin katılımını sağlayacak girişimlerde bulunulmalıdır.
4. Bu araştırma, kadın okul yöneticilerinin zorbalığa maruz kaldığını göstermektedir. Kadın okul yöneticilerinin psikolojik ve sosyal açıdan güçlendirilmesi için politikalar geliştirilmeli, yasal hak ve sorumlulukları konusunda bilgilendirilmelidir.
5. Kadın okul müdürlerini bir araya getiren, deneyimlerin paylaşıldığı ve ortak zorlukların ele alındığı çalıştaylar düzenlenmesi elzemdir. Ayrıca, bu sorunların çözümüne yönelik projelerde işbirliği yapmalarını teşvik edecek faaliyetler yürütülmelidir.
6. Milli Eğitim Müdürlüklerinde kadın yönetici ve personel sayısının artırılmasına yönelik teşvik edici çalışmalar yapılmalı, bu çalışanlara iletişim becerileri konusunda hizmet içi eğitimler verilmelidir.