

Research Article

To be or not to be an administrator: The tale of female teachers and administrators

Ender Kazak

Düzce University, Faculty of Education, Turkey (ORCID: 0000-0001-5761-6330)

The aim of this phenomenological study was twofold. The first was to identify the reasons why female teachers are not interested in becoming administrators, namely to understand why they are not interested in this position. The second was to uncover what problems women administrators face and understand if these problems are influencing their decision not to pursue administrator positions. The participants were 26 female teachers and 17 female administrators working in different types of schools. The research data were collected through semi-structured questions and analyzed using the content analysis method. The majority of obstacles experienced by female administrators are the same ones seen as obstacles by female teachers. Despite no legal barriers to women becoming administrators, functional reasons underrepresent women in school administration. The reasons why female teachers don't want to become school administrators were due to family responsibilities, fear of economic losses, difficulties with female colleagues, heavy workloads and responsibilities, difficulty balancing work and private lives, difficulties with administration, and parent problems. Finally, some recommendations were proposed to overcome the reported issues.

Keywords: Female teacher; Female administrator; School administrator; Challenges

Article History: Submitted 23 June 2022; Revised 3 October 2022; Published online 6 December 2022

1. Introduction

Women who are appointed as teachers after graduating from a university face no legal obstacles in advancing their careers. Despite the fact that female teacher candidates are evaluated using the same selection and assignment criteria as male teachers, their number in administrative positions is low in the Turkish education system. Furthermore, some problems faced by female teachers as school administrators cause them to leave the profession. By understanding the reasons why female teachers do not want to become school administrators, policies and practices can be developed to overcome these obstacles. It is also helpful to understand the problems that female teachers face as school administrators, so that solutions can be implemented. In addition, revealing the reasons why female school administrators do not want to be administrators may help alleviate the problem.

Industrialization and rapid urbanization have changed the traditional roles of women in some countries. Today, women who were previously dependent on their husbands are taking on

Address of Corresponding Author

Ender Kazak, PhD, Düzce University, Faculty of Education, Düzce University Konuralp Campus, 81620 Düzce, Turkey.

✉ enderkazak81@hotmail.com

How to cite: Kazak, E. (2022). To be or not to be an administrator: The tale of female teachers and administrators. *Journal of Pedagogical Research*, 6(5), 104-129. <https://doi.org/10.33902/JPR.202217912>

leadership roles as they receive higher levels of education (Esa & Peng, 2013). It was believed that teaching was the only way for women in the nineteenth century to establish themselves as independent individuals by freeing themselves from their families' limited environment. The only respectable career for women was teaching, and it also served as a means to prevent them from stepping out of their boundaries (Tamboukou, 2000). Despite the increasing number of female administrators in the last two decades, there is still more to discover about their leadership traits as administrators, because leadership theories and research are typically based on men's experiences, and then generalized for women. As a result, female school administrators cannot be accurately defined (Hunter, 2019). This means that today the concept of leadership is being discussed, and it is beginning of a period when it needs to be redefined by taking into account the superiority of women (International Investors Association [IIA], 2016).

Women have increased numerically in the workforce, especially in schools, but not in school administration. This is the same situation in Turkey and in other countries around the world. Despite efforts in recent years, there is still an imbalance between the number of females and males in administrator roles in the United States (Hunter, 2019). In most Asian countries where men dominate, women face problems in many areas of their lives, and their decision-making, innovative and creative opinions are ignored. In some conservative families, they are not permitted to work or the ones who work are unfavorably considered, and people think they do not deserve respect. Gender discrimination is the main cause of all the problems women face in those countries. Some employers select women for specific jobs because women are considered to be obedient and passive (Nawaz et al., 2013).

There are a number of obstacles preventing women from fulfilling administrative roles, including sociocultural and organizational barriers, as well as conventional perceptions and attitudes (Oyeniran & Anchomese, 2018). Specifically, there are societal (Dotzler, 1983), organizational (Durmaz, 2016), and individual barriers to women becoming administrators. These factors include the glass ceiling, work-family conflict, limited access to resources, authoritarian power structures, gender clichés, and perceptions about female leadership effectiveness (Crosby-Hillier, 2012). It is evident from the literature that a number of factors contribute to this unequal representation. These factors include the glass ceiling, work-family conflict, limited access to resources, authoritarian power structures, gender clichés, and perceptions about female leadership effectiveness (Crosby-Hillier, 2012). While bias and discrimination increased gender inequality, and women are more interested in family and marriage issues, following a career has become an issue that they are more interested in (Gino et al., 2015). It is possible to claim that glass ceilings and biases against gender mainstreaming are significantly reduced; however, obstacles and restrictions still persist for women who want to hold leadership roles in education and advance in their careers (Crosby-Hillier, 2012). Highly trained women face a glass ceiling at most. This syndrome is triggered by a perception that top management positions require more work and a recognition that motherhood makes time management difficult (England et al., 2012).

The tasks that women perform at home and at work, as well as those that society assigns to them, have become mandatory over time, and the primary task of women has been considered childcare and housework, limiting it to domestic responsibilities. WoWomen's contributions to production have been limited, their entry into the workplace is not considered suitable for various reasons, and even if they are included in the workforce, it is difficult for them to reach the top levels of their careers (Bulut Kızıldağ, 2017). Although women make important contributions to the workforce, they are underrepresented in top-level education administration (Crosby-Hillier, 2012). Top management appointments are generally/dramatically determined by the desires or caprices of influential people in the ministry of education. As a result, few women reach the top of their professions, and men still dominate decision-making roles (Rarieya, 2007). One of the most important criteria for increasing the representation of women in top management is top management's support. Putting this issue on the strategic agenda of the organization's top manager is crucial (IIA, 2016).

In organizations that do not provide attractive career opportunities for their female employees, motivation to perform will be decreased and absenteeism will increase (Ellemers, 2014). Although positive discrimination seems to be a way to provide women equal representation in administration levels (Besler & Oruç, 2010), there are also some research studies which suggest that many female teachers are scared of rejection from management positions (Mutunga, 2015). Leadership is perceived as a men's role, which lowers the chances of women becoming leaders, regardless of their talent (Esa & Peng, 2013). The status of men as "natural" leaders causes women to be viewed as "unnatural" leaders. Female leaders are considered highly aggressive, strict, indifferent and unfeminine when they behave in a manner that is inconsistent with feminine cliché. This results in women's being perceived generally less effective than men as leaders (Crosby-Hillier, 2012). Culture, religion, and values affect roles like marriage, housewifery, and child motherhood in developing countries. For this reason, conventional roles of women pose obstacles for them, and consequently, very few of them are represented in leadership (Elisha, 2012).

A review of the literature pertaining to the career obstacles faced by women, in general, and female teachers, in particular, is presented above. Does the literature support the claim that female teachers face that problem or similar ones? Some research results allow us to say yes to this question (e.g. Kazak, 2021). A few of those problems include partner pressure, having a child, some work unrelated to the specialty (such as the school's physical condition), difficulty managing time due to school and home duties, and management pressure.

It has been shown in literature that school administrators face a lot of challenges in schools. The main concerns of school administrators are insufficient hard infrastructure, parents' indifference to collaboration, and the inability to meet maintenance needs due to lack of budgets (Memduhoğlu & Meriç, 2014). Disciplining students is another issue that school administrators face (Demirtaş & Özer, 2014), as is having more responsibilities than power (Keser & Gedikoğlu, 2008). Also, administrators spend more time dealing with student discipline, school administration, and top management rather than developing programs, managing staff, and developing their own professional development (Balkçı, 2016). There is evidence that school principals have difficulties in relationships with teachers, in school budgets, in assistant staff service, in education and instruction, and in relationships with the environment (Aslanargun & Bozkurt, 2012).

While both men and women experience these problems at schools, female school administrators encounter different types of problems at work. While balancing work and home life, working women encounter many other challenges. As women are responsible for childrearing and housework after a certain period of time, men have a preference for carrying out organizational tasks after hours rather than women. This makes it difficult for women to advance to top positions and maintain their current status (Gökyer & Çiçek, 2016). Issues such as familial responsibilities female school administrators hold, being exposed to gender discrimination, and societal bias lead to their leaving from the administration. It is confirmed in the literature that societal biases are the biggest obstacles to women's presence in administrative positions (Yücedağ, 2017). Members of unions close to the government in power are likely to expect promotion from their union (Kayıkçı, 2013), which exposes school principals who are members of unions that are not close to the government in power to various forms of pressures and mobbing. In conclusion, the tendency to quit administration increases because of working conditions and problems, and the employee who experiences affective disharmony examines the work and work environment characteristics (Çakır, 2001; as cited in Eren, 2007) and may leave his/her job.

In the workplace, especially in schools, women have equal opportunities with men, and there are no legal barriers to them, so why are they not adequately represented in management positions? In a country where the rule of law exists, what latent factors influence female teachers' preferences for administration? This may enable us to remove the negative effects of the absence of female administrators in the field or enhance their contributions by providing them with administrative positions. There are some additional questions: What kind of problems do female

school administrators encounter? Do these problems validate female teachers' perceptions about not becoming administrators? Several studies in the related literature examine obstacles to women becoming school administrators. However, less is known about the accuracy of female teachers' perceptions and the problems of female administrators. Therefore, the purpose of this study is to determine the reasons why female teachers do not prefer to be school administrators and to draw conclusions by comparing these to the problems faced by women who work as administrators. To this aim, the following research questions were addressed:

RQ 1) Why are female teachers not interested in becoming school administrators?

RQ 2) What are the problems female school administrators encounter, and do they share any similarities with those faced by female teachers?

2. Method

2.1. Research Design

This qualitative study is designed as a case study. In case studies, real-life situations are analyzed by describing the causes and effects. Using this approach, the researcher examines a limited system in depth and discusses the cases holistically (Yin, 2014). It is preferred to use this research design as it aims to explore why female teachers do not want to be school administrators and what problems female school administrators encounter.

2.2. Study Group

Participants consisted of 26 female teachers and 17 female administrators working at primary, secondary, and high school level in a province in the western Black Sea region of Turkey. The maximum likelihood sampling method is one of the purposeful sampling methods used for determining the study group. The purpose of this method is to conduct in-depth research (different branches, different school types, different seniorities, etc.) rather than making empirical generalizations (Patton, 2014). The purpose is to provide a wide variety of individuals with the opportunity to experience the phenomenon (Patton, 2014). Providing participants with privacy is achieved through the use of codes. Symbols "T1" and "A1" indicate the first teacher and administrator, respectively.

2.2.1. Study group 1

The first study group consisted of 26 female teachers from different school types and branches. The teaching experience of teachers varies from five to thirty years. Twelve of the teachers work in primary and preschool schools, two in private schools, ten in different types of schools, and two in secondary schools (see Table 1).

Table 1

Descriptive information of female teachers

<i>Participants</i>	<i>School type</i>	<i>Branch</i>	<i>Seniority</i>
T1	Primary school	Classroom teacher	9
T2	Vocational high School	Vocational course	12
T3	Vocational and Technical Anatolian High School	Vocational course	21
T4	Pre-school	Pre-school	12
T5	Middle School	Turkish	11
T6	Primary school	Classroom teacher	5
T7	Middle School	Turkish	12
Ö8	Special education	Special education	6
T9	Pre-school	Pre-school	14
T10	Primary school	Classroom teacher	30

Table 1 continued

<i>Participants</i>	<i>School type</i>	<i>Branch</i>	<i>Seniority</i>
T11	High school	Maths	7
T12	Primary school	Classroom teacher	13
T13	Primary school	Classroom teacher	11
T14	Primary school	Classroom teacher	25
T15	Pre-school	Pre-school	17
T16	Primary school	Classroom teacher	15
T17	High school	History	9
T18	Primary school	Classroom teacher	19
T19	Multi-program high school	Literature	5
T20	special education practice school	Special education	5
T21	High school	Physics	24
T22	Vocational high School	Vocational course	5
T23	High school	Geography	11
T24	Vocational high School	Vocational course	10
T25	Vocational and Technical High School	Maths	14
T26	Primary school	Classroom teacher	15

2.2.2. Study group 2

The second study group consisted of 17 female administrators from various school types. Among the female administrators, six are principals and eleven are assistant principals. Their professional seniority ranges from one to twenty-three years. A total of nine female administrators work in primary schools and preschools, five are in high schools, and three are in secondary schools (see Table 2).

Table 2

Descriptive information of female administrators

<i>Participants</i>	<i>School type</i>	<i>Category</i>	<i>Administrator Seniority</i>
A1	Primary school	Assistant administrator	1
A2	Primary school	Assistant administrator	2
A3	Primary school	Assistant administrator	13
A4	Pre-school	Assistant administrator	8
A5	High school	Assistant administrator	6
A6	Primary school	Administrator	14
A7	Middle School	Administrator	3
A8	High school	Administrator	23
A9	Primary school	Assistant administrator	7
A10	Pre-school	Administrator	7
A11	Pre-school	Administrator	14
A12	Middle School	Administrator	7
A13	High school	Assistant administrator	6
A14	High school	Assistant administrator	5
A15	High school	Assistant administrator	2
A16	Middle School	Assistant administrator	6
A17	Primary school	Assistant administrator	3

2.3. Data Collection Instruments

As a data collection tool, semi-structured questions are used. In addition to providing flexibility to the researcher during the interview, this technique also assists in reorganization and revision of the questions (Ekiz, 2017). In preparation for the interview form, two semi-structured interview

questions were formulated after reviewing literature. An educational sciences professor provided suggestions for editing the questions. During the interviews with two female teachers and two female administrators, one question was pretested. The first question concerns why female teachers do not want to be administrators, and the second concerns issues faced by female administrators. Questions regarding participants' demographic information are also included in the interview form. For the second research question formulated for female administrators, subthemes were derived based on the data obtained from female teachers. The purpose was to explore whether female administrators experience the same barriers to administration as female teachers do.

2.4. Data Collection

A research ethics committee approval dated 24.06.2021 and with the law number, 2021/173 was obtained from Düzce University for this study. The participants' personal information was protected, and they were selected on a voluntary basis. Female administrators working in the city center schools were identified, and female teachers working in these schools were contacted through phone calls and informed about the study. Those female teachers and administrators who agreed to participate in the research were interviewed on appropriate times. Participants were assured that their data would not be shared with anyone else during face-to-face interviews. At the time of the interview, permission was obtained for a voice recording. The participants were informed that some parts of their recorded expressions would not be included in the research if there was a demand for it. All participants approved the recording. Data collection started with the question formulated for female teachers. As a result of the interviews with female teachers, questions were formed based on the subthemes and codes that were obtained. Within the scope of the question formulated for female teachers, the appropriate subthemes were asked as questions. For example, the subtheme of *gendered attitudes* derived from data collected from female teachers was asked to discover whether female administrators encounter gendered attitudes. Interviews took 20 minutes on average.

2.5. Data Analysis

Data analysis was performed using the content analysis technique. During content analysis, similar datasets are put together under specific concepts or themes, and they are organized in a way that makes them easy to understand. Through the use of content analysis, data are described and some realities within them are explored. The main goal of content analysis is to identify concepts and connections that explain the collected data (Fraenkel & Wallen, 2000). This method allows themes to be identified and, with a better organization, explanations of phenomena to be better understood. In this study, similar codes formulated by bringing similar data together are grouped in related subthemes. Data were analyzed in four phases, which are coding, finding themes, arranging codes and themes, and describing and interpreting the findings. The questions were treated as themes, and specific subthemes and codes were organized under them. Afterward, the data were described and direct quotations were shared. A qualitative researcher shared the themes and subthemes obtained with a professor who specializes in qualitative research for his opinions, and an interrater reliability analysis based on the themes was conducted. Using the formula of Miles and Huberman (1994), the interrater reliability was calculated as 84 for the first theme and 87 for the second theme.

2.6. Credibility and Transmissibility

In formulating the interview form, related literature was reviewed, and credibility (internal validity) was achieved. Additionally, two female teachers and two female school administrators were pre-interviewed, and the final draft of the form was created based on expert opinion. Participants were explained the purpose of the study, their approval for voice recordings was taken. Participants were asked to exclude any parts of the findings by e-mail after the findings were transcribed into a Word document. Research design, study group, data collection instrument,

data collection process, and data analysis were explained in detail to increase the transferability (external validity) of the research. In order to increase external validity, teachers from different types of schools, branches, and administration positions were included in the study. Direct quotations from participants' opinions were shared to increase the consistency (internal reliability) of the research. In the process of formulating semi-structured forms, themes, and subthemes, expert opinion was obtained to ensure the reliability of the research. The consensus percentage was calculated by comparing the codings of another professor. To increase the affirmability (external reliability) of the research, findings are presented in a detailed way, and the participants' codes are presented in tables in such a way that it is possible to check their consistency with the findings.

3. Findings

The research findings were presented in two categories: female teachers' reasons for not volunteering to be administrators and female administrators' experiences. Based on these categories, the results of the study are presented.

3.1. The Reasons Why Female Teachers do not want to be Administrators

According to research findings, twelve subthemes were obtained regarding the reasons why female teachers do not want to be school administrators. These subthemes are individual reasons, reasons related to teaching profession, reasons related to work load and responsibilities, reasons related to time, reasons related to the difficulty of administration, reasons related to parents, reasons related to gendered attitudes, reasons related to the absence of the desirability of administration, and bureaucratic reasons.

In this theme, 12 subthemes and 49 concepts/codes are obtained in total regarding the reasons why female teachers do not want to be school administrators. Among these subthemes, there are 10 different concepts/codes about the subtheme of individual reasons. Following this, five different concepts/codes are mentioned for each of the following reasons: familial reasons, reasons related to work load and responsibilities, and reasons related to gendered attitudes. 4 different concepts/codes are mentioned in the subtheme of reasons related to the difficulty of administration, 3 different concepts/codes are mentioned in each of the following subthemes, which are reasons related to female colleagues, reasons related to teaching profession, reasons related to time, reasons related to parents, the absence of the desirability of administration, bureaucratic reasons. Finally, 2 different concepts/codes are mentioned in the subtheme of economic reasons.

Of all the subthemes, the subtheme of familial reasons is mentioned by the majority of the participants with the number of 14, and it includes 5 concepts/codes. Although, there are 10 codes in the subtheme of individual reasons, 11 participants express their opinions. Strikingly, there are 3 different codes in both reasons related to teaching profession and reasons related to time, 11 participants share their opinions, though. Excluding the similar opinions regarding the related codes, some of the teachers' opinions are presented through direct quotations below.

3.1.1. Familial reasons

According to teachers' opinions, one of the main reasons why they do not want to be administrators is familial reasons. In this subtheme, to devote time to family and home more important, too many household chores, too much workload at home, and the negative sides of having status differences between couples are obtained (Table 3).

Table 3

Familial reasons regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Familial reasons	Prioritizing time for family
	Having too many household chores
	Having too much work load at home
	The negative sides of having status differences between couples

According to Table 3, prioritizing time for family is the most emphasized reason. Female teachers do not want to be administrators with a concern whether a busy shift or the work brought to home will limit the time devoted to family and children. In other words, family and children are emphasized more than career. While T4 explains this by telling that "...My priority is my child...", T1 states that "... I have a child, I find it more valuable to spend time with him after school...", and they emphasize that being an administrator requires taking care of the child as a secondary plan. Female teachers do not want to work as administrators in order to meet the expectations of the society and be accepted by achieving the roles of chores like cooking, ironing, doing the dishes, which are identified with female roles. This situation is explained by T2 with the following statement, "...There is not a fair work load among family members in the society, and women have more responsibilities than men regarding house chores, cooking, and taking care of children...", and T11 states that she does not plan to become an administrator because of "...too much work load at home...". It is possible to mention that status difference between husband and wife is an obstacle to be an administrator, it is a rare issue in the society, though. In societies where generally men are higher in status, people are accustomed to family structure being a reflection of patriarchal and masculine culture; it is difficult for men to accept this situation. Related to this, T23 mentions about a reality by stating that "...having a status difference between a husband and a wife causes problems...". Holding a college degree or living in a modern society sometimes does not change this reality.

In conclusion, female teachers do not consider being an administrator because of their responsibilities in family. Based on the shared leadership understanding, sharing the roles in the family can be a way to overcome this situation. In other words, this problem is likely to be solved when the roles and responsibilities at home are distributed fairly and equally between husband and wife.

3.1.2. Individual reasons

According to female teachers' opinions, another reason for not preferring becoming an administrator is individual reasons. The codes gathered in this subtheme are as summarized in Table 4.

Table 4

Individual reasons regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Individual reasons	Insufficiency of self-confidence
	The requirement for self-sacrifice in private life
	Thinking that it is not suitable for her personality
	Not drawing her attention
	Being fragile
	Avoiding hurting people
	The difficulty of meeting everyone's demands and needs
	Refraining from being psychologically worn down quickly
	The concern for providing interpersonal balance
	Not having administrative skills and qualifications

In this subtheme, female teachers emphasize the emotional sensitivities that are more evident in women (e.g. being fragile and avoiding hurting people). In her statement, T19 explains why women lack confidence by linking it to individual development and the constant exploitation of women in society:

Due to our lives in a patriarchal society, women continue to be put in the background. They are brought up with less self-confidence in terms of individual development and this causes them not to have managerial qualifications. I don't want to be an administrator because I find my self-confidence insufficient.

In other words, men's being prominent in various fields plays a role in women's lack of self-confidence. The motives of the teachers, who do not want to be administrators due to individual reasons, are related to their perceptions about their own competencies. T15 explains this situation by stating "...in particular, I see that it is difficult to be equipped in terms of procedural knowledge in administration, I do not feel ready for this situation...", and this shows that the obstacle for administration is actually self-efficacy beliefs. About individual reasons, T25 clarifies lack of self-confidence with her following expressions: "...lack of ability to address, diction, orator, manipulating skills; insufficient training in management, documents and documentation; not being sure about creating a team spirit; not being sure whether I can empathize with the employees; I don't have anyone around to support me and make me feel confident, ...". T6, who does not want to be an administrator because of both internal-individual and external-individual reasons, states that she refrains from hurting and being hurt in her following words "...the difficulty of responding to the wishes and needs of everyone working in the institution, trying not to be offensive; not being easily affected by the negative attitude of the other party in communication, being fragile...". Actually, a person's awareness of such a characteristic is a positive situation because it is difficult to hope that effective qualities such as commanding, leadership of the people with fragile characteristics and fear of hurting other people are high.

3.1.3. Economic reasons

Economic reasons were found to be another reason why school administration is preferred by female teachers. The codes in this subtheme are presented in Table 5.

Table 5

Economic reasons regarding why school administration is not preferred

Subtheme	Codes
Economic reasons	Economic loss Inadequate compensation for financial and moral services

Interviews with teachers revealed that especially vocational school teachers do not choose school administration due to economic concerns, because working extra hours in these branches contributed to their salary. In other words, teachers who choose to be an administration will not be able to work overtime and will experience economic losses. T2, who works in a vocational high school, explains why she does not to be an administrator by stating that "...the fact that vocational teachers will experience economic loss, even if it is a small amount...". T3 explains why she does not want to be an administrator by referring to the fact that they earn less money although they work in longer shifts, in her following words: "Working hours of the employees as administrators are longer, they do not get paid for their services both materially and morally...". Shortly, female teachers do not want to be administrators, since being an administrator is not an advantage, but a disadvantage. This justification is a common and shared reason for both female and male teachers, and it is not gender related.

In conclusion, although it is not a common view among teachers, female teachers do not want to be administrators, especially since vocational high school teachers have more extra course opportunities than teachers in other branches and even school principals.

3.1.4. Reasons related to female colleagues

Interestingly, another factor that found to discourage female teachers from becoming administrators was their same-sex colleagues. The codes obtained under this subtheme are as in Table 6.

Table 6

Reasons related to female colleagues regarding why school administration is not preferred

Subtheme	Codes
Reasons related to female colleagues	Avoiding from personal jealousy
	Female administrators' not being preferred by female employees
	Jealous of female colleague

Table 6 presents the findings regarding why female teachers do not want to be administrators because of their same-sex colleagues. In this sense, T18 emphasizes that the jealousy of female teachers is more than male teachers, and this is an obstacle to doing their job meticulously. She stated that:

I think that effects such as personal jealousy, withdrawal etc. between female teachers exist more than they are seen among men, female teachers are intimidated by the possibility of taking a stand against a woman administrator who is dedicated to her job.

Female teachers stated that they do not think of becoming an administrator, as female administrators are not favored by female employees. In this regard, it is stated by T21 that, "the female teachers envy the female administrator, that is, they could not support it. I can list the reasons such as the fact that they are jealous of their own fellows being in higher status."

In conclusion, the envy of female administrators by female teachers and the negative situations related keep women teachers away from being administrator.

3.1.5. Reasons related to teaching profession

Another reason why school administration is not preferred by female teachers is the teaching profession. In this context, some of the teachers stated that being involved in teaching activities is more pleasing for them. The data obtained are summarized in Table 7.

Table 7

Reasons related to teaching profession regarding why school administration is not preferred

Subtheme	Codes
Reasons related to teaching profession	Loving her work and branch
	Lack of job satisfaction
	Being more satisfied within interaction with students

As seen in Table 7, one of the reasons related to the teaching profession is that being an administrator is not preferred because of loving teaching profession and not being able to achieve job satisfaction. With regard to this, T1, by saying that "...Because I love my job and my branch, I am very happy with my job... I can say that lack of professional satisfaction is an obstacle for me.", indicates that she prefers to be a teacher rather than being an administrator. The participants, who do not consider being an administrator because of their love of teaching profession, emphasize that it is more satisfying to be in constant interaction with students. T2 asserted that:

In addition to this, teaching in class and being in constant touch with the students are much more satisfying and enjoyable from a professional point of view. I can say that there is no motivation tools to be an administrator.

Being an administrator causes being away from teaching, which is one of the reasons why administration is not preferred. About this situation, T8 states that "...Because I love being a teacher, administration means staying away from teaching. I like teaching in class and being able to connect directly with my students." However, it is not possible to claim that school

administrators do not totally withdraw from classes and students. They have to teach certain hours, but the roles and responsibilities required by the administration do not provide a certain job satisfaction because they teach at the same time, that is why teachers do not prefer the administration position.

In conclusion, female teachers do not prefer to be school administrators because of their commitment to the teaching profession and considering spending time with students more meaningful and valuable.

3.1.6. Reasons related to work load and responsibilities

According to female teachers' opinions, another reason why being an administrator is not preferred is issues related to work load and responsibilities. In this subtheme, the codes of being obliged to work at home from time to time, requiring more responsibilities, tasks' being too difficult, too much work load, and a high amount of paperwork are obtained (see Table 8).

Table 8

Reasons related to work load and responsibilities regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Reasons related to work load and responsibilities	Being obliged to work at home from time to time Requiring more responsibilities Tasks' being too difficult Too much work load A high amount of paperwork

As summarized in Table 8, the fact that the responsibilities of management are heavier affects the preferences negatively. About this, T1 states "...I guess I do not want to take big responsibilities..." The most important reason for this situation is that you have little authority but many responsibilities. In other words, teachers think that taking responsibility can be tolerated by increasing their authority. Solving the physical problems of the school is usually under the responsibility of school administrators. Female teachers do not prefer this type of work because it requires both expertise and physical strength. T5 expresses her opinion about the issue in her following statements:

Being an administrator means more responsibilities, and it is difficult to overcome all these responsibilities. Being an administrator in a school does not mean sitting in your room, sometimes you have to solve the plumbing problem, sometimes you have to solve the heating problem, while dealing with people at the same time 'This woman doesn't understand anything, she asks us?' you have to deal with their gaze...

Aside from the fact that the administrators are always at school and hinder the responsibilities that must be fulfilled at home and in the family, the fact that "the administrators have to work even at home from time to time" (T2) is seen as the reason for not wanting to be a school administrator. Additionally, "heavy paperwork" (T11) and "...too much work load" (T11) sets an obstacle to the preference of being an administrator.

In conclusion, excessive workload and responsibilities of school administrators cause female teachers not to prefer school administration.

3.1.7. Reasons related to time

Another reason why management is not preferred was determined as time. The teachers who participated in the study stated that this mission is often not preferred because it requires a lot of time (see Table 9).

Table 9

Reasons related to time regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Reasons related to time	Requiring longer work hours Short annual leaves (semester, summer break)

According to the teachers, because the position requires more overtime, this affects their preferences of becoming school administration. In particular, not being able to take annual leaves and having to be at school during summer holidays negatively affect their preferences. In Turkish context, school administrators use their vacation rights by taking turns with other administrators during the summer break. Regarding the issue, T6 expresses her opinion as "Working hours are long, annual leaves (semester, summer vacation) are short,...". On the other hand, it is possible for teachers to leave school at 15.00 during the day. This is thought to be an opportunity for female teachers due to their roles and responsibilities at home. Likewise, summer breaks are longer for teachers than for administrators. In this regard, T8 expresses her opinion as "...it is more advantageous to leave work at 3 o'clock... and to have a summer break...". Another participant (T12) evaluates the need for overtime in school management to spare time for private life and expresses her opinion as "...I would like to have both time and energy for my private life...".

As a result, female teachers do not prefer to be administrators because school administration requires overtime and teaching requires less.

3.1.8. *Reasons related to the difficulty of administration*

Another reason why school administrators are not preferred by female teachers is the difficulties inherent in this position. The codes related to this subtheme are presented in Table 10.

Table 10

Reasons related to the difficulty of administration regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Reasons related to the difficulty of administration	Difficulty of dealing with new problems every day Lack of interest in physical work of school To avoid the corrosive effects of management Being an administrator is tiring for the mind and spirit

School management is not preferred by female teachers especially due to the difficulty involved with maintenance-repair work. For instance, T12 asserted that , "...There is also the maintenance-repair part of the school. Dealing with workers and maintenance repair is not a woman's job. Lecturing in the classroom is much more enjoyable than being an administrator. In some cases, female participants do not prefer management because they avoid the tensions caused by competitive and contentious environments by examining the psychological difficulties of management. The results of T25 indicated that "...no desire to be exposed to the wearisome effects of stress, distress, and difficulties in the work environment; no desire to be in a competitive, contentious management environment..."

As a result, it is thought that school administration is perceived as a profession that requires physical and psychological/spiritual resilience, and it is not preferred for this reason.

3.1.9. *Reasons related to parents*

Female teachers also claim that issues related to student parents prevent them from being administrators. In this category, teachers generally mentioned that it is difficult to deal with parental problems and that they tend to avoid them (see Table 11).

Table 11

Reasons related to parents regarding why school administration is not preferred

Subtheme	Codes
Reasons related to parents	Avoidance of parent violence Avoidance of baseless complaints from parents Difficulties of communicating with student parents

Table 11 shows that school administration is not preferred because of avoiding negative attitudes and behaviors of parents. In this regard, some teachers do not prefer to be school administrators in order not to be exposed to the baseless complaints of parents, while some teachers exposed to parent violence. For instance, T10 expressed her opinion as "...I think that we cannot serve as we want in a place where electronic complaint systems are active..". In a similar manner, T4 stated that "...Also, parents have problems in anger control, and they can easily find the courage to step on female administrators...". Regarding violence by male parents, T5 stated that:

They can become threatening and indifferent when confronting a woman when they have a problem with a parent... School administrators have to deal with male students, male parents, and male teachers, and most male parents don't want to see women in a higher position than themselves, so they may behave disrespectfully.

In addition, T12 expressed her opinion as "...Also, it's hard to deal with parents. ...There are times when male parents may attack us if their children are in trouble."

As a result, school administration is not preferred due to avoiding parental violence, especially males' violence. In addition, unconscious and unfair complaints of parents are also situations that prevent female teachers from choosing to be administrators.

3.1.10. Reasons related to gendered attitudes

Gendered attitudes were identified as another reason why the school principal position was not preferred by female teachers. The codes obtained are summarized in Table 12.

Table 12

Reasons related to gendered attitudes regarding why school administration is not preferred

Subtheme	Codes
Reasons related to gendered attitudes	Attitudes of top administrators towards female administrators Attitudes of the society towards female administrators Not being respected by male administrators Avoiding negative attitudes of male teachers Difficulty of being accepted in the male-dominated administrative staff

Table 12 shows that teachers not only refer to gendered attitudes among groups within the school, but also outside. In terms of in-school reasons, T13 brought up the issue of *the attitude of top administrators towards female administrators* while T4 referred *female administrators are generally not respected by their male administrators*. T13, on the other hand, stated that she not want to be a school administrator because of "the attitude of the society towards female administrators...".

3.1.11. Reasons related to the absence of the desirability of administration

In this subtheme, the codes of not adding value to the person (seniority, status, prestige), almost no initiative given to school administrators, and lack of enforcement power over teachers are obtained (see Table 13).

Table 13

Reasons related to the absence of the desirability of administration regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Reasons related to the absence of the desirability of administration	Not adding value to the person (seniority, status, prestige) Almost no initiative given to school administrators Lack of enforcement power over teachers

As seen in Table 13, the fact that the management does not provide material and moral gain and that the administrators cannot take an initiative are obstacles for female teachers to choose the management role. This obstacle can be a justification for male teachers as well as female teachers. In this manner, T2 asserted that:

Being an administrator does not add value to the person, neither in terms of professional, economic, nor personal development. If being an administrator would add value to seniority, status, and prestige, women would overcome these. It is not something you gain by spending more time.

From a point of view arising from the belief that management requires power, the lack of enforcement power of administrators is one of the reasons why administration is not preferred. For example, T18 indicated that, "I think that school administrators are left helpless due to the lack of sanction power of school administrators over teachers and the decrease in teachers' sense of responsibility...". In another interview, T17 stated that "...and I think that almost no initiative is given to school administrators.". In her statement, she mentions that she does not prefer to be an administrator because school administrators could not take the initiative.

As a result, female teachers see administration as a power center and think that school administrators are deprived of this power. Low authority and status are the main reasons that increase this reluctance.

3.1.12. Bureaucratic reasons

In female teachers' opinions, bureaucratic reasons as to why they don't want to be administrators include not being willing to follow political views, men being more active in union activities, and not considering merit in administration (see Table 14).

Table 14

Bureaucratic reasons regarding why school administration is not preferred

<i>Subtheme</i>	<i>Codes</i>
Bureaucratic reasons	Being unwilling to act under the guidance of a political view Men being more active in union activities Not considering merit in administration

According to Table 14, politicization processes negatively affect female teachers' perceptions of becoming administrators. In this sense, T22 asserted that "...I think that the job of administration requires acting under the guidance of the current political view. In this case, it will not be suitable for me to be an administrator.". Some female teachers think that they want to be administrators, but because male teachers are more active in union activities, their turn never comes. Regarding this, T7 stated that, "

We want to be administrators. Why not! First, I would like to have a say in my own institution. However, due to the high demands of our male colleagues, the lack of merit in management, the fact that they never leave their position, and the activity of male colleagues in union activities, it is not time for women.

It is emphasized that teachers favored in management because they are active in union activities also have a merit problem. T10 expressed that, "Trying to manage education, especially administration, not with our free will, but with politics...". Briefly, teachers with a high perception

of bias do not want to be administrators because they perceive school administration as being controlled by political power, that is, serving the interests of the outgroup.

3.2. Problems Female School Administrators Experience

In the second research problem, it is aimed to determine the difficulties that female administrators face. Nine subthemes of problems experienced by female administrators were identified: familial problems, individual problems, economic problems, problems related to female colleagues, problems related to workload and responsibilities, problems related to time, problems related to parents, problems related to gendered attitudes.

Several of the reasons (e.g. the reasons related to the teaching profession, lack of interest in the administration position, bureaucratic reasons) why female teacher do not want to become an administrator were not found as subthemes here. All subthemes except these three share similarities with the difficulties female administrators face and the reasons why female teachers don't want to become administrators. Therefore, many of the perceptions about female teachers not wanting to become administrators are actually seen as problems by female administrators.

This theme contains 9 subthemes and 62 concepts/codes pertaining to the problems faced by female administrators. Each is presented in the next section.

3.2.1. Familial problems

According to female administrators, being an administrator lead to problems related to familial issues. The subtheme describes the codes of living in a dilemma between home and school, disruption of responsibilities related to home, spouse, and children, and spouse's expectations and attitudes (see Table 15).

Table 15

Familial problems female administrators experience

<i>Subtheme</i>	<i>Codes</i>
Familial problems	Living in a dilemma between home and school Disruption of responsibilities regarding home, spouse and children Spouse's expectations and attitudes

As summarized in Table 15, some of the responsibilities of female administrators due to being a woman were reported to cause problems during their administration. Household chores (cooking, cleaning, etc.) are considered as women's work within the scope of household responsibilities. Responsibilities related to childcare and being a wife are factors that cause women administrators to have problems. This situation causes female administrators to experience dilemmas between home and school chores. Regarding this, A1 expressed that "...being stuck between home and school due to the disruption of responsibilities at home...". One of the most important results of this dilemma was explained by A3, "Having to deal with the responsibilities of home, spouse and children, which are imposed on women, outside of business life, creates difficulties for female administrators to deal with responsibilities in business life." and points out that this hinders her responsibilities regarding work life. A11 stated, "I think the biggest problem of a female administrator is that she is stuck between her home and her job... These are situations that make management stagnant." Moreover, she emphasizes that the dilemma between home and school negatively affects administration. The statement of A12, "I have to favor my family and my children more..." shows that the family is favored, and therefore, the duties of school administration are negatively affected. A4 pointed out the personal negative effects of the dilemma experienced between home and school as "...you are a housewife at the same time, you are a mother at the same time... I have more stress there, you feel tired anyway...", focusing on the source of personal stress. The fact that teaching requires less time than management, combined with a patriarchal understanding, may result in the pressure of the husband on the woman. Regarding this, A13 asserted that, "...However, we are in a patriarchal structure... My husband

sometimes considers it as a problem for me to be in a managerial position by saying that I would spend less time as a teacher." and points out the source of the problems experienced by female administrators.

As a result, responsibilities related to housework, childcare and husbands' expectations are the source of problems experienced by female administrators. These problems are similar to the reasons why female teachers do not want to be administrators.

3.2.2. Individual problems

Another issue reported by female administrators relies on individual problems. The codes of this subtheme are presented in Table 16.

Table 16

Individual problems female administrators experience

<i>Subtheme</i>	<i>Codes</i>
Individual problems	Perception of inadequacy in leadership and management Lack of self-confidence (What if I can't, if I can't succeed) Being physically tired Being fragile (especially when first starting out as an administrator) Limiting social life Experiencing the negative effects of being compassionate and emotional The downsides of being a detail-oriented and perfectionist Not being able to spare time for private life/self Inability to spend time with loved ones

As seen in Table 16, female administrators have problems of individual-psychological and social-psychological origin. Two female administrators who have just started management express the lack of managerial competence among individual-psychological problems. Regarding this, A1 said, "I thought that I should improve myself more in leadership and management." This problem is of the type that can be seen in newly appointed managers, regardless of whether they are men or women. On the other hand, it is possible to claim that female administrators also have problems due to being a woman. For example, A9 expressed her opinion as, "Yes, I was very fragile at first. I was crying here in my room..." It has been observed that female administrators also experience problems due to the "compassionate and emotional state of being" that is mostly attributed to women. Regarding this, A9 asserted that,

At first, I was very concerned about the problems of families. I was exhausted, that is how I went home. I was unhappy as if it were my own problem. Male administrators can be more insensitive in such matters. Maybe my personality as a more compassionate and emotional individual has been effective...

Likewise, phenomena such as rigor and perfectionism attributed to women cause female administrators to experience individual-psychological problems. Regarding this, A16 expressed her opinion in her following statement: "Thinking in too much detail and trying to do the job perfectly can sometimes make things difficult and cause a waste of time." Within social psychological problems, female administrators cannot spare time for themselves and their loved ones. Regarding this, A1 expressed her opinion, "Excessive workload and responsibilities cause me not to spare time for myself and my home." and A15 stated that "Long working hours can limit the time you spend for yourself and your loved ones."

As a result, individual-psychological and social-psychological situations are the source of the problems experienced by female administrators. Many problems are similar and different from those of female teachers who do not choose to be administrators.

3.2.3. Economic problems

Female administrators noted that one of the sources of the problems experienced due to school management is economic. The only code obtained in this subtheme was not being economically attractive. Regarding the lack of economic attractiveness of management, A7 stated that, "There is no economic attractiveness. Teachers teach more extra classes than I do. If a teacher attends the support and training course... Imagine, I work until 23.00 at night, but there is no financial support for it."

Branch teachers in Turkey can open weekend classes to support students, and they are paid extra for doing so. Administrators, however, stated that they are not able to give such courses due to their duties, and for that reason, they stated that their duties do not provide any economic benefit.

3.2.4. Problems related to female colleagues

Female administrators stated that another problem they experienced in their profession stemmed from their female colleagues. The obtained findings are summarized in Table 17.

Table 17

Problems related to female colleagues female administrators experience

<i>Subtheme</i>	<i>Codes</i>
Problems related to female colleagues	<p>Troubles in reconciliation</p> <p>The downsides caused by misunderstanding</p> <p>Jealous of success</p> <p>Lack of support</p> <p>Focusing on weaknesses</p> <p>Unwillingness to do the assigned task</p> <p>Not following the given orders</p> <p>Seeing as a competitor</p> <p>To provoke parents</p> <p>Disrespect</p> <p>To complain</p> <p>To be prejudiced</p> <p>Expecting special attention and privilege</p> <p>Not appreciating success (by female assistant administrators)</p> <p>Attributing success to others (by female assistant administrators)</p> <p>Gossiping</p> <p>Inability to empathize</p> <p>To personalize events</p> <p>To show resistance</p>

It can be seen from Table 17 that female administrators have many problems with their female colleagues. There has been evidence that female teachers are unwilling to accept the success of female administrators, and they attribute this success to factors such as the environment, students, etc. For instance, A3 asserted that:

Women in their professions are creating problems for female administrators, as their peers feel envious, ignore the success and most of all, do not follow orders from them. While female administrators expect support from their fellows, they are discouraged by being constantly inspected about their weaknesses and creating environments that will result in failure.

Administrators also face difficulties due to female assistant administrators. Female assistant administrators, like female teachers, attribute their success to environmental factors and feel jealous of female administrators. Regarding this, A11 stated that, "Some of the awards may lead problems. When parents choose you as a corporate, it can claimed by your assistant that you are an

advertiser rather than a successful principal..." Another problem experienced by female administrators is that female teachers expect to continue their friendship which they have before becoming administrators. In another response, A1 stated that:

Sometimes, our female colleagues may believe that you do not behave them fairly. When you have a chief-officer interaction with the people you teach together before, problems arise no matter how sensitively you behave. She is expecting a special attention in teaching, looking for a privilege. If you have a fair management understanding, you may have difficulty with her, as I have experienced before.

3.2.5. Problems related to workload and responsibilities

Female administrators expressed that another type of problem arising from being an administrator is problems related to workload and responsibilities. The results are summarized in Table 18.

Table 18

Problems related to workload and responsibilities female administrators experience

Subtheme	Codes
Problems related to work load and responsibilities	Too much workload and too many responsibilities
	Giving many chores to female administrators
	Bringing work to home

As shown in Table 18, female administrators also experience problems due to heavy workload and responsibilities. Both the workload and responsibilities are excessive, and jobs considered to be men's work that require physical strength and expertise are assigned to female administrators. Regarding this, A2 expressed her opinion, "Sometimes, jobs that require men cause problems because they are not women's jobs.. As a woman, I may have some difficulties with the repair or the materials." A11 stated that heavy workload and responsibilities cause "...A more difficult time.. inability to spare time for private life and therefore domestic problems". Similarly, A3 stated that these problems cause "... disruptions related to motherhood duties". Female administrators believe that chores are easily assigned to them. Perceptions in the understanding of gender may have an impact on this. A13, for instance, asserted, "From the standpoint of workload and responsibilities, I believe female administrators do most of the chores. Because of this, sometimes I have to bring work home...".

3.2.6. Problems related to time

Time-related problems are other difficulties experienced by female administrators. The responses given by the administrators in this subtheme consist of statements about leave periods, working hours, and vacation periods. The results obtained are summarized in Table 19.

Table 19

Problems related to time female administrators experience

Subtheme	Codes
Problems related to time	Limited break period with administrative leave
	Not clear working hours
	Required overtime
	No summer holidays
	Not spending time with children
	Lack of time for private life

Table 19 shows the inability of female administrators to manage their time effectively and efficiently in their personal and professional lives. Administrators typically use their off-school and off-shift time to fulfill their duties, depending on the workload. This situation, combined with the responsibilities of being a mother and a wife, causes problems for female administrators. For instance, A1 stated that, "The vacation period is limited to administrative leave... I cannot spare

time for myself and my family." A3 expressed her opinions by stating, "...It causes domestic problems due to not being able to spare time for private life." Female administrators compare themselves with female teachers and complain about "lack of overtime concept" (A16). For example, A6 asserted that, "Being an administrator is a profession that requires overtime... The absence of summer holidays and breaks inevitably forces us. A teacher can go home after the lesson is over. It is not the same with us, of course."

3.2.7. Problems related to the difficulty of administratorship

Another issue reported by female administrators was related to the nature of the profession: difficulty of administratorship. The codes of this subtheme are presented in Table 20.

Table 20

Problems related to the difficulty of administratorship female administrators experience

Subtheme	Codes
Problems related to the difficulty of administratorship	Being alone and not getting enough support
	Jobs requiring male power
	Tensions with teachers
	Insufficient facilities and opportunities
	Unnecessarily waiting for an empty school during the summer break
	Working with a group that doesn't want to cooperate

As presented in Table 20, female administrators have problems arising from the work and operations of the school, the physical work of the school, the teachers, and the need for the administration to work overtime. One of the most important problems of the school is the lack of a budget. The problems arising from the limited financial resources of the school are one of the biggest problems faced by school principals. A3 expressed her view as "...the inadequacy of opportunities and possibilities... The biggest difficulties in meeting the needs of the institution you are the manager of and being alone and not being supported while doing these..."

The fact that female school administrators cannot find someone to get support while trying to overcome the problems arising from lack of experience, especially in the first years of administration, is among the problems experienced. Regarding this, A1 says, "There is no one from whom I can get help when I have difficulties with paperwork." The maintenance of the school and the tensions with the teachers are among the problems experienced by the female administrators. Regarding this, A2 states that "Sometimes tensions with teachers occur when there is heavy work..." and A17 mentions "...the manager is constantly discouraged by the group thinking they have taken orders and does not want to obey them. These situations are the most challenging part of management in my opinion."

As a result, women administrators experience the reasons for the difficulty of administration, which is one of the motives why women teachers do not want to be administrators.

3.2.8. Problems related to students' parents

Female administrators stated problems rely on students' parents as another issue that they have experienced. The codes of this subtheme are presented in Table 21.

Table 21

Problems related to students' parents female administrators experience

Subtheme	Codes
Problems related to parents	Not being interested in school
	Not taking the female administrator seriously
	Not seeing administration suitable for women
	Lack of empathy of male parents
	Verbal violence
	Being rude

When the responses of female administrators are examined, it is understood that some of the reported problems are mostly not being taken seriously. In this sense, A1 stated that, "Some of the parents are not interested in their children and school, I am not taken seriously because I am a woman, and management is not suitable for women...". In a similar manner, A3 stated that "The problems we experience are the inability to empathize and not being approved due to the patriarchal structure, especially by the parents of the opposite sex". It has been observed that male parents use verbal violence more easily against female administrators. Regarding this, A7 stated,

I met a parent who was always getting angry. The tone was harsh... a bit of slang... a male assistant administrator friend entered into the room.. I looked and the behavior totally changed.. I realized that he was rude to me, he was kind to the male assistant administrator...

However, while there are problems with female parents, it has also been observed that some male parents are more polite and understanding towards female administrators. Regarding this issue, A17 said, "...While there are occasional problems with mothers, fathers are more mature, understanding and gentle."

3.2.9. Problem related to gendered attitudes

A final problem experienced by female administrators was gendered-related attitudes. Related to this subtheme, the codes obtained from the analysis are presented in Table 22.

Table 22

Problems related to gendered attitudes female administrators experience

Subtheme	Codes
Problems related to gendered attitudes	Engaging in disturbing candid behavior (by male administrators) Spouse's sexist approach Not being able to accept the female administrators (by male administrators) Gendered attitudes of top management Not wanting to work with a female administrator (by the school principal and teacher) Father of students' unwillingness to take female administrators seriously Failure to attribute leadership to women

As shown in Table 22, female colleagues reported experiencing disturbing candid behavior from male administrators, according to the study. For instance, A6 asserted that, "You enter into the room, he looks at you from head to toe. This is not normal. This is a very sexist look. It makes me feel humiliated. He sees me as a woman, not as an individual.". For some teachers and male administrators, Being a female administrator is a situation that cannot be accepted. Regarding this, A6 stated that, "The difficulty of being a female administrator is to be accepted because this administrative staff is male-dominated. Previously, I worked with an administration who were not happy with me as a principal...". Sometimes, the sexist approaches of the spouses of female administrators are experienced as a problem. For example, A13 expressed that, "Mostly, my husband considers this as a problem. As a society, the fact that women are at home is still a problem because this understanding is dominant among men."

These problems are familial, individual, economic, related to female colleagues, related to teaching profession, related to workload and responsibilities, related to time, related to being an administrator, related to parents, related to gendered attitudes, related to lack of appeal, and related to bureaucratic reasons. Female teachers mostly do not consider being an administrator because of their responsibilities in the family. Responsibilities related to housework, childcare and husbands' expectations are the source of problems experienced by female administrators. These problems are similar to the reasons why female teachers do not want to be administrators. In addition, female teachers do not want to be administrators, since they have no opportunity to

teach extra courses as branch teachers do and they do not get an economic income. On the other hand, the envy of female administrators by female teachers and the negative situations related keep women teachers away from being administrators. Individual-psychological and social-psychological situations are the sources of the problems experienced by female administrators. It can be mentioned that the issues experienced by female administrators with their female colleagues justify the fact that female teachers do not prefer school administration. The problems experienced by female administrators regarding the workload and excessive responsibilities may justify the fact that female teachers do not prefer school administration. There are similarities between the opinions of female administrators, and the reasons why female teachers do not prefer this position in terms of time.

4. Discussion and Conclusion

Both the reasons why the female teachers do not want to be a school administration and the difficulties faced by the female school administrators revealed the following main result: The difficulties faced by the administrators are the reasons for not preferring to be an administrator. Unlike male administrators, female administrators face gender-based problems. That causes females to experience more physiological and psychological problems in their private and professional life.

Considering the results regarding the reasons why female teachers do not want to be administrators, it is seen that there are factors other than gender discrimination and familial responsibilities. In the study of Bulut and Kızıldağ (2017), it was found out that female administrators did not directly experience gender discrimination in their careers, but they faced some other obstacles. Thus, it can be claimed that, unlike traditional societies in Turkey, prejudices, and barriers arising from being a woman are not considered as a significant obstacle to the desire to be an administrator. In examining the problems faced by women in business, it is found that some stem from men, some from themselves, and some from social dynamics (Öztürk & Cevher, 2015). In this study, findings are related to all these problems. Men's opinions about female workers may negatively affect women's opinions about themselves. Although female workers have negative opinions, attitudes and behaviors towards each other based on different reasons, this situation directly affects women again.

School leadership and management are complex facts. It requires various skills, such as cooperating with subordinates and interacting with people regardless of gender. Some studies show that female administrators constantly struggle with some challenges (Oyeniran & Anchomese, 2018). The things female administrators are exposed to discourage a female teacher to be an administrator. For example, a woman may innately desire power, but by observing how women in top positions act and are treated, she may decide that power is an undesirable target (Gino et al., 2015). As can be inferred from the results of this study, the perceptions of female teachers about not wanting to be administrators are based on observations. The problems experienced by female administrators confirm this claim. Therefore, it is crucial to develop policies in order to eliminate discriminative attitudes and behaviors female teachers and administrator experience. Formal and informal law and cultural values may be useful to achieve this. Nonlegalistic and nonethical dimensions of inequality between men and women should be emphasized.

The results revealed that female teachers do not want to become administrators because of reasons such as the attitude of the top administrators towards female administrators, the views of society towards the female administrators, the lack of respect shown by male administrators, the avoidance of the negative attitudes of male teachers, and the difficulty of being accepted in a male-dominated administrative staff. Women who feel worthless at work will reevaluate their priorities and may give up on pursuing a career. A possible explanation for this trend is that implicit prejudice reduces the probability of women entering and staying in male-dominated fields. The glass cliff makes career advancement less attractive for women. Women in managerial positions are prevented from serving as role models for other women due to queen bee effects. The work-

family approach may lead to women giving up their family life in order to be successful in their professional careers (Ellemers, 2014). Thus, empowered female administrators might be able to reduce social and individual prejudices. The implementation of new policies is one way to achieve this. It is considered humiliating for male employees to be subordinate to women and to take orders from them in our country, as it is in all patriarchal societies (Besler & Oruç, 2010). This is confirmed by the attitudes of male administrators and male parents toward female administrators in this study. Some male parents prefer having a male administrator rather than a female one, and some male parents do not want to work with a female administrator. Especially when it comes to career advancement, working women in Turkey and around the world face barriers based on gender discrimination. Instead of objectively evaluating women with their success and competencies as employees, they may only be exposed to gender-based barriers (Bulut & Kızıldağ, 2017). The cultures of societies are a contributing factor to this situation. In fact, it is not possible to state that female representation in all fields of business is not sufficient, even in developed countries.

One of the interesting results of the study is that the problems caused by female colleagues both affect female teachers in the selection of the administration position and are one of the difficulties experienced by female administrators. Some other results in the literature have found evidence to the contrary of this study. The study of Elisha (2012) showed that both male and female teachers are more likely to appreciate female administrators and managers and to encourage female administrators. Although similar findings were obtained in the current study, this was very limited. The support of female administrators is higher if female teachers avoid the authoritarian or wrong practices of male administrators. It would not be accurate to generalize or establish a causal connection that all women in top positions act like queen bees. It is also known that female administrators support female employees by showing role model behaviors and encourage them to pursue careers (Kızıldağ, 2018). Although it was limited, female teachers were found to support and encourage female administrators. According to studies, workplace harassment is more personal, involving gossip, envy, and jealousy among women (Öztürk & Cevher, 2015). In the literature, studies suggest that the queen bee syndrome is one of the main reasons for women's inability to rise to top managerial positions (İmamoğlu Akman & Akman, 2016; Öricü et al., 2007). Studies have also shown that female teachers who work with female school administrators are more optimistic about their careers (Mert & Levent, 2020). It is possible to explain these attitudes and behaviors from different perspectives of human psychology. Explaining this, however, does not prevent female workers from being affected by their fellows.

Work-family conflict is a common explanation for women's underrepresentation in leadership positions (Crosby-Hillier, 2012). Similarly, this paper revealed that female teachers don't want to be administrators due to familial reasons such as prioritizing family, having too many household responsibilities, and a high workload at home. In most families, women in Turkey are still responsible for most of the childcare and housework. The responsibilities of women regarding family life slow down their career development. In spite of the fact that there is no evidence that parenting reduces management skills, some people believe that such responsibilities prevent women from becoming school administrators. That makes women undesirable candidates for managerial positions (Mutunga, 2015). Due to family obligations, women may prioritize family life and do not value career advancement if they feel their career opportunities are limited (Ellemers, 2014). Studies show that familial reasons prevent women from pursuing a career (İnandı et al., 2009). Among the problems faced by female administrators are familial factors, particularly childcare and motherhood. It was stated that some female administrators have no problems because their husbands support them. Research shows that female administrators' career development is significantly affected by the responsibilities of their families, children, and spouses (Bakioğlu & Ülker, 2018; Negiz & Yemen, 2011). Women who are not supported by their families and people around them don't have the chance of becoming top managers, and even if they do, they are not likely to stay in these positions long (Er & Adigüzel, 2015). It is particularly harsh for

women with many children in traditional societies. As developed modern societies have fewer children and are supported by social organizations, this negative outcome is minimized.

According to this research, female teachers do not want to be administrators for several reasons, including a lack of self-confidence and insufficient administrator skills and qualifications. Literature shows that female school administrators do not do their jobs willingly due to insecurity, lack of support, and a lack of ability to decide between their family and work lives (Çelikten, 2004). Other studies have shown that female teachers who are administrators or are thinking about becoming administrators agree that completing a guidance program will improve their chances of being hired for a management or leadership position (Crosby-Hillier, 2012). In this regard, knowing that female teachers who want to be school administrators will attend such training will allow them to be candidates for managerial positions. Because women lack the self-confidence to be administrators, they are perceived as passive characters in society. According to İnandı et al. (2009), women's perception of passive personalities is closely tied to their culture. This will lead to the replacement of cultural patterns and prejudices that lead to a lack of trust with self-confidence. Female administrators stated in this study that they only experience self-confidence problems in their first year, and this problem passes as they gain experience. In addition, in this study, it is shown that female administrators are resistant and do not exaggerate the problems.

The findings of this study suggest that female teachers do not want to be administrators because they are fragile, believe that management is not appropriate for them, fear hurting people, fear psychological exhaustion, and have difficulty maintaining interpersonal relationships. The literature contradicts this finding by showing that female school administrators tend to be emotional, approach events more emotionally, and cannot be calm enough during crises. Therefore, it can be said that women should be encouraged and that there might be a need for positive discrimination in management (Tok & Yalçın, 2017). Female administrators in this study are observed to experience situations such as being fragile and acting emotionally, especially when they are just beginning their management careers. With time and experience, this situation has been overcome.

Literature opposes the notion that female teachers most often adopt the roles of *mother* and *good wife*, that they prioritize traditional roles over those in society, and that they tend to prefer teachers to administrators. The study shows, however, that some female teachers take these situations for granted (Tok & Yalçın, 2017). In other words, female teachers prioritize family responsibilities such as motherhood and being a good wife over their professional duties. In the same way, although it is not accepted that women cannot adapt to the harsh working conditions of managerial life and cannot integrate family responsibilities, housework, and raising children as a social duty, the findings of this study indicate that some female teachers share this viewpoint. According to some female teachers, management is not their preferred profession since they work even at home from time to time, the tasks are very tiring, the workload is high, the paperwork is excessive, and it is difficult to cope with new problems every day. Despite barriers such as familial responsibilities, social prejudices, lack of equal opportunity, and sexual stereotypes, women can overcome the glass ceiling by developing self-confidence. Breaking the glass ceiling takes a social and organizational effort, but self-confidence is the first step. Individuals who believe in themselves and dream of a better future will be more likely to influence the people around them and the institution in which they work (Korkmaz, 2016).

Several studies show that female and male administrators are equally successful in management (Özan & Akpınar, 2002). The fact that female teachers do not prefer administrative positions is not due to their inadequacies, but rather to the distribution of social roles, responsibilities such as housework, childcare, and daily household responsibilities that are imposed by these roles (Bayır & Dönmez, 2020). Female school administrators have a responsibility to eliminate learned helplessness and increase women's motivation to advance (Durmaz, 2016). The obstacle to being an administrator is not being a woman; it is the attributed

roles and expectations, as well as the learned helplessness they experience. Thus, the problem is not biological, but rather psychosocial.

As a result, the difficulties faced by female administrators can explain why female teachers don't want to be administrators. Although there are no legal restrictions on women serving as administrators, there is an underrepresentation of female administrators in school settings for functional reasons. The lack of female perspectives and female practices in schools results in a lack of female perspectives. It is therefore important to develop policies that will change society's perception of women and increase the number of female teachers and administrators. The reasons why female teachers do not want to be school administrators can be attributed to familial responsibilities, fear of economic loss, problems with female colleagues, heavy workloads and responsibilities, inability to balance private life and work life, difficulties in administration, and problems with parents. These findings indicate that female administrators face different problems and have more problems than male administrators.

4.1. Recommendations

Based on the results of the study, some suggestions can be made. Developing policies can prevent female school administrators from encountering gendered attitudes from colleagues and parents. These types of behaviors can result in sanctions being updated, which is harassment. In addition, female administrators should avoid attitudes and behaviors perceived as weakness and undermine their position and status. Sharing responsibilities in family life can be encouraged. The Turkish culture provides the infrastructure and rationale for achieving this understanding. By addressing the problems faced by school administrators, and especially female administrators, policies can be developed to minimize these problems. To ensure the representation of female school administrators at higher levels of management, it may be helpful to have a better understanding of and policies in place. Both male and female colleagues can benefit from training in order to minimize obstacles caused by female colleagues. The research is limited to the teachers working in Düzce. The results of the studies to be carried out in different provinces and countries can be compared. Research on the problems faced by female administrators and their solutions can be conducted quantitatively in the future.

Funding: No funding source is reported for this study.

Declaration of interest: No conflict of interest is declared by author.

References

- Aslanargun, E. & Bozkurt, S. (2012). Problems that principals face in school administration. *Gaziantep University Journal of Social Sciences*, 11(2), 349-368.
- Bakioğlu, A. & Ülker, N. (2018). Career barriers faced by Turkish women academics: Support for what? *Journal of Higher Education*, 8(3), 313-321. Doi: <https://doi.org/10.2399/yod.18.017>
- Balıkçı, A. (2016). *Principalship in the context of daily life and bureaucracy*. [Unpublished Master's Thesis]. Eskişehir Osmangazi University, Eskişehir, Turkey.
- Bayır, Ö. Ö. & Dönmez, A. (2020). Being a woman school principal in Turkey. *Educational Administration: Theory and Practice*, 26(1), 163-202. <http://doi.org/10.14527/kuey.2020.004>
- Besler, S. & Oruç, İ. (2010). Women managers in printed media and Turkey. *Anadolu University Journal of Social Sciences*, 10(1), 17-38.
- Bulut, D. & Kızıldağ, D. (2017). Gender discrimination and the effects on women human resources managers careers. *Journal of Management and Economic Research*, 15(2), 81-102. <http://doi.org/10.11611/yead.321237>
- Crosby-Hillier, K. (2012). *Women and Educational Leadership: Exploring the Experiences of Current and Aspiring Female Educational Administrators* [Unpublished doctoral dissertation]. University of Windsor, Canada.
- Çelikten, M. (2004). Okul müdürü koltuğundaki kadınlar: Kayseri ili örneği [Women in the school principal's chair: The case of Kayseri province]. *Erciyes University Journal of Social Sciences Institute*, 17(1), 91-118.
- Demirtaş, H. & Özer, N. (2014). School principalship from the perspectives of school principals. *Kastamonu Education Journal*, 22(1), 1-24.

- Dotzler, D. A. (1983). *Visibility of women in school leadership* [Unpublished master's thesis]. University of Calgary, Canada.
- Durmaz, Ş. (2016). Women and their challenges in labor market. *Ahi Evran University Institute of Social Sciences Journal*, 2(3), 37-60.
- Ekiz, D. (2017). *Bilimsel araştırma yöntemleri* [Scientific research methods]. Anı Publishing.
- Elisha, L. N. (2012). *Exploring the perceptions of teachers on women principals in the Solomon Islands* [Unpublished master's thesis]. The University of Waikato, New Zeland.
- Ellemers, N. (2014). Women at work: How organizational features impact career development. *Policy Insights from the Behavioral and Brain Sciences*, 1(1) 46-54. <https://doi.org/10.1177/2372732214549327>
- England, P., Gornick, J., & Shafer, E. F. (2012). Women's employment, education, and the gender gap in 17 countries. *Monthly Labor Review*, 135(4), 21-29.
- Er, O. & Adıgüzel, O. (2015). Queen bee in glass ceiling shade: Obstacles encountered by women's career advancement and effective leadership. *RTEU Journal of Social Sciences*, 2, 163-175.
- Eren, A. (2007). *An econometric approach about voluntary turnover* [Unpublished doctoral dissertation]. Gazi University, Ankara, Turkey.
- Esa, A. & Peng, L. C. (2013). Women as a leader in school. *International Journal of Science and Research*, 2(11), 274-277.
- Fraenkel, J. R., & Wallen, N. E. (2000). *How to design and evaluate research in education*. McGrawHill.
- Gino, F., Wilmut, C. A., & Brooks, A. W. (2015). Compared to men, women view Professional advancement as equally attainable, but less desirable. *Proceedings of the National Academy of Sciences*, 112(40), 12354-12359. <https://doi.org/10.1073/pnas.1502567112>
- Gökyer, N. & Çiçek, F. (2016). Competences of woman administrators as perceived by themselves and teachers working with them. *Ahi Evran University Journal of Kırşehir Education Faculty*, 17(3), 747-766.
- Hunter, L. (2019). *Female rural school principals' leadership qualities and the impact on student achievement* [Unpublished doctoral dissertation]. Texas Tech University, USA.
- International Investors Association. (2016). *Kadınların üst yönetimde temsilinin artırılmasına yönelik uygulamalar ve öneriler* [Practices and suggestions for increasing the representation of women in senior management]. Author.
- İmamoğlu Akman, G. & Akman, Y. (2016). The opinions of female teachers about the female principals in the context of the queen bee syndrome. *Bartın University Journal of Faculty of Education*, 5(3), 748-763.
- İnandı, Y., Özkan, S., Peker, S. & Atik, Ü. (2009). The barriers of carrier advancement of the female teachers. *Mersin University Journal of the Faculty of Education*, 5(1), 77-96.
- Kayıkçı, K. (2013). Unionization in the public and education sector in Turkey, and expectations of school administrators and teachers expectations from unions. *Journal of Public Administration*, 46(1), 99-126.
- Kazak, E. (2021). The reasons of teachers to leave the school management voluntarily and their emotions based on these reasons: A phenomenological study. *Journal of Qualitative Research in Education*, 26, 265-291.
- Keser, Z. & Gedikoğlu, T. (2008). Determining the extent to which high school principals exercise their authority and responsibility. *International Journal of Human Sciences*, 5(2), 1-23.
- Kızıldağ, D. (2018). Women's problematic in management. *Journal of Management Research*, 14(1-2), 49-69.
- Korkmaz, H. (2016). Women at the management positions and the glass ceiling syndrome. *Alternative Politics, Special Issue*, 95-112.
- Memduhoğlu, H. B. & Meriç, E. (2014). Basic problems that school administrators cope with in the process of administration in the context of educational administration's function. *The Journal of International Social Research*, 7(33), 653-666.
- Mert, P. & Levent, F. (2020). Female teachers' problem to be the manager: Glass ceiling syndrome in Turkey. *International Journal of Eurasian Education and Culture*, 5(10), 1547-1587. <http://dx.doi.org/10.35826/ijoecc.267>
- Miles, M. B., & Huberman, M. A. (1994). *An expanded sourcebook qualitative data analysis*. Sage.
- Mutunga, J. M. (2015). *Factors influencing active participation of women in secondary school education management in Migwani sub-county, Kitui County Kenya* [Unpublished master's thesis]. South Eastern Kenya University, Kenya.
- Nawaz, M. A., Afzal, N. & Shehzadi, K. (2013). Problems of formally employed women: A case study of Bahawalnagar, Pakistan. *Asian Journal of Empirical Research*, 3(10), 1291-1299.

- Negiz, N. & Yemen, A. (2011). Female administrators in public organizations: Female problematique in administration in terms of administrator and employee. *Süleyman Demirel University Faculty of Arts and Sciences*, 24, 195-214.
- Oyeniran, R. O. & Anchomese, I. B. (2018). Women's leadership experiences: A study of Ivorian Women Primary School Principals. *Journal of Educational Issues*, 4(1), 148-173. <https://doi.org/10.5296/jei.v4i1.13042>
- Örücü, E., Kılıç, R. & Kılıç, T. (2007). Glass ceiling syndrome and the obstacles facing women's advancement to senior management positions: Evidence from Balıkesir. *Management and Economics*, 14(2), 117-135.
- Özan, M. B. & Akpınar, B. (2002). The success of women administrators in school administration. *Fırat University Journal of Social Science*, 12(2), 219-234.
- Öztürk, U. C. & Cevher, E. (2015). The pink version of harassment in the workplace: Mobbing to women by women. *Uludağ Journal of Economy and Society*, XXXIV(1), 151-174.
- Patton, M. Q. (2014). Qualitative research and evaluation methods (Trans. M. Bütün & S. B. Demir). Pegem Publishing.
- Rarieya, J. F. (2007). Women in educational leadership: A comparison of Kenyan and Pakistani women educational leaders. *Quality in education: Teaching and leadership in challenging times*, 2, 469-483.
- Tamboukou, M. (2000). The paradox of being a woman teacher. *Gender and Education*, 12(4), 463-478. <http://doi.org/10.1080/09540250020004108>
- Tok, T. N. & Yalçın, N. (2017). Women school principals in the eyes of school principals. *Pamukkale University Journal of Social Sciences Institute*, 28, 353-366. DOI: 10.5505/pausbed.2017.36025
- Yin, R. K. (2014). *Case study methods: Design and methods*. Sage Pbc.
- Yücedağ, F. (2017). *The views of female teachers resigned from educational administration about the problems they face during their admin: A phenomenological study* [Unpublished Master's Thesis]. Akdeniz University, Antalya, Turkey.