The Barriers Hindering Female Teachers From Becoming School Principals
(Sample from Mersin Province-Turkey)

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Abstract

Problem Statement: Despite many positive developments, in practice it is still not possible for women to be equal to men in the twenty-first century. One of the fields in which inequality between men and women continues to exist is education. In educational institutions, women are not given the same opportunities as men to be promoted to higher ranks and senior positions which include school principals. In many research studies, the barriers preventing women from career advancement have been found to be the existence of a glass ceiling; stereotypes about the sexes; obstacles resulting from societal structure; barriers resulting from family and women's point of view towards administration; barriers resulting from education, working hours, age and marital status; and career obstacles resulting from school organization and environment. This paper examines the barriers preventing female teachers working in elementary schools from becoming school principals.

Purpose of Study: The aim of the research is to determine the barriers preventing female teachers working in elementary schools from becoming school principals by analyzing the views of teachers and school principals who work in public elementary schools.

Methods: A general scanning model is used in this descriptive research study. It was decided to use the simple random sampling approach, and 30 school principals and 202 teachers in the Mersin Province were randomly selected to constitute the sample for the research study. The researcher collected the data for the research by implementing a rating scale. By means of SPSS 11, the views of school principals and teachers about the career barriers preventing female teachers working in elementary schools from becoming school principals were determined.

Findings and Results: According to the findings, the position variable and the sex variable cause meaningful differences between the points of view of the participants. There are meaningful differences between the points of

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view of the participants about the dimensions of working hours, age, and marital status in terms of the variable of education level. Furthermore, there were meaningful differences between the points of view of the participants about societal sex stereotypes.

Conclusions and Recommendations: It can be concluded that the glass ceiling produced by society to discriminate against women continues to exist. The men in today's societies prioritize women's duties as motherhood, and being a housewife and a spouse. In contrast, the activities of career development are perceived as being men's work. It should be considered that female teachers, along with other individuals who constitute an organization, have an important responsibility to help female teachers to overcome the barriers to career development.

Keywords: Career advancement, gender stereotypes, school principals, teacher, barriers

Throughout the centuries, human beings have fought for ideals such as freedom and democracy. Due to their struggles and their devotion, these ideals have been realized. However, some ideals have not yet been fully realized and the struggle for them is still ongoing. One of these struggles is related to the issue of equality between men and women. After the industrial revolution, women started to gain new rights; a process which continued at an increasing rate in the twentieth century. For example, women obtained the right to vote and to possess property in many countries in the twentieth century; and the constitutions of many countries incorporated equality between men and women. Despite all of these positive developments, in practice women are still not equal to men in the twenty-first century. One of the fields in which the inequality between men and women continues to exist is education. In educational institutions, women are not given the same opportunities as men to be promoted to higher ranks and senior positions which include school principals. Therefore, the number of women in administrative positions is not in proportion to the number of women joining the labour force (Moreau, Osgood & Halsall, 2007; Çelikten, 2004; Athanassoula-Reppa & Koutouzis, 2002; Evetts, 2000).

There is also discrimination against women in the educational field in Turkey (Kadının Statüsü ve Sorunları Genel Müdürlüğü [KSSGM], 2000). According to Çelikten (2004) the number of women holding administrative positions in educational management has not increased in Turkey. The barriers preventing women from progressing in their career at the elementary school level show a parallelism between Turkey and the rest of the world. These barriers have been identified in numerous research studies (Evetts, 2000; Çelikten, 2004; Thompson, 2003; Zafarullah, 2000) and they are explained below:

Glass ceiling. The concept of a 'glass ceiling' which results from people's attitudes and the prejudice of organizations is defined as an invisible and insurmountable barrier that exists between women and senior management positions; and that prevents women from making progress (Çelikten, 2005; Özbilgin & Woodwart, 2004; ILO, 1997). Throughout the world, although there is an increase in the rate of women joining the workforce and taking up a career in education, most women face

occupational discrimination in business life; and this ceiling prevents them from occupying senior administrative and professional positions (Moreau et al., 2007; Thompson, 2007).

Stereotypes about sexes, barriers resulting from societal sexes and societal structure. The prejudice of societies and individuals, in adition to social norms about women taking on senior level positions, create barriers for women. Stereotypes about the sexes are a foundation for the prejudice preventing women from being promoted to administrative positions. Education is one of the fields in which these stereotypes are seen to be prevalent (Usluer, 2000). Otaran, Sayın, Güven, Gürkaynak, and Atakul (2003) found that, although 56 % of teachers are female in elementary schools in Turkey, female teachers make up less than 3 % of administrators. This finding shows that, while the teaching profession is regarded as a very suitable job for women in Turkey, educational administration is perceived as a man's job.

The problem of women's employment in the administrative field in educational organizations is not only peculiar to Turkey. Similar situations of discrimination against women exist in many European countries including the Netherlands, Greece, and Italy. In these countries, the number of female teachers is greater than the the number of male teachers. Nonetheless, the number of female school principals is much less than the number of male school principals. For example, 13% of the school principals in the Netherlands, 41% of the school principals in Greece, and 46% of the school principals in Italy are female. When we compare Turkey with European countries, it is obvious that Turkey, in which the proportion of female school principals is less than 3%, remains behind these European countries (Athanassoula-Reppa, A. & Koutouzis, 2002, ¶ 41).

Barriers resulting from family. Societal beliefs, such as "the women's first priority is motherhood and becoming a good spouse", which exist in both the cultural and the structural dimension of career development and which are defined as role traps for women, negatively influence women's chances of becoming administrators. In other words, as Oplatka (2001) states, women are culturally expected to be caring, subjective, and personal. In addition, these societal beliefs are reproduced as barriers to career development and they also help to preserve these barriers   (Evetts, 2000; Rimmer & Rimmer, 1997; Thompson, 2003). According to a research study carried out by the TUSİAD in Turkey (quoted by Çelikten, 2004), women who accept the traditional roles of motherhood and becoming a good spouse regard their role in the public field as having secondary importance; and they think that becoming a teacher is more appropriate than becoming a school principal.

Women's point of view about administration. Another important barrier is women's lack of self-confidence. It is an obvious fact that the women in administrative position are always pushed into this position by others. The attention that women continuously pay to other people's approval shows that they don't have confidence in themselves. This situation exists in the action dimension that Evetts (2000) defines. Women's lack of self-confidence and the Turkish culture cause them to be perceived as passive characters in Turkish society. The influence of the male hegemony on

women throughout their life results in women becoming passive individuals in society (Merle, 1999; Zafarullah, 2000).

Barriers resulting from education, working hours, age, and marital status. Education, working hours, age, and marital status play an important role in the process of women's career development. The fact that a woman in an administrative role has to work longer working hours than teachers causes most of them to reject becoming administrators; and the priority of bringing up their children causes them to become interested in administration later in life. Moreover, their efforts to advance their education and obtain certificates are indications that they think that they are inadequate in this field, that they lack confidence, and therefore try to create self-confidence by means of these documents (Çelikten, 2004; Hudson & Rea, 1998).

Career barriers resulting from school and the environment. The societal norms which emphasize that men have to be school principals are reproduced and protected in formal organizations such as schools (Thomson, 2003). In the institutions where administrative and organizational culture are firmly established in the patriarchal structure (Evetts, 2000), women's decisions about career development are negatively influenced. Moreover, the societal norms and beliefs emphasizing that men should be administrators have a great influence on families. Families prefer male school principals, or female school principals behaving like men. This is because the parents want to control their children and they consider that a serious atmosphere is created by authoritarian school principals, or by the female school principals who adopt an authoritarian approach like their male counterparts (Smulyan, 2000).

The main aim of this research is to determine the barriers preventing female teachers working in elementary schools from becoming school principals by examining the views of teachers and school principals who work in formal elementary schools. Subsequent to this main aim, various sub-aims were identified and the additional questions given below were addressed:

According to the views of teachers and school principals who work in formal elementary schools;

a-In terms of the position variable, is there a meaningful difference among the barriers preventing female teachers working in elementary schools from becoming school principals?

b-In terms of the sex variable, is there a meaningful difference among the barriers preventing female teachers working in elementary schools from becoming school principals?

c-In terms of the education variable, is there a meaningful difference among the barriers preventing female teachers working in elementary schools from becoming school principals?

d-In terms of the spouse's job variable, is there a meaningful difference among the barriers preventing female teachers working in elementary schools from becoming school principals?

Method

Research Design

A general scanning model is used in this descriptive research study. By means of this method, women's career barriers are identified according to the points of view of administrators and teachers. In addition, an attempt is made to describe the existing situation.

Population and Sample

The population of the research includes 150 school principals and 4200 teachers working in the elementary schools of Mersin Province in the period 2006-2007 (MEB, 2006). 41 out of 150 school principals were contacted; however, as some of the school principals didn't fill in the questionnaires and some of the questionnaires were not appropriately completed, 11 questionnaires are not included in the scope of research. 225 out of 4200 teachers were contacted, however, as 23 of the teachers did not fill in the questionnaire accurately, they are not included in the scope of research. As a sampling approach, simple random sampling was used in this research study because this sampling technique ensured that all of the participants in the population had an equal chance to be selected for the study. 30 school principals and 202 teachers were randomly selected from schools in the Mersin Province, and 232 school principals and teachers constituted the sample for the research. The sample for the school principals represents 20% of the total population of school principals. The sample for the teachers represents approximately 6% of the total population of teachers. 65% of the teachers were women and 35% of the teachers were men. 86% of the school principals were men and 14% of the school principals were women. 16% of the teachers and school principals had associate degrees; 75% of them had bachelor's degrees; 5% of them had master's degrees; and 4 % of them were other graduates. In terms of marital status: 52% of the participants were married to teachers; 4% of the participants were married to retired people; 8% of the participants were married to civil servants; 12% of the participants were married to housewives; 6% of the participants were married to nurses; 4% of the participants were married to engineers; and 14% were married to people with other jobs.

Research Instruments

Rating scale. The researcher collected the data for the research by implementing a rating scale. The researcher developed the rating scale by reading the local and foreign literature. The first part of the rating scale includes questions about personal information. The second part of the questionnaire includes 42 questions related to female teachers' career obstacles.

The validity and reliability of the research instruments

For the validity of the research, the researchers consulted the opinion of experts in the field in order to have a scope of validity for the rating scale. The rating scale including 50 items were prepared for a pilot study. After the pilot study, explanatory factor analysis was made to see the structure validity of the rating scale; and for each factor, both sub and upper factor load analyses are given. The rating scale was

developed into a structure having six components and two factors. These two factors explained 56% of the total variance. Factor loads according to the sub-aims were analyzed: the sub factor loads for career barriers related to family are .44 and .82; the sub factor loads for the career barriers resulting from school and environment are .41 and.77; the sub factor loads for the barriers resulting from education, working hours, age, and marital status are .41 and .70; the sub factor loads for the obstacles resulting from societal sexes and societal structure are .52 and .74; the sub factor loads for the women's point of view about the administration are .48 and .69; and the sub factor loads for the barriers resulting from the economical problems are .73 and .77. Moreover, the total score was calculated and its relationship to each item has been analyzed in order to find out the item validity. The items for which the total correlation was much more than .40 are used in the scale; and 8 items for which the total correlation was less than .40 were not used. The scale used comprised 42 items.

For every dimension of the scale and for the bases of all items, reliability was checked and the Cronbach Alpha was found to be .94 for the entire scale. The Cronbach Alpha for the career barriers related to family sub-aim is .87; the Cronbach Alpha for the barriers resulting from school and environment sub-aim is .86; the Cronbach Alpha for the barriers resulting from education, working hours, age, and marital status is .87; the Cronbach Alpha for the barriers resulting from societal sexes and societal structure sub-aim is .83; the Cronbach Alpha for the women's point of view about the administration sub-aim is .81; and the Cronbach Alpha for the barriers resulting from the economical problems sub-aim is .84.

To check whether the sample was appropriate, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy Test was applied and this value was found to be .88. This value shows that the sample is very appropriate. To see whether the distribution was normal, the values of Barlett's Test of Sphericity were found to be $\chi 2$: 5209,509; df: 861;p<.000, and the value of Chi-Square was found to be 5209,509;, df 861 ve p<.000. According to these results, multi-variable normal distribution was obtained. After using the scale, the analysis of the data was quantified. As a five-degree scale was used, the interval coefficients were calculated for four intervals (5-1=4) in the five-degree scale like this:

(4/5=0.80)

I never agree = 1.00-1.79,

I don't agree = 1.80-2.59

I am indecisive= 2.60-3-39

I agree= 3.40-4.19

I agree completely = 4.20-5.00

Procedure

The rating scale was applied to 225 teachers and 41 school principals. 223 teachers and 30 school principals filled in the scale appropriately and submitted it to the researcher.

Data Analyses

The data collected with the scale was inputted into the computer according to codes that were given to each question on the scale. When process of inputting the data was finished, the data was processed and analyzed. In the analysis of the data, SPSS 11 computer programme was used. By means of this programme, the views of school principals and teachers about female teachers' career barriers were determined using the values of the arithmetic mean and standard deviation. The T-test was applied for the independent groups to determine whether there was a meaningful difference among the views of the subjects according to the position and sex variables. One-way variance analysis was implemented to determine whether there was a meaningful difference among the views of teachers and school principals according to the variables of the level of education, marital status, spouse's job, and the number of children. For the cases in which differences were detected, the Tukey HSD test was applied. Conclusions and recommendations were made based on the findings and results. The level of meaningfulness was found to be $p<0.05$ with $p<0.01$.

Findings and Results

In the sub-aims part of this paper, the first sub-aim of the research was expressed as: "According to the position variable, is there a meaningful difference among the barriers preventing the female teachers working in elementary schools from becoming school principals?" In Table 1, the T-test and the results related to the first sub-aim of the research are presented. According to this result, the position variable causes a meaningful difference in societal sex stereotypes. According to the position variable, there are not any meaningful differences in the other dimensions between the views of school principals and teachers.

Table 1

T-test Related with the Views of Participants in Terms of the Position Variable

	Position	N	Mean	S	t	P
Resulting from family	Teacher	202	3,2605	,87325	,309	,758
	Administrator	30	3,2083	,79758		
School and environment	Teacher	202	2,4092	,77844	,985	,326
	Administrator	30	2,2630	,60962		
Working hour, Age and Marital Status	Teacher	202	2,8252	,77614	,708	,480
	Administrator	30	2,7200	,63918		
Societal Sex	Teacher	202	2,8738	,86540	2,357	,019*
	Administrator	30	2,4778	,81029		
The women's opinion about administration	Teacher	202	2,6351	,76487	-,020	,984
	Administrator	30	2,6381	,73491		
Economic Reasons	Teacher	202	2,7203	1,04011	,432	,666
	Administrator	30	2,6333	,94626		

*p<0.05

The school principals' points of view about the barriers preventing the female teachers working in elementary schools from becoming school principals due to women's societal sex stereotypes is (Mean=2,4778); and the teachers' point of view about the the barriers preventing the female teachers working in elementary schools from becoming school principals due to women's societal sex stereotypes is (Mean=2,8738). When the school principals' points of view about this issue are compared with the teachers' points of view, it can be observed that there is a meaningful difference between the points of view of teachers and school principals (t:-2,357;p<.019). The teachers' perceptions are what cause the difference. Compared with school principals, more teachers think that societal sex stereotypes cause the barriers preventing the female teachers working in elementary schools from becoming school principals.

The second sub-aim of the research was expressed as: "According to the sex variable, is there a meaningful difference among the barriers preventing the female teachers working in elementary schools from becoming school principals?" In Table 2, in terms of the sex variable, the T test and its results related to the second sub-aim of the research are presented. According to these results, the sex variable causes a meaningful difference in the barriers resulting from family and societal sex stereotypes. In terms of the sex variable, a meaningful difference was not found among the views of teachers and school principals related to the influence of school and environment, economic reasons, women's opinion about the administration, working hours, age, and marital status.

The women's points of view about the barriers preventing the female teachers working in elementary schools from becoming school principals due to barriers resulting from family was (Mean=3,5018), and the men's points of view about the barriers preventing the female teachers working in elementary schools from becoming school principals due to barriers resulting from family were (Mean=2,8695). Consequently, there is a meaningful difference among the views of male and female teachers (t:-5,82;p<.000). The women's point of view about the barriers preventing the female teachers working in elementary schools from becoming school principals due to sex stereotypes was (Mean=2,9574); and the men's points of view about the barriers preventing the female teachers working in elementary schools from becoming school principals due to sex stereotypes were (Mean=2,6136). Consequently, there is a meaningful difference among the views of male and female teachers (t:-3,00;p<.001). The source of difference is the women's points of view in both of the dimensions. Compared with men, more women think that barriers resulting from family and societal sex stereotypes cause barriers to female teachers' career development.

Table 2

T-test Related with the Views of Participants in Terms of the Sex Variable

	Sex	N	Mean	S	t	p
Resulting from family	Female	141	3,5018	,84025	5,82	,000**
	Male	91	2,8695	,75160		
School and environment	Female	141	2,4058	,84651	,38	,699
	Male	91	2,3663	,60303		
Working hour, Age and Marital Status	Female	141	2,8574	,78588	1,14	,254
	Male	91	2,7407	,71492		
Societal Sex	Female	141	2,9574	,95772	3,00	,001**
	Male	91	2,6136	,65588		
The women's opinion about administration	Female	141	2,5805	,78492	-1,37	,171
	Male	91	2,7206	,71426		
Economic Reasons	Female	141	2,7128	1,08436	,068	,946
	Male	91	2.7033	.93683		

**p<0.01

The third sub-aim of the research was expressed as: "According to the education variable, is there a meaningful difference among the barriers preventing the female teachers working in elementary schools from becoming school principals according to the views of teachers and school principals?" In Table 3, according to the level of education, the variance analysis and the results related to the third sub-aim are presented. There is a meaningful difference (F:3,813; df:(3-228); p<.011) between the subjects' perception about the dimensions of working hours, age, and marital status in terms of the variable of education level. To determine the source of the difference, the Tukey HSD test was applied and it was found that the subjects who had a master's degree created the source of the difference. There aren't any meaningful differences among the subjects' perceptions in relation to other dimensions.

Table 3

Values of n, Mean, Standart Deviation and One Way Variance Analysis Related with the Views of Participants in Terms of the Variable of Education Level

Variables	Groups	N	Mean	sd	df	Mean Sq	F	p
Resulting from family	Associate degree	38	3,12	,97				
	Bachelor's degree	174	3,26	,85	3	,408	,545	
	Master's degree	12	3,44	,54	228	,748		
	Other graduates	8	3,35	,77	231			,652
	Total	232	3,25	,86				
School and environment	Associate degree	38	2,33	,86				
	Bachelor's degree	174	2,38	,73	3	,613		
	Master's degree	12	2,75	,74	228	,576	1,065	,365
	Other graduates	8	2,30	,65	231			
	Total	232	2,39	,75				
Working hour, Age and Marital Status	Associate degree	38	2,55	,88				
	Bachelor's degree	174	2,82	,71	3	2,122		
	Master's degree	12	3,37	,62	228	,556	3,813	
	Other graduates	8	2,86	,84	231			,011*
	Total	232	2,81	,75				
Societal Sex	Associate degree	38	2,75	1,03				
	Bachelor's degree	174	2,79	,81	3	,929		
	Master's degree	12	3,19	,88	228	,749	1,239	,296
	Other graduates	8	3,14	,98	231			
	Total	232	2,82	,86				
The women's opinion about administration	Associate degree	38	2,48	,79				
	Bachelor's degree	174	2,65	,74	3	,384		
	Master's degree	12	2,76	,85	228	,579	,663	,576
	Other graduates	8	2,64	,77	231			
	Total	232	2,63	,75				
Economic Reasons	Associate degree	38	2,56	1,14				
	Bachelor's degree	174	2,68	,98	3	2,084		
	Master's degree	12	3,37	1,06	228	1,041	2,002	,114
	Other graduates	8	2,812	1,09	231			
	Total	232	2,70	1,02				

Source of Difference (Tukey HSD), * p< 0.05

The fourth sub-aim of the research was expressed as: "According to the school principals' and teachers' views, do the barriers preventing the female teachers working in elementary schools from becoming school principals result in a meaningful difference in terms of the variable of the spouse's job?" In Table 4, according to the variable of the spouse's job, the variance analysis and the results that made for the meaningful difference between the subjects' values of mean and standard deviation and their views about the female teachers' career barriers are presented. There is a meaningful difference between the subjects' perception about the dimensions of societal sex stereotypes (F:2,188;df:6-225);p<.045), the women's opinion about making a career (F:2,976;df:6-225);p<.008), and the economic reasons (F:2,457;df:6-225);p<.025) in terms of variable of spouse's job. To determine the

source of the difference, the Tukey HSD test was applied. According to this result, the housewife, nurse, and other jobs constitute the source of the difference in societal sex stereotypes. The variable of civil servant and other jobs constitutes the source of difference in women's opinions about administration. While the nurse, engineer, and other jobs constitute the source of difference related to the economic reasons; it was noticed that there was not a meaningful difference between the subjects' perceptions related to other dimensions.

Table 4

Values of n, Mean, Standart Deviation and One Way Variance Analysis Related With the Views of Participants in Terms of the Variable of Spouse's Job

Variables	Groups	N	Mean	sd	df	Mean Sq	F	p
Resulting from family	Teacher	121	3,3626	,86141				
	Retired	9	3,3056	,83411				
	Civil servant	18	3,1736	,91669	6	,870	1,176	,320
	Housewife	27	2,9815	,67377	225	,740		
	Nurse	14	2,9107	1,23006	231			
	Engineer	10	3,2500	,50690				
	Other jobs	33	3,2538	,86404				
	Total	232	3,2538	,86238				
School and environment	Teacher	121	2,5041	,78764				
	Retired	9	2,4815	,66898				
	Civil servant	18	2,3704	,81293	6	,796	1,396	,217
	Housewife	27	2,2716	,60728	225	,570		
	Nurse	14	2,3492	,84716	231			
	Engineer	10	2,2667	,63764				
	Other jobs	33	2,1111	,71847				
	Total	232	2,3903	,75917				
Working hour, Age and Marital Status	Teacher	121	2,9446	,76681				
	Retired	9	2,5111	,53723				
	Civil servant	18	2,7000	,79261	6	1,105	1,964	,072
	Housewife	27	2,7741	,70580	225	,563		
	Nurse	14	2,4286	,89049	231			
	Engineer	10	2,9400	,53166				
	Other jobs	33	2,6212	,73389				
	Total	232	2,8116	,75941				
Societal Sex	Teacher	121	2,9986	,83707				
	Retired	9	2,8519	,68943				
	Civil servant	18	2,7315	,94823	6	1,596	2,188	,045*
	Housewife	27	2,5370	,62589	225	,729		
	Nurse	14	2,4524	1,01785	231			
	Engineer	10	2,8333	,68041				
	Other jobs	33	2,6061	1,01706				
	Total	232	2,8226	,86707				

The women's opinion about administration	Teacher	121	2,7769	,73376				
	Retired	9	2,4603	,69904				
	Civil servant	18	2,3968	,67817	6	1,633	2,976	,008**
	Housewife	27	2,8201	,82883	225	,549		
	Nurse	14	2,4796	,96664	231			
	Engineer	10	2,4429	,54896				
	Other jobs	33	2,2684	,67078				
	Total	232	2,6355	,75951				
Economic Reasons	Teacher	121	2,8967	,98935				
	Retired	9	2,7778	1,09291				
	Civil servant	18	2,8056	,94151	6	2,497		
	Housewife	27	2,5370	,93978	225	1,016	2,457	,025*
	Nurse	14	2,2857	,97496	231			
	Engineer	10	1,9500	1,18907				
	Other jobs	33	2,5000	1,09687				
	Total	232	2,7091	1,02693				

* Source of Difference (Tukey HSD), * p<0.05 **p<0.01

Conclusions and Recommendations

In the research that was conducted, the barriers preventing the female teachers from becoming school principals were studied. First of all, according to the position variable, a meaningful difference for the dimension of societal sex stereotypes was detected among the views of teachers and school principals. This finding can be explained by the fact that the number of male principals in the sample was greater than that of female school principals: 26 of the 30 school principals were men.

According to the sex variable, there is a meaningful difference among the views of the men and women in terms of the dimensions of the barriers resulting from the family and societal sex stereotypes. The barriers resulting from family can be explained by the fact that a women's priorities in today's societies are thought to be motherhood and being a housewife and a good spouse (according to men's points of view); while the activities of career development are regarded as being men's work (Ayan, 2000; Usluer, 2000). In the process of career development and appointment to the senior positions, it is necessary to work full time. It is very difficult for women to work full time while ignoring their responsibilities for their family (Ayan, 2000,s.41). Long working hours, the necessity of working on tasks which weren't finished at the office, taking care of the children (which is conceived as one of the most important duties for women), and the necessity of doing housework cause women to have difficulties in their career advancement. This situation causes women to perceive teaching as a traditionally female job which will enable them to carry out these duties (Altınışık, 1998; Usluer, 2000). Therefore, while the job of teaching (which includes shorter working hours and long holidays) is viewed as being a female job by society; the process of career development, which inhibits women from doing the traditional duties indicated above, isn't supported by the same society (Wilson, 2002). Consequently, it can be concluded that women don't want to enter the process of career development under the influence of men in superior positions who outnumber them and

the influence of a patriarchal culture which is still protected by men (Procter & Maureen, 1999, p. 153).

According to the results of the research, it can be understood that societal sex stereotypes, to a great extent, cause barriers to women becoming school principals. The societal sex stereotypes, which dominated during the Cold War, obviously have had an influence on contemporary societies. The stereotypes which dictate that men should be teachers and school principals have a significant influence on families. Families prefer male school principals, or female school principals who behave like men, because the parents consider that a serious atmosphere is created by authoritarian male school principals, or by female school principals who are authoritarian like their male counterparts (Smulyan, 2000). The parents of students generally think that female school principals cannot discipline male students; and therefore they are concerned about discipline problems (Coleman, 2005). The reasons indicated above cause society to view male school principals as being superior, and these reasons also cause female school principals to behave in the same way as men (Conner & Sharp, 1992). Moreover, factors like women's acceptance of the idea that men manage the family, which has been a norm for centuries; cause the job of administration to be regarded as a man's job (Tan, 1996). There are research studies which support the findings and the results of this study in Turkey and in other countries. For example, in Hungary, women constitute 85 percent of the total number of teachers; whereas female school principals constitute 33 percent of the total number of school principals. In the Netherlands, 76 percent of the teachers are female and 13 percent of the school principals are female (Athanassoula-Reppa, A. & Koutouzis, M, 2002). In the USA, women comprise 56% of those employed in education. However, the fact that a high percentage of educators are women doesn't support the view that they have the same rights as men have, or that they can join the labour force as easily as men can. This is because the kind of numerical data given above confirms the existence of sex discrimination against women when compared with the numerical data related from other areas of employment.

The numerical data shows that women in the USA occupy 4% of the senior positions in the most important companies; they constitute 13% of the senators, they constitute 2% of high ranking military personnel; and they constitute 30% of lawyers in the legal field (Carli & Eagly, 2001, pp. 630-631). This data confirms the existence of societal sex stereotypes in contemporary societies; such as the ones which indicate that women can only become a teacher, that the teaching profession suits women more than any other job, that women can't fulfill the duties required by senior positions, and that they can't demonstrate the attributes of leadership which are necessary for these positions. In particular, the women who want to reach the top administrative positions face a glass ceiling and, consequently, they are represented in limited numbers in the administrative positions which require a great deal of responsibility (Arıkan, 2003). As was explained previously, the number of female school principals constiues 3 percent of the total number of school principals. In a research study carried out in 1996, Tan found out that men constitute the majority of the high ranking administrators in the General Directorship of Preschool Education and the General Directorship of Girl Technical Education; despite the fact that these institutions were generally dealing with women (1996). Furthermore, the fact that teaching is perceived as a woman's job, while the job of

educational administration is regarded as a man's job, is a stereotype which has been in existence for a long time. Therefore, male participants may have different points of view than those of female participants. Consequently, the prejudice and discrimination which have been created against women are effectively reinforced by society and continue to exist (Charles & Davies, 2002; Kerr, Miller & Reid, 2000).

Moreover, according to the variable of school principals and teachers' education level, there is a meaningful difference between their views about the dimensions of working hours, age, and marital status. This difference results from the views of the subjects who have a master's degree. The subjects with a master's degree state that they agree with the dimensions of working hours, age, and marital status because of their experience of the problems during the process of their career development.

Lastly, according to the variable of a spouse's job, there is a meaningful difference between the views of teachers and school principals about the dimensions of societal sex stereotypes, and women's opinions about administration and economic problems. According to this finding, the source of the differences in societal sex stereotypes are those whose spouses are bank employees and nurses. The barriers opposing women during the period of career development in the banking sector and health sector resemble the barriers that women experience in the educational field. The women in these sectors have long working hours and they don't have enough opportunities to be promoted (Charles & Davies, 2000, pp. 547-548; Reed & Fischer, 2001, p.139; Lane, 2000, p. 269-272).

Recommendations

According to the sex variable, the point of view of teachers is different from those of school principals in terms of the barriers resulting from families and societal sex stereotypes. Compared with male teachers, more female teachers state that they experience barriers in terms of career advancement towards becoming school principals. In particular, male teachers and school principals should understand the emotions and opinions of female teachers regarding familial subjects and societal sex stereotypes, and they should help the female teachers to break these stereotypes.

The authorities in the highest positions of the Ministry of National Education should contribute to the elimination of the obstacles which prevent women from becoming school principals, and they should support women in becoming school principals. For example, the laws should be reorganized so that an equal number of male and female teachers can be school principals. Moreover, it should also be realized that female teachers and other individuals in an organization have an important responsibility to help female teachers to overcome the barriers to becoming school principals. The sample for this research was limited to the centre of Mersin Province. This study, which has been carried out in a fairly limited area, can be done using a larger sample. Also, the issue of whether the career barriers that the female teachers have experienced negatively influence their work performance can be studied.

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Kadın Öğretmenlerin Okul Müdürü Olmaları Önündeki Engeller (Mersin İli Örneği-Türkiye)

(Özet)

Problem Durumu: Sanayi devriminden sonra kadınlar bazı haklar elde etmeye başladılar ve bu hak elde etme süreci yirminci yüzyılda da devam etti. Örneğin, kadınlar yirminci yüzyılda birçok ülkede oy verme hakkı ve mülk edinme haklarını elde ettiler. Birçok ülkenin anayasası kadın erkek eşitliğini kabul etti. Bütün bu olumlu gelişmelere rağmen kadınlar erkeklerle gerçek anlamda eşit olamadılar. Kadın ve erkek arasındaki eşitsizliğin devam ettiği alanlardan birisi de eğitim alanıdır. Eğitim kurumlarında kadınlar erkeklerle kıyaslandığında okul müdürlüğü gibi mevkilere ve üst düzey mesleklere terfi etme şansına daha az sahiptir. Bundan dolayı yönetici pozisyonunda olan kadınların sayısı işgücüne katılan kadınlara oranla çok azdır. Eğitim alanında Türkiye'de de kadınlara benzer bir eşitsizlik söz konusudur. Dünyada ve Türkiye'de kadınların kariyerlerinde ilerlemelerini engelleyen nedenler benzerlik göstermektedir. Birçok araştırmaya göre bu engeller şunlardır:

a-Cam tavan

b- Toplumsal cinsiyet kalıp yargılar kaynaklı;

c- Aile kaynaklı;

d- Kadınların yöneticiliğe bakış açıları;

e- Eğitim, çalışma saati, yaş ve medeni durumdan kaynaklı;

f- Okul ve çevre kaynaklı kariyer engelleri.

Bu çalışma ilköğretimde görevli öğretmen ve müdür görüşlerine göre ilköğretimde çalışan kadın öğretmenlerin okul müdürü olma engellerini incelemektedir.

Araştırmanın Amacı: Araştırmanın amacı resmi ilköğretim okullarında çalışan öğretmenlerin ve müdürlerin görüşlerine göre ilköğretimde çalışan kadın öğretmenlerin okul müdürü olması önündeki engelleri belirlemektir. Ayrıca bu araştırmada kadınların yaşadıkları okul müdürü olma engelleri konusunda görüşlerini belirten katılımcıların görüşleri arasında konum, cinsiyet, eğitim durumu, eşin mesleği, değişkenleri açısından anlamlı bir farklılık olup olmadığının belirlenmesi hedeflenmektedir.

Araştırmanın Yöntemi: Betimsel nitelikte olan bu araştırmada genel tarama modeli kullanılmış, örneklem olarak orantısız eleman örnekleme kullanılmıştır. Araştırmanın çalışma evrenini, 2006-2007 öğretim yılında Mersin ilindeki ilköğretim okullarında görevli toplam 150 müdür ve 4200 öğretmen oluşturmaktadır. Toplam 150 müdürden 41'ine ulaşılmış ancak müdürlerin bir kısmı ölçeği doldurmadığı için bir kısmı da eksik ve hatalı doldurdukları için 11 ölçek araştırma kapsamı dışında tutulmuştur. Toplam 4200 öğretmenden 225'ine ulaşılmış ancak öğretmenlerin 23 tanesi ölçek maddesini eksik ve hatalı doldurmaları nedeniyle araştırma kapsamı dışında tutulmuştur. Belirtilen ildeki okullardan toplam 30 yönetici ve 202 öğretmen yansız olarak seçilmiş ve toplam 232 müdür ve öğretmen araştırmanın örneklemini oluşturmuştur.

Araştırmanın Bulguları: Bulgulara göre konum değişkeni toplumsal cinsiyet kalıp yargıları boyutunda anlamlı bir farklılığa neden olmuştur. Konum değişkeni açısından müdür ve öğretmenlerin görüşleri arasında anlamlı bir farklılık vardır. Farklılığa ise öğretmenlerin algıları neden olmuştur. Yine cinsiyet değişkeni

ailevi nedenler ve toplumsal cinsiyet kalıp yargılar boyutunda anlamlı bir farklılığa neden olmuştur. Kadınlar, erkeklere göre, kadın öğretmenlerin okul müdürü olma önünde ailevi nedenlerin ve toplumsal cinsiyet kalıp yargıların daha çok engel olduğunu düşünmektedirler.

Müdür ve öğretmenlerin eğitim durumu değişkenine göre "çalışma saati, yaş, medeni durum" boyutuna yönelik algıları arasında (F:3,813;sd:(3-228);p<.011), anlamlı bir farklılık vardır. Farkın kaynağını yüksek lisans mezunu öğretmenler oluşturmuştur. Bulgulara göre müdürlerin ve öğretmenlerin eşin mesleği değişkenine göre "toplumsal cinsiyet kalıp yargılar (F:1,596;sd:6-225);p<.045)", "kadınların kariyer yapmaya bakış açıları (F:1,633;sd:6-225);p<.008)," ve "ekonomik nedenler (F:2,457;sd:6-225);p<.025)," boyutuna yönelik algıları arasında anlamlı bir farklılık vardır. Buna göre toplumsal cinsiyet kalıp yargılarda farkın kaynağı ev hanımı, hemşire ve diğer meslek grupları oluşturmaktadır. Kadınların kariyere bakış açılarında farkın kaynağını memur ve diğer meslek grupları değişkeni oluşturmaktadır. Ekonomik nedenlere ilişkin olarak farkın kaynağını ise hemşire, mühendis ve diğer meslek grupları oluştururken diğer boyutlara ilişkin deneklerin algıları arasında anlamlı bir farklılık olmadığı görülmüştür.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonuçlarına göre öğretmenler müdürlere göre toplumsal cinsiyet kalıp yargıların kadınların müdür olmaları önünde daha fazla engel teşkil ettiğini belirtmişlerdir. Cinsiyet değişkenine göre, kadın öğretmen ve müdürler, erkek öğretmen ve müdürlere oranla "ailevi nedenler ve toplumsal cinsiyet kalıp yargılar" boyutlarında kadınların okul müdürü olma önünde daha fazla engel oluşturduğunu belirtilmişlerdir.

Müdür ve öğretmenlerin "eğitim durumu" değişkenine göre "çalışma saati, yaş, medeni durum" boyutuna yönelik görüşleri arasında anlamlı bir farklılık vardır. Bu fark yüksek lisans mezunu öğretmenler ve müdürlerin görüşlerinden kaynaklanmaktadır. Çünkü yüksek lisans mezunu öğretmen ve müdürlerin kariyerlerini geliştirme sürecinde bu tür problemleri bizzat yaşamış olduklarından dolayı diğer eğitim düzeyindeki katılımcılardan farklı düşünmüş olabilirler.

Müdür ve öğretmenlerin eşin mesleği değişkenine göre, toplumsal cinsiyet kalıp yargılar, kadınların kariyer yapmaya bakış açıları ve ekonomik nedenler boyutuna yönelik görüşleri arasında anlamlı bir farklılık vardır. Bu bulguya göre toplumsal cinsiyet kalıp yargılarda farkın kaynağını, eşi bankacı ve hemşire olanların oluşturduğu görülmektedir. Banka ve sağlık sektörlerinde kadınların kariyer gelişim engelleri, eğitim alanında kadınların yaşadıkları engellere benzemektedir.

Bütün bu sonuçlar göz önüne alındığında cinsiyet değişkenine göre öğretmen ve müdürlerin görüşleri ailevi konularda ve toplumsal cinsiyet kalıp yargılar konularında değişmektedir. Kadın müdür ve öğretmenler erkelere göre daha fazla engelle karşılaştıklarını belirtmektedirler. Bu nedenle erkek müdür ve öğretmenlerin kadın öğretmenlerin duygu ve düşüncelerini anlamları bu kalıp yargıların kırılmasında kadın öğretmenlere destek olmaları sağlanmalıdır.

Milli Eğitimin üst kademesinde görev alan yetkililerin kadınların okul müdürü olmaları önündeki yasal olmayan engellerin kaldırılmasına katkı sağlaması ve kadınların okul müdürü olmalarını özellikle desteklemeleri gerekir.

Anahtar Sözcükler: Kariyer engeleri, okul müdürü, öğretmen, cinsiyet kalıp yargılar