Women School Principals: Career Stories
Kadın Okul Yöneticileri: Kariyer Öyküleri

Merve Çakır Bayram[1] iD   **Melike Günbey[2]** iD

[1] Deputy Principal, Keşap Atatürk Multi-Program Anatolian High School, Giresun, Türkiye
[2] Assistant Professor, Giresun University, Faculty of Education, Giresun, Türkiye

Abstract: This study determined the career process of women school principals based on their life stories. The career stories were chronologically analyzed in three stages: the pre-administration stage, the transition to administration stage and the administration stage. This research used a narrative methodology. The study group, which included 14 female school principals and vice principals employed in public schools in a Black Sea Region city during the 2023–2024 academic year, was chosen using the snowball sampling method. The data were collected through a semi-structured interview form and analyzed using thematic analysis. The results of the pre-administration stage revealed that having leadership qualities, negative experiences as a teacher and top-down request are the reasons why they became principals. The support from their family, partners, and colleagues was effective to become a principal. The results of the transition stage were exposure to negative comments, workload, work-life balance, and long working hours and showed that each participant was appointed under different policies. The results of the administration stage indicated that the participants encountered difficulties such as gender-based discrimination, prejudice, mobbing, work-life balance, role conflict, and health problems, and they used strategies such as getting help from school principals, solving problems on their own to overcome.

Keywords: Women school principal, school administration, career stages, obstacle, support

_Öz:_ Bu çalışma, kadın okul müdürlerinin kariyer süreçlerini kendi yaşam öykülerinden yola çıkarak tespit etmektedir. Kariyer hikayeleri kronolojik olarak üç aşamada analiz edilmiştir: Yöneticilik öncesi aşama, yöneticiliğe geçiş aşaması ve yöneticilik aşaması. Bu çalışma anlatı deseni kullanılarak tasarlanmıştır. Kartopu örnekleme yöntemiyle seçilen çalışma grubu, 2023-2024 eğitim-öğretim yılında Karadeniz Bölgesi'ndeki bir ilin devlet okullarında görev yapan 14 kadın okul müdürü ve müdür yardımcılarından oluşmaktadır. Veriler yarı yapılandırılmış görüşme formu aracılığıyla toplanmış ve tematik analiz kullanılarak analiz edilmiştir. Yöneticilik öncesi aşamanın sonuçları, müdür olma nedenleri arasında liderlik özelliklerine sahip olmanın, öğretmen olarak olumsuz deneyimlerin ve üst yönetimin talepleri olduğunu ortaya çıkarmıştır. Aile, eş ve meslektaşların desteğinin müdür olmada etkili olduğu belirlenmiştir. Geçiş aşamasının sonuçları olumsuz yorumlara maruz kalma, iş yükü, iş-yaşam dengesi ve uzun çalışma saatleri ve her katılımcının farklı politikalar kapsamında atandığını göstermektedir. Yönetim aşaması sonuçları, katılımcıların cinsiyete dayalı ayrımcılık, önyargı, mobbing, iş-yaşam dengesi, rol çatışması, sağlık sorunları gibi zorluklarla karşılaştıklarını ve bu zorluklarla başa çıkmada okul müdürlerinden yardım alma, sorunları kendi başlarına çözme gibi stratejiler kullandıklarını göstermiştir.

Anahtar Kelimeler: Kadın okul yöneticileri, okul yönetimi, kariyer aşamaları, engel, destek

Introduction

There has been a rise in studies on the experiences of female school principals in recent years (Cruz-González et al., 2020; Elizabeth, 2017; Tok & Yalçın, 2017; Parylo et al., 2012; Can, 2010; Wrushen & Sherman, 2008; Sánchez-Moreno et al., 2023; Komiti & Moorossi, 2020; Ercoşkun & Yıldırım, 2020). The reasons behind that increase can be based on social culture, comparatively low participation of women in school administration, and the reality that women encounter greater challenges in administration than males. The percentage of women in school administration is lower than that of male principals in nations known with advanced educational systems around the globe (Jean Marie, 2013). For instance, in China, women make up 74% of teachers and 45% of principals. Similarly, several countries have a good percentage of female principles such Korea (20%), Singapore (47%), the USA (48%), and Japan (7%). On the contrary, in Estonia (57%) surprisingly the number of women principals outnumbered compared to men (Teaching and Learning International Survey [TALIS], 2018).

When it comes to Türkiye, the number of women choosing to be a teacher is higher compared to other professions. Considered as an extension of motherhood, teaching is the most preferred and favored profession for women (Taş, 2015). While the proportion of women and men in the teaching profession is roughly equal globally, there is a noticeable gender gap in school administration (İnandı et al., 2009). The patriarchal structure of the society, the lack of adoption of women as principals due to gender-based discrimination, and the imposition of motherhood and responsibilities at home on women as a result of gender roles are the factors why women are not preferred for school administration or women do not prefer to take a role in administration as it takes longer working hours than teaching (Bulut & Çelikten, 2021).

In Türkiye, there is a notable disparity in the quantity of female teachers and principals. The statistics by the Ministry of National Education (2023) indicated that 57% of teachers are female; TEDMEM (2019, p. 26) compared the TALIS. Reports from 2008 and 2018 and found that the percentage of female school principals in Türkiye dropped from 8.8% to 7.2%, while the percentage of female teachers in Türkiye increased from 52% to 55.8%. Notably, there are now more female teachers than male ones, despite a rise in the former, meaning that women are more likely to choose to teach than administration.

Career Barriers for Women

Women may encounter barriers due to hurdles they experience in their career journey. Career barriers are defined as the difficulties that prevent an individual from reaching the goals,

he/she wants in his/her career journey (Swanson et al., 1996). Gender inequality and discrimination, work-life balance, and psychological barriers are just a few of the challenges that women struggle in their professional lives (Cruz-González et al., 2020; Elizabeth, 2017). According to the Global Gender Inequality Report published in 2022 by World Economic Forum, Turkey ranked 124th among 146 countries, enabling us to discuss gender inequality (World Economic Forum, 2022).

Due to gender inequity, gender-specific responsibilities and challenges associated with the roles they play, women are underrepresented in the school administration. Glass ceiling syndrome (Wirth, 2001) is a phenomenon resulting from gender inequality that describes the prejudice women face in the workplace that is not specific to their field and keeps them from moving up the hierarchical ladder beyond a certain point. Glass ceiling syndrome is caused by gender-based prejudices, multiple roles, and personal perceptions (Avlar Kaygısız, 2022). Career problems for female principals can be attributed to insecurity, the roles they take on as wives and mothers, exclusion from the male-dominated communication network, a negative perspective on the phenomenon of power, and negative attitudes toward female principals (Gülbay, 2012). Women strive to maintain a daily home life in addition to being active in the workforce, which causes developing superwoman syndrome (Gündüz, 2017). The hallmarks of this condition include the challenges of urban living, societal roles and viewpoints, and the interpretations placed on the phenomena of motherhood (Besser et al., 2010). Over time, women who suffer from this may also get burned out that it is crucial to divide work and get cooperation from partners. The need to strike a balance between work and life is becoming more pressing as the number of women employed rises. Delecta (2011) defines work-life balance as a person's capacity to meet duties to their family, their community, and themselves outside the workplace. Another issue related to women's professional work, showing the ongoing gender discrimination at work is the so-called queen bee syndrome. It concerns a situation in which women who succeed in male-dominated work settings aim to prevent other women from developing and promoting (Faniko et al., 2016).

Finding a balance between job, family, and personal life is the main issue faced by women who are stuck between an academic profession and the gender norms that society has accepted. Women have to make more effort than their male peers to carry out housework, which they perceive as their responsibility, and at the same time to advance in their academic careers (Küçükşen & Kaya, 2016). An individual's behaviors in a group or organization are shaped according to the norms and rules that are the result of social positions in the environment to which they belong, which is considered as his or her role (Özdem & Günbey, 2018). A person may sometimes experience confusion because he/she has more than one role, leading to role conflict. Role conflict occurs when an individual has problems while assuming multiple roles at the same time and having difficulty in fulfilling some roles (Katz & Kahn 1977). Fear of failure is one of the main obstacles encountered in work life. When women form their perspectives according to the sexist stereotypes of the society, they start to think that they will fail because there are more men in managerial positions (Bingöl & Gündoğdu, 2020). In order for women to get promoted in their career, they are expected to leave the comfort zone where they work. Social prejudices affect women's preference for administration (Bedük, 2005). It is believed that women will be unsuccessful in school principal position due to prejudices as they are thought to be more emotional, to have inability to approach logically when making decisions and to evaluate events from a broad perspective (Demirci, 1997). Due to the gender-based job descriptions in societies, the profession of teaching is perceived as similar to motherhood. It is, therefore, considered to be more suitable for women, while school administration is considered to be more suitable for men. Gender-based prejudices reveal the idea that women cannot be good principals. For this reason, women need to make more effort than men to be considered successful (Palmer & Hyman, 1997). The studies found out that women face various obstacles in their career advancement, they are less involved in management levels, they work more in middle and lower management levels, and after a certain point, they face difficulties in taking positions at higher levels (Alberalar, 2015; Coşkun, 2021; Lüleci, 2019).

Although the number of female teachers in schools in Türkiye is higher than the number of male teachers, the number of male school principals is higher than those. It is important to reveal the difference and examine the reasons why women do not choose to be a school principal as a career based on their own career stories, as it can raise awareness. The purpose of this study is to reveal the career stories of female school principals working in public schools. In this vein, the following questions were sought to be answered in the study:

1. How do female school principals decide to become a school principal?
2. What do female school principals view about their experiences during the transition to school administration?
3. What do female school principals view about their experiences during school administration and their plans?

Method

Research Model

This research was designed with the narrative approach. The narrative approach consists of narratives planned to have a temporal beginning, middle and end by bringing together the lived experiences of people and organizing them chronologically in a plot (Uğuz & Tekindal, 2021). According to Larsson and Sjöblom (2010), narrative research is a method in which people's lives can be analyzed and understood in depth and stories are used to describe human behavior. In narrative research, the inquirer focuses on the stories told from the individual and arranges these stories in chronological order (Wiele et al., 2016). In this sense, this study divided the participants stories in three periods; the pre-administration stage; the transition to the administration stage and the administration stage. To seek answers to the research questions in the present study, narrative design was considered to be the best method to be applied to make a multidimensional evaluation of the participants' career stories, by considering their experiences of support, difficulties and career process.

Table 1. Demographic characteristics of the study group

Participant	Age	Marital Status	School Type	Educational Level	Seniority	Title	Experience (Year)
P1	40	Single	High school	Master	6	Vice Principal	2
P2	52	Married	Secondary school	Bachelor	28	Vice Principal	5
P3	33	Single	Secondary school	Bachelor	8	Vice Principal	3
P4	8	Single	Nursery school	Bachelor	8	Principal	14
P5	49	Married	Nursery school	Bachelor	25	Principal	8
P6	49	Single	Nursery school	Bachelor	28	Principal	23
P7	28	Married	High school	Bachelor	4	Vice Principal	1
P8	54	Married	High school	Bachelor	34	Principal	15
P9	46	Married	High school	Bachelor	23	Vice Principal	6
P10	38	Single	High school	Bachelor	15	Vice Principal	1
P11	55	Married	High school	Bachelor	32	Principal	9
P12	40	Married	Primary school	Master	16	Principal	14
P13	40	Married	High school	Master	20	Principal	17
P14	51	Married	School for gifted school	Master	32	Principal	7

Participants

The study group consists of 14 female school principals, eight of them are principals and are assistant principals, working in different types of public schools in a city in the Black Sea Region in Türkiye during 2023-2024 academic year. In narrative research the number of participants included may consist of one or several people (Creswell, 2021). In this study, the participants were reached by snowball sampling method. With the snowball sampling method, other participants are reached through the people who have experience in a specific topic (Başkale, 2016). As soon as data saturation is achieved in the series of interviews the researcher conducts, the data gathering phase is over. (Kerlinger & Lee, 1999). Interviews started with the first female school principal who was reached through the social environment and agreed to be interviewed, and each interviewee was asked to give new names. Interviews were conducted with the women school administrators who volunteered for the research. Demographic characteristic of the study group is given in Table 1.

Data Collection Tool and Process

The data were collected through a semi-structured interview form including a demographic characteristics part and semi-structured questions' part. After it was reviewed by experts, two female principals working in a public Anatolian high school were interviewed as a pilot study. The data found out that the data collection tool can be used for identifying women school principals' experiences on their career journey. For data collection, the researchers contacted one school principal to ask for an invitation to the study and after the interview, she was asked to give a name who has been working as a principal and experiencing some challenges. The data was collected between August/September 2023 using a voice recorder.

Data Analysis

Narrative research is a type of research conducted by examining the experiences of one or more people, collecting data by gathering their life stories, and ordering these data chronologically (Creswell, 2021). Narratives consist of both daily life experiences and life stories in general (Murray, 2003). Riessman (2008) mentioned four approaches to analyzing narrative research. These are thematic (what the participant says), structural (the facts underlying the words expressed), interactional (visual analysis not only of the words but also of the images or interpretation of the images) and dialogic/performance (for whom the story is intended). According to Boyatzis (1998), thematic analysis is the identification, analysis and reporting of patterns (themes) in data. With thematic analysis, data are organized, described in depth and make sense of many dimensions of the research topic. In this context, thematic analysis was used to analyze the data. In the process of analyzing the data, the recordings were first transcribed. After the transcription process was completed, the texts were read, and career stories were created by focusing on the chronological order in each participant's narrative. Based on narratives, women career stages were divided into three as follows:

1. The Pre-Administration stage
2. The Transition to the Administration Stage
3. The Administration Stage

With line with each stage, the narratives were analyzed, and the themes were placed under the relevant one. For the reliability of the research, the findings were supported by different research results and checked with the theoretical framework (Maxwell, 2008).

Validity and Reliability

The criteria for validity and reliability for qualitative research, whose aim is to 'understand' processes is different from quantitative research (Merriam, 2018); in other words, taking the necessary measures to reach the right information (validity) and defining the research process clearly and in detail (reliability) is an important expectation to be met (Yıldırım & Şimşek, 2021). As an alternative to reliability and internal validity, external validity, qualitative research uses the concepts such as credibility, authenticity, transferability, consistency, and confirmability. (Creswell, 2021). In this sense, the processes carried out in the present study within the framework of transferability, credibility and consistency strategies emerging in qualitative research related to validity and reliability will be given.

Transferability

Transferability is related to the extent to which a qualitative study is generalizable (Merriam, 2013). It is to create an understanding in the reader that similar results may emerge in environments that are similar to the research field. This situation reveals purposive sampling and detailed description techniques as two important approaches to transferability

(Yıldırım & Şimşek, 2021). In this direction, purposeful sampling technique was used in the study in order to reveal as many different dimensions as possible in the analysis of the narratives of the women principals. In addition, the detailed description approach was applied throughout the study to ensure the best understanding of the findings. Also, data collection and data analysis processes were conducted throughout the study in detail.

Credibility

Credibility is related to whether the findings obtained in the research are compatible with the real world (Merriam, 2013). In other words, credibility means that the findings are obtained through the researcher's own fieldwork, that the findings are richly and densely described and interpreted, that the interpretations are fact-checked, and the results of the research are accepted as true (Creswell, 2021). In this framework, some strategies for ensuring credibility in qualitative studies emerged. These are the researcher's ability to use different methods or sources to support the researcher's 'triangulation', which he uses as evidence, is the only way to ensure saturation of the evidence. 'Prolonged engagement' at the place where the study took place, reengagement with the data subjects 'participant validation', where they reach out and get feedback on the findings, and 'experts' whom he requested to examine various aspects of the research. (Creswell, 2021; Merriam, 2013; Yıldırım & Şimşek, 2016). In the present research, some of the strategies were used in order to ensure the credibility of the study. The researchers interviewed the principals at schools where they worked and they spent enough time to observe their relationship with other staff, which gave sufficient data to be used when describing the participants. The other strategy is to send the written form of the views to the participants to take their consent about the data. The last strategy is to send the data analysis to the two experts to get expert opinion.

Consistency

What is important in qualitative research is how consistent the results are with the data (Merriam, 2013). The triangulation and expert opinion strategies discussed in the credibility dimension also provide a verification of the consistency of the findings and results obtained in the present study. During the research, all stages were carried out by both the researchers and by two independent experts. In addition, the findings of the study were transformed into a narrative with rich descriptions and the interpretation of the findings was supported by direct quotations from the interviews.

The Role of Researcher

In qualitative research, the researcher brings his/her personal background, culture and experiences to the analysis process, which also shapes his/her role in the study and the process of data interpretation (Creswell, 2021). As part of the role of the researcher, researchers disclose their own presuppositions and prejudices, tendencies and assumptions about the research

conducted, and these disclosures pave the way for the reader to better understand how the researcher as an individual can reach the interpretations, he/she has put forward about the data presented (Merriam, 2013). This research has been conducted on the basis of the researchers' personal development and their orientation in the field. As one of the researchers has been a woman principal and the other worked as a teacher for 12 years previously and presently working as an academic whose works focus on educational administration and principals, the topic has naturally become a worth being conducted as study. Also, the experiences both researchers had urged them to design research whereby the results could be able to present the barriers, problems and career trajectories of women principal. By doing so, it will provide a rich background for the ones who wants to be principal.

Findings

The Pre-Administration Stage

Regarding the pre-administration stage, the narratives were analyzed under three themes: *decision-making process, support and difficulty* as presented in Table 2.

Table 2 shows that female school principals' career decision-making process are affected by various experiences such as leadership characteristics, change of location, negative experiences as a teacher, top-down request, and setting as a goal to become a school principal. Each experience has a role in shaping their decision as some views are shown.

[…] When you define personalities, there is a sense of leadership, purpose, goals, visions, and I have always had these. When I was a student, I was always elected class president, my teachers always chose me if something happened, I was always a leader in social studies at university (P8).

[…] Actually, this process started because I did not want to work in my own school. For a long time, I tried my right to transfer within and outside the province, but I could not go. I applied for administration in order to make a change of location. I became an administrator not to become an administrator, but to change where I was (P1).

[…] The place I worked is a small district. Therefore, there are schools from every school type. But since the number of teachers is limited, a teacher has to work in more than one school. The first year I was there, I worked in a high school in addition to my own school. This situation continued in the second year. Then I was assigned to another middle school. It is difficult to run two schools at the same time. In our school, there was only one principal as an administrator. I was also assisting the principal at our school, so I was actually aware of many of the things that the vice principal did. I was involved in administration, I was working as a guidance counselor and I was assigned to another school, so it became very tiring. I also had problems with the Guidance Research Center there. When I wanted my workload to be reduced, they increased it on the contrary (P7).

Table 2. The themes of the pre-administration stage

Decision-making process	Support	Obstacle
Leadership characteristics	Incentives and motivation	Negative comments
Change of location	Encouragement	Anxiety
Negative experiences as a teacher	Guidance	Workload
Top-down request	Sharing experience	Long working hours
Setting as a goal		

[...] I decided to become a school principal in the third year of my teaching, not voluntarily but somewhat compulsorily. Since I started working in a small district, it was difficult to find administrators. It was something like I was appointed ex officio, not by my own decision (P13).

[...] I worked for 10 years as a teacher After the 5th year, I thought, I know everything now and I should share what I know with many people (P5).

As the views stated above revealed that women school principals decided to choose their career for different reasons. As having leadership qualities and setting as a goal can be stated as positive experiences, having negative experiences as a teacher, top-down request and willing to change their workplace are presented as negative life stories in their career-decision making process.

Table 2 also shows that support has an important role during the pre-administration stage as any form let women school principals decide and follow their decision-making process. Some viewed as follows.

[...] My friends, colleagues, friends generally supported me by saying that you will become a principal, you take the exam and apply. In terms of confidence, encouragement like "You can do it" can be considered a positive support. (P1)

[...] My family supported me. My friends around me also supported me. They said it was time. I received more motivational support (P14).

[...] I had a friend who was a principal and he told me that if I could be a deputy principal, I could move to the center. I got into this job with his support or guidance (P2).

[...] My friends, also administrators, offered a lot of support. Especially since there were few female principals in the district, they were supporting female. They guided me a lot in this regard. Their support was important for me. They supported me in a way that we would help where you could not reach (P12).

The findings revealed that families, colleagues, school principals supported the participants career decision making process by giving encouragement, motivation, believing that they can do it, guiding, and sharing experiences. Supporting in any forms in this stage can be effective and make women school principals take a proper decision.

When it comes to obstacles during the pre-administration stage, the participants told that they were exposed to negative comments, anxiety, workload and long working hours about becoming a school principal. Some said:

[...] My main goal was not to become an administrator, I did not see any obstacle because I was not dedicated to this path, I applied with the thought that it would not happen anyway, and if it happened, I did not realize it. There were negative comments such as, can you only work 8-5, you have a lot of vacation time as a teacher, it will be reduced to 30 days of vacation (P1).

[...] Negative comments affected me. In the back of my mind, I wondered if I could succeed. I wondered if I could do the administration. I wondered if they would not do what I said in human relations (P3)

[...] I had some reservations about the responsibility I would take, and then I realized that it was a bigger responsibility than I thought (P14).

[...] My family did not support me in any way. The children did not support me either. Because they said that I would get tired, that my workload would be too much, that my working hours would be longer, that my home and life order would change, and they were right, they were not wrong at all (P2).

[...] Of course, I have three sons. My husband was also a teacher. Of course, I had a hard time. You have to work full time, I wonder if I can do it, because when you work as a teacher, you have the concept of a free day, but in administration, your mind is busy with it 24/7. I thought a lot (P11).

The Transition to Administration Stage

According to the findings, exams, interviews or superiors' decision are classified as the experiences shaping the transition stage. These experiences can be analyzed under three themes shown in Table 3.

The participants' experiences differ from each other when it comes to the transition stage. Five of the participants stated that they were appointed as school principals according to the exam result. One said:

[...] In our time, there was only appointment by exam and once appointed, the assignment was not for any period of time, it was not for 4 or 8 years like now. You could continue at your current school as long as you wanted until the regulations changed in 2014. In fact, when we first started, there was no thought in our minds that we would go to a different school or continue (P4).

Three of the participants stated that they got their positions through interviews. They stated that they studied regulations, legislation, laws, and previous questions during the preparation process for the interviews. During the interview, they chose envelopes and answered the questions both verbally and in written. One said:

[...] Firstly, I started working as a first assignment. Then I applied for the exam. There was no written exam at that time. There was only an oral exam interview. It was 2017 or 2018. I benefited from the assistant manager preparation books. But still, the subjects are so broad that no matter how much you study, you don't feel ready. When I entered the interview, there were envelopes on the table. They tell you to take one from there. There was a group of five people. I was very excited. We asked each other questions outside with the friends who came to the exam. I drew the envelope. A movie came to me as a question. The question was not a movie, but I knew the answer because I had seen the movie Atilla. One question was the fine given to the parents of students who were absent from school. I don't remember the others, I knew 4 of them and left 1 blank. Apart from that, I was appointed here as a permanent staff with additional points or something (P9).

Table 3. The themes of the transition to administration stage

Experiences	Support	Obstacle
Preparing for the exam	Family/Partner/Friends/Colleagues	Negative comments
Preparing for the interview	Mastery on exam topics	Responsibility for family
Promoted by the superiors	Supportive policies	Wide range of responsibilities
	Role modeling	

Five of the participants stated that they first took the exam and then the interview. They stated that they prepared for the exam by using books, the internet, and solving questions, and that they studied whenever they had the opportunity. One said:

[...] First, I took the vice-principal exam, which I won, and then I took the principal exam in the process. There was also an interview (P6).

One female principal stated that she did not take an exam or an interview and that she was appointed to the administration.

[...] There was no exam when I was a principal. There was a way of appointing school principals called "inha". I first worked as an assistant principal in a primary school for 3 years and then I had 8 years of teaching experience before I became an assistant principal in this institution. I liked this institution, the student profile, the functioning of the institution, its calmness, frankly, and the flexibility of the programs (P14).

It is seen that the participants received support from family, partners, friends, and colleagues during the transition to school administration. In addition, there are participants who stated that having a mastery of the field and topics, having supportive policies and role models also supported them positively in this period. Some said:

[...] The support of my partner was very important. After all, you cannot prepare for the exam at work. You need to take this process at home. We had a small child and my wife was very interested in our daughter and helped me to study. I did not have any difficulty, I studied from evening to evening (P12).

[...] The support of my family and my mastery of the subjects due to the candidacy process and the exam was a driving force for me. Also, I always said that if there is no logical place, you will not write, anyway, I have a mastery of educational sciences in general…(K7).

[...] Since my brother was also a principal, he always supported me. He was a little more conscious. He knew the laws better, guided me on what topics to study, told me the important parts and guided me on where the questions usually come from (K5).

When it comes to obstacles, the participants mentioned being exposed to negative comments from their environment, family responsibilities, and wide range of responsibilities undertaken when they become a principal. Some said:

[...] Some people made negative comments. Some people said that administration is not good, that you cannot deal with people, that it is stressful, that there is no need for it, that teaching is better and that it makes more sense to stay as a teacher. (K1).

[...] My child was complaining a lot. My mother also felt sorry for me because of overtime and overwork. The thoughts, feelings, and comments of my child and mother affected me a bit. I had to make them accept the situation. My child had some comments. Why don't you send me to school, why don't you meet me? I think he felt it the most.

But that was also a fact of life, everyone went through that process and so did she (K6).

[...] When I first took office, I never thought that I would be under such a big responsibility in terms of responsibility. You encounter many jobs that you don't know, so I had a lot of things to learn. Therefore, trying to learn one without internalizing the other made me a little tired (K14).

The Administration Stage

The participants' opinions were analyzed under three themes: challenges, support and plans for the future. Table 4 shows the themes.

Table 4 shows that the obstacles experienced by the participants were gender-based discrimination, prejudice, mobbing, work-life balance, role conflict and conflict with teachers. The women school principals were supported through their own solutions, behaving as themselves, following legal procedures, certain characteristics and family.

Among the obstacles that the participants faced during their school administration process were their experiences of gender-based discrimination. One said:

[...] We had difficulties from time to time. Some male friends' perspectives on female administrators, working under a woman, in fact, I never have a subordinate-superior relationship in my working life, I adopt a completely horizontal management style. I try to solve it by talking, but there were friends who had tendencies such as not being accepted, being belittled, not being liked, not doing the assigned tasks because I was a woman. It did not escalate (P14).

Prejudice is one the obstacles the participants deal with during their administration stage. One said:

[...] There are some taboos in our society and people are very surprised when they encounter something outside of them. As soon as parents enter the school, they can say "oh, a female principal, how young you are, we were expecting an older person". When a parent comes to visit the school garden, the first question is, "Can I see the principal?" (P12).

Among the women school principals, three participants stated that they were subjected to mobbing by teachers, other administrators and their superiors.

[...] I think I have been subjected to psychological violence within the school, both from men and women. I think because we are female administrators, they think that they can put pressure on us more easily or direct us more easily. There is also manipulation here. There are people who pretend to be standing next to us but actually expect us to do what they say. I think there are two kinds of situations here. The first group tries to be friends with you a little more and tries to dominate you, tries to manipulate you. Another group, on the other hand, I encountered more psychological violence, such as yelling (P1).

Table 4. The themes of administration stage

Obstacles	Support	Future Plans
Gender-based discrimination	Finding their own solutions	Working as a school principal
Prejudice	Behaving as themselves	Working as a principal at a different institution
Mobbing	Implementing legal procedures	Retiring
Work-life balance	Certain characteristics	Haven't decided
Role conflict	Get help from family	
Conflict with teachers		
Health problems		

Some of the participants stated that they had difficulty in balancing their work life and their families. One said:

[...] Actually, those who find a balance are very advantageous, but I cannot, I feel that I belong too much where I go. This is actually not a good thing. I want to be very dominant in the place where I feel I belong, I want to know everywhere, I want to touch everywhere. Of course, this puts it in the second plan. I was like this when I was a teacher, school was very busy. When I went home, I would ask my wife to take care of our daughter. I would ask her to color, play house, I didn't want to do it myself because I was tired. My daughter was a little older in the administration part. But you go home very tired, and when you get home from here, you deal with food and stuff like that. For example, I never went to my child's report card day and I still feel sad about it (P5).

As it is thought that women have more responsibilities, the participants in the present study told us that they had difficulties balancing between their work and life practices. One said:

[...] After all, you are a mother, a wife, a child, even if you are not in the same house, you have duties, you have a social status, you have roles that are expected of you. It is not easy to manage all this. Right now, my child is going to university. Even if we don't have that problem now, we had it in his childhood. We go home with low effort. Efforts are made to spare time, but it is tiring (K6).

One important finding is the participants occasionally experienced conflict between their roles as principals and their roles as friends, teachers, mothers and elder sisters.

[...] It is very difficult to be both a counselor and an administrator. Being a psychological counselor means approaching the child humanely, being an administrator means discipline, authority, and at some point not listening to the child's excuses and ensuring that the system works. This was the biggest problem I had. Basically, since we have always been in the role of helping people, I had some difficulties at first when I applied this in administration due to my branch. There are 2 guidance counselors in the school, I say 2.5 and I say there are 4.5 administrators. I am half an administrator and half a guidance counselor (P7).

The participants also stated that they experienced conflicts about the tasks they assigned to teachers   in the schools where they worked. One said:

[...] In the first year, my female teacher friends had this. I had a lot of trouble, especially in terms of guard duty because it was thought as if it was my boarding house rather than a boarding house belonging to the state school. Because they don't want guard duty. But I cannot give it to anyone else but them. There were some people who took a stand because of the shifts I wrote, it affected our friendship. While we were sincere, the situation has now spilled over into a much different and official dimension (P9).

Some of the participants stated that they had health problems during the administration stage. One said *I got sick with fibromyalgia. I had a heart attack and blood pressure. I think it is related to personality, I cannot solve it (P5)*; the other said *I realized that I was losing my health, so I was thinking of quitting (P11).*

The study found out that the participants use some strategies to overcome obstacles or difficulties they experienced and those are grouped finding their own solutions implementing

legal procedures, certain characteristics and get help from family. Some said:

[...] Actually, I am a person who lives things within myself. I don't tell too much around me. Where I couldn't solve the problem, I told my husband from time to time. I didn't share much because they told me that I might experience these situations. I mean, I somehow handled it within myself. I thought within myself, I tried to correct myself if there were places where I thought I made a mistake, of course, we are human, we can make mistakes. But I never deviated from what I knew to be right (P2).

[...] I received help from other administrators, especially in classes where there were a lot of males, to establish that authority. But over time, this balance was established due to the dialogues, approaches and experience that developed between me and the students, and I am more comfortable now (P7).

[...] Over time, these decrease in relation to the acceptance of your own attitude. Compared to the first year, I can say that there are fewer or even none now. Only the process of people getting to know you and accepting you can be a bit painful. You need to be psychologically strong (P1).

[...] I worked as an administrator in two different districts. At first, it is very important to break the idea that women cannot do it. When there was an Erasmus project, in order to maintain a balance, if I went to one leg, I sent other administrators to the other leg. I am involved in everything, I do not stop, I am a workaholic (laughs). As a principal, I need to know what is going on in the school. I like to be informed not only about the result but also about the process (P8).

[...] Because I try to apply what is official, what is legal, and I explain the situation to the other party so that there is no problem (P9).

[...] We overcame them sometimes by trying to talk, sometimes by ignoring them, sometimes by honoring the work done by thanking them (P14).

When it comes to future plans, *the participants differs from each other. Their future plans are categorized as working as a school principal, working as a principal at a different institution, Retiring and a few told that they haven't decided yet what they are going to do. Some said:*

[...] I am at the highest status in the school. As a goal, I am also pursuing a master's degree. I am constantly reading, listening and trying to improve myself. I will continue as a principal. I do not have a branch manager or academic goal. I know this job and I enjoy doing what I know (P4)

[...] I realized that I have lost my health, so I am thinking of quitting. I could think of returning to teaching, but I don't think so because of my age. That's why I want to retire. I want to travel in peace. I think I will find another occupation for myself (P11).

[...] I do not have a career plan planned for very long years. I am currently at my school and I will take advantage of the opportunities that come my way. I can finish my career by experiencing private school. I can be a branch manager, district director of national education. I like to progress not by planning these things but by taking advantage of the opportunities that come my way. I like to go out of my comfort zone (P14).

Discussion, Conclusion, and Future Implications

Focusing on the career stories of female school principles, this study revealed that their career journey can be divided into

three stages: the Pre-Administration Stage; the Transition to Administration Stage, and the Administration Stage. The participants reported facing difficulties because of their gender in each stage of their career journey. In other words, being a female school principal in Turkey is persistently portrayed as a tough and challenging job. This is implicitly seen the people always told about negative sides of being a principal as a female when the participants asked for advice during their decision-making process such as long working hours, work load, which means there are a lot of career barriers for female school principals (Inandı et al., 2009; Shanmugam et al., 2006; Çelikten, 2004). When it comes to deal with aforementioned barries, the data that emerged from the interviews illuminated the motivation behind their decision, their leadership skills (Demirtaş & Özer, 2012; Parylo et al., 2012) and family or top managers support (Livingston, 1998; Sefer, 2006; Myung et al., 2011; De Bruny & Mestry, 2020; Yiğit, 2014). The findings about pre-administration stage from this study show that support is a leading factor for the participants to decide their career as a principal (Günsel et al., 2015).

The participants repeatedly cited the difficulties when they faced because of their responsibilities both at home and at work. This shows that as a mother, daughter, or wife and a woman with a career, they said that they always had to maintain a good work-life balance, which caused stress (Yang, 2020). When they tried to balance their time for those responsibilities, they felt the need to reduce stress and find ways how to dedicate their time to each part. At this time, one participant said that having a role model was very essential as it helped them share their experiences when they need. This highlights the importance of role modelling for women principals when they need support about their work responsibilities (Ekinci, 2010). The participants mentioned that they were exposed to negative discourses about the difficulties they experienced, family responsibilities and the wide range of responsibilities of being a principal. In the study, it was found that women principals are exposed to social prejudices (Yücedağ & Günbayı, 2016). However, it is understood that they overcome these prejudices over time and are supported by their environment. In another study, it was found that female school principals were expected to perform prioritized tasks such as childcare and housework as well as long working hours, which causes pressure on women (İnandı et al., 2009).

The participants reported experiencing more difficulties on their administration stage. The difficulties faced by female school principals can be classified as gender-based discrimination, prejudice, mobbing, work-life balance, role conflict, conflict with teachers and health problems. This result shows having a title as "school principal" as a woman brings more challenges when compared to the other two stages. The participants stated that they were exposed to gender discrimination and prejudice in line with the obstacles experienced by women principals due to gender discrimination and gender-based prejudice in some studies (Yücedağ, 2017; Davidson &Cooper, 2006; Gündüz, 2010). In particular, it was observed that participants who had been working as principals for more than 10 years had problems between their managerial role and their roles at home. Eckman (2003) concluded that female principals working in secondary education experience role conflict due to their home and family responsibilities and experience intense stress to establish a work-life balance. Some participants stated that they had health problems due to the stress experienced in administration, which shows work

stress is very intense. The fact that the participants experienced health problems due to the stress they experienced overlaps with the finding of Sefer (2006) that diseases occur due to fatigue. When we look at the ways in which the participants overcome the difficulties they face, it is seen that they resort to various methods. Some participants stated that they solved the problem they experienced by ignoring it. This finding is similar to the result of the study conducted by Aktaş (2019) that female school administrators prefer to ignore the problems they experience. Şamcı (2022) found that family and spouse support are important forces for women principals to overcome the difficulties experienced. These results attract the attention that principals'professional training is important in terms of providing both professional and psychological support, which includes how to handle stress-caused situations and gender-based problems.

When it comes to their future plans, five of them stated that they wanted to continue working as a school principal, only one participant wanted to work as a manager in a different institution, three of them wanted to retire, and six of them stated that they would decide according to changing and developing conditions. The fact that the participants prefer not to be promoted in the career context due to individual perceptions and preferences can be explained in "glass ceiling" context. In the study, Taşkın and Çetin (2012) stated that people are aware of the obstacles related to career advancement and experience "glass ceiling" by preferring to avoid problems that may occur. Twelve participants stated that they did not plan to advance in their career. This shows that female women principals prefer to stay in their current position due to internal or external barriers.

In this study, the career process of female school administrators was analyzed based on their life stories in three periods: the pre-administration stage, the transition to administration and the administration stage. Leadership characteristics, negative experiences as a teacher, request of senior management, and setting as a goal affect the decision-making process in the pre-administration stage. The support from family, partner, colleagues, and school administrators are effective why women decide to be a principal. Workload, long working hours and work-life balance are among the difficulties that shape the pre-administration stage.

The transition to administration stage revealed that female school principals started their positions with different practices such as exams, interviews and proposals, and the lack of a sustainable policy structure in the appointment process differentiated the experiences. The fact that the participants received support from family, partner, friends, and colleagues during the transition to administration stage had a positive effect on dealing with the obstacles they faced. It was concluded that having a mastery of the field helped them during the preparation process for the exams, the supportive policies carried out by the ministry, and the role modeling of family members were supportive forces during the transition to administration stage. Negative remarks about being a female school principal, problems arising from responsibility towards the family, and the wide range of responsibilities to be assumed when becoming a principal were identified as difficulties.

The administration period found out that female school principals struggle with difficulties such as gender-based discrimination, prejudice and mobbing. The participants said that they have difficulty in establishing a work-life balance as they had some other roles such as mother, wife, or child.

Experiencing health problems due to the intense stress is one of the difficulties that arise. Having a wide area of responsibility and insufficient support occasionally increases the level of stress experienced by female school principals. While solving the problems they experience during their duties, the participants implement the strategies such as getting help from other school administrators, acting according to the regulations, sometimes ignoring them, and sometimes dealing with them internally. No matter what difficulties they face, female school principals stand strong and strive to fulfill their duties properly. They try to show both themselves and everyone else how well they do their job as principals. Based on these results, the following recommendations can be made. More female teachers should be attracted to the school administration, so public service ads can be prepared to change social perspectives and prevent sexist approaches to the administration. The Ministry of Education can implement some programs for female principals on how to manage their whole life duties and deal with some problems they face in their work environment.

Author Contributions

The authors declare that both authors contributed to the study and that they have read and approved the final version of the study.

Ethical Declaration

Conflict of Interest

The authors declare no conflict of interest with any person or institution.

Acknowledgements

References

Alberalar, L. (2015). *Kadın yöneticilerin kariyer engellerinin incelenmesi* (İstanbul) (Tez no: 407078) [Yüksek lisans tezi, İstanbul Aydın Üniversitesi]. Yöktez.

Avlar Kaygısız, M. (2022) *Öğretmen ve yöneticilerin cam tavan algıları ile örgüt kültürü arasındaki ilişkinin incelenmesi* (Ankara) (Tez no: 765210) [Yüksek Lisans Tezi, Hacettepe Üniversitesi]. Yöktez.

Başkale H. (2016). Nitel araştırmalarda geçerlik, güvenirlik ve örneklem büyüklüğünün belirlenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(1), 23-28.

Bedük, A. (2005). Türkiye'de çalışan kadın ve kadın girişimciliği. *Elektronik Sosyal Bilimler Dergisi (elektronik)*, 3(12), 106-117.

Besser, A., Flett, G.L., & Hewitt, P.L. (2010). *Silencing the self and personality vulnerabilities associated with depression*. Dana C. Jack, Alisha Ali (Eds.) Silencing the Self Across Cultures. Oxford. https://doi.org/10.1093/acprof:oso/9780195398090.003.0014

Bingöl, H. ve Gündoğdu, C. (2020). Spor eğitimi veren kadın akademisyenlerin kariyer engellerinde demografik ve mesleki özelliklerin etkisi. *İnönü Üniversitesi Beden Eğitimi ve Spor ilimleri Dergisi, 7(2), 1-11.* https://doi.org/10.29228/joh.41463

Boyatzis, R. E. (1998). *Transforming qualitative information: thematic analysis and code development*. Sage.

Bulut, S. ve Çelikten, M. (2021). Türk eğitim sisteminde kadın okul yöneticiliği. *Journal Of Social, Humanities and Administrative Sciences*, 7(40),886-894. http://dx.doi.org/10.31589/JOSHAS.621

Can, N. (2010). Okul yöneticilerinin yönetimde cinsiyet faktörüne ilişkin görüşleri. *Eğitim ve Bilim*, 33(147), 35-41.

Coşkun, Ö. F. (2021). Kadınların kariyer yolculuklarındaki engellere metaforik bir bakış. *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi,* 11(4), 2048-2062. https://doi.org/10.30783/nevsosbilen.988872

Creswell, J. W. (2021). *Nitel araştırma yöntemleri* (M. Bütün & S. B. Demir, Çev.). Siyasal Kitapevi.

Cruz-González, C., Rodríguez, C. L., & Segovia, J. D. (2021). A systematic review of principals' leadership identity from 1993 to 2019. *Educational Management Administration & Leadership*, 49(1), 31-53. https://doi.org/10.1177/1741143219896053

De Bruyn, N., & Mestry, R. (2020). Voices of resilience: Female school principals, leadership skills, and decision-making techniques. *South African Journal of Education*, 40(3),1-9. https://doi.org/10.15700/saje.v40n3a1757

Delecta, P. (2011). Work life balance. *International Journal* of *Current Research*, 3(4),186-189.

Demirci, G. F. (1997). Eğitimde kadın. *Amme İdaresi Dergisi*, 24(3),21-25.

Demirtaş, H. ve Özer, N. (2012). Okul müdürlerinin bakış açısıyla okul müdürlüğü. *Kastamonu Eğitim Dergisi, 22(1), 1-24.

Eckman, E. W. (2003). Voices of women high school principals. *Journal of Women in Educational Leadership, 1(2), 46-65.

Ekinci, A. (2010). İlköğretim Okullarında Çalışan Müdür ve Öğretmenlerin Mesleki Sorunlarına İlişkin Görüşleri. *İlköğretim Online, 9(2), 734-748.

Elizabeth, K. K. (2017).*Working against and working towards: narratives of South African women principals*. University of Pretoria (South Africa).

Ercoşkun, M. H., & Yıldırım, A. (2020). Kadın öğretmenlerin yöneticiliğe bakış açılarının incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 53, 164-182. https://doi.org/10.21764/maeuefd.576681

Faniko, K., Ellemers, N. & Derks, B. (2016). Queen Bees and Alpha Males: Are successful women more competitive than successful men? *European Journal of Social Psychology, 46(7), pp.903-913.

Gülbay, M. (2012). *Kadın Yöneticilerin Kariyer Sorunları: Cam Tavan Sendromu Üzerine Uygulamalı Bir Araştırma* (İstanbul) (Tez no: 331129) [Yüksek lisans tezi, İstanbul Aydın Üniversitesi]. Yöktez.

Gündüz, Ş. (2017). Kariyer basamaklarında kadının düşmanı olarak kendisi: süper anne sendromu, görünmez kadın sendromu ve külkedisi sendromu. *Karadeniz Dergi*. 35, 78-88. https://doi.org/10.17498/kdeniz.318192

Gündüz, Y. (2010). Öğretmen algılarına göre kadın öğretmenlerin kariyer engellerinin incelenmesi. *Abant İzzet Baysal Üniversitesi Dergisi*, 10(1), 133-149.

Günsel, A., Köroğlu, S. ve Demirci, L. (2015). Çalışma hayatında kadınların karşılaştıkları sorunlar ve cam tavan algıları: Kadın öğretmenler üzerinde bir araştırma. *Kadem Kadın Araştırmaları Dergisi, 1*(1), 74-113.

İnandı, Y., Özkan, S., Peker, S. ve Atik, Ü. (2009). Kadın öğretmenlerin kariyer geliştirme engelleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 5(1), 77-96.

Jean-Marie, G. (2013). The subtlety of age, gender, and race barriers: A case study of early career African American female principals. *Journal of School Leadership,* 23(4), 615–639. https://doi.org/10.1177/105268461302300403

Katz, D. & Kahn, R. L. (1977). *Örgütlerin toplumsal psikolojisi.* (Halil Can ve Yavuz Bayar, Çev.). Doğan Basımevi.

Kerlinger, F. N. & Lee, H. B. (1999). *Foundations of behavioral research.* Harcourt College Publishers

Komiti, M., & Moorosi, P. (2020). Career development of women principals in Lesotho: Influences, opportunities and challenges. *Journal of Education*, (79), 95-11. http://dx.doi.org/10.17159/2520-9868/i79a07

Koşar, S. (2022). Geçerlik ve güvenirlik. K. Beycioğlu, N. Özer ve Y. Kondakçı (Ed.), *Eğitim Yönetiminde Araştırma* (s. 169-200). Pegem Akademi.

Küçükşen, K. ve Kaya, Ş. D. (2016). Yönetici pozisyondaki akademisyen kadınlarda aile –iş- özel yaşam dengesi. *Akademik Sosyal Araştırmalar Dergisi.* 37, 662. https://doi.org/ 10.16992/ASOS.11807

Larsson, S. & Sjöblom, Y. (2010). Perspectives on narrative methods in social work research. *International Journal of Social Welfare,19(3),*272-280. https://doi.org/10.1111/j.1468-2397.2009.00672.x

Livingston, M. (1998). Career path: Selected attitudes of new rural school administrators. *Education*, *118*(3), 371-175.

Lüleci, S. (2019). *Eğitim sisteminde kadınların yönetici olma sürecinde karşılaştığı engeller ve çözüm önerileri* (Kocaeli) (Tez no: 563592) [Yüksek lisans tezi, Kocaeli Üniversitesi]. Yöktez.

Maxwell, J. A. (2008). Designing a qualitative study. *The SAGE handbook of applied social research methods*, *2*, 214-253. https://doi.org/10.4135/9781483348858.n7

Merriam, S. B. (2018). *Nitel Araştırma: Desen ve Uygulama İçin Bir Rehber* (S. Turan, Çev. Ed.). Nobel Akademik Yayıncılık

Murray, M. (2003). Narrative psychology. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (pp. 111-131).Sage.

Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs. *Educational Administration Quarterly, 47*(5), 695-727. https://doi.org/10.1177/0013161X11406112

Özdem, G. ve Günbey, M. (2018). Rol kuramı. K. Demir ve K. Yılmaz (Ed.), *Yönetim ve eğitim yönetimi kuramları* (s.160-177). Pegem Akademi.

Palmer, M. ve Hyman, B. (1993). *Yönetimde Kadınlar* (V. Üner, Çev.) (s.173). Rota Yayınları

Parylo, O., Zepeda, S. J., & Bengtson, E. (2012). Career paths in educational leadership: Examining principals' narratives. *Alberta Journal of Educational Research*, *58*(4), 565-599. https://doi.org/10.11575/ajer.v58i4.55610

Riessman, C. K. (2008). *Narrative methods for the human science*. SAGE Publications.

Şamcı, B. (2022). *Eğitim Yönetiminde Kadın olmak: Bir Anlatı Araştırması* (Gaziantep) Tez no: 732633) [Yüksek lisans tezi, Gaziantep Üniversitesi]. Yöktez.

Sánchez-Moreno, M., López-Yáñez, J., & Toussaint-Banville, M. (2023). Professional identity formation of female school principals: Gender and emotionality connections. *Management in Education*, *37*(1), 13-24. https://doi.org/10.1177/08920206211016454

Sefer, S. R. (2006). *Üsküdar ilçesindeki okullarda çalışan bazı kadın yöneticilerin mesleklerine ilişkin beklenti ve sorunları.* (Sakarya) (Tez no: 186792) [Yüksek lisans tezi, Sakarya Üniversitesi]. Yöktez.

Shanmugam, M., Amaratunga, R. D. G. & Haigh, R. P. (2006). Employability of women managers in the education sector: A study on their leadership role*, Second Annual Built Environment Education Conference (BEECON 2006),* Recruitment and Retention: The Way Forward, 12th-13th September 2006, The Bonnington Hotel, Bloomsbury, London.

Swanson, J.L., Daniels, K.K., & Tokar, D.M. (1996). Assessing Perceptions of Career-Related Barriers: The Career Barriers Inventory. *Journal of Career Assessment, 4,*219-244. https://doi.org/10.1177/106907279600400207

Taş, E. (2015). *Okul yöneticiliği yolunda kadın öğretmenlerin karşılaştıkları kariyer engelleri: bir uygulama* (Ankara) (Tez no: 396103) [Yüksek lisans tezi, Atılım Üniversitesi]. Yöktez.

Taşkın, E., & Çetin, A. (2012). Kadın yöneticilerin cam tavan algısının cam tavanı aşma stratejilerine etkisi: Bursa örneği. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi,* 33.

TEDMEM (2019). *TALIS 2018 sonuçları ve Türkiye üzerine değerlendirmeler (TEDMEM Analiz Dizisi 6).* Ankara: Türk Eğitim Derneği Yayınları

Tok, T. N., & Yalçın, N. (2017). Okul Yöneticileri Gözünden Kadın Okul Yöneticileri. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (28), 353-366. https://doi.org/10.5505/pausbed.2017.36025

Uğuz Arsu, Ş. & Tekindal, M. (2021). Nitel araştırmalarda anlatı araştırmasının tanımı, kapsamı ve süreci. *Ufkun Ötesi Bilim Dergisi*, *21*(1), 85-124.

World Economic Forum (2022). *Global Gender Gap Report 2022.* Erişim adresi: https://www3.weforum.org/docs/WEF_GGGR_2022.pdf

Wirth, L. (2001). *Breaking through the glass ceiling: Women in management report.* Genova: International Labor Office. Erişim adresi: https://www.ilo.org/public/libdoc/ilo/2001/101B09_102_engl.pdf

Wrushen, B. R., & Sherman, W. H. (2008). Women secondary school principals: Multicultural voices from the field. *International journal of qualitative studies in education*, *21*(5), 457-469. https://doi.org/10.1080/09518390802297771

Van Der Wiele, T., Van Iwaarden, J., Dale, B. G., & Williams, R. (2006). A comparison of five modern improvement approaches. *International Journal of Productivity and Quality Management*, *1*(4), 363-378.

Yang, J. L. (2020). Women elementary principals and work-life balance. *Journal of Critical Issues in Educational Practice*, *10*(1), 2.

Yiğit, S. (2014). Kadın eğitim yöneticilerinin çalışma ortamları ve kariyer engellerine ilişkin bir araştırma.

(İstanbul) (Tez no: 381440) [Yüksek Lisans Tezi, Aydın Üniversitesi]. Yöktez.

Yıldırım, K. (2010). Nitel araştırmalarda niteliği artırma. *İlköğretim Online, 9*(1), 79-92.

Yıldırım, A. ve Şimşek, H. (2021). Sosyal Bilimlerde Nitel Araştırma Yöntemleri. (12. Baskı). Seçkin Yayıncılık.

Yücedağ, F. (2017). *Eğitim Yöneticiliğinden Ayrılmış Kadınların Yaşadığı Sorunlara İlişkin Görüşleri: Fenomenolojik Bir Çalışma*. (Antalya) (Tez no: 454880) [Yüksek lisans tezi, Akdeniz Üniversitesi]. Yöktez.

Yücedağ, F., & Günbayı, İ. (2016). Eğitim yöneticiliğinden ayrılmış kadınların yaşadığı sorunlara ilişkin görüşleri: Fenomenolojik bir araştırma. *Eğitim ve Öğretim Araştırmaları Dergisi, 5*(4), 86-99.