The Obstacles on Woman's Path to School Administration[1][2]

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This study aims to determine the reasons why the number of the woman principals in school administration is low. The study was conducted in spring semester of 2016-2017 academic year with the participation of sixteen-man principals and fourteen-woman principals, serving in thirty public pre-schools, primary and secondary schools. The study was carried out by interview technique which is one of qualitative research methods. The content analysis of the data was carried out. The obstacles of woman principals to find place in administration stem from the eagerness of the women to be a principal. The mother roles, the household chores, the idea that the administration is suitable for the men, the women do not support their same gender are some of the obstacles for women not to prefer being principals. Even if women want to be principal, prejudge shown to them and the lack of confidence resulting from the prejudge cause the women work harder and consume away. It has been concluded that the social roles, the social culture, patriarchal structure and society, the queen bee syndrome and the glass ceiling syndrome are the reasons which prevent the women to go forward in administration.

Keywords: education administration, woman principals, feminism, glass ceiling syndrome, queen bee syndrome

INTRODUCTION

Although women constitute half the population of the world and Turkey, they are not represented in the same proportion as men in economic activity and business life. The number of women is quite limited compared to men, especially in the higher-ups of companies (Çetin & Atan, 2012). Despite the increasing rate of women in the business world over the past two decades, it has been stated that the number of women in senior management positions has not reached the desired level (Aksu, Çek & Şenol, 2013).

From the past to the present day, women and men have worked together in all parts of society, but their contribution has not been accepted to the same extent, and women have been of secondary importance. While women working in low status jobs is seen relative more natural, it has been quite difficult to get in occupations that provide high power, reputation and status such as management and to advance in these occupations. The scarcity of women administrators in the public and private sectors is evident in all levels of government (Çelikten, 2004). Today, one of the issues that are uncomfortable is related to women working in equal conditions with men in their work life and their professional advancements (Korkmaz, 2014). The limitations in women's leadership and management characteristics, family responsibilities being excessive prove to be the main reasons of women not being able to advance to senior executive position (Örücü & Kılıç, 2007). The fact that women see each other as an obstacle, they do not want each other to progress and prefer the opposite sex rather than working with same-sex points to the queen bee syndrome (women being unable to stand each other). Women also put career obstacles on themselves. These barriers are listed as personal preferences and perceptions such as not being career-oriented, not being able to afford the requirements of career growth, and lack of self-confidence and credibility (Karaca, 2007). The obstacles created both by society and women's own minds, the way they perceive what the utmost they can advance to is the glass ceiling syndrome in their minds (Korkmaz, 2014; Sekman, 2016).

LITERATURE REVIEW

When we look at women in terms of school management, there is no different picture from working life. It can be said that education administration is also a male dominated field. Although most of the school staff is women in most countries, a small proportion of women are school administrators (Ergün, 1996). One of those countries is Turkey. Even though time passes, it can be said that the rates show little change in this process. In the study by Usluer (2000), the factors that prevented female teachers from being assigned to administrative positions were investigated. He stated that patriarchal values had an impact on male and female teachers. Considering the responsibility of child care and housework as a duty of the woman is shown as the reasons why female teachers cannot advance to the administrative management. There are many studies on the perception of teaching as female profession and the out number of women (Altınışık, 1995; Can, 2008; Çermik, Doğan & Şahin, 2010; Koyuncu, 2011). In fact, the number of women is so high that it is quite normal that men who participate in the teacher training program feel that they have entered an area belonging to women. In addition to such career barriers and challenges, the reasons why women prefer teaching rather than management are also noteworthy. It is clear that even though there are no legal barriers about assignment and promotion and women are as well-educated as their male colleagues, they are not able to advance to upper stages in education management at the same rate (Çelikten, 2004). Baytun and Özerem (2013) emphasized that in all countries, women are at very low levels in administratorial positions compared to men, even 15% of those who can be considered positive and 15% of them generally occur in middle level management positions. Boydak-Özan and Akpinar (2002) in their research emphasized the low number of women who work as administrators. It is stated that there are many obstacles in the promotion of women to management. In Turkey, the administratorial position is a role always attributed to men; the number of female administrators is less than male administrators. This problem is believed to apply to Bilecik province.

METHOD

Research Model

Objectives of the study

The aim of this study was to determine the views of female and male school administrators about what the obstacles to women becoming school heads are or might be. In order to achieve this goal, the following questions were sought: 1.What are the views of school administrators on the decision-

making process? 2. What are the views of school administrators about the administration to the gender of women and men? 3.What are the opinions of school administrators about the reasons for choosing to work with male and female administrators in the management team? 4. What are the Leadership / Management Studies of the administrators in their Student Life?

Population and Sample

The study group of this research is the school principals and vice principals in official kindergartens, primary and secondary education schools in Bilecik, a city located on the South of Marmara Region of Turkey. A total of 30 school administrators, including 16 male administrators and 14 female administrators, were reached in Bilecik city center and were interviewed face to face. 17 of the interviewed administrators are school principals and 13 of them are vice principals. 24 of the interviewed school administrators have a bachelor's degree and 6 of them have a master's degree.. 10 of the principals and 11 of the vice principals have been working as an administrator for 1-5 years. Four of the principals and 2 of the vice principals have been working as administrators for 6-10 years. One of the school principals has been working for 11-15 years, another one has been working for 16-20 years, and another school principal has been working as an administrative seniority for 21-25 years.

Data Collection Tool

In order to reach the stated objectives of the research and to develop the appropriate data collection tool, the relevant literature was examined. 10 questions were asked to the interviewers by the researcher. The interviews with both male and female administrators were recorded with the voice recorders and the note-taking technique and with the ones who did not give permission only the note-taking technique was used. All of the interviews were completed in 3 months.

Research Process

The data were written by obtaining as a result of the interviews by using voice recorder and notes. As the transcripts of the interviews with the school administrators were made, the names of the schools and school principals were not specified and each interview was transcribed and coded in accordance with the code of ethics. The female administrators were coded as WA1, WA2…, and male administrators were coded as MA1, MA2… Data was analyzed using content analysis method. Content analysis is a systematic analysis of written and oral materials (Mayring, 2000; Yıldırım & Şimşek, 2016). Instead of the visible, easily captured, exhibited and perceived content of discourse at once, it provides the discovery of hidden, implicit content. Therefore, content analysis is a second reading for identifying elements in the message that affect the individual invisibly (Bilgin, 2014). Content analysis is a systematic, repeatable technique in which some words of a text are summarized with smaller content categories based on certain rules (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2009).

Analysis of the Data

A general coding was first made with the interview data, and then grouped into themes and sub-themes. The code list was enriched as new codes emerge. After that, it was tried to give meaning to the data and the relationship between theme and sub-themes and cause-effect relationship was established. In addition, these data were quantified and allowed comparison between themes and sub-themes. Also, below the theme and sub-themes, striking quotations from the participants' views were placed. For the reliability of the study, the percentage of agreement was examined. Miles and Huberman (1994), Percentage of Agreement (Percentage) were used to calculate the percentage of consensus. $P = (Na * 100) / (Na + Nd)$ (P:% of coupling, Na: amount of compatibility, Nd: mismatch amount). The percentages of the questions included in the interview coding key were: Question 1 95%, Question 2 90%, Question 4 95%, and Results 90%. These values indicate that the study can be considered reliable.

FINDINGS

Table 1
Findings Regarding Being Administrator

	Women Administrator	Men Administrator
A) Incentives and support		
A-1) Administrator	WA6, WA7, WA13, WA14	MA1, MA7,MA9, MA10, MA11, MA13
A-2) Friend	---	MA1, MA2, MA4, MA6, MA8, MA11, MA12, MA13, MA14, MA16
A-3) Eş-Spouse?	WA1, WA2, WA3, WA4, WA8, WA11, WA14	MA6, MA15
A-4) Family	WA3, WA4, WA10, WA11, WA14	MA4, MA9
B) Individual decisions		
B-1) Willingness	WA2, WA3, WA5, WA8, WA9, WA10, WA11	MA5, MA12, MA14, MA15
B-2) Passing examination	WA1, WA2	MA3, MA4, MA6, MA10,MA14, MA16
B-3) Being educated	WA12	MA15, MA16
B-4) Will to power	WA3	MA15, MA16
C) Facing obstacles		
C-1) Family	WA1, WA5,WA6, WA10	MA3, MA14
C-2) Aile	WA13	MA15, MA16
C-3) Gender discrimination	WA5, WA7	---
C-4) Environment	WA5, WA14	---
D) Obligation		
D-1) Surplus	WA10	MA2
D-2) Branch problem	WA12	---

There have been four main themes related to the decision to become an administrator. These are incentives and support, individual decisions, obstacles and obligations. Under the theme of incentive and support, four sub-themes were created as administrators, friends, spouses and families. Under the theme of individual decision, three sub-themes have been formed: volunteering, exams and training. Under the theme of encountering obstacles, family, spouse, gender discrimination and environmental sub-themes were formed. Under the theme of obligation, sub-themes have been formed in the form of surplus and branch problem.

"I decided with the support and contributions of my administrator at my institution (WA-6)."

"There was a need in the institution I worked and administration was offered. Due to the circumstances I became an administrator when least expected. (MA-7)."

"My reason for being an administrator is my friends. My friends have pushed a lot and I have chosen management upon their insistence (MA-2)."

"I became an administrator willingly and with the encouragement of my friends (MA-14)."

"In the beginning, everyone supported me, even my spouse put this idea in my mind. But later, my children started to complain a little because I couldn't spend as much time as before (WA-4)."

"My family looked positively to this issue. They supported me. For example, my daughter had said 'Mom, you are a literate, hardworking person, who will do it if not you?' (WA-11)."

"It was something I already wanted to do, and I also thought that women should get into this area (WA-11)."

"Administration is always an area I am interested in (EY-12)."

"At first we did not like administration but it became valuable with an examination. I took the exam and got a high score. Then I began working here. (WA-2)."

"I always passed the tests. I'm one of those who got here with the tests. (MA-16)."

"It happened suddenly and quickly. I did my master's degree with thesis. I already have leadership ability. (WA-12)"

"I am a non-thesis graduate in education management. I also want to be an administrator in this field, I also received training (MA-15)."

"It was my ideal. I worked as a administrator in private sector. I like to administrate rather than administrated. Ordering is better than being ordered (MA-15)."

"In my family, negative attitudes such as 'there cannot be a woman administrator' were adopted(WA-5)"

"By my family I was criticized with things like 'be a teacher, it is better, there are summer, winter, snow vacations. (WA-6)."

"during the year I was working, my husband and I had fallen out because he was a teacher at the school I was administrating and didn't accept me as authority. Thankfully he was assigned to another school. Those around me except my husband reacted normally. (WA-13)

"In Turkey, in addition to not having any perspectives to highlight women's individuality, specialty and success, women are exposed to oppositions. (WA-5)"

"During my first calls, any person starting with 'may I speak to the principal sir". I say "Yes, it is me." (WA-7)

"After 18 years of teaching. Since I felt ready and did not stay in the province where I was teaching, I applied to administration. (WA-10)"

"I became an administrator due to problems in my own branch, health reasons and a friend. (MA-2)"

As a result of women's social roles and gender studies, it is seen that they want to get support from their spouses and families about administratoralial preference. This may indicate the existence of queen bee syndrome among women colleagues. Queen bee syndrome is that female managers do not want their fellow men to take on senior management positions. It is seen that men are more supported and influenced by both their administrators and friends than women. Men act in support of the patriarchal structure. Improving oneself on post-graduate education and demand for power in the field is low in both groups. While volunteering is more important in female administrators, male administrators are more concerned about the desire to pass exams than women. Women are under pressure of gender roles. When they expect family support, they may not meet it and even get precluded. The views on gender discrimination and the sub-theme of the environment have been expressed only slightly by women. The reason is the prevention of women with social patriarchal structure and / or glass ceiling syndrome. The concept of glass ceilings began to be used in the 1970s in the United States to define invisible, artificial barriers that arise from behavioral and organizational prejudices that prevent women from reaching senior management positions. Very few people have decided to become administrator out of obligation.

Table 2
Relation of Administration to Male and Female Genders

	Women Administrator	Men Administrator
A) Should be equal		
A-1) The needs of the institution	WA4, WA5, WA6, WA7, WA10, WA11	MA4, MA5, MA6, MA10, MA15
A-3) Willingness	WA2, WA6, WA7, WA9, WA10, Y14	---
A-4) Sufficiency of personality traits	WA2, WA13	MA4, MA6, MA7, MA9
A-5 Work merit	WA5	MA6, MA13, MA16
B) Men should be administrators		
B-1) men's causes		
B-1-1) Managing power	---	MA2, MA14, MA15
B-1-2) Control power	---	MA1, MA8
B-1-3) Time availability	WA3, WA12	---
B-2) Due to the overload on women		
B-2-1) Women's responsibilities at home	WA3, WA13	MA1, MA3, MA8, MA14, MA15, MA16
B-2-2) Women's maternity role	WA12, WA13	MA1, MA3, MA14
B-2-3 Women's emotional barrier	WA12	MA1, MA2, MA8, MA14
B-3) Bureaucracy	WA4, WA14	MA1
C) Women should be administrators		
C-1) Women's elaboration	WA1, WA2, WA8, WA13	---
C-2) The multiplicity of female teachers and female students	WA3, WA4	MA2, MA6
C-3) Women's communication abilities	WA11, WA14	---
C-4) The role of motherhood for women	WA3	---
C-5) The multiplicity of women parents	---	MA1

There are three sub-themes related to male and female gender. These; should be equal, men should be administrators and women should be administrators. Under the equality, the needs of the institution, willingness, and sufficiency of personality traits and work merit themes were formed. Under the theme of men should be an administrator, men's causes (managing power, control power, time availability), due to the overload on women (women's home responsibilities, women's maternity role, women's emotional barrier), bureaucracy sub-themes have been formed. Under the theme of women should be an administrator, women's elaboration, the multiplicity of female teachers and female students, the women's communication abilities, the role of motherhood for women, the multiplicity of women parents are sub-themes. Examples of relevant views are given.

"It can be a man or a woman in accordance with the institution's situation, conditions and backdrops without gender discrimination. Namely the administrator should be assigned without prioritizing gender (unless there are special cases). (WA-5)

"It is suitable for both. Since are both men and women in the society, in some situations women administrators understand women employees better. (WA-11)"

"It should be done by whoever wants and is able to. Women in our country prefer to spend time and be productive at home. Two things can be done at once. Women should also be productive at work

life, therefore outside. (WA-2)"

"Whoever is able to do the art of managing should be an administrator. Therefore, I don't think that it is important to have a lot of numbers as a woman or man administrators. (MA-11)."

"Despite the ones around me I still think it is suitable for both. I think that women are retracted to their own shells, they do not want to take responsibility, they are crushed under their responsibilities in the house, and they limit their world to only house cleaning, food and child care. I think a man and a woman can administrate very well. It depends on the person's will. (WA-14)"

"The important thing is not whether the woman is married or not, and her husband is just and understanding. We must make the distribution equal. (WA-2)"

"before prioritizing gender like this, it should be in accordance with need and condition. I don't find this approach to men and women in administration proper. Instead, the job should be given to those who have work merit." (WA-5)"

"The one who deserves work merit the most. Otherwise I cannot say this more than that."(MA-13)

"There should be more man administrators. It is more suitable for our traditional and religious structure. (MA-14)"

"More men, definitely, %75, women %25. Man depends on the outside world. Woman depends on the inner world. Home, kids. (MA-15)"

"Men should be more in number. Because women's interests and attitudes towards disciplinary events are different. Family care, children and many other jobs at home are also forcing women. In addition, women can be forced into bureaucracy, the majority of who are men. (MA-1)"

"I think it's more suitable for men. Because men can control their emotions and become more severe when necessary. (MA-8)"

"It is more convenient for men in terms of time. But it is also important especially for female students and small ones at school because it is suitable for women because they can approach with compassion.(WA-3)"

"I used to say it was suitable for both in my first years. As the years passed, I started to think that it was suitable for men because men and society gave the message that being a mother, woman should be in the background. (WA-13)"

"Does not matter. But the work of a single administrator or older administrator is a little easier. Of course, the performance of the woman administrator with a small child at home will be reduced. In addition, if the housework is added on top of that, the situation becomes even more severe. (MA-3)"

"As far as I can see, it is for men. we can be more emotional, sensitive as women. The man does not reflect as much problems as we do, and he can seperate work-home. I think divorced or single women are problematic if they are administrators. (WA-12)"

"There should be more man administrators. It is more suitable for our traditional and religious structure. And women are too emotional. They cannot forget their feelings towards individuals, they exaggerate small problems. They altruistically raise our future. They admirably work both at home and work. (MA-14)."

"It is suitable for men. Because men don't get too emotional about things. However a woman's administration is a must for schools. The reason is that most of the parents coming to schools are women. (MA-1)"

"There may be changes according to the institution. For example, female administrator is ideal for a preschool institution, but it can be difficult to be an administrator for a woman where there is a male domination. (WA-4)"

"It is very suitable for women because they work more meticulous, clean, tidy. (WA-1)"

"It is suitable for women because women have a higher level of perception and comprehension. (WA-8)"

"I think it depends on the situation. It is more acceptable to have a woman administrator in a women-based school. But I prefer to have as little as possible. I think men are better at administrating and communicating. (MA-2)"

"This subject depends on the institutions. It is an advantage that there are a large number of woman administrators in schools where there is a high number of female students. (MA-6)"

"It is suitable for both. Since there are both men and women in society, in some cases women administrators understand women employee better in some cases. (WA-11)"

"It is more convenient for men in terms of time. But it is also important especially for female students and small ones at school because it is suitable for women because they can approach with compassion.(WA-3)"

"It is suitable for men. Because men don't get too emotional about things. However a woman's administration is a must for schools. The reason is that most of the parents coming to schools are women. (MA-1)"

In the selection of an administrator, work merit is more drawn by man administrator. The competence of personality traits is indicated only by man administrator. They regard administration as appropriate to male personality traits. Only the ruling and control power of the male executives expressed their opinion that only men considered themselves authoritarian and that women did not see such power in them.. This may be related to the notion of administration and administratorial power is pertain to men a result of growing up in a patriarchal society. Only woman administrators giving an opinion on the sub-theme of time-availability can be interpreted as men are not as busy as women in their lives, and that they have time to deal with a more intense and stressful job as school work. While maternity role and sensuality barrier of women are more pronounced by more women than men, this shows that they themselves accept the patriarchal structure and they create their own glass ceiling syndromes. It is possible to see the roles that social culture places on women. Because childcare and maternity are accepted as the women's duty, they're seen as an obstacle for them to administrate. Bureaucracy and intensity of work were seen as obstacles for women administrators. Women's elitism, the power of communication to women, the role of women as a mother is only mentioned by the women administrators as positive. There is no need for women to be administrators unless there are a high number of female students or woman teachers. While women think of their maternity role as positive, men see it as negative, an obstacle for women not be an administrator. That the women go to school as parents more than men being pointed out by man administrators shows that men keep women responsible for children.

Table 3
Reasons why Existing Administrators Prefer to Work with Man and Woman Administrators in the Administration Team

	Women Administrator	Men Administrator
A) Reasons to prefer women administrators		
A-1) Necessity - Obligation	---	MA1, MA6, MA8, MA11, MA14, MA15
A-2) The ease of working with the same-sex	WA1, WA5, WA14	---
B) Reasons to prefer men administrators		
B-1) The ease of working with the same-sex	---	MA1, MA2, MA3, MA12
B-2) Being able to do forced work	WA14	MA14
B-3) Being flexible in terms of time	---	MA3
C) Equal		
C-1) Efficiency	WA2, WA3, WA9, WA10, WA11, WA13	MA8, MA16
C-2) Fairness	WA4, WA8, WA11	MA4, MA7
C-3) Different points of view	WA7, WA9, WA13	MA5, MA6

Three main themes on the reasons why existing administrators prefer to work with men and women administrators in the administration teamwere formed. These are reasons to prefer woman administrators, reasons to prefer men administrators and equal. Sub-themes of necessity – obligation and the ease of working with the same-sex were formed for reasons to prefer woman administrators. Sub-themes of the ease of working with the same-sex, being able to do forced work and being flexible in terms of time were formed for the reasons to prefer man administrators. Sub-themes of efficiency, fairness and different points of view were formed for the equal theme. Examples of relevant views are mentioned.

"I have both male and female vice principals. I'm pleased with both of them, they both have pros and cons compared to each other, especially my woman vice principals. in communication with woman teachers and female students is my most necessary and important assistant.(MA-6)"

"I wanted one of my two vice principals to be a woman, but she refused because of reasons such as family. I thought about this because the multiplicity of female teachers and female students accounted for 55% of the school. Considering the absence of technical and auxiliary staff in schools, man administrator is preferred because most of the repairs are carried out by us. (MA-14)"

"It's better to work with same-sex because it's easier, sharing is more comfortable. Problems occur when the principal is woman and the vice principal is man due to our social structure. (WA-1)"

"I prefer to work with women (but it is because I'm a woman) (WA-5)"

"Working with a man administrator is always an advantage. It will be more comfortable to work day and night, especially without being tied to working hours. (MA-3)"

"I would rather to work with a man administrator, I would feel comfortable. (MA-12)"

"I prefer both because if it a woman, working with same-sex would appeal to me and if I work with a man administrator, knowing he will do the job according to him would appeal to me. Therefore both are needed. (WA-14)"

"In an institution, administrators should not only be men or women. I think mixed administration will be better in terms of efficiency in the institution. (WA-10)"

"It does not matter to me. I would work with both. Variety increases efficiency (MA-8)"

"As long it is acted fairly, both would work. I do not want there to be prejudice and   everyone should be given their due. (WA-4)"

"Since I have not worked with a woman administrator before, I think it would be different. It would not be a fair approach for me to state a preference on working with man or woman (it does not matter). As long as it is deserved, it is alright. (MA-7)"

"If I am to have two administrators it would be a man and a woman, if it's going to be one, it would be a man in order to complete each other with different points of view and see the gaps. (WA-7)"

"If I am to have two administrators I would prefer a man and a woman as both are needed. Different points of view might be considered. (MA-5)"

For men, the reasons for choosing a female administrators are the necessity and obligation, therefore the conditions of the school. For the small number of woman administrators the ease of working with same-sex might have been preferred as collaboration against male dominance. Men administrators prefer to work with same-sex as much as women do. This can be interpreted as collaboration with the same-sex. One of the advantages that working with same-sex is that they can flexibly come together and work whenever they want. More women administrators than men have pointed that equal women and men administrators should be preferred in terms of efficiency. Equality, fairness and different points of views are important for women who cannot get to where they deserve due to the glass ceiling syndrome and patriarchy.

Table 4
Leadership / Administration Study of Administrators in Student Life

Administrator	Women Administrator	Men Administrator
A) Class prefect	WA2, WA6, WA8, WA9, WA10, WA13, WA14	MA7, MA9, MA10, MA14,MA16
B) Group /TeamAdministration	WA11	MA14, MA16
C) Team captain / Founder	WA12	MA15
D) School representative	WA13	---
E) Class representative	WA14	---

Regarding the leadership / *Administration* work of the administrator in the student life, nine of the 14 woman administrators and 16 of the man administrators responded that they had a duty. Five women and 10 men, half of them stated that they had an administration duty. Five themes were formed. These are; class prefect, group /team administration, team captain / founder, school representative and class representative. Examples of relevant views are mentioned

 "I was a class prefect in university, group leader. (WA-2)

"During my student life I was a class prefect. I was responsible in organizations. (WA-10)"

"I was a president at areas such as class presidency, presidency in dormitory and university. (MA-7)"

"I was constantly a class prefect and group president. (MA-14)"

"I was a class prefect. Also, even now I call and gather my friends to meet. (MA-16)"

"I was the president of the folklore team. (WA-11)"

"I was a playmaker at games we played as kids. I played basketball. (WA-12)."

"Yes we had a football team in the neighborhood. I was the team captain, set the games. I organize my work with social organizations, I establish communications (MA-15)"

"I served as a school representative and also as class prefect many times. (WA-13)"

"I served as a class representative, school representative and also as class prefect many times(WA-14)."

It is seen that woman administrators and men administrators have served as class prefect, group or team administrator and team captain. However, woman administrators have served as class prefect more than man administrators have. When it comes to school and class representation, while only one woman has stated an opinion, none of the men have stated their opinion. This can be interpreted as woman administrators being more successful in their school and student lives, and that their will to take responsibility and administrate is higher. When women step into work life as adults, their place as administrative change with the life style and society.

CONCLUSIONS, DISCUSSION AND SUGGESTIONS

There are different causes and factors of influence when choosing male or female administrators. While these factors are spouse and family for woman administrators, it is seen that it is the factors of friends and administrators for men. The most striking contrast between men and women is in the theme of friends. In the study of Ersoy (2009), both gender groups were found to be under the influence of social factors. Especially for the formation of identity, women point out that they are under the influence of family while men are more under the influence of friends and environmental factors. This situation is in conformity with the social structure of women in domestic responsibilities and relationships, and men's external relations. While there is a high level of support among man administrators, there are no results in the support of friends in woman administrators. This signifies the presence of 'Queen Bee' syndrome among women. It is seen that women do not provide any incentives or support for the same-sex to move forward. In Karakuş (2014) research, woman employees experienced problems with the woman administrator or employees who were willing to see and manage the privilege of being at the top, who were dominant in their desire to prove themselves, within the scope of queen bee syndrome. While spouse and family are important factors for woman administrators to prefer administration, friends and administrators are important for man administrators. In the study by Örücü (2007), it was found that women's leadership and administrational characteristics were limited, their family responsibilities were high, and the queen bee syndrome was the main reason why women could not rise to the senior management position. It can be accepted as self-placed obstacle when women do not want to administrate when they do not receive family support. This is the glass ceiling syndrome that is set in front of women. Karcıoğlu & Leblebici (2014) research found that the concept of glass ceiling syndrome was effective in women's failure to advance in their careers.

The majority of woman administrators and man administrators think that the number of women and men administrators should be equal. The reason for this is the need of the institution for both women and men administrators. If there is a need for woman administrator in the institution it should be woman, or man if a man administrator is needed. Therefore, the decision should be taken independent from gender, without gender discrimination. While for man administrators it is appropriate to have sufficient administration skills, for women person's will is enough. Men outside the group, who think it should be equal, think there should be man administrators. The reason for this indicates women's responsibilities at home. The responsibilities of households, which have been set up for women by men, are the indicators of gender discrimination. There are woman administrators who support men to become administrators because of women's responsibilities at home. This shows that women also have internalized gender discrimination. Gündüz (2010) also stated in his research that working women are

under a more severe burden. Woman teachers say that they have no chance of advancing in their career, or that they are very limited. The other woman administrator group think that women should be administrators due to women's elaboration and daintiness. The obstacles that women come across are not only the ones set by the society. There are also obstacles women set for themselves. These are multi-tasking or internalizing the obstacles. These are all variations of the glass ceiling syndrome. Karcıoğlu & Leblebici (2014) concluded that women administrators today believe that they can be a good wife, a good mother and a successful administrator, but that the man administrators are undecided in this matter. This indicates that traditional ideas towards women could not change. In this respect, Çetin & Atan (2012), İnandı & Tunç (2012) and Karcıoğlu & Leblebici (2014) also found that women's multiple roles were an obstacle for women administrators to pursue careers. It is possible that the woman administrators have been disadvantaged against men in the administration, and that it is possible for women administrators to leave the field to man administrators and internalize male domination in administration as a result of women's social lives and learning.

The highest proportion of gender preference in the management team is to equal the number of man and woman administrators. Priority is not based on gender but on productivity, justice and different perspectives. In Korkmaz's study (2014), women's strong foreboding, positive feelings of empathy, easy communication skills, more affinity for compromise, and patience are all perceived as positive in business life. For some man administrators it is an obligation for woman administrators to be in the institution. As for the ease of working with same-sex both men and women prefer their fellow men and women. According to the results of Tokageder (2014), there are two groups of understanding. First of all, those who want their subordinates to be women state that they prefer women due to women's discipline and competence, those who want men to be their subordinates state that it is more comfortable to work with their fellow men. Second, they concluded that it will not matter whether it is a man or woman, what is important is being hardworking, sufficient and doing their job well.

The majority of those who work in leadership/administration are women. It is a contradiction that the women who are so active in student life prefer to stay in the background after they step into the profession. Family responsibilities are the reason. Arslan & Durmuş (2013) stated in their research that the average of the leadership tendencies of primary school students towards the upper classes decreased. The averages of the leadership tendencies of primary school students towards the upper classes are decreasing due to the exams they have prepared and the interaction between them and their social activities. As the education levels increase, the decreasing leadership desire can be expressed as social learning after getting married for women, reaching the level of being almost finished with the patriarchal structure of society. In their research Inandı, Ozkan, Peker & Atik (2009) concluded that single teachers state a different opinion than those who are married or divorced according to marital status, sex role stereotypes.

Performance-based periodic reward system should be developed in order to prevent women administrators who start voluntarily to work overly and break down prejudices and prevent them from abandoning administration. In addition, an administration culture should be established that administration is not about gender but about desire, competence and ability. For women, it should be stated that administration should not be seen as an obstacle and in order to increase the rate of preferring administration, some advantages should be made by making awards and wages arrangements in administration. The support seen in men in administration should be seen among women and fellow women. Women should support eachother and the harmony between women should be tried to increase by the trainings of working in harmony. Similar research may be conducted in schools where more man and woman administrators work together. Different points of views may be obtained by doing the research with teachers.

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