



The glass ceiling syndrome: research in the context of school administrators

Ayhan Kandemir ¹

Abstract

The purpose of this study is to reveal school administrators' views on the glass ceiling syndrome. The phenomenological method, which is among qualitative methods, was used in the study. The study group consisted of ten female and ten male school administrators working in public schools in the center of Bolu province during the first semester of the 2023-2024 academic year, selected through convenient sampling method. The study data were collected using a semi-structured interview form created by the researcher. The data obtained were analyzed using descriptive analysis and content analysis, and the data were presented as frequencies based on repetition. The results of the study showed that while female administrators expressed negative views regarding their development in the field of management due to taking on multiple roles, male administrators expressed both negative and positive views. It was found that both female and male administrators generally expressed neutral or positive views regarding the impact of organizational factors on the development of female administrators in management. It was observed that both female and male administrators perceived female administrators as successful in some situations and unsuccessful in others, and expressed the view that working with female administrators had both advantages and disadvantages. Finally, it was concluded that both female and male administrators have different views on the problems female administrators face due to their gender. In light of these results, recommendations were made, such as conducting similar studies at the senior management level (branch/district/provincial administrators) and implementing more positive discrimination in administrative appointments for women.

Keywords

Glass ceiling syndrome
Female
School
Teacher
Administrators

Article Info

Received: 05.04.2024
Accepted: 10.09.2025
Published Online: 04.30.2026

DOI: 10.15390/ES.2026.2500

Introduction

It is well known that schools, which are among the important organizations of our time, are institutions that play a leading role in achieving the educational goals of states. It goes without saying that it is important for schools to have effective management in order to achieve the educational goals set by the state. In this regard, it is considered important to attach importance to the professional competencies of school administrators who perform administrative duties in schools and to respect the

¹ Bolu Atatürk Middle School, Bolu, Türkiye, ayh_81@hotmail.com

rights of administrators, such as personal and professional development. However, research suggests that administrators today face major problems, especially with regard to their professional development, and that female administrators in particular face obstacles due to their gender. It is argued that the concept of the "glass ceiling syndrome" has an important place in revealing these obstacles.

The glass ceiling syndrome was first mentioned by C. Hymowitz and T. D. Schellhardt in the Wall Street Journal in 1986 and was widely considered to be the barriers women face in hierarchical promotion (Jackson, 2014; Weyer, 2007). In 1987, Morrison et al. (1987, cited in Atacan & Genç, 2023) used the concept of the glass ceiling as a transparent barrier that prevents women from advancing beyond a certain level in organizations. In other words, the glass ceiling is defined as an artificial barrier that prevents qualified women working in the organization from advancing to leadership positions (Babic & Hansez, 2021; Jackson & O'Callaghan, 2009; Jefferson, 2019; Macarthur & Samblanet, 2010; Mert, 2019). The glass ceiling is based on the fact that women see the goals they set for themselves in their careers, but encounter various problems in achieving these goals (Yamagata et al., 1997). Based on the definitions in the literature, Atacan (2023, p. 40) defines the glass ceiling as invisible but difficult to overcome barriers to women's advancement to the executive ranks, attitudinal and organizational biases, and gender-based exclusions due to being a woman. Based on these definitions, it is assumed that the glass ceiling syndrome is caused by various reasons. Karaca (2007, p. 53) examined the reasons for the glass ceiling in three groups: individual, organizational and social factors. Women's personal preferences and perceptions, as well as their multiple roles, are among the individual factors. Organizational factors include organizational culture and policies, lack of mentors, and lack of participation in informal communication networks. Social factors include occupational segregation and gender-based stereotypes.

When examining definitions of the glass ceiling syndrome, it becomes clear that the glass ceiling is a concept closely related to ideas such as feminism, the glass wall, and the queen bee syndrome. Feminism, which is frequently encountered in daily life, is an approach that emphasizes the liberation of women and political, economic, cultural, and social equality between women and men by opposing gender discrimination (Sağlam, 2020; Taş, 2016). Feminism is "*A movement that seeks to end sexism, sexist exploitation, and oppression*" (Hooks, 2012, p. 9). Similarly, feminist theory opposes the presence of gender in determining opportunities in life and draws attention to the fact that it is women who suffer from gender discrimination (MacKinnon, 2020). In the concept of the glass ceiling, female employees are often directed to lower positions within management, and are generally placed in strategically insignificant positions rather than in upper management (Ryan, 2015, cited in Acar, 2024). The queen bee concept is defined as a situation in which female professionals who have achieved success in a male-dominated work environment deliberately distance themselves from their peers, making work life difficult for them (Baykal, 2018). Furthermore, the queen bee syndrome is seen as an inseparable feature for successful women, causing gender discrimination in the workplace (Sobczak, 2018). Based on these explanations, it can be seen that the concepts of feminism, the glass wall, and the queen bee syndrome are similar to the glass ceiling syndrome, emphasizing various negative aspects, primarily the problem of career advancement.

Women have different roles such as mother and wife, and they appear in different positions in business life. On the one hand, women work for the happiness and peace of their families and try to take responsibility for their children, and on the other hand, they can participate in career planning at their workplace. However, family responsibilities take precedence over career for many women and can be an obstacle to women's advancement (Akyüz, 2021; Anafarta et al., 2008; Atacan, 2023; Atacan & Genç, 2023; Atay et al., 2022; Belkıs, 2016; Yelkikalan, 2006). Individual barriers to women's advancement also include the fear that their family life will be damaged by taking on multiple roles. Women's lack of self-confidence that they will not be able to move up is seen as an important obstacle (Fettahlioğlu & Çelik, 2007).

It is a fact that organizational culture and politics occupy an important place among the organizational factors that are among the causes of the glass ceiling syndrome. In male-centric organizational cultures, the idea that men have better leadership skills than women prevails (Mert, 2019). The lack of mentors is one of the organizational factors of the glass ceiling syndrome. Women usually want a woman mentor, but they may face difficulties in this regard because the number of female administrators is low. In addition, women at the executive level in organizations may view their successful peers as a threat and therefore be reluctant to build relationships (Douse, 2009). It is assumed that the lack of women in leadership positions reveals a lack of participation in informal communication networks. Women, of whom there are few in leadership positions, do not find enough space for themselves in the communication networks, and therefore their social circles are not as large as those of men. While men have strong communication with each other, it is assumed that they encounter women with a negative social image (Bilimoria & Liang, 2007, cited in Mert, 2019). The fact that women have more family responsibilities in addition to their work can also have a negative impact on women's ability to engage after hours and thus interact with administrative staff (Jackson, 2001).

It is assumed that occupational segregation and gender stereotypes occupy an important place among the social factors that are considered to be a further cause of the glass ceiling syndrome. In the shadow of the traditional social structure, the idea arises that men will be more successful in management positions than women. Women are exposed to the glass ceiling due to this understanding, and as a result, they may have difficulty advancing their careers (Atacan, 2023). As a result of this obstacle, women may have to spend more time and effort (Karaca, 2007). It is argued that women possess characteristics such as being emotional, gentle, and helpful, while men possess characteristics such as being aggressive, confident, and ambitious. Therefore, leadership roles are often perceived as more suitable for men (Duehr & Bono, 2006). Based on these findings, it can be said that various reasons cause the glass ceiling syndrome in women and that these reasons can occur in all organizations. From this point of view, it can be interpreted that women in schools, which are important organizations in society, may have problems in advancing to higher management positions due to the glass ceiling syndrome.

The literature indicates that the glass ceiling syndrome has significant consequences in addition to its causes. Taparia and Lenka (2022) stated that the glass ceiling syndrome leads to consequences such as job satisfaction, burnout, occupational stress, decreased productivity, low organizational performance, and increased employee turnover. Babic and Hansez (2021) found in their studies that the glass ceiling triggers work-family conflict, which in turn increases the likelihood of leaving the job and reduces job commitment. Similarly, Wei et al. (2025) found in their study in China that the glass ceiling syndrome affects burnout among women and has an impact on work-family conflict and burnout. It is evident that the glass ceiling syndrome causes both individual and organizational problems in this context.

The glass ceiling syndrome can be linked to leadership theories. The findings indicate that an effective leadership style in organizations is an important factor in preventing the glass ceiling syndrome. For example, transformational leaders coach their followers, creating an environment for their personal development and learning (Harms & Crede, 2010). Ethical leaders, on the other hand, prioritize the interests of their group rather than their own, respect the rights of employees in accordance with ethical principles, and treat them fairly (Zhu et al., 2004, cited in Esmer, 2013). From this, it can be concluded that the effects of the glass ceiling syndrome can be minimized in an organization with effective leadership characteristics. This can be attributed to a negative relationship has been observed between school leadership and glass ceiling barriers (Kozan et al., 2025). Considering that the glass ceiling syndrome is thought to be effective on concepts such as organizational justice (Tunç & Özmen, 2016), organizational trust (Örücü & Akgül, 2019), job satisfaction (Yıldız & Bedük, 2020), and job fulfillment (Duruk & İnce, 2024).

The glass ceiling syndrome is seen to be not just a problem for one country or region, but rather one of the common problems facing the world in general. For example, Dimovski et al. (2010) found in their study conducted in Singapore and Malaysia that female administrators encountered the glass ceiling and lacked sufficient institutional support. Joseph and Shaji (2020) identified the main glass ceiling barriers in their study in India as family responsibilities and organizational practices, gender stereotypes, organizational culture, and individual barriers. Achour (2025) concluded in his study in Tunisia that there is a positive relationship between perceived glass ceiling and burnout. Sharma and Kaur (2019) concluded in their study in India that female administrators face the glass ceiling in terms of organizational and social barriers. In the United Kingdom, gender discrimination is a problem in the workplace, and although there has been progress, the needle still points towards men in senior positions (Nationwide Employment Lawyers, 2025). Livingstone et al. (2016), in their study conducted in Canada, found that glass ceilings perpetuated by men and women's primary responsibility for household chores are the biggest obstacles to equitable promotion.

In Turkey, there are more women than male teachers in schools. For example, 409.063 of the 975.698 teachers working in public education institutions in the 2021-2022 academic year are male and 566,635 are women (Ministry of National Education [MoNE], 2023). On the other hand, the proportion of women in leadership positions, including school administrators, is of course significantly lower than that of men. According to the Directorate General for the Status of Women (2023, pp. 28-29), 10.56% (3438) of school principals, 10.24% (282) of deputy principals and 25.35% (14032) of assistant principals are women. In the provincial organization of the Ministry of National Education (MoNE), 3.7% (3) of national education directors at provincial level, 1.46% (11) of permanent national education directors at district level, 4.88% (14) of deputy national education directors at provincial level and 7.4% (199) of permanent branch directors are women. This data shows that while there are more women teachers than male teachers in Turkey, the opposite is true for administrators. It is known that the glass ceiling syndrome is an important obstacle for women to make a career in any field, especially in management. In Turkey, it can be assumed that the glass ceiling syndrome is the reason why women teachers are not sufficiently involved in higher management, especially in school administration. Considering that there are many different reasons for the glass ceiling syndrome, it is important to uncover these reasons. The aim is therefore to make suggestions to the relevant decision-makers on how to solve this problem and to contribute to the relevant literature.

Purpose of the Study

The purpose of this study is to determine the views of school administrators on the glass ceiling syndrome. To this end, female administrators were asked the following questions:

1-How would you rate the impact of taking on more than one role as a woman administrator (mother, wife, administrator, etc.) on your development in the field of administration? 2-How would you rate the impact of organizational factors (organizational culture, organizational policies, inequality of opportunity, communication issues, etc.) on your development in the field of administration as a women administrator? 3-How would you rate the success of female administrators in the field of school administration as a female administrators? 4-As a women administrator, what do you think about working with women administrators? (advantages/disadvantages) 5-As a women administrator, should there be affirmative action in favor of female administrators? What do you think about this issue? 6-What difficulties do you face in your life as a women administrator? What are your views on this issue?

The male administrators were asked the following questions: 1- How do you assess the impact of female administrators taking on more than one role (mother, wife, administrator, etc.) on their development in the field of management? 2- In your opinion, what impact do organizational factors (organizational culture, organizational policies, inequality of opportunity, communication problems, etc.) have on the development of female administrators in the field of administration? 3- How do you assess the success of female administrators in the field of school administration? 4- What do you think about working with female administrators? (advantages/disadvantages) 5- What do you think of positive discrimination in favor of women administrative staff? 6- What difficulties do female administrators face in their administrative life because of their gender? What is your opinion on this topic?

Method

Research Model

In this study, which aims to determine the views of school administrators about the glass ceiling syndrome, the phenomenological method, one of the qualitative research methods, was used. Qualitative research is known as an approach in which verbally and visually detailed data is collected, analyzed, and presented to uncover situations, facts, events, and relationships (Gay et al., 2012). Phenomenological design is known as a research method (Yıldırım & Şimşek, 2011) that focuses on phenomena that are recognized but lack deep understanding. As the aim was to uncover school administrators' views on blanket syndrome in detail, the phenomenological design was used.

Study Group

The study group of the current research consists of 10 women and 10 male administrators (principals/vice principals) working at different levels of public education in Bolu Center in the first semester of the 2023-2024 academic year. Instead of the maximum diversity sampling method, a convenient sampling method was used in sample selection. In maximum diversity sampling, the aim is to maximize the demographic diversity of the individuals whose views and experiences regarding the problem under investigation will be examined (Yıldırım & Şimşek, 2011). However, due to the limited number of female administrators available under the current conditions, which reduces diversity, an appropriate sampling method was employed in the study. A convenient sampling method is one that facilitates reaching and including individuals or groups within the scope of the research (Ekiz, 2009). On the other hand, the fact that researchers cannot predict the representativeness of the sample (Nachimas & Nachimas, 1996, cited in Yıldız, 2017) is seen as a limitation of the appropriate sampling method. In this study, importance was placed on participants being volunteers and having worked or currently working with administrators of the opposite sex, thus paving the way for participants to give more realistic answers on the subject.

Table 1. Demographic Characteristics of the Participants

Participant	Total Length of Service in Management	Type of School	Education Level	Participant	Total Length of Service in Management	Type of School	Education Level
FA1	Over 21 years	Secondary School	Bachelor's degree	MA1	13-16 years	High School	Bachelor's degree
FA2	9-12 years	Primary school	Master's degree	MA2	13-16 yeras	Primary school	Bachelor's degree
FA3	13-16 years	High School	Bachelor's degree	MA3	9-12 years	Secondary School	Bachelor's degree
FA4	5-8 years	High School	Master's degree	MA4	17-20 years	Secondary School	Master's degree
FA5	9-12 years	Secondary School	Master's degree	MA5	9-12 years	Preschool	Bachelor's degree
FA6	9-12 years	Secondary School	Master's degree	MA6	13-16 years	High School	Master's degree
FA7	5-8 years	Secondary School	Master's degree	MA7	13-16 years	Preschool	Bachelor's degree
FA8	5-8 years	Preschool	Bachelor's degree	MA8	13-16 years	High School	Master's degree
FA9	0-4 years	Preschool	Bachelor's degree	MA9	13-16 years	Preschool	Master's degree
FA10	Over 21 years	Primary school	Bachelor's degree	MA10	Over 21 years	Secondary School	Bachelor's degree

Table 1 shows the demographic characteristics of the participants. When the table is analyzed, it is seen that 10 of the participants are women, and 10 of them are male. It was also seen that 1 of the administrators had 0-4 years of seniority, 3 of them had 5-8 years of seniority, 5 of them had 9-12 years of seniority, 7 of them had 13-16 years of seniority, 1 of them had 17-20 years of seniority, and 3 of them had 21 years or more of seniority. In addition, 5 of the administrators worked in preschool, 3 in primary school, 7 in secondary school, and 5 in high school; 11 of them had bachelor's degrees, and 9 of them had master's degrees.

Data Collection Tool

School administrators' views on the glass ceiling syndrome were elicited using a semi-structured interview form. The interview, which provides the opportunity to learn about individuals' knowledge, thoughts, attitudes and behaviors on various issues and the possible reasons for these issues in the shortest possible way (Karasar, 2018), was considered suitable for the present research. To this end, the interview questions were created by reviewing the national and international literature to determine the thoughts of school administrators about the glass ceiling syndrome in a brief form. In the validity and reliability phase, the opinions of three faculty members specializing in the field were obtained, thereby aiming to ensure internal validity. In the next phase, a pilot study was conducted with two women and two male administrative employees who were not part of the study group to determine whether the interview questions were clear and understandable for the participants.

Data Collection

The data required for the study were collected in accordance with the ethical committee approval obtained from the Human Research Ethics Committee of Bolu Abant İzzet Baysal University at its meeting dated October 12, 2023, and numbered 2023/08. The required data were collected in person by the researcher in December and January by obtaining consent from the volunteer administrators. Prior to the interview, the administrators were informed about the study and advised that their open

identities would not be included in the study. This enabled the administrators to be more open and objective about the topic. No fixed time constraint was imposed on the interviews, and in general the interviews lasted around 30 minutes.

Data Analysis

The present study was conducted using qualitative data analysis. The main purpose of qualitative data analysis is to uncover hidden information within the social structure. The set of studies in which the issues related to the study are revealed after separating and classifying the data obtained through techniques such as observation and interview and the studies are reported is called qualitative data analysis (Özdemir, 2010). In the present study, which aims to reveal the views of administrative employees about the glass ceiling syndrome, the required data were analyzed using the methods of descriptive analysis and content analysis. The purpose of content analysis is to guide the academic studies planned for the future related to the subject under investigation and to reveal the general trend situation regarding the subject (Ültay et al., 2021). Descriptive analysis, on the other hand, is a type of analysis in which the data obtained are regularly interpreted and communicated to the researchers, usually with verbatim quotations, as the opinions obtained are presented as a whole (Yıldırım & Şimşek, 2011). For this purpose, the opinions obtained in the current study have been coded and presented. The most frequently repeated statements have been grouped under specific headings and shown in tables. The tables are sorted from the most frequent opinion to the least frequent. The opinions have also been classified internally, with the aim of providing the reader with detailed results. In addition, to enable the reader to access detailed information, the themes have been supported by different statements that constitute the theme and presented according to their frequency. For example, participants' views on the impact of female administrators taking on multiple roles on their development in the field of management have been classified under the themes of no impact, positive impact, and negative impact. Under the theme of negative impact, the views of female and male participants are also presented in the table according to frequency. The researcher carefully read and interpreted the opinions obtained in order to minimize potential biases in the data analysis process. The aim was to minimize potential bias by including direct quotations from the participants' views. To increase the credibility of the study, the findings were compared, and to this end, a different researcher was asked to interpret the data obtained. The data analyzed by the researchers were compared, and the degree of consistency was determined. A high degree of consistency was observed in the interpretation of the data. Data that created inconsistencies were discussed again, and a consensus was reached on the data that created inconsistencies. Thus, it was concluded that the data obtained were consistent with each other and were valid and reliable. According to the opinions obtained, the data were presented with frequency so that the views of the administrators were presented objectively. To ensure the confidentiality of the study participants, female administrators were coded as "FA1, FA2..." and male administrators as "MA1, MA2..." coded. The frequencies showing the repetition of opinions were not added to 100, as a participant may have more than one opinion.

Findings

In this part of the study, the results, interpretations related to the results and direct quotations are given.

The first part of the study examined the opinions of women and male administrators on the impact of female administrators taking on more than one role (e.g. mother, wife, administrator) on their development in the field of management. The opinions of the administrative staff on this topic are listed in Table 2.

Table 2. The Impact of Female Administrators Taking on more than one Role on Their Development in the Field of Management

Female Administrator	f	Male Administrator	f
No effect	4	No effect	3
It has a negative impact. Because;		It has a positive effect. Because;	
Workload is too much	5	They understand children better	2
I experience role confusion	4	Their fighting spirit increases	2
I am short of time	2	They manage different people more easily	1
My motivation decreases/psychology deteriorates	1	It has a negative impact. Because;	
		They experience role confusion	3
		High workload	2
		They are perceived as overly emotional	1

Table 2 presents the views of the administrators on the development of female administrators in the field of management when they assume more than one role. When the table is analyzed, it is seen that the opinions of female administrators are grouped under the headings of "no effect" (f=4), and negative effect. It was understood that the opinion of "workload is too much" (f=5) was expressed most frequently by female administrators. The opinions of male administrators were grouped under the headings "no effect" (f=3), "it has a positive effect", and "it has a negative effect". In the opinion that it has a positive effect; "They understand children better" (f=2), and "Their fighting spirit increases" (f=2); in the opinion that it has a negative effect; "They experience role confusion" (f=3) were the most frequently expressed opinions. When the table is analyzed, it is seen that both women, and male administrators have different opinions on the subject.

The actual opinions of the participants regarding the research are as follows: "None at all. It did not hinder me..." (FA1), "...I have a lot of difficulty in transitioning between roles... Work intensity is the biggest obstacle in terms of my development..." (FA3), "I think it is positive. They give more of themselves to work than us. They understand children better... The fact that their work is difficult increases their fighting spirit." (MA3), "...In short, the fact that female administrators concentrate on one of their roles causes problems for them to fulfill other roles fully. They either disrupt their home or their work." (MA10).

The second sub-problem of the study was the administrators' views on the impact of organizational factors (such as organizational culture, and policies, inequality of opportunity, communication problems) on the development of women administrators in the field of management.

Table 3. The Effect of Organizational Factors on the Development of Female Administrators in the Field of Management

Female Administrator	f	Male Administrator	f
No effect	5	No effect	4
It has a positive effect. Because;		It has a positive effect. Because;	
I received support	4	They receive support	2
It has a negative impact. Because;		It has a negative impact. Because;	
I had communication problems	1	They have communication problems	3
		They experience inequality of opportunity	2
		They are exposed to negative prejudices	1

Table 3 shows the opinions of women, and male administrators on the effect of organizational factors on the development of women administrators in the field of management. When the table is examined, it is seen that the opinions of women (f=5), and male (f=4) administrators are grouped under the views of no effect, positive, and negative effect. It was understood that female administrators expressed the views of "I received support" (f=4) in their views that it had a positive effect, and "I had communication problems" (f=1) in their views that it had a negative effect. Similarly, male administrators frequently expressed the view that "they receive support" (f=2) for the view that it has a positive effect, and "they have communication problems" (f=3) for the view that it has a negative effect.

When the table is analyzed, it is seen that male administrators also have different opinions on the subject.

The actual opinions of the participants regarding the research were as follows: "I did not experience any obstacles or problems. This is related to the situation of the schools. There is no problem with these issues in our school." (FA7), "...I get positive feedback, and support... I do not experience inequality of opportunity. The distribution of tasks is fair." (FA6), "There is no negativity related to organizational factors. However, communication problems can have a negative impact on their development in the field of management. They may have problems in communicating with some people in the school..." (MA1), "I can say that prejudices affect the development of female administrators in this field, and that female administrators find fewer opportunities than male administrators due to prejudices." (MA8).

The third sub-problem of the study was the administrators' views on the success of female administrators in the field of school administration.

Table 4. Achievements of Female Administrators in the Field of Management

Female Administrator	f	Male Administrator	f
No effect of gender	2	No effect of gender	1
Successful. Because;		Successful. Because;	
They can do it when they want to	4	They are organized, meticulous, and detailed	3
They are organized, meticulous, and detailed	4	They can think differently from men	3
They are emotional, and motherly	3	They communicate well with women students	1
They give importance to cooperation, and solidarity	2	They communicate well with women teachers	1
They are ambitious	1	They are more motherly	1
They understand women students better	1	Unsuccessful. Because;	
Unsuccessful. Because;		They are too emotional	3
Their roles are too much	1	It is difficult for them to do work outside of working hours	2
Their workload is too much	1	They are not flexible	1
They have a high sense of competition	1	They cannot look at things from a broad perspective	1
		They have problems with their fellow colleagues	1

Table 4 presents the views of women, and male administrators on the success of female administrators in the field of management. It was seen that the opinions of both women (f=2), and male administrators (f=1) were grouped under the headings "Gender has no effect", successful, and unsuccessful. In addition to this, it was understood that female administrators intensively expressed the views of "They can do it when they want" (f=4), and "They are organized, meticulous, and detailed" (f=4) under the successful title, and "Their roles are too much" (f=1), "Their workload is too much" (f=1), and "They have a high sense of competition" (f=1) under the negative title. Male administrators, on the other and, were mostly united under the successful heading; "They are organized, meticulous, and detailed" (f=3), and "They can think differently from men" (f=3), and under the unsuccessful heading; "They are too emotional" (f=3). When the table is analyzed, it is seen that both women, and male administrators have different opinions on the subject.

The actual opinions of the participants regarding the research were as follows: "...There are successful, and unsuccessful. It doesn't matter whether they are male or women..." (FA5), "...We do our job more lovingly, and meticulously because we come here willingly..." (FA4), "Since women are emotional, they approach students more emotionally. For this reason, I think they are better with students..." FA7), "In general, female administrators are more troubled... There may be different problems... There may be a sense of competition." (FA9), "They can think differently from us. They can put forward different options better than us. They can communicate better with women students, and women teachers." (MA2), "They may be less effective. Because they involve their emotions too much. They have sudden, and emotional approaches in big events..." (MA1).

The opinions of female and male administrators on working with female administrators (advantages/disadvantages) constitute the fourth sub-problem of the study.

Table 5. Advantages, and Disadvantages of Working with Female Administrators

Kadın Yönetici	f	Erkek Yönetici	f
Advantage;		Advantage;	
Our feelings, and thoughts are similar	8	Easy communication with women teachers	7
We can communicate easily	4	Easy communication with women students	7
Solidarity is achieved	3	Effective communication with women parents	5
Disadvantage;		They are more systematic	3
None	3	They are more sensitive about cleanliness, and hygiene	1
They may be inadequate in physical work	3	They can see things from different perspectives	1
They may want less work, and responsibility	3	Disadvantage;	
They are too emotional	1	They may be inadequate in physical work	5
High rate of taking leave, and medical reports	1	It is difficult to work outside working hours	3
They are dominants	1	They are not cold-blooded	2
They are detail-oriented	1	High rate of taking leave, and medical reports	2
Jealousy/Envy	1	Having problems with fellow colleagues	2
It is difficult to work outside working hours	1	They are too emotional	2
		They are not flexible	1

Table 5 presents the views of female and male administrators regarding working with female administrators. When the table is analyzed, it is seen that the most frequently expressed opinions of female administrators about the advantages of working with female administrators are "We have similar feelings, and thoughts" (f=8), and "We can communicate easily" (f=4). Regarding the disadvantages, it was seen that they concentrated on the views of "None" (f=3), "They may be inadequate in physical work" (f=3), "They may want less work, and responsibility" (f=3). As for the advantages of working with female administrators, male administrators concentrated on "Easy communication with women teachers" (f=7), and "Easy communication with women students" (f=7). Regarding the disadvantages, it was understood that they mostly expressed the view that "They may be inadequate in physical work" (f=5). When the table is analyzed, it is seen that both women, and male administrators have different views on the subject.

The actual opinions of the participants on the research were as follows: "...It is easier to get along because our feelings, and thoughts are similar." (FA5), "...They may be inadequate in repair, and renovation works. It can be difficult for them to stay late at school or work outside of working hours..." (FA8), "... There can be a lot of jealousy, and envy among women..." (FA10), "They communicate more easily with women teachers, and women students, and more effectively with women parents." (MA4), "There can be problems with physical work. It is difficult to work outside working hours. They panic more in the face of events. They are not cold-blooded." (MA3), "They are too emotional... They can be harsh in their attitudes, and behaviors, especially towards their fellow students." (MA8)

The views of women, and male administrators on positive discrimination in favor of female administrators constituted the fifth sub-dimension of the study.

Table 6. Opinions on Positive Discrimination in Favor of Female Administrators

Female Administrator	f	Male Administrator	f
Yes. It should be done;		Yes. It should be done;	
In administrative appointments	7	In administrative appointments	7
In workload, and on shifts	2	In workload, and on shifts	1
No. It should not be done;		No. It should not be done;	
Because there should be equality between women, and men	4	Because there should be equality between women, and men	4
Because administration is a volunteer job	3	Because there must be merit	2
		Because administration is a volunteer job	1

Table 6 shows the opinions of women, and male administrators on positive discrimination in favor of female administrators. When the table is analyzed, it is seen that both women (f=7), and male (f=7) administrators expressed the opinion "In administrator appointments" most frequently under the heading "It must be done". Similarly, both women (f=4), and male (f=4) administrators frequently expressed the opinion "Because there should be equality between women, and men" under the heading "It must not be done". When the table is analyzed, it is seen that both women, and male administrators have different opinions on the subject.

The actual opinions of the participants regarding the research are as follows: "...It should be a must in appointments. There should be a woman administrator in every school. Because women teachers, and women students can explain their situations better to female administrators..." (FA2), "There should be more female administrators. In some schools, it may be compulsory to have only women administrators. It should not be during working hours. Women, and men should be equal. Because being an administrator is a voluntary job." (FA8), "Measures should be taken to have female administrators in schools... Working hours, and workload should be the same. Because this situation can be abused." (MA7), "No, it should not be. You should give the job to those who know the job. It is important that people with merit come. Gender is not important." (MA9)

The sixth sub-dimension of the study is the views of women, and male administrators on the problems faced by female administrators in their administrative lives due to their gender.

Table 7. Problems Faced by Female Administrators due to Their Gender

Female Administrator	f	Male Administrator	f
Yes, we do;		Yes, they do;	
Communication problems with parents	4	Rude behavior, and bullying from parents	3
Role confusion	3	Communication problems	3
Work overload	2	Work overload	2
Lack of time for ourselves, and our families	2	Disciplinary problems for students	2
Students use our goodwill	1	Role confusion	2
Difficulty with physical work	1	Social norms	2
No, we don't. Because;		negative prejudices	1
Our attitude, and stance are clear	4	No, they do not. Because;	
We are experienced	3	They are privileged because they are women	2
Our working environment is harmonious	1	Our parents have a high level of culture	1
		Their attitudes are clear	1

Table 7 shows the opinions of women, and male administrators on the problems that female administrators face in the field of administration due to their gender. It was observed that female administrators expressed the views of "Communication problems with parents" (f=4) most frequently under the yes heading, and "Our attitude, and stance are clear" (f=4) most frequently under the no heading. Male administrators, on the other hand, mostly expressed "Rude behavior, and bullying from parents" (f=3), and "Communication problems" (f=3) under the yes heading, and mostly expressed the opinion that "They are privileged because they are women" (f=2) under the no heading. When the table is analyzed, it is seen that both women, and male administrators have different views on the subject.

The actual opinions of the participants regarding the research are as follows: "We encounter problems. There are too many roles, and duties on women. There can be problems with physical work. We may have problems with parents who are not understanding." (FA5), "I don't have problems because my working environment is harmonious. We do not have problems because we are experienced, and strong, and upright." (FA9), "They do. It can be seen in disciplinary problems for students..." (MA3), "They may experience rude behavior, and bullying from parents. Social norms, and prejudices are also effective in this. Of course, the environment where the school is located is also important." (MA2), "...No. Because they are few in number. Therefore, they are privileged because they are women." (MA1)

Conclusion, Discussion, and Recommendations

This part of the study presents the results, the discussion and the proposals related to the results.

As part of the first sub-problem of the study, the opinions of female and male administrators on the development of female administrators in the field of management due to taking on more than one role were included. Although there were opinions among female and male administrators that this situation has no impact, it was found that there were also opinions expressing that female administrators face negative aspects such as high workload and role confusion. This can be attributed to women having to exert greater effort due to taking on different roles, the simultaneous emergence of work and family demands, or women experiencing conflict due to role incompatibility (Akyüz, 2021). Additionally, organizational culture and policies may also be considered influential in this situation. Indeed, male-dominated organizational culture contributes to the glass ceiling being felt more strongly (Karcioğlu & Leblebici, 2014). In such work environments, it is difficult for women to advance to leadership positions. To eliminate this, cultural change and policies and practices that support gender equality must be developed (Northouse, 2021, cited in İş & Solmaz, 2025). In addition, male administrators also expressed the view that the fact that administrators take on more tasks leads to positive outcomes, such as a better understanding of children and an increase in their fighting spirit. When examining the relevant literature, it was found that there are results that support the results of the current study. For example, Mert (2019) examined the barriers that prevent female teachers from becoming administrators in the context of glass ceiling syndrome in her doctoral thesis and concluded that individual barriers include multiple roles such as mother or wife. Similarly, Atacan (2023) examined the impact of glass ceiling syndrome on the career development of female employees and found that reasons such as women taking on multiple roles and the child factor were detrimental to the promotion of female administrators. Kirişçi and Can (2020) examined the views of educational and school administrators on the glass ceiling syndrome and concluded that the problems of women such as mothers, wives, etc. strongly affect the performance of administrators. In the same study, it was found that some participants thought that this situation was not effective and the result was similar to the research results. When the literature is examined, it is seen that there are various studies (Aksu et al., 2013; Bulut & Çelikten, 2021; Kalafatoğlu & Torun, 2022; Liff & Ward, 2001; Özkan et al., 2023; Sari, 2012; Yücedağ & Günbayı, 2016) that are similar to the research results.

The second sub-problem of the study examined the views of female and male administrators on the impact of organizational factors on the development of administrators in the area of management. Both female and male administrators overwhelmingly believed that organizational factors were not effective in the development of administrative administrators. They also overwhelmingly believed that organizational factors have a positive impact on women's development and that women are supported. In addition, it was observed that some male administrators in particular expressed that women in administration face organizational barriers such as communication problems and inequality of opportunity. In general, it can be concluded that there is a positive organizational environment for female administrators in schools and that the development of women in their administrative careers is supported within the organization. Aksu et al. (2013) concluded in their studies that both female and male school administrators are not significantly hindered in terms of organizational culture. Similarly, İş and Solmaz (2025) concluded in their article on female administrators that female administrators encounter obstacles such as inequality of opportunity and organizational biases in their path to becoming administrators, which is consistent with the research results. However, there are also studies that differ from the results of the research. For example, Atacan's (2023) study found that women in administration face obstacles such as bullying, male dominance in management, gender discrimination, hiring male administrators, and women being seen as unsuitable for leadership in the context of organizational culture and politics, which differs from the research results. One reason for this difference may be gender norms. Gender norms define the limits of people's roles and responsibilities in their lives, and social perceptions are shaped by the values and norms of

societies. Values and norms shaped by biological gender within society form the basis of individuals' attitudes within that society. Furthermore, these values and norms also shape expectations of individuals (Demir, 2020). From this, it can be concluded that the effects of gender norms continue to be seen in different studies, and that high-level positions such as management are not considered suitable for women.

The third sub-problem of the study was the views of female and male administrators on the success of female administrators in the field of school administration. There are opinions among male, and female administrators that gender has no effect on success. In addition, both male and female administrators stated that they consider female administrators successful because they are organized and meticulous. In addition, female administrators often expressed the view that administrators are successful because administrators are emotional and motherly, and male administrators often expressed the view that women are successful because women think differently than men. On the other hand, female administrators consider female administrators unsuccessful because they play a big role and have a heavy workload, and male administrators consider female administrators unsuccessful because it is difficult for them to work outside of working hours. Both female and male administrators' perception that administrators are successful in the field of management is considered important for the future career development of administrators. Taş et al. (2023) in their study on preschools and Kirişçi and Can (2020) in their study on school and education administrators supported the results of the research by concluding that some administrators think that gender is not important in management. Kirişçi and Can (2020) also stated in their study that some female administrators were successful in terms of sacrificial and diligent work in the field of management, successful in terms of communication and unsuccessful in terms of emotional decision making and supported the results of the current research. It is considered significant that male administrators perceive female administrators as successful in some situations and unsuccessful in others. This may be attributed to the experiences of male administrators. It can be argued that a male administrator who has worked with a female administrator who loves her job and balances her work and family life, either in the past or present, will generally view the female administrator he works with as successful. This is because the male administrator may have a positive opinion of the female administrator due to reasons such as her viewing events from a different perspective, being nurturing, and being able to connect more easily with female students. On the other hand, it is normal for a male administrator who has worked with or is working with a woman who wants to be a administrator but cannot balance her work and family life, is not supported by her family, tries to take on family responsibilities alone, etc., to have more negative opinions. In this case, it can be thought that the male administrator, who has to take on more management responsibilities at school, expresses negative opinions about female administrators.

The fourth sub-problem of the study was the opinions (advantages/disadvantages) of female and male administrators about working with female administrators. While female administrators cited similar feelings, thoughts and ease of communication as advantages of working with female administrators, they cited inadequacies in physical work, less responsibility, etc. as disadvantages. Male administrators, on the other hand, mentioned ease of communication between female administrators, teachers, parents and students as advantages and inadequacies in physical work and difficulty in working outside of working hours as disadvantages. Apart from these, both female and male administrators had different opinions (see Table 5). Among the opinions, the high number of opinions on the advantages of working with female administrative staff is considered important. This situation shows that both genders have a positive attitude towards female administrators. In their study on education and school employees, Kirişçi and Can (2020) concluded that administrators want to work with female administrators because women communicate easily, work harmoniously and think in detail. In the same study, some administrators stated that they did not want to work with women because of their emotional decision making, selfishness and moodiness, which is similar to the results of the current study. The fact that women have an advantage in communicating with students and parents due to their emotional depth (Günsel et al., 2015) could lead to women having an advantage in management communication. It can be interpreted that this situation may contribute to the success of female administrators in general.

The fifth sub-problem of the study was the views on affirmative action in favor of female administrators. Both male and female administrators expressed their opinions on affirmative action in favor of women, especially in appointments. In addition, there were also opinions about positive discrimination in favor of female administrators in terms of workload, albeit to a lesser extent. On the other hand, it was concluded that there should be no discrimination between male and female administrators for reasons such as gender equality, merit and the fact that administration is a voluntary activity. Although the number of female teachers in Turkey is high (MoNE, 2023), the number of female administrators is quite low (Directorate General for the Status of Women, 2023). Although the Ministry of Education's Regulation on the Appointment of Administrative Employees (Millî Eğitim Bakanlığına Bağlı Eğitim Kurumlarına Yönetici Seçme ve Görevlendirme Yönetmeliği, 2021) provides for positive discrimination in favor of administrative employees in some schools, this is obviously not enough. It is known that the percentage of female administrators in education is also low in Western countries, although not as low as in Turkey (İnandı et al., 2009). It is well known that social norms and prejudices play an inhibiting role in the promotion of women to leadership positions in societies. It is assumed that gender stereotypes based on these prejudices have an important function (Can, 2008; Usluer, 2000). It can be assumed that educational institutions are among the institutions in which these gender stereotypes are particularly pronounced. From this point of view, it can be assumed that these stereotypes are also effective in Turkey and prevent women from rising to the management level of schools, so that the number of female administrators in schools is low.

The sixth sub-problem of the study is the views of administrators on the difficulties women experience in their leadership lives because of their gender. Female administrators indicated that they experience problems such as communication issues with parents, role confusion, and work overload. Male administrators, on the other hand, indicated that female administrators face problems such as rude behavior, bullying by parents, communication problems, and work overload. In addition, it was found that female and male administrators also felt that female administrators did not experience any problems. While female administrators emphasized the fact that their attitudes and stances were clear and that they had experience, male administrators focused on the view that women were privileged. Özkan et al. (2023) concluded in their study on the problems of female administrators in school administration that although some female administrators stated that they had no problems, some of them had problems such as housework, the inability to allocate time for children and spouses, and the inability to communicate properly. Yücedağ and Günbayı (2016), in their study on the problems of female teachers who left their position as educational administrators in MoNE, concluded that female administrators struggled with family, social, personal, etc. Problems. It goes without saying that these two studies are comparable to the present study in terms of results. Özertürk and Gül (2021) investigated the barriers for women working in education to become administrators in the context of the glass ceiling syndrome. In the study, female administrators supported the results of the research by concluding that female administrators, unlike male administrators, had problems with parents trying to intimidate them. Furthermore, it is significant that some female administrators stated that they had no problems because their attitude and position was clear. It can be concluded that some female administrators want to continue their career despite the glass ceiling syndrome and believe that the profession of an administrator is not only suitable for men.

Studies conducted in different countries (Achour, 2025; Derin, 2020; Dimovski et al., 2010; Joseph & Shaji, 2020; Livingstone et al., 2016; Nationwide Employment Lawyers, 2025; Sharma & Kaur, 2019), it is understood that the glass ceiling syndrome is a situation generally observed in all countries. It can be concluded that the consequences of the glass ceiling syndrome, which generally arises due to individual, social, and organizational reasons, are similar worldwide and in Turkey.

When the research is evaluated overall;

While female administrators expressed negative views regarding the development of female administrators in the field of management due to their taking on multiple roles, male administrators expressed both negative and positive views.

Female and male administrators generally held neutral or positive views regarding the impact of organizational factors on the development of female administrators in the field of management.

Female and male administrators view female administrators as successful in some situations and unsuccessful in others, and believe that working with female administrators has both advantages and disadvantages.

It was found that female and male administrators have different views on the problems female administrators face due to their gender.

In light of these results, it may be recommended that similar studies be conducted in different provinces and that the research be extended to include branch administrators, district and provincial directors, in addition to school administrators. For practitioners, it may be recommended that administrators be more flexible regarding women's working hours and that seminars be held for parents, teachers, and administrators to eliminate negative preconceptions about female administrators. Finally, it may be recommended that female administrators be given positive privileges through the implementation of a quota system for women in administrative appointments to address communication and opportunity inequality issues, and that in-service training courses be provided to improve their communication skills.

Finally, the fact that the working group was limited to the central district of Bolu and excluded employees working in different organizations, particularly private school teachers, from the scope of the research can be considered a limitation of the study

References

- Acar, E. Ü. (2024). *Spor teşkilatlarında çalışan kadınlarında cam tavan sendromunun tükenmişlik ve iş performansı üzerine etkisi* (Thesis No. 915710) [Doctoral dissertation, Erciyes University]. Council of Higher Education National Thesis Center.
- Achour, Z. (2025). Impact of perceived glass ceiling on burnout among female public administrators in Tunisia: the moderating role of work-life balance. *International Journal of Environment, Workplace and Employment*, 9(1), 1-15. <https://doi.org/10.1504/IJEWE.2025.145494>
- Aksu, A., Çek, F., & Şenol, B. (2013). Kadınların müdür olmalarının önündeki cam tavan ve cam tavani aşma stratejilerine ilişkin ilköğretim okulu müdürlerinin görüşleri. *Kocaeli Üniversitesi Sosyal Bilimler Dergisi*, (25), 133-160.
- Akyüz, M. (2021). Cam tavan sendromunun bileşenlerinden çoklu rol üstlenme iş performansını etkiler mi?. *Örgütsel Davranış Çalışmaları Dergisi*, 1(1), 14-23.
- Anafarta, N., Sarvan, F., & Yapıcı, N. (2008). Konaklama işletmelerinde kadın yöneticilerin cam tavan algısı: Antalya ilinde bir araştırma. *Akdeniz İİBF Dergisi*, 8(15), 111-137.
- Atacan, T. (2023). *Kadın çalışanların kariyer gelişimlerinde cam tavan sendromunun etkisi: Doğu Karadeniz'deki devlet üniversitelerinin kadın akademisyenleri üzerinde bir araştırma* (Thesis No. 793921) [Doctoral dissertation, Giresun University]. Council of Higher Education National Thesis Center.
- Atacan, T., & Genç, K. Y. (2023). Kadın çalışanların kariyer gelişimlerinde cam tavan sendromunun etkisi: Türkiye'de "cam tavan sendromu" konusunda yapılan lisansüstü tezlerin bibliyometrik analiz yöntemiyle incelenmesi. *Asya Studies*, 7(24), 275-298. <https://doi.org/10.31455/asya.1215280>
- Atay, Ö., Gürgen, N. E., & İmamoğlu, E. (2022). Türkiye'de kadın akademisyenlerde algılanan cam tavan sendromu araştırması. *Ankara Üniversitesi Sosyal Bilimler Dergisi*, 13(2), 170-182. <https://doi.org/10.33537/sobild.2022.13.2.15>
- Babic, A., & Hansez, I. (2021). The glass ceiling for women managers: Antecedents and consequences for work-family interface and well-being at work. *Frontiers in Psychology*, (12), 1-17. <https://doi.org/10.3389/fpsyg.2021.618250>
- Baykal, E. (2018). Sosyal kimlik teorisi perspektifiyle kraliçe anı sendromu. *Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Dergisi*, 8(16), 159-175.
- Belkıs, Ö. (2016). Anneliğin akademik kariyer gelişimine etkileri üzerine nitel bir araştırma. *Eğitim ve Öğretim Araştırmaları Dergisi*, 5(4), 250-263.
- Bulut, S., & Çelikten, M. (2021). Türk eğitim sisteminde kadın okul yöneticiliği. *Journal of Social, Humanities and Administrative Sciences*, 7(40), 886-894. doi.org/10.31589/JOSHAS.621
- Can, N. (2008). Okul yöneticilerinin yönetimde cinsiyet faktörüne ilişkin görüşleri. *Eğitim ve Bilim*, 33(147), 35-41. <https://share.google/IIdK98jQulHEsF7T2>
- Demir, A. (2020). Toplumsal cinsiyet algısı ve kariyer kararsızlığı: Sinop örneği. *Avrasya Uluslararası Araştırmalar Dergisi*, 8(22), 1-17. <https://doi.org/10.33692/avrasyad.689224>
- Derin, N. (2020). Dünyadan ve Türkiye'den örneklerle cam tavan sendromu. *Birey ve Toplum Sosyal Bilimler Dergisi*, 10(2), 137-154. <https://doi.org/10.20493/birtop.814149>
- Dimovski, V., Skerlavaj, M., & Man, M. M. K. (2010). Comparative analysis of mid-level women managers perception of the existence of glass ceiling in Singaporean and Malaysian organizations. *International Business & Economics Research Journal*, 9(8). <https://doi.org/10.19030/iber.v9i8.613>
- Directorate General for the Status of Women. (2023). *Türkiye'de kadın*. <https://www.aile.gov.tr/media/142379/tu-rkiye-de-kadin-temmuz-23.pdf>
- Douse, D. M. (2009). *Beyond the glass ceiling-a phenomenological study of senior executive women and their perceived responsibility to mentor other women* (Publication No. 3635048) [Doctoral dissertation, Capella University]. ProQuest Dissertations and Theses Global.

- Duehr, E. E., & Bono, J. E. (2006). Men, women, and managers: Are stereotypes finally changing?. *Personnel Psychology*, 59(4), 815-846. <https://doi.org/10.1111/j.1744-6570.2006.00055.x>
- Duruk, E., & İnce, F. F. (2024). Turizmde kadın çalışanların cam tavan sendromuna maruz kalma düzeyleri ile iş doyumları arasındaki ilişki: Kamu ve özel sektör işletmelerinde bir uygulama. *Türk Turizm Araştırmaları Dergisi*, 8(2), 96-114. <https://doi.org/10.26677/TR1010.2024.1407>
- Ekiz, D. (2009). *Bilimsel araştırma yöntemleri*. Anı Yayıncılık.
- Esmer, Y. (2013). Banka işletmelerinde etik liderlik ve örgütsel bağlılık ilişkisi: Ziraat Bankası örneği. *Aksaray Üniversitesi İİBF Dergisi*, 5(2), 41-61.
- Fettahlıoğlu, Ö. O., & Çelik, A. (2007). Kariyer yönetimde güncel bir kavram olarak cam tavan sendromu ve kadın yöneticiler boyutu. In M. Ş. Şimşek, A. Çelik, & A. Akatay (Eds.), *Kariyer yönetimi insan kaynakları yönetimi uygulamaları* (pp. 243-261). Gazi.
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications*. Pearson.
- Günsel, A., Köroğlu, S., & 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. <https://doi.org/10.21798/kadem.2022.66>
- Harms, P. D., & Crede, M. (2010). Emotional Intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organization Studies*, 17(1), 5-17. <https://doi.org/10.1177/1548051809350894>
- Hooks, B. (2012). *Feminizm herkes içindir: Tutkulu politika* (E. Aydın, B. Kurt, Ş. Özgün, & A. Yıldırım, Trans.). BGST.
- İnandı, Y., Özkan, S., Peker, S., & Atik, Ü. (2009). Kadın öğretmenlerin kariyer geliştirme engelleri. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 5(1), 77-96.
- İş, E., & Solmaz, K. (2025). Okulöncesi eğitim kurumlarında çalışan kadın yöneticilerin cam tavan sendromunun etkilerine ilişkin görüşleri. *Türkiye Sosyal Araştırmalar Dergisi*, 29(1), 91-109. <https://doi.org/10.20296/tsadergisi.1359969>
- Jackson, J. C. (2001). Women middle managers' perception of the glass ceiling. *Women in Management Review*, 16(1), 30-41. <https://doi.org/10.1108/09649420110380265>
- Jackson, J. F. L., & O'Callaghan, E. M. (2009). What do we know about glass ceiling effects? A taxonomy and critical review to inform higher education research. *Research Higher in Education*, (50), 460-482. <https://doi.org/10.1007/s11162-009-9128-9>
- Jackson, Z. D. (2014). *A phenomenological study on organizational barriers and leadership inequalities for non-white women* (Publication No. 1721) [Doctoral dissertation, University of Phoenix]. UNLV Theses, Dissertations, Professional Papers, and Capstones. <http://doi.org/10.34917/4332702>
- Jefferson, M. (2019). *Crystal and diamond and glass: What are women and ceilings made of?* [Doctoral dissertation, The Chicago School].
- Joseph, K. J., & Shaji, P. J. (2020). Career barriers for women executives in India and the glass ceiling syndrome. *Journal of the Social Sciences*, 23(2), 552-563.
- Kalafatoğlu, Y., & Torun, A. A. (2022). Kadın yöneticilerin karşılaştıkları fırsatlar ve engeller: Nitel bir çalışma. *Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 40(3), 633-658. <http://doi.org/10.17065/huniibf.1002991>
- Karaca, A. (2007). *Kadın yöneticilerde kariyer engelleri cam tavan sendromu üzerine uygulamalı bir araştırma* (Thesis No. 217549) [Master's thesis, Selçuk University]. Council of Higher Education National Thesis Center.
- Karasar, N. (2018). *Bilimsel araştırma yöntemi* (33th ed.). Nobel.

- Karcioğlu, F., & Leblebici, Y. (2014). Kadın yöneticilerde kariyer engelleri: "Cam tavan sendromu" üzerine bir uygulama. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 28(4), 1-20.
- Kirişçi, G., & Can, N. (2020). Eğitim ve okul yöneticilerinin cam tavan sendromuna ilişkin görüşleri. *Ahi Evran Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 6(2), 618-636. <https://doi.org/10.31592/aeusbed.736762>
- Kozan, A., Çoban, Ö., & Yalçın, M. T. (2025). Okul liderliği ve öğretmenlerin cam tavan engelleri arasındaki ilişkide iş birlikçi iklim. *Ege Eğitim Dergisi*, 26(1), 1-15. <https://doi.org/10.12984/egeefd.1463433>
- Liff, S., & Ward, K. (2001). Distorted views through the glass ceiling: The construction of women's understandings of promotion and senior management positions. *Gender, Work and Organization*, 8(1), 19-36. <https://doi.org/10.1111/1468-0432.00120>
- Livingstone, D. W., Pollock, K., & Raykov, M. (2016). Family binds and glass ceilings: Women managers' promotion limits in a 'knowledge economy'. *SAGE*, 42(1) 145-166. <https://doi.org/10.1177/0896920514532663>
- Macarthur, K., & Samblanet, S. (2010). Gender and the glass ceiling at work. *Sociology Compass*, 4(9), 705-717. <https://doi.org/10.1111/j.1751-9020.2010.00304.x>
- MacKinnon, C. A. (2020). *Feminist bir devlet kuramına doğru* (T. Yöney & S. Yücesoy, Trans.). Metis.
- Mert, P. (2019). *Kadın öğretmenlerin yönetici olmaları önündeki engellerin cam tavan sendromu bağlamında incelenmesi* (Thesis No. 541378) [Doctoral dissertation, İstanbul Sabahattin Zaim University]. Council of Higher Education National Thesis Center.
- Millî Eğitim Bakanlığına Bağlı Eğitim Kurumlarına Yönetici Seçme ve Görevlendirme Yönetmeliği (5 February, 2021). *Resmî Gazete* (Sayı: 31386). <https://www.resmigazete.gov.tr/eskiler/2021/02/20210205-1.htm>
- Ministry of National Education. (2023). *Millî Eğitim istatistikleri örgün eğitim 2021/2022*. <https://sgb.meb.gov.tr/www/milli-egitim-istatistikleri-orgun-egitim-20212022/icerik/460>
- Nationwide Employment Lawyers. (2025, 1 May). *Gender discrimination at senior levels: Are the glass ceilings thicker in 2025?*. <https://natemplaw.co.uk/gender-discrimination-at-senior-levels-are-the-glass-ceilings-thicker-in-2025/>
- Örücü, E., & Akgül, G. (2019). Örgütlerde cam tavan sendromunun örgütsel güven üzerine etkisi: Lojistik hizmet sağlayıcılarına yönelik bir araştırma. *Ömer Halisdemir Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 12(2), 183-201. <https://doi.org/10.25287/ohuiibf.421932>
- Özdemir, M. (2010). Nitel veri analizi: Sosyal bilimlerde yöntembilim sorunsalı üzerine bir çalışma. *Eskişehir Osmangazi Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 323-343.
- Özertürk, M., & Gül, İ. (2021). Eğitim çalışanı kadınların yönetici olmalarının önündeki cam tavan sendromuna yönelik görüşleri. *Karadeniz Uluslararası Bilimsel Dergisi*, (51), 24-44. <https://doi.org/10.17498/kdeniz.962743>
- Özkan, H., Demir Özkan, H., Altınok, T., & Pırsıl, Y. O. (2023). Kadın yöneticilerin gözünden okul yönetiminde karşılaşılan sorunlar. *Journal of Social, Humanities and Administrative Sciences*, 9(69), 3661-3666. <http://doi.org/10.29228/JOSHAS.72537>
- Sağlam, M. A. (2020). Feminist Kuram'da kadının politik ekonomisi ve dönüşümü. *Karadeniz Uluslararası Bilimsel Dergi*, (46), 394-412. <https://doi.org/10.17498/kdeniz.717116>
- Sari, M. (2012). Exploring gender roles' effects of Turkish women teachers on their teaching practices. *International Journal of Educational Development*, 32(6), 814-825. <https://doi.org/10.1016/j.ijedudev.2011.08.002>
- Sharma, S., & Kaur, R. (2019). Glass ceiling for women and work engagement: The moderating effect of marital status. *SAGE*, 8(2) 132-146. <https://doi.org/10.1177/2319714519845770>

- Sobczak, A. (2018). The queen bee syndrome. The paradox of women discrimination on the labour market. *Journal of Gender and Power*, 9(1), 51-61. <https://doi.org/10.14746/jgp.2018.9.005>
- Taş, D., Taşdelen, M., Güneş, Ö., & Aybar, Y. (2023). Okul öncesi eğitim kurumlarında kadın yönetici olmak: Güçlü ve zayıf yönler, avantajlar ve dezavantajlar. *Uluslararası Eğitime Özgün Bakış Dergisi*, 1(1), 193-216, <https://doi.org/10.5281/zenodo.7694980>
- Taş, G. (2016). Feminizm üzerine genel bir değerlendirme: Kavramsal analizi, tarihsel süreçleri ve dönüşümleri. *Akademik Hassasiyetler*, 3(5), 163-175.
- Taparia, M., & Lenka, U. (2022) An integrated conceptual framework of the glass ceiling effect. *Journal of Organizational Effectiveness: People and Performance*, 9(3), 372-400. <https://doi.org/10.1108/JOEPP-06-2020-0098>
- Tunç, S., & Özmen, A. (2016). Kadın çalışanların cam tavan engelleri ile algılanan örgütsel adalet arasındaki ilişki: Eskişehir bankacılık sektöründe uygulama. *ÇKÜ Sosyal Bilimler Enstitüsü Dergisi*, 7(2), 97-119.
- Usluer, L. (2000). *Kadın öğretmenlerin yönetici konumlara yükseltilmeme nedenleri konusundaki öğretmen ve yönetici görüşlerinin değerlendirilmesi (Ankara ili örneği)* (Thesis No. 94732) [Master's thesis, Ankara University]. Council of Higher Education National Thesis Center.
- Ültay, E., Akyurt, H., & Ültay, N. (2021). Sosyal bilimlerde betimsel içerik analizi. *IBAD Sosyal Bilimler Dergisi*, (10), 188-201. <https://doi.org/10.21733/ibad.871703>
- Wei, Y., Subramaniam, G., & Wang, X. (2025) The glass ceiling perception and female teacher burnout: The mediating role of work-family conflict. *Frontiers in Psychology*, (16), 1551903. <https://doi.org/10.3389/fpsyg.2025.1551903>
- Weyer, B. (2007). Twenty years later: Explaining the persistence of the glass ceiling for women leaders. *Women in Management Review*, 22(6), 482-496. <https://doi.org/10.1108/09649420710778718>
- Yamagata, H., Yeh, K. S., Stewman, S., & Dodge, H. (1997). Sex segregation and glass ceilings: A comparative statics model of women's career opportunities in the federal government over a quarter century. *American Journal of Sociology*, 103(3), 566-632. <https://doi.org/10.1086/231251>
- Yelkikalan, N. (2006). Başarılı girişimcilikte cinsiyetin rolü: Kadın ve girişimciler. *Girişimcilik ve Kalkınma Dergisi*, 1(1), 45-54.
- Yıldırım, A., & Şimşek H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri* (8th ed.). Seçkin.
- Yıldız, E., & Bedük, A. (2020). Kadın mali müşavirler ve muhasebe çalışanlarında cam tavan sendromunun iş tatminine etkisi. *Toplum Bilimleri Dergisi*, 14(28), 193-221. <http://doi.org/10.29228/tbd.2007.29175>
- Yıldız, S. (2017). Sosyal bilimlerde örnekleme sorunu: Nicel ve nitel paradigmalardan örnekleme kuramına bütüncül bir bakış. *Kesit Akademi Dergisi*, 3(11), 421-442. <https://doi.org/10.18020/kesit.1279>
- 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.