



Women's Career Barriers and Professional Alienation: The Teachers' Case in Turkey

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ABSTRACT

In this study, the relationship between career barriers of women teachers and their alienation to the teaching is examined. Although the number of women teachers was close to the male teachers in the study, the reasons leading to the decrease in the number of women teachers in the administrative career steps were taken as career barriers. The study group consists of 728 teachers working in public schools in central districts (Mezitli, Yenişehir, Toroslar and Akdeniz) of Mersin. Data were collected through "Women Employees' Career Barriers Scale" (WECBS) by İnandı (2009) and "Alienation Scale" (AS) by Elma (2003). It was revealed that there is a linear relationship between women teachers' career barriers and alienation, and also, career barriers have predictive power on alienation, though at a low level. Research results show that all the women teachers accept the presence of career barriers. Women teachers' career barriers are sorted according to their predictive power as "domestic barriers, social gender stereotypes, women's viewpoint of career, education, working hours, age, economic reasons and marital status, and school-environment barriers". Women teachers are most influenced by domestic barriers. In other words, women teachers are expecting the most support from their families during career development. On the other hand, social gender stereotypes are still influential in teaching profession, which brings about negative consequences for women.

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Keywords:

Woman teachers, career barriers, professional alienation.

Introduction

Even in the twenty first century, women, cannot find an opportunity to work in equal conditions as men do even though they participate quite highly in all aspects of life. Women have always worked and produced throughout the history in addition to being enclosed with domestic responsibilities and gender roles; however, they have never been regarded the same as men and thus been of secondary importance. According to Global

Gender Gap Report issued by World Economic Forum in 2015, Turkey ranks number 130 out of 145, which proves the presence of social gender discrimination in Turkey (<http://reports.weforum.org>). The studies as to women's position in working life show the discrimination that women suffer in employment, determining wages and promotion as well as the existence of a differentiation between "men profession" and "women profession" (Unal, 2003). Domestic works and care services are categorized as women occupations due to the stereotypes shaped in line with cultural and economic conditions. Teaching, one of the occupations perceived as compatible with women's motherhood role, can be cited as an example to this. Particularly primary school teaching is absolutely seen as women occupation today.

Women's Career Barriers

Teaching is considered as women occupation because of its features such as emotionality, patience and motherhood associated with women nature (Buyruk, 2014). Social gender stereotypes imposing childcare and motherhood as a primary duty for women make domestic responsibilities fundamental while working outside home is made of secondary importance. There exists an inequality to the detriment of women in many sectors in both sectoral and administrative terms. They are expected to support their manager husbands instead of being a manager. Such an understanding that makes women passive reproduces the social gender roles (Amaratunga, Haigh and Shanmugam, 2006). Employment of women is favoured only if they fulfill their traditional gender roles. Similarly, women's education is also influenced by gender roles. Education, especially higher education has a masculine manner. Women's proportion in higher education is lower than that of overall population. This disadvantageous situation is more apparent in some higher education programs.

Barriers against women are seen to increase in superior positions. Gender inequality in administrative positions seems to be in global dimensions. It is evident in the whole world that the number of men and women teachers in primary education is close to each other while it increases highly in favour of men in administrative positions (Inandı, Özkan, Peker ve Atik, 2009). Shakeshaft (2006) states that women representation in administrative positions is of low degree all over the world because career barriers result from the patriarchal structure of the society. Gender discrimination, lack of social support and domestic responsibilities are leading barriers against school administration for women.

Early studies about women in administration in 1970s sought answer to the question "Can women be an administrator?" (Atan and Cetin, 2012). Masculine domination was quite high in those years but women's struggle against it has come a long way since then. Considering women's career barriers as economic violence, Gokkaya (2014) expresses that sociocultural characteristics of social construct reinforce the unequal power relationships between men and women, which directs the women into domestic works (pink-collar works). Inandı, (2009) classifies the factors that prevent women from building a career as;

- 1) Glass ceiling
- 2) Gender stereotypes
- 3) Women's point of view for administration
- 4) Barriers resulting from education, working hours, age, economic reasons and marital status
- 5) Career Barriers originating from school and environment
- 6) Domestic barriers

Glass ceiling can be defined as invisible organizational and perceptual barriers. These are the situations that prevent women from promoting superior positions and cause hierarchical injustice because of unwritten informal policies and organizational prejudices. Glass ceiling was first used as a term by Hymowitz and Schellhardt in USA in 1970s (Jarmon 2014; Atan and Cetin 2012). That is to accept the prejudices deriving from social gender stereotypes even though they are not the explicitly stated barriers. In other words, glass

ceiling syndrome means women's negative and inefficacy perception of themselves which arises from environment, culture and especially the gender stereotypes. This perception discourages them from struggling and making an attempt.

Glass ceiling syndrome is accompanied with women's internalization of gender-related attitudes and expectations with no question and also the worry about the inability to fulfill gender roles because of the conflict between their work and domestic relations. Moreover, lack of self-confidence, indecision, no answer to "What is women's position?", and their disbelief that the system can be changed (Orucu, Kilic and Kilic 2007) keep glass ceiling syndrome alive. It can be indicated that gender stereotypes, personal qualities like self-confidence and determination, domestic and organizational support are significant determinants in actualizing career priorities (Inandı ve Tunç, 2012).

Social gender stereotypes build the basis of prejudices that prevent women from promoting administrative positions as these prejudices form a resistance against women in authority (Celikten, 2004). Description of women with such behavioral features as affectionate, maternal, self-sacrificing and helpful is related with social gender roles rather than their biological features. Gender stereotypes introduce a gender-based labour division in working life, too. Masculine nature of the organizations and practices produces prejudices about workers' gender group and this brings out the social expectations that women are pushed down in hierarchical steps (Cetinel and Kutanis, 2014).

The barriers deriving from education, working hours, age, economic and marital status are one of the significant reasons for few women in administrative positions. As teaching hours can be organized in accordance with domestic works, it is classified as "women occupation". Teaching occupation is ascribed to women; on the other hand, educational administration is the exact opposite situation. Educational administration is the leading area in which women are in the minority (Shakeshaft 2006; Tan 1996).

Leadership and leadership behaviours hold a masculine qualification. The prejudices that women are too "emotional" to be a good administrator, the acceptance that motherhood is more important than career (İnandı, 2009), women's charge with domestic works and social assertiveness about traditional roles turn into "career barriers originating from school and environment" in career development process. Regarding social gender relationships, school environment is a men-dominated social area, which legitimates gender inequality (Tan 1996; Unal 2003).

Traditional gender roles fostered with gender stereotypes support the mechanisms against women and account for a significant reason of "domestic barriers". The fact that women who have been excluded from career process cannot compete with men in equal standards and are very few in superior positions is an indicator of social gender inequality. Teaching profession which is identified with motherhood role of women can turn into a disadvantageous situation for women to become school administrators. Though the number of women teachers is as high as of men, few women teachers can attain superior positions. Central and local authorities of Ministry of National Education [MEB] are comprised of men. Therefore, it is possible to say that educational administration is, too, a men-dominated occupation. Lack of women administrators which is observed in all organizations is obviously high in educational organizations, and that is a serious social phenomenon (Altınisik, 1995). This situation contradictory to main purposes of educational organizations does not overlap with social values such as equality and justice. All the barriers above mentioned may influence women teachers in different ways. Women teachers' career barriers may have a negative impact on their perceptions about education and occupation. Their alienation from their work will cause an increase in quality problems in education.

Alienation in Teaching

Alienation which is frequently examined by almost all the philosophers derives from the Latin word "alieno" (Kiraz, 2011). Erich Kahler (1957) says "History of man is a well-written alienation history" and emphasizes it is a common problem in classical sociology (Seeman, 1959). It was first used in philosophical terms by Hegel. Considering alienation as an ontological fact, Hegel thinks that alienation is actualized as a result of man's division into subject and object. One's alienation from himself is to break off from himself (Yapici, 2005). Someone who alienates from himself moves away from his own self and keeps an emotional distance from himself.

The alienation, which is in the basis of Marx's analysis of capitalism, is regarded as one of the most significant features of capitalist system (Ongen 2002; Ozel 2006). Alienation is of great priority and significance especially in the first phase of Marx's labour theory (Unaldi, 2011). Examining alienation in terms of politics and economy, Marx states that, as labour power is commodified in capitalist system, individuals get alienated from their products, labour, relations and life because of the roles they are given (Balay, Simsek and Simsek 2012).

Seeman is one of the leading philosophers working on alienation. Seeman (1975) examines it in a socio-psychological frame based on feelings, values and expectations. As alienation is a sickness developing on social conditions and emotional personality, he asserts that a single definition cannot be made for alienation. In general, it can be defined as a severe separation of values, behaviours and expectation. According to Seeman (1959), these three concepts are the keywords underlying alienation. Providing a great contribution through his studies to definition and evaluation of alienation in working life, the philosopher studied alienation in five dimensions: weakness, futility, normlessness, social isolation and self-alienation (Balay, Simsek and Simsek 2012).

Weakness, the first felt emotion in alienation, is based on work conditions in capitalist system asserted by Marx. He argues that the employer takes hold of the employee's authority and right to make decision, which makes the employees feel weak (Erimez, 2012). According to Seeman (1959), who focuses on the relationship between alienation from work and individuals' expectations, there is not an objective reason or explanation for weakness in society. However, regarding the influence of work environment and control expectations of individuals, weakness dimension of alienation can be said to be closely associated with external support. Women teachers who feel weakness believe that there is nothing they can do to improve the conditions (Elma, 2003).

Futility as second dimension of alienation is about individuals' understanding of what they are occupied with. When organizational decisions and job definitions are not clear enough, there exists futility. One's ability to control the outcomes is a matter in the first dimension of alienation while it is to interpret and predict these outcomes in the second dimension along with distrust. In this regard, the first two dimensions can be said to be associated logically with each other (Seeman, 1959).

Normlessness dimension means anomy according to Durkheim's definition; more clearly, it is depression or purposelessness arising from irregularity. Anomy in traditional terms means degeneration or loss of social norms that regulate individual behaviours. This dimension of alienation shows up as a result of individuals' ignorance of common values. Normlessness defined as abandoning dependence on social norms or exhibiting behaviours not accepted by the society involves social and psychological cases including indiscipline and distrust.

Social isolation, the fourth dimension of alienation, can be explained as deserting behaviours and roles required by popular culture. Different from the first three dimensions, social isolation involves individual's behaviours. The individual without sincere relations or trust limits his communication with others and

dissociates himself from the society. Individual experiencing social isolation has no longer common interests with the society and move away from common values of the society (Seeman, 1959).

Self-alienation is the fifth and last dimension of alienation and does not follow a hierarchical line with other four dimensions. Even though it is hard to explain what it results from, Fromm clarifies this dimension as a reflection of one's experiences of moving away from the self. He argues that capitalist society favours self-alienation fact and desire for consumption makes the individual lose touch with his real needs. This results in self-alienation. The people who experience self-alienation are now the ones who fulfill the requirements of capitalist society, move away from their self and appear unhappy (Seeman, 1959).

Payne (1974) argues that alienation problem arises from organizational and social reasons and reveals in his study that alienation is a multi-dimensional fact. It is also emphasized that it must be inquired whether one's alienation from his organization and society is at the same degree; if not, in what conditions feeling of alienation is stronger. He thinks alienation can only be understood better in this way.

According to Sidorkin, alienation in education means that individuals move away from teaching-learning processes, these processes increasingly get meaningless to the individual, and interest in educational process wanes and gets boring (as cited in Caglar 2013). Increase in teachers' negative perceptions of their occupation brings about alienation from work. Losing something desired, natural and normal roots in alienation, and thus, a positive kind of relationship disappears (Elma, 2003). Regarding the women who want to be administrator, not achieving the desired position because of prejudices about social gender similarly leads to alienation.

Alienation has not only individual but also social, cultural, political and organizational effects (Elma 2003). Alienation stage is not a momentary feeling but a process (Dirican and Ozler, 2014). In this process, one gradually unbecomes the subject of his relations and deeds but becomes object (Erjem, 2005). Individuals suffering alienation isolate themselves from others and feel lonely and weak within the organization. Erjem (2005) and Elma (2003) indicate in their studies that teachers feel alienation most in weakness dimension. Therefore, it can be said that women's prejudice as to that they will not be able to promote superior positions may as well create a feeling of weakness.

Alienation is a case which is not humane, in that, it refers to disruption of one's attribution and psycho-social dimensions. Negative conditions in educational environment also hinder job satisfaction, which in turn causes alienation. Besides these factors, alienation is also influenced by the fact that women teachers' career remains limited with teaching, and that they feel frustrated with their occupation, lack belongingness to school and displeased with their work for various reasons (Erjem, 2005). Considering that teachers are one of the most important shareholders of school, it is of great importance to eradicate any kind of barrier that will damage their belief in their occupation and to give support to the studies and practices that will help prevent alienation.

Social significance of teaching profession makes the solution of occupational problems rather important. In education literature, there are not any studies that investigate the effect of carrier barriers on alienation. Therefore, in this study which focuses on gender discrimination in educational administration, the relationship of career barriers that women encounter with alienation is examined. It is expected that there will be an extensive contribution to career barriers of women teachers and solution to alienation problem through revealing the interaction between these two facts.

Purpose

The main aim of this study is to examine the relationship between career barriers of women teachers and their alienation, and also to determine to what extent career barriers predict their alienation to the teaching. The answers to the questions below were sought in line with this main aim:

- Is there a relationship between female teachers' career barriers and professional alienation levels?
- Is there a relationship between career barriers and professional alienation levels of women teachers who want to become managers?
- Is there a relationship between career barriers and professional alienation levels of women teachers who do not want to be managers?
- To what extent do career barriers experienced by teachers influence their level of professional alienation?
- To what extent do career barriers experienced by teachers who want to become managers influence their level of professional alienation?
- To what extent do the career barriers experienced by teachers who do not want to be managers influence their level of professional alienation?

Method

Participants

Participants were 728 primary and secondary school teachers working in central districts of Mersin (Mezitli, Yenisehir, Toroslar and Akdeniz). Of all participants, 458 female (62,9%) and 270 male (37,1%), and 591 married (81,2%), 137 single (18,8%), and 162 willing to be administrator (22,3%), 566 not willing to be administrator (77,7%).

Table 1. Teachers' gender marital status and career goals

Variable	Categories	N	Valid %
Gender	Female	458	62,9
	Male	270	37,1
Marital Status	Married	591	81,2
	Single	137	18,8
Career Goal	Willing to be administrator	162	22,3
	Not willing to be administrator	566	77,7
	Total	728	100

Instruments

Women Employees' Career Barriers Scale (WECBS) developed by İnandı, (2009). There are 27 items in the WECBS to determine career barriers of women employees. WECBS has five dimensions: domestic barriers; school-environment barriers; education, working hours, age, economic reasons and marital status; social gender stereotypes; and women's viewpoint of career. According to factor analysis, factor loads of domestic barriers were found between .69 and .87; factor loads of school-environment barriers, between .69 and .80; factor loads of education, working hours, age, economic reasons and marital status, between .52 and .70; factor loads of social gender stereotypes, between .46 and .78; and factor loads of women's viewpoint of career, between .75 and .81. Reliability coefficient of the scale in this research and İnandı's (2009) study was found same, .92 while it is .88 and .91 respectively for domestic barriers; .88 and .87 for school-environment barriers; .78 and .82 for education, working hours, age, economic reasons and marital status; .84 and .83 for social gender stereotypes and .78 and 81 for women's viewpoint of career. The scores could range from 27 to 135. When high scores represent teachers' perceptions of the carrier barriers high and discriminatory structured. In other words, as discriminatory (e.g., school-environment barriers, working hours, age, economic reasons and marital status against women).

Alienation Scale (AS) developed by Elma (2003). There are 38 items to determine teachers' alienation level. Teachers' alienation was taken in four dimensions: weakness, futility, isolation and alienation to school. It is seen in factor analysis that the items gather in four separate factors and their factor loads vary between .37 and .75. Reliability coefficient of the scale in this research and Elma's (2003) study was found as .92 and while it is .86 and .86 respectively for weakness, .92 and, .84 for futility, .86, and .80 for isolation and .79 and 62 for alienation to school.

The relationship between women teachers' career barriers and their alienation level was examined with correlation analysis. Regression analysis was used to see the predictive power of women teachers' career barriers on their alienation.

Procedure

Teachers were given an information sheet with details about the study, and were informed that they had the right to withdraw from the study without penalty. The questionnaires took about 15 min to complete.

Findings

In this part, the findings about women's views about career barriers that they suffer and effect of those career barriers on women's alienation level are given. Correlation analysis results about the relationship between teachers' career barriers and their alienation level are seen in Table 2, Table 3 and Table 4.

Table 2. Correlation analysis of career barriers and alienation level

	1	2	3	4	5	6	7	8	9	M	Sd
Domestic Barriers	1									3,319	1,071
School- Environment Barriers	,370**	1								2,256	,903
Education, Age,	,507**	,536**	1							2,893	,813
Marital Status				1							
Social Gender Stereotypes	,397**	,513**	,563**	1						3,212	1,034
Women's Viewpoint of Career	,302**	,370**	,461**	,423**	1					2,975	1,047
Weakness	,225**	,331**	,294**	,341**	,313**	1				2,098	,755
Futility	,204**	,342**	,263**	,278**	,255**	,709**	1			1,623	,694
Isolation	,102*	,343**	,270**	,268**	,237**	,635**	,629**	1		1,855	,744
Alienation to School	,117*	-,008	,068	,108*	,088	-,054	-,117*	-,014	1	3,270	,855

There is a positive and significant relationship between weakness dimension of alienation and domestic barriers ($r=.225$, $p<.05$), school-environment barriers ($r=.331$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.294$, $p<.05$), social gender stereotypes ($r=.341$, $p<.05$), and women's viewpoint of career ($r=.313$, $p<.05$). There is also a positive and significant relationship between futility dimension of alienation and domestic barriers ($r=.204$, $p<.05$), school-environment barriers ($r=.342$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.263$, $p<.05$), social gender stereotypes ($r=.278$, $p<.05$), and women's viewpoint of career ($r=.255$, $p<.05$). A positive and significant relationship can be seen between isolation and domestic barriers ($r=.102$, $p<.05$), school-environment barriers ($r=.343$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.270$, $p<.05$), social gender stereotypes ($r=.268$, $p<.05$), and women's viewpoint of career ($r=.237$, $p<.05$). Alienation to school has also a positive and significant relationship with domestic barriers ($r=.117$, $p<.05$) and social gender stereotypes ($r=.108$, $p<.05$) while it does not have a significant relationship with school-environment barriers ($r=0.008$, $p>.05$), education, working hours, age, economic reasons and marital status ($r=.068$, $p>.05$), and women's viewpoint of career ($r=.088$, $p>.05$) (see Table 2).

Table 3. Correlation analysis of career barriers of teachers willing to be administrator and their alienation level

	1	2	3	4	5	6	7	8	9	M	Sd
Domestic Barriers	1									3,236	1,189
School-Environment Barriers.	,408**	1								2,358	1,044
Education, Age, Marital Status.	,602**	,546**	1							2,912	,897
Social Gender Stereotypes	,435**	,552**	,623**	1						3,290	1,079
Women's Viewpoint of Career	,301**	,183	,458**	,348**	1					2,830	1,156
Weakness	,347**	,327**	,319**	,314**	,122	1				2,056	,766
Futility	,314**	,334**	,256**	,199*	,098	,702**	1			1,588	,713
Isolation	,171	,208*	,211*	,283**	,088	,584**	,618**	1		1,963	,812
Alienation to School	,096	-,017	,132	,256**	,014	-,061	-,152	-,009	1	3,416	,896

There is a positive and significant relationship between weakness and domestic barriers ($r=.347$, $p<.05$), school-environment barriers ($r=.327$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.319$, $p<.05$) and social gender stereotypes ($r=.314$, $p<.05$), however, there is no significant relationship with women's viewpoint of career ($r=.122$, $p>.05$). There is a positive and significant relationship between futility and domestic barriers ($r=.314$, $p<.05$), school-environment barriers ($r=.334$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.256$, $p<.05$) and social gender stereotypes ($r=.199$, $p<.05$); on the other hand, it has no significant relationship with women's viewpoint of career ($r=.098$, $p>.05$). Isolation has a positive and significant relationship with school-environment barriers ($r=.208$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.211$, $p<.05$) and social gender stereotypes ($r=.283$, $p<.05$), however, there is no significant relationship with domestic barriers ($r=.171$, $p>.05$) and women's viewpoint of career ($r=.088$, $p>.05$). Alienation to school has a positive and significant relationship with social gender stereotypes ($r=.256$, $p<.05$) while it does not have a significant relationship with domestic barriers ($r=.096$, $p>.05$), school-environment barriers ($r=.017$, $p>.05$), education, working hours, age, economic reasons and marital status ($r=.132$, $p>.05$), and women's viewpoint of career ($r=.014$, $p>.05$) (see Table 3).

Table 4. Correlation analysis of career barriers of teachers not willing to be administrator and alienation level

	1	2	3	4	5	6	7	8	9	M	Sd
Domestic Barriers	1									3,344	1,032
School-Environment Barriers.	,359**	1								2,225	,854
Education, Age, Marital Status.	,470**	,533**	1							2,888	,786
Social Gender Stereotypes	,387**	,498**	,541**	1						3,188	1,020
Women's Viewpoint of Career	,299**	,460**	,466**	,458**	1					3,020	1,008
Weakness	,179**	,338**	,286**	,353**	,380**	1				2,111	,752
Futility	,162**	,350**	,266**	,306**	,311**	,711**	1			1,633	,689
Isolation	,080	,397**	,293**	,260**	,307**	,661**	,640**	1		1,822	,719
Alienation to School	,132*	-,013	,043	,053	,126*	-,049	-,102	-,027	1	3,225	,838

There is a positive and significant relationship between weakness and domestic barriers ($r=.179$, $p<.05$), school-environment barriers ($r=.338$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.286$, $p<.05$), social gender stereotypes ($r=.353$, $p<.05$), and women's viewpoint of career ($r=.380$, $p<.05$). There is also a positive and significant relationship between futility and domestic barriers ($r=.162$, $p<.05$), school-environment barriers ($r=.350$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.266$, $p<.05$), social gender stereotypes ($r=.306$, $p<.05$), and women's viewpoint of career ($r=.311$, $p<.05$). Isolation has a positive and significant relationship with school-environment barriers ($r=.397$, $p<.05$), education, working hours, age, economic reasons and marital status ($r=.293$, $p<.05$) and social gender stereotypes ($r=.260$, $p<.05$) and women's viewpoint of career ($r=.307$, $p<.05$); however, there is no significant

relationship with domestic barriers ($r=.080, p>.05$) and. There is a positive and significant relationship between alienation to school and domestic barriers ($r=.132, p<.05$) and women’s viewpoint of career ($r=.126, p<.05$); on the other hand, it has no significant relationship with school-environment barriers ($r=-.013, p>.05$), education, working hours, age, economic reasons and marital status ($r=.043, p>.05$) and social gender stereotypes ($r=.053, p>.05$) (see Table 4).

Regression analysis results about women teachers’ career barriers and their alienation level can be seen in Table 5, Table 6 and Table 7.

Table 5. Multiple regression analysis of career barriers and alienation level

Alienation Variable	Weakness				Futility				Isolation				Alienation to School			
	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T
Constant	,915	,138	-	6,644	,683	,129	-	5,299	,974	,138	-	7,062	2,844	,169	-	16,826
Domestic Barriers	,158	,032	,225	4,920	,132	,030	,204	4,444	,071	,032	,102	2,188	,094	,037	,117	2,526
School-Environment Barriers.	,277	,037	,331	7,487	,263	,034	,342	7,779	,283	,036	,343	7,809	-,007	,044	-,008	-,169
Education, Age, Marital Status.	,273	,042	,294	6,564	,224	,039	,263	5,813	,247	,041	,270	5,983	,072	,049	,068	1,463
Social Gender Stereotypes	,249	,032	,341	7,753	,186	,030	,278	6,171	,193	,032	,268	5,949	,090	,039	,108	2,330
Women’s Viewpoint of Career	,225	,032	,313	7,026	,169	,030	,255	5,642	,168	,032	,237	5,208	,072	,038	,088	1,877
	R=.418		R ² =.175		R=.381		R ² =.145		R=.383		R ² =.147		R=.172		R ² =.030	
	F(5)=19,125				F(5)=15,313				F(5)=15,571				F(5)=2,754			
	P<.01		P<.01				P<.01				P<.01					

In regard to t-test results about significance of regression coefficients, all dimensions of career barriers (domestic barriers; school-environment barriers; education, working hours, age, economic reasons and marital status; social gender stereotypes; and women’s viewpoint of career) have a predictive power on weakness and futility dimensions of alienation. Only school-environment barriers; education, working hours, age, economic reasons and marital status; and women’s viewpoint of career have predictive power on isolation while none of career barriers has an effect on alienation to school dimension ($p>.01$) (see Table 5).

Table 6. Multiple regression analysis of career barriers of teachers’ willing to be administrator and alienation level

Alienation Variable	Weakness				Futility				Isolation				Alienation to School			
	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T
Constant	1,013	,266	-	3,806	,821	,251	-	3,268	1,821	,251	-	4,007	2,872	,322	-	8,906
Domestic Barriers	,224	,059	,347	3,815	,188	,055	,314	3,406	,117	,065	,171	1,786	,072	,073	,096	,991
School-Environment Barriers.	,240	,067	,327	3,561	,229	,063	,334	3,654	,161	,074	,208	2,184	-,015	,083	-,017	-,180
Education, Age, Marital Status.	,272	,079	,319	3,467	,203	,075	,256	2,724	,191	,086	,211	2,218	,131	,096	,132	1,367
Social Gender Stereotypes	,223	,065	,314	3,400	,132	,063	,199	2,093	,213	,070	,283	3,035	,213	,078	,256	2,729
Women’s Viewpoint of Career	,081	,064	,122	1,263	,060	,060	,098	1,012	,062	,068	,088	,914	,011	,075	,014	,142
	R=.416		R ² =.173		R=.389		R ² =.151		R=.293		R ² =.086		R=.336		R ² =.113	
	F(5)=4,268				F(5)=3,632				F(5)=1,918				F(5)=2,588			
	P<.01				P<.01				P>.05				P>.01			

All dimensions of career barriers, except women’s viewpoint of career, have a predictive power on weakness dimension of alienation. Regarding the t-test results about significance of regression coefficients, three dimensions of career barriers (domestic barriers; school-environment barriers; education, working hours, age, economic reasons and marital status) predict futility dimension of alienation while social gender

stereotypes and women’s viewpoint of career do not have a predictive power on futility. On the other hand, isolation and alienation to school are not predicted by any dimension of career barriers (see Table 6).

Table 7. Multiple regression analysis of career barriers of teachers’ not willing to be administrator and alienation level

Alienation Variable	Weakness				Futility				Isolation				Alienation to School			
	B	SE	β	T	B	SE	β	T	B	SE	β	T	B	SE	β	T
Constant	,897	,161	-	5,573	,653	,151	-	4,334	,897	,154	-	5,811	2,805	,196	-	14,282
Domestic Barriers	,131	,038	,179	3,401	,108	,035	,162	3,071	,056	,037	,080	1,495	,107	,043	,132	2,489
School-Environment Barriers.	,297	,044	,338	6,693	,282	,041	,350	6,974	,334	,041	,397	8,060	-,012	,053	,013	-,235
Education, Age, Marital Status.	,274	,049	,286	5,569	,233	,045	,266	5,151	,268	,047	,293	5,716	,046	,057	,043	,812
Social Gender Stereotypes	,260	,037	,353	7,034	,207	,034	,306	5,996	,183	,037	,260	5,025	,043	,044	,053	,983
Women’s Viewpoint of Career	,283	,037	,380	7,652	,213	,035	,311	6,113	,219	,036	,307	6,010	,105	,044	,126	2,376
	R=,446		R²=,199		R=,404		R²=,163		R=,441		R²=,194		R=,196		R²=,038	
	F(5)=17,073				F(5)=13,394				F(5)=16,613				F(5)=2,747			
	P<.01				P<.01				P<.01				P>.01			
	1				1				1				1			

All dimensions of career barriers (domestic barriers; school-environment barriers; education, working hours, age, economic reasons and marital status; social gender stereotypes; and women’s viewpoint of career) have a predictive power on *weakness* and *futility* dimensions of alienation. With regard to t-test results about significance of regression coefficients, domestic barriers have no predictive power on *isolation* dimension; however, other dimensions of career barriers predict the *isolation*. Career barriers have no predictive power on *alienation to school* ($p>.01$) (see Table 7).

Discussion, Conclusion and Suggestions

It has been revealed that there is a linear relationship between women teachers’ career barriers and alienation, and also, career barriers have predictive power on alienation, though at a low level. Results show that all the women teachers accept the presence of career barriers. The findings as to women’s career barriers correspond to the ones of other studies (Atan and Cetin 2012; Celikten 2004; Jarmon 2014). The relationship between subdimensions of career barriers and alienation proves that women should be supported during career development.

According to the results of the study, women teachers’ perceptions of career barriers follow as “domestic barriers, social gender stereotypes, women’s viewpoint of career, education, working hours, age, economic reasons and marital status, and school-environment barriers”. The sequence of barriers, as seen, shows that women teachers are most influenced by domestic barriers. In other words, women teachers need the family support most of all during career development. Social gender stereotypes come after domestic barriers. Society’s view about women still has effect on teaching profession, and this brings a conclusion against women. It is remarkable that domestic barriers and social gender stereotypes are relevant with social structure and acceptance.

When women teachers’ career barriers are taken regarding their desire to become administrator, social gender stereotypes are the most articulated barriers, and this is followed by domestic barriers. School-environment barriers are relatively the least effective barriers. Career barriers that women who are willing to

be an administrator encounter lead women teachers to alienate from their school and feel weakness in professional terms. Domestic barriers and responsibilities account for a significant barrier for women employees, which corresponds with Gunduz's (2010) research results. Similarly, Orucu, Kilic and Kilic (2007) state that women's motherhood, housewifery and wife roles are of domestic barriers, and too many roles negatively influence career development, and activities about career development are perceived as men's job. Considering all the reasons mentioned, it is evident that domestic responsibilities attributed to women by the society are one of the most important factors preventing women from doing a career.

The significant differentiation in perceptions of women who are willing to become administrator about social gender stereotypes proves that women who want to build a career are really in need of social support. However, the conflict between social expectations and career process is the leading reason for career barriers. Suffering gender-based discriminations, and therefore, being exposed to inequality affects their alienation level, which decreases efficiency and productivity of women teachers. İnandı, Özkan, Peker, Atik (2009) also revealed a similar finding. It is pointed out in their study that support from the family and society has positive reflections on career development of women teachers.

Domestic barriers and social gender stereotypes were found to have a linear and strong relationship with weakness and futility dimensions of alienation. Women who are restricted by masculine culture in superior positions often isolate themselves from others and thus feel lonely and weak within the organization. Such isolation causes the feeling of belongingness to school to wane. Gender distribution in administrative position against women gives damage to women's motivation and belief in their occupation while it discourages them to become an administrator and results in the perception of glass ceiling. Similarly, Simpson (1997) emphasizes that inequality in gender distribution of superior positions makes women isolated from the society and structural and behavioral factors about social gender maintain the inequality of opportunity in attaining superior positions. It can be interpreted that unequal distribution continues for women who tend to give up their goals and leave the upper levels of hierarchy to men.

Another result is that school-environment barriers and education, working hours, age, economic reasons and marital status have a positive relationship with weakness, futility and isolation. However, women's viewpoint of career has no relationship with any dimension of alienation. Though Celikten (2004) states that one of the barriers in women's promotion to administration is the women themselves and indicates the importance of women's viewpoint of career, there could not be found a strong relationship between women's viewpoints of career and dimensions of alienation in this study.

According to the views of women who are not willing to be administrator, career barriers predict weakness and futility but have no predictive power on alienation to school dimension. That can be associated with the hopelessness created by negative prejudices that women cannot be administrator. Teachers who experience glass ceiling syndrome can be thought to have no alienation feeling as they may be pleased with their current work. However, the suppositions that they will not be able to promote in their occupation can also lead to the feeling of weakness and futility. Cetinel and Kutanis (2014) found out in their study examining organizational silence that teachers get reluctant to teaching, feel stressed, become unhappy and alienate to their school when they suffer career barriers and feel weak. It is revealed in their study that the reason why teachers keep silent is that women teachers are ignored because of social gender stereotypes. This corresponds with the results of this study.

It is seen in the results of the study that social gender stereotypes have effects on all dimensions of alienation in positive terms. Similar results were also obtained by İnandı (2009). The teachers stated in the study that social gender stereotypes are a serious barrier in women's becoming administrator. In order for women to attain administrative positions, it is required that domestic workload of women must be reduced, traditional perspective about social gender roles should be changed, and policies should be developed to

create social gender equality consciousness in all educational levels from preschool to higher education. It is particularly important to examine career barriers and alienation with teachers. Educational organizations are the places where social values are created and developed. Therefore, the society should be made adopt through educational activities that occupational career can also be built by women as well as men.

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