Full Length Research Paper

Women and school leaderships: Factors deterring female teachers from holding principal positions at elementary schools in Makassar

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In this paper I examined factors deterring female teachers from holding principal positions at elementary schools in Makassar. The research participants were from both female teachers and principals at five districts in Makassar. By means of a survey instrument (the questionnaire) which contained several statements taken from the literature review, the research was aimed at assisting me in exploring the sociocultural and institutional barriers faced by female teachers and principals in pursuing their leadership aspirations. This is a mixed method study combining qualitative and quantitative research methods within the paradigms of constructivism and social constructionism. The data yielded were analysed using statistical data analysis and arithmetic techniques used were descriptive statistic, correlation and factor analysis. In order to supplement the quantitative data, qualitative data in form of open-ended questions were added. The qualitative data gained were interpreted in accordance with an interpretivist paradigm by interpreting and understanding people multiple perspectives or experiences from which reality or truth is constructed (teachers and principals' experiences).

The findings revealed that the underrepresentation of female teachers at headship positions at elementary schools in Makassar stems from problems both sociocultural and instituitional. It is expected that the results of this study may help to shed light on the underrepresentation of females in school leadership roles in Makassar and to provide some indications of directions that could be pursued to address this imbalance. Results may also provide an indication of what additional steps may need to be made taken to address teachers' motivation to pursue their leadership roles. For authorities the results may be used for policy revision within the Makassar educational system.

Keywords: women, principal positions, Makassar, sociocultural barriers

Introduction

In Indonesia, the proportion of women entering work arenas, especially those who work as civil servants in state offices, is increasing. However, almost all echelon positions in all departments are dominated by men (80.5%) while women have only 19.5 %.(National Civil Service Agency, October 5, 2004). In the National Education Department alone, the number of women officials is 31.4% all with unimportant positions.

In Makassar, Indonesia, the majority of teachers are women in almost all classrooms in elementary schools. However, they are not in the majority in numbers in the principalship roles. In other words, women are under represented in top positions at the schools. According to the statistics of Makassar's District of National Education office, women make up the largest

percentage of teachers, compared with men. In 2003, the proportion of female teachers stood at 62.8%. There was a significant increase in the number of female teachers in Elementary schools from 62.8% in 2003 to 70.2 % in 2005.

However, the increase in the number of female teachers has not been accompanied by a significant change in the proportion of women at principalship levels, which are still dominated by men. What do these figures mean? Is the low number of women as principals because they are less competent?

It is very interesting to note that Makassar is one of the five largest cities in Indonesia, with a fairly big population. Because of advances in the development and technology, its people are open to any outside values and tend to leave its traditional

values, especially in perceiving women entering work arenas (no more job segregation between women and men). In addition to that, the State, through the minister of education, has applied a non discriminatory requirement to become a principal in both elementary and secondary level of education. If this situation is true, then what makes women fewer in number in the principalships?

Arguably, talented women who can manage schools in Makassar have been overlooked in the practices of school management. Along with the development of educational leadership, schools can no longer focus their relationships within their borders. In order to obtain high quality output, actors outside and inside schools need to become involved. To build a good relationship among the community of schools requires a good way of managing people and schools. The new concept of effective leaders, for example transformational leadership (Avolio & Bass, 2002) which emphasizes the empowerment of employees, has broadened women's opportunity to be hired as leaders. The reason behind this assumption is that women's leadership styles have transformational characteristics, such as caring, supporting, loving, gentleness, or simply being good listeners (Blackmore,2002). These characteristics are beneficial for the development and for the establishment of good relationships with the community. Thus, from this good relationship will emerge a better school environment which will affect the performance of students (Blackmore, 2002). By engaging more women, with their unique managing styles, in headship positions in elementary schools, it would be expected that the output of schools would be improved. One of the requirements to have a high quality output of the schools lies with the function of their leaders.

On the surface, the opportunity for women teachers to be a principal in Makassar is quite open. There is no sex-discrimination (overt-discrimination, in particular). However, very few of them would like to use this opportunity. What factors deter them in their career choices? (Personal communication, November 2004, Head of Makassar's District of education office). This study investigated the factors that impact on the career aspirations of teachers in State elementary schools in Makassar. I have examined in particular the factors that influence teachers in choosing to apply for principal positions and the factors that influence other teachers who do not want to aspire to be principals.

Research on Women and Leadership

Schmuck (1981), from her efforts in reviewing the literature of research on women and leadership, found research and divided it into several categories. Research exploring the barriers women faced in pursuing their leadership roles falls into three strands: internal barriers, external barriers, and strategies for overcoming barriers. Internal barriers include aspects of "socialization; personality; aspiration level; individual beliefs and attitudes; motivation; and self-image. External barriers

include aspects of sex-role stereotyping; sex discrimination; lack of professional preparation, and family responsibilities" (Schmuck, p. 14). Methods for overcoming these barriers include "general advice, sponsorship, role model, legislation and education" (Schmuck, p. 14).

Another model used to explain the problem of the underrepresentation of women in administration is: *the woman's place model,* which assumes that the rarity of women in administration is solely because of social norms; *the discrimination model*, which puts the blame on the patterns of institutions that contribute to the low number of women in administration; *meritocracy model*, which assumes that the most competent people would be promoted and women are not competent (Estler, 1975). The other model on the underrepresentation of women focuses on *women's leadership styles*. It is said that women have different styles of leadership from men. Masculine' traits are associated with being a good leader, such as assertiveness, dominance, power and task-orientation. Feminine traits such as, caring, nurturing, loving, gentle, patient, and people-orientation have in the past been seen as characteristics unsuitable for effective leaders (Blackmore, 2002). Blackmore further contested that the script of leadership, for example strong has been set up based on male standards, so when women wish to reach the top position, they will have difficulty being seen as good leaders Leadership has been defined by person-oriented researchers as a job which needs masculine traits, since it involves assertiveness, responsibility, and leadership skills. And all the characteristics of leadership are traditionally associated with men's characteristics. Thus, women who aspire to be a leader must demonstrate masculine traits in order to fit the job and to be seen to be an effective leader. Women have been stereotyped with a personality which does not fit them for leadership roles, such as: women lack self-confidence, self-esteem, aspiration or motivation, and lack ambition (Biklen, 1980; Curry, 2000).

Female researchers are trying to reconceptualize the meaning of leadership within the world of women. The focus of the research has changed from measuring women's career performance together with men's to measuring women's career performance within a new framework that emphasizes women as the focus (Hall, 1993). They conducted research on leadership styles within feminine traits which they believe more transformational rather than transactional.

This current research also explores the characteristics of women's leadership styles. The researchers come to the same conclusion that feminine traits can be used in leadership arenas, especially school leadership. Transformational leadership which is characterised by people-oriented relationships is the style required to develop schools' performance. Caring and nurturing are more needed in school community relationships than men's authoritarian style of leadership. (Blackmore, 2002).

Literature Review

Much of the literature of past studies which were written by men presented the reasons for the under representation of women at school principal levels on the basis of traditional perceptions of women and what constitutes good leadership (Andrews, 1984; Dweck et al, 1978; Schmuck, 1976; Smulyan, 2000). The focus of their research was on the person-centered approach. This approach is addressed by some researchers (Adler & Izraeli, 1994; Gupton, 1996; Hall, 1993; Shakeshaft, 1990; Smulyan,2000) as internal barriers to women. On the other hand, many present researchers on women and school leadership provide an explanation of the factors that may explain the low number of women in top positions. The research focuses on the gender inequity, hierarchies, and structure and cultures of organizations (Adler & Izraeli, 1994; Billing & Alvesson, 1994; Davidson & Burke, 1994; Shakeshaft, 1989). These researchers also have questioned sex-role stereotypes which are socially constructed instead of naturally constructed. The emergence of stereotypes, which lead to a belief that women and men are different, have blocked women's career development.

The work of Shakeshaft, in addressing the underrepresentation of women in administration, has become the inspiration for other women writers who have great concerns in studying the phenomena of women in administration. Her book, published in 1989, *Women in Educational Administration* received many compliments. It is a book which tries to reanalyse and reconceptualise the problem of women in educational administration, one which has been mostly studied by White males. In their studies about women, White male researchers used their own concepts and standards and then applied those standards to women's realm.

The following literature review may highlight both sociocultural and institutional barriers faced by women in pursuing their leadership aspirations. Sociocultural barriers are categorized as barriers related to domestic conditions of women including social norms in which they live. The issues addressed here are sex role stereotyping and, society's perception on effective and good leaders. As for institutional barriers, they are connected with the school systems in which women work as teachers or principals. The problems raised have been support from superiors and the school systems which have been dominated by men.

External Barriers

   Sociocultural barriers. Shakeshaft analysed and criticized some literature written by male White researchers. She argued that internal barriers which were assumed to be the main factors in the scarcity of women in administration have not fitted reality. She determined that internal barriers faced by women, such as lack self-confidence, lack of motivation can be the product of a "sex-structured society" that "generates" a belief in females that they lack ability (Shakeshaft, 1989, p. 85). The belief, then, is internalized by the organizational

system "which prevents women from developing confidence in public sphere activities through both lack of opportunity and lack of positive feedback" (Shakeshaft, p. 85). This, then according to her, is an external factor, not an internal barrier for women.

She further contended that it is the structure of society which is dominated by males which becomes the real barriers for women. External barriers can only be abolished by social and institutional changes, while internal barriers can be overcome by each individual. The society's order or system has been structured from the perspective of males. Shakeshaft (1989) designated this kind of society as *androcentrism*. Androcentrism means male-centered. It derives from the ideology of patriarchy which believes that women can not occupy the leadership positions in schools and society.

Ever since, her work has inspired many women authors studying women. Current female researchers, such as Hall, Smulyan, Curry, Reynold, Blackmore, and Sinclair are writers who are trying to conduct research within the realm of women and trying to reconceptualise the characteristics of leadership. Shakeshaft argued that due to women are relegated with responsibilities of raising children, they tend to have their career interrupted. ' ………interrupted (unsteady paths up to the traditional hierarchy)….they take leave to have and raise children' (1989, p. 57). The negative stereotypes about women's differences from men in terms of women's ability are adopted by organizations which in turn affects the selection and recruitment of women within organizations. Many organizations are reluctant to hire women.

The internalization of those values has affected women's career choices and behaviours (Billing & Alvesson,1994; Marianne & Burke,1994; Shakeshaft, 1989). The stereotypes of women and men which exist in reality are socialised throughout   women's lives. The agents of socialization are family, schools, and friends. Through family, girls have been familiarized with the different sex roles between girls and boys, through the types of dress and toys they are given. In schools, girls and boys are treated differently by their teachers, from the subject choices they make to their career choices after leaving schools. "Thus, cultural expectation causes two different sexes to behave in a manner which is considered appropriate for the stereotypes for their gender in society. Ironically, women also believe these stereotypes" (Marshall, 1993, p.77).

Smulyan (2000) said that the studies on women have been associated with traditional portrayals of school leadership. She contended that studies on women in the past tend to prescribe the characteristics of an effective principal. According to her, an effective leader or principal is someone who helps the school achieve the qualities associated with effective schools; teachers with high expectations for student learning, a positive school climate, increased time on instructional tasks, regular and systemic student evaluations, community support, and

adequate resources . Smulyan (2002) agreed with Hall (1993) in viewing success in career at school principalships. Both contested the opinion on the career success which is associated with the effective principal's images. They argued that the success of professional career can not exclusively be measured in terms of career success, but is measured by successful outcomes for children's education (Hall, 1993).Hill and Ragland (1995) focused their study on providing a sample of women's perspectives from a representative geographic area. They found historical myths and cultural expectations as the barriers for women to pursue their leadership roles.

Family sometimes can conflict with women's career, leading to the constraints on women's career development. Work and family conflict arises when work role demands are incompatible with family roles demands (Adams, King, & King, 1996; Parasuraman &Greenhouse ; 1997). Gender-role stereotypes have influenced women's decision on their career development. Women have been socialized to be passive, affectionate, supportive, marriage- and family- oriented, uncompetitive, and dependent (Biklen, 1980; Lindsay, 1994). Traditional attitudes towards women's family roles, and women's minimal access to social networks are the barriers for women to aspire for leadership roles (Adler & Izraeli, 1994).

Institutional Barriers
Fagenson (1994) argued that organizational culture and life has hidden barriers for women's career development. The impact is the low opportunity for women to get promotions. Ferrario (1990) divided the barriers faced by women into two categories. They are formal and informal barriers. She stressed that it is the informal barriers that cause women to have low aspirations. Those informal barriers are related to the organizational culture as well, such as the existence of 'sex-role stereotyping, negative attitudes, exclusion from male group, lack of mentors, minority groups, occupational segregation, and lack of support from superiors. .

The existence of sex-role stereotypes has an impact on recruitment and selection process, and affects ongoing career development. The myth surrounding this sex-role stereotyping is that effective leaders are men and characteristics of good leadership are masculine traits. Another assumption is that the difference between men's and women's abilities and skills. This leads to the internalization of feminine values for women who believe that females lack ability (Shakeshaft,1989). This belief is adopted and reinforced by organizational culture that prevents women from developing confidence in public sphere activities through both lack of opportunity and positive feedback (Shakeshaft, 1989) Traditional role expectation affects women to behave accordingly. Women are expected to behave in a feminine way. Thus women who show their non-aggressive behaviours are labelled as feminine and those who show their aggressive behaviours are called unfeminine. Within this system, women are facing a conflict between conducting themselves as society expects, or conducting themselves to

conform to masculine leadership models.

Kanter (1977) argued that women's low career aspiration is not because of the internal problems of women, but a matter of opportunity available for women and power in an organization. Women see that there is hardly any opportunity available for promotion to top management, this lowers their aspiration to top positions. Thus, it is not because of the personality of women that prevents them from aspiring to top positions, but organizational structures.

The scarcity of women in the top position in administrative roles, especially at school is caused by factors intrinsic to the system of Indonesian society. A male-dominated society has created a gendered social life for women. The traditional concept or assumption of what constitutes effective leaders was born from the masculine criterion of leadership. Feminine characteristics are seen as ineffective styles in leadership roles. The standard of leadership characteristics has been seen from men's perspectives on leadership styles or characteristics. Men ascribe the leadership qualities to their own realm, ignoring women's world and their uniqueness of their leadership styles, which has been proven to be effective when used as a new way of managing people. Gender-role stereotyping is the product of a male made concept driven by the differences of the biological features of women from men, without considering that the leadership skills are something that can be learned or honed from training if you wish to be a leader (Parry & Sinclair, 1996).

Gender-role stereotyping then, is used by males to justify their separation and exclusion of women from occupying top positions in management. It creates negative attitudes in the form of both covert and overt discrimination, ranging from the recruitment, and selection process to promotions for top positions. Men who are mostly the gatekeepers have tended to choose someone who has the same characteristics as their own. They prefer to choose men, to state it bluntly. As a result, more and more men hold important positions, while women are positioned only in the middle. Thus, the scarcity of women in top position is clearly seen and it leads to the emergence of imbalances with the men who occupy the top positions.

The quality of a family relationship does not always require the full-time presence of women (wives) at home to ensure the children have a good up- bringing. These days, even in Indonesia as a developing country, the pattern of husband and wife relationships are changing. The home responsibilities are shared by both couples. The trend of the shared responsibilities in marriage is mostly practised by educated couples.
It is noteworthy that the wise words which holds that it is not the quantity of meeting that determine the establishment of good relationships, but it is the quality of the meeting. It implies that even though women work outside home, they can give their quality of time to their family, so they can create a good family relationship.

Methodology

Research Design

This is a mixed quantitative and qualitative research. Quantitative data were obtained from questionnaires distributed to respondents and qualitative data were gained from open-ended questions from questionnaires as well. I answered research questions based on the answers from participants because each research questions has questions on the questionnaires.

I analysed quantitative data using SPSS package. The arithmetical Statistic will be computed using SPSS package. Those arithmetical statistics are mean and standard deviation, correlation, and factor analysis, whereas qualitative data will be analysed using inductive method towards the development of the grounded theory. Data validation methods included methodological structure of quantitative data and qualitative data.

In this study, I examined factors deterring female teachers from holding principal positions at elementary schools in Makassar. The overall aim of the research was to explore the factors that influence teachers in choosing their career choices as leaders. There were four research questions relating to this issue. The questions are:

1. What are the leadership aspirations of Makassar State elementary school teachers?
2. What reasons do they give for having or not having aspiratios?
3. What are the institutional and sociocultural factors that impact on their leadership aspirations?
4. What effects do they see these factors as having on their career development?

I gathered data from female teachers and female principals. I conducted a quantitative and qualitative research in gathering data. The quantitative data and the qualitative data were obtained through a questionnaire instrument.

The participants were taken from 40 elementary schools of 366 elementary schools in Makassar. I distributed the questionnaires to 110 classroom teachers and 40 principals. I selected the schools from the Public website of Makassar's district education office. The schools were selected in each five districts in Makassar city at random. The schools' location ranges from inner to suburban area. The data collection was one-phased research using quantitative and qualitative method.

I contacted the female teacher participants through their principals by visiting their schools directly three times. Once the principals gave me permission, I took time for 20 minutes to meet with the teachers once. I explained about my research and informed them that their participations were voluntary. If they agreed to participate, I distributed the questionnaire to them with stamped envelope my address written on it. In order to collect the questionnaires within an expected time, I told them to return the unanimous questionnaires within 2 weeks time by mailing to my address. I raised several questions relating to their personal and professional experiences as classroom teachers and what their leadership aspirations. The main intention to raise the questions is to explore their problems in pursuing their leadership roles aspiration and what actually their aspirations.

Closed-Ended Questionnaire

Statements were used to measure teachers' and principals' leadership aspirations regarding headships. The statements were also employed in order to investigate negative and positive factors that affected their leadership aspirations. In this study, positive factors were associated with incentives whereas negative factors were associated with barriers or disincentives that discouraged them to pursue their leadership careers. These data then were factor analysed using SPSS package. Principal respondents were asked questions to explore their successful experiences in holding principal positions and were encouraged to share their experiences to other women teachers who have intention to apply for the positions.

All responses were indicated by level of agreement and disagreement using a six-point of Likert scale. The level of agreement and disagreement were arranged as Strongly agree (6), agree(5), slightly agree (4), slightly disagree (3), disagree (2), strongly disagree (1). The questions in the questionnaire were grouped under the same category and were put under the same scale names. Table 1 and 2 illustrate the four barriers (disincentives) and two types of motivations that impacted on respondents' leadership aspirations.

Table 2 illustrates validation data for internal and external motivations. They had good Cronbach's coefficient alpha as well.

Findings

Of 110 questionnaires distributed to teachers, only 81 completed questionnaires were returned. Three were discarded, since they were not completely filled out. For principal participants 29 out of 40 distributed questionnaires were returned with two invalid questionnaires. Invalid means that questionnaires were returned with complete identifications from respondents, such as name, address and school. Since this was an anonymous research, such questionnaires are considered invalid.

Data were analysed based on the four questions raised in the questionnaire both from female teachers and principals.

1. Leadership aspirations regarding principal positions
2. Reasons for having and having leadership aspirations to become a principal
3. Sociocultural and institutional barriers that impacted on their leadership aspirations
4. The effects of these on their leadership aspirations

Question 2 then, was regarded as motivations (external and internal) that encouraged respondents to pursue principal positions. There six items altogether. Question 3 was considered as disincentives and they were four items. Question 4 was combined into question 3 because the effects of disincentives were already covered in question3. See Table 3for leadership aspirations.

The results shown in Table 3 indicated that more teacher respondents were unwilling to pursue principal positions and not interested to become a principal, while only few of them were actively pursuing to become a principal.

Regarding principal leadership aspirations, Table 4 demonstrated that the number of them whom were actively pursuing superintendent was fairly higher than those whom were unwilling to apply. There were significant relationship between internal and external motivations and the leadership aspiration of respondents. See Table 5.

Factor analysis. In order to measure which factor has most significant contribution to the leadership aspirations of both group of respondents, factor analysis was applied. From factoring the nine variables, eigenvalues were obtained. Table 6 includes the eigenvalues of the nine variables.

From the results of eigenvalues, the nine components were extracted into four component due to the eigenvalues of those four components were above the value of 1. Whereas the rest of the components had eigenvalues below 1. Component matrix and rotated component matrix were applied to see the values of the nine variables tested, in order to classify them into the four factors extracted based on the eigenvalues. See Table 7. Table 7.

From the analysis of both component matrix and rotated matrix, we obtained what factors impacted on the respondent aspirations to pursue a principalship. Respondents indicated that those four factors (see Table 8) which had the most effect on discouraging them to pursue their leadership aspirations.

Open-ended questionnaire. Qualitative data were obtained from the open-ended question. Several questions were raised in this section. The aim of the questions is to get more and deeper data to understand female teachers and principals' experiences. The participants were allowed to speak within their own words and knowledge. The qualitative data supplement and enhance the quantitative data from closed-ended questionnaire. The data collected from open-ended question were then transcribed and analysed using inductive method of thematic analysis towards the development of a grounded theory. The data presented in my research was the final results of coding. In the first open coding, categories emerged from the data. The data then, were transcribed and assigned to categories to theses quotes. The data were reduced into smaller categories by deleting and combining some

categories into the same themes or categories (axial coding). Selective coding was conducted in order to identify the core categories or general themes.

Data from open-ended questions. Findings from open-ended questionnaire show that there are numbers of concerns in which participants assumed as being the hurdles in their attempt to succeed in principalship positions. Both respondents indicated similarities pertaining the school systems as the primary factors discouraging them to pursue leadership careers. Those systems pervade *the paucity of support and encouragement from superordinates or lack of mentors, recruitment problems, and discrimination.* The presentation and analysis of data were based on the grounded theory. The data presented as theses quotes were the final result of selective coding after going through open coding and axial coding. The following section is the highlight of the barriers that participants reported.

The paucity of support from superordinates and lack of mentors. Many women teachers and principals expressed their concerns on the unavailability of support and mentors from their superordinates. They said as the following:

> *No one in my school would be willing to tell you what you should do to succeed obtaining headship position*

To overcome the problem, principal respondents in their experience to succeed finally noted that they had to rely on their own way to learn how to lead.

> *Since I did not know what should I do and where to ask for direction in order to achieve my goal to occupy a principal position, I just watched the way my previous principal worked.*

Conversely, some respondents were just fortunate to have guidance from their previous superordinates. They received guidance in running schools and encouragement to apply to headship positions. Their previous superordinates were females who were supportive, cooperative and compulsive.

> *I was lucky because I had a female principal who was willing to teach me and was willing to answer my questions related to principal jobs.*

In their attempt to occupy their principalship roles, those principals did not have any assistance from their superordinates or even from their colleagues. They prepared themselves to broaden their horizon regarding leadership by attending leadership training program.

> *I prepare myself by actively joining a leadership training program.*

Alternatively, those principals realized the importance of continuing their study to a higher level. However, they have to be able to manage their time between teaching and domestic responsibilities.

I continued my study to a university while teaching. It was such a difficult time for me to complete it, since I had to be able to manage my time. Time for teaching, and domestic responsibilities.

Recruitment problems. Recruitments constitute the main problem discerned by both respondents in affecting their intention to apply. There were several problems related to the recruitments as indicated by participants; unclear and complicated procedures, seniority, collusion and nepotism.

To apply for principal is wasting time and energy due to its complicated procedures.

In addition to that , teachers reported that they can not apply for the position because they have not reached a seniority.

I have not reached a seniority. I am a new teacher, so the chance is less

A new and a rather surprising evidence emerged from both of the respondents is that the existing and prolong practice of collusion and nepotism in the selection process. If someone wishes to become a principal, she just simply pay some amount of money to the hiring panel members.

I did not have any connection to the hiring panel members, therefore I had to pay some amount of money.

Despite a lot of concerns regarding the recruitment procedures, many participants remained showed their optimism to succeed to reach their leadership careers. This can be embodied when the recruitment processes is held fairly in the future. Participants did expect that the dirty practices should be eliminated or minimized.

Remove familial relationship in selecting a candidate. No more bribery. Base the selection process on the achievement of candidates.

Discrimination. Both participants found that there has been a discriminatory action imposed to them when they intend to apply the headship positions. Ethnicity and gender were the problems they reported.

I am from minority ethnic in Makassar, I am afraid to be neglected. The hiring panels have been dominated by men. Place equal proportion in the number of

women and men in the hiring panel committee.

Regardless all hurdles confront by female teachers and principals, there are still avenues for them to become a head of a school. Participants from principals gave suggestions and strategies to overcome the hindrances.

Prepare yourself with knowledge of leadership and experiences in managing schools. Never give up trying.

Discussion

The pattern in this sample is an indication of wider phenomena of the barriers confronted by women in elementary schools in Makassar related to their leadership aspirations. More women teachers were unwilling to apply for a principal positions. Literature studying why women are underrepresented in top positions in education management, addressed the problems of sociocultural and institutional barriers, (Hill, 1995; Shakeshaft, 1989; Smulyan, 2000). These barriers are present in Makassar. My research found that women who aspired to become a principal had a strong internal motivation as they believe their own leadership abilities. From the research, it comes to light that internal and external motivations had considerably positive influences on enhancing leadership careers of respondents. From qualitative data from successful principal respondents revealed that they had their current positions by their own efforts. They watched the way their previous principal worked, attended leadership training programs and continued their study to a university, even though they had to struggle to manage their time and money.

There were many procedures in selection process that needed to be revised. The evidence from qualitative data as well showed a surprising phenomenon that the recruitment procedures had been marred with corruption practices and had been the big concern or obstacle that blocked their way into principal positions. Most of the respondents reported that they have to provide some amount of money to the hiring panel members in order to win the competition among other candidates. In addition, some of them were just lucky to have their relatives in the hiring panels, so they had a better chance to succeed. Based on these problems, participants expressed their expectation that the selection process should be based on the achievement of candidates through test fit and proper test and there should be an equal proportion in the number of women and men as the hiring panel members.

Drawing from the results of my research, it has provided us with information that it is not the personal or individual barriers that discouraged women teachers and principals to apply to principal positions, but external factors related to institutions and sociocultures.

The findings revealed factors deterring female teachers from holding principal positions at elementary schools in Makassar.

It is expected that the results of this study may help to shed light on the underrepresentation of females in school leadership roles in Makassar and to provide some indications of directions that could be pursued to address this imbalance. Results may also provide an indication of what additional steps may need to be made taken to clean pathway to pursue their leadership roles. For authorities the results may be used for policy revision within the Makassar educational system.

Summary and Conclusion

The results obtained from this research could not be generalized to the whole population. The results of the research are only valid for the sample. In addition to that, in the analysis of data many variables were not controlled. The analysis only controlled aspects of sociocultural and institutional barriers with their effects to female teachers' aspirations to be a principal. Variables, such age, education, and marital status, leadership styles were not controlled. These variables may be involved in analysing the relationship between age, education, and marital status to the leadership aspirations of teachers. Research on underrepresentation of women in top positions in education management may be complicated, since it covers a wide range of aspects of themes that should be paid attention to. The research has several limitations in terms of the controlled variables, such as age, education and marital status, and leadership styles due to the limited amount of time that researcher had. Based on this reason, future research concerning the topic should be paid more attention to these variables.

Acknowledgement

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Table 1.

Descriptive Information Regarding Four Disincentives to Leadership Careers

Scale Name	Description	Questionnaire Items
Cultural expectation	The extent to which cultural expectations impacted their intention to apply principal positions	14, 15, 16, 24
Family responsibility	The extent to which family responsibility affected their leadership aspirations	17, 20, 21, 22, 23
Recruitment procedures	The extent to which recruitment procedures would give them a better chance of being selected as principals	12, 18, 19
Lack of support from school systems	The extent to which the roles of superordinates discouraged them to pursue leadership aspiration	25, 26, 27

Table 2

Validation data regarding two types of motivations to leadership careers

Scale Name	Cronbach (α)
Internal motivation	.72
External motivation	.70

Table 3.

Leadership Aspirations of Female Teachers

Category	Mean	Standard Deviation
1. Actively pursuing	2.95	1.52
2. Would be interested	4.08	1.59
3. Satisfied	5.05	1.37

Table 4.

Correlation Between Internal Motivations and Leadership Aspirations of Respondents

	Leadership Aspirations		
	Actively pursuing	Interested to Apply	Satisfied
Internal Motivation	.045	.025	.036
Self-Confidence			
Readiness	.057	.050	.24
Opportunity for professional	.015	.006	.038
development	.013	.019	.151
Readiness for professional	.33	.056	.038
development	.066	.078	.058
Knowing what to do	.035	.167	.053
Having a mentor			
Knowing the barriers			

p<0.5

Table 5.

Correlation Between External Motivations and Leadership Aspirations of Respondents

	Leadership Aspirations		
External Motivation	Actively pursuing	Interested to Apply	Satisfied
Cultural expectations	.062	.026	-.087
Courage to break cultural expectation	-.003	.-052	-.050
Sanction	-.005	.519	.018
Mentor	-.050	.404	.-.020

p<0.5

Table 6.

Eigenvalues of Incentives and Disincentives to Pursue Leadership Aspirations

Component	Initial Eigenvalues			Extraction Sums of Squared loadings		
	Total	% of variance	Cumulative	Total	% of cumulative	Cumulative %
X1	2.733	30.369	30.369	2.733	30.369	30.369
X2	2.418	26.866	57.235	2.418	26.866	57.235
X3	1.22	13.453	70.688	1.211	13.453	70.688
X4	1.016	11.286	81.975	1.016	11.286	81.975
X5	.706	7.839	89.814			
X6	.380	4.227	94.041			
X7	.309	3.435	97.477			
X8	.183	2.208	99.505			
X9	.045	.495	100.000			

Table 7.

Component Matrix of incentives and Disincentives to pursue Leadership Aspirations

| | Component | | | |
	1	2	3	4
X1	.904	-.017	.059	-.074
X2	.125	.853	.010	.374
X3	.704	-.427	.256	.119
X4	.029	.226	-.834	-.219
X5	-.286	.602	.504	.092
X6	-.322	-.648	.200	.298
X7	.066	.555	.363	-684
X8	.591	.563	-130	.461
X9	.930	-.219	.055	-.174

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Table 8.*Data From Scales to Assess Barriers to Applying for*

Principalship

Scale Name	Rank by Factor
Cultural expectation	1
Family responsibility	2
Recruitment procedures	3
Lack of support from school system	4

WOMEN AND SCHOOL LEADERSHIPS:
Factors Deterring Female Teachers from Holding Principal Positions at Elementary Schools in Makassar

1. What is your current position?
2. Are you working in your area of specialization?
3. What grade are you teaching?
4. I am satisfied with my current position as a teacher/a principal
5. I would be interested in a promotion to be a principal/a superintendent
6. I am actively pursuing to be a principal/a superintendent
7. I believe that I would be suited to become a principal
8. The step I need to take to be successful in a bid for the principal position are clear to   me
9. There ample opportunities for me to receive professional development training that would prepare me for leadership positions.
10. I would be interested in receiving additional professional development training to prepare me for leadership positions in my school.
11. I am aware of what I would have to do to become a principal.
12. Having a mentor would be very helpful for me in helping me to pursue my leadership aspirations.
13. I am aware of any barriers or obstacles that could stand in the way of me becoming a principal.
14. Cultural expectation that women will not assume leadership positions has affected me and helps explain why I have not pursued the principal position.
15. I would have to brave to break the social expectations of me if i were to apply for a principal position.
16. There would be sanctions if I were to break these social rules and applied for leadership aspirations.
17. I would need more family support for me if i were to pursue becoming a principal.
18. Having a mentor would be very helpful in helping me to pursue my leadership aspirations.
19. I realize that paying some amount of money would give a better chance of being selected as a principal.
20. The social barriers to do with my domestic situations discouraged me from pursuing my leadership positions.
21. The social barriers to do with my lack of support from my domestic partner discouraged me from pursuing my leadership positions.
22. The social barriers to do with my family responsibilities for child care discouraged me from pursuing my leadership positions.
23. The social barriers to do with my extended family responsibilities discouraged me from pursuing my leadership positions.
24. The external barriers to do with the society's view of women as unsuitable for leadership discouraged me in pursuing my leadership aspirations.
25. The external barriers to do with the system's lack of support for leadership discouraged me in pursuing my leadership aspirations.
26. The external barriers to do with the lack of encouragement from my superordinates discouraged me in pursuing my leadership aspirations.
27. The external barriers to do with my school system itself discouraged me in pursuing my leadership aspirations.
28. Could you please describe the things you believe you would have to do to become a principal in your school system?
29. Could you please describe any kinds of sanction you could receive if you   pursued the principalship?
30. .Given the present situation in your school system, how likely is that you could be successful in achieving a principal position if you were to pursue
31. Please describe the reasons for your response in question 29?
32. In what way do you think the recruitment process should be revised?
      33.Could you please describe what kind of discrimination you may face if you were to pursue a principal position."
34. What changes in the recruitment for principal process would you like to see in the future?
35. What advice would you give to women who wish to be a principal? What should they do and how should they prepare?
36. Could you please describe factors that contributed to your success in becoming a principal in your school system?
37. In what ways do you think the recruitment process should be revised?
38. Please share your advice to any women who wish to be a principal.   What should they do and what should they prepare.
39. How did you plan and develop your career to prepare for the principalship.
40. What were the most influential experiences in your success at gaining a principal position?