

A Grounded Theory Study of Cultural and Social Factors Associated with Demand and Sizes of Middle School Female Principals to Assume Senior Leadership Positions in High Schools in Fayoum Governorate	عنوان البحث
مجلة كلية التربية – جامعة بني سويف	أسم المجلة
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<p>This study aimed to identify the perceptions of female middle school principals about cultural and social obstacles that prevent them from assuming leadership positions at the high school level. The study employed the grounded theory method to achieve this aim by interviewing ten female principals of middle schools in Fayoum Governorate in 2019/2020. The results represented six main factors that constitute prominent cultural and social obstacles that prevent female middle school principals from assuming leadership positions at high schools. The first obstacle is the lack of objectivity and clarity as well as the ambiguity of selection criteria of recruitment competition and its procedures, which usually lead to the selection of unqualified principals to lead schools effectively. The second obstacle is the inability to coordinate multiple and conflicting roles. Moreover, the troubled relations between female directors and top management constitute a major obstacle. The third obstacle is the lack of an administrative role model for the female directors. The fifth factor is the failure to develop a professional identity, which constitutes basic obstacles for women to assume leadership positions. Finally, the sixth obstacle is the challenges of the working atmosphere at high schools. Thus, the study reached a theoretical vision (a theory that needs to test its elements quantitatively) that explains the obstacles that prevent middle school principals from assuming leadership positions in secondary schools, with a set of proposals to overcome these obstacles.</p> <p>Key Words (Grounded Theory, Cultural and Social Obstacles, Leadership, High School Principals)</p>	الملخص انجليزي