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Business Administration

**WHAT ARE THE FACTORS THAT AFFECT THE
FEMALE DIRECTORSHIP IN HIGHER
EDUCATIONAL INSTITUTIONS?
A DESCRIPTIVE RESEARCH STUDY OF
TÜRKİYE PRIVATE AND PUBLIC
UNIVERSITIES**

Abdallah B.A. THIAB

Master's Thesis

Supervisor

Assoc. Prof. Bengi YANIK İLHAN

Istanbul, 2023

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The thesis titled WHAT ARE THE FACTORS THAT AFFECT THE FEMALE DIRECTORSHIP IN HIGHER EDUCATIONAL INSTITUTIONS? A DESCRIPTIVE RESEARCH STUDY OF TURKISH PRIVATE AND PUBLIC UNIVERSITIES prepared by ABDALLAH B.A THIAB submitted on 10/08/2023 has been **accepted unanimously** for the degree of Master of Arts in Business Administration.

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I hereby declare that all information and data presented in this graduation project has been obtained in full accordance with academic rules and ethical conduct. I also declare all unoriginal materials and conclusions have been cited in the text and all references mentioned in the Reference List have been cited in the text, and vice versa as required by the abovementioned rules and conduct.

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ABSTRACT

WHAT ARE THE FACTORS THAT AFFECT THE FEMALE DIRECTORSHIP IN HIGHER EDUCATIONAL INSTITUTIONS? A DESCRIPTIVE RESEARCH STUDY OF TURKISH PRIVATE AND PUBLIC UNIVERSITIES

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In today's world, women are playing an important role in all fields; the role of women in the education sector is crucial. The higher education system helps build the future of our young generation; Higher Education institutes provide education, but they tend to provide practical knowledge that will help students in their careers. In university, women's participation is also incredible; they are also playing their part in the development of students. The current study aims to explore the role of Female directors in Turkish universities. And how much they are contributing as academicians. The study's objective is to explore the challenges faced by Female directors in Turkish universities. For this research, we are conducting a qualitative research method. Moreover, we have collected data from Turkish Universities and drawn results accordingly.

Using detailed information gathered from the University Council for the year 2022, we use logit regression analysis to estimate the chances of having a Female dean in a faculty. As independent variables, we use the type of university (public or private), the ratio of academicians, the province of the university, the type of faculty, and the foundation year of the university. The results show that the slope of the number of Female academicians in the faculty and the total number of academicians is significant, based on the significant value of

both predictors. Both independent variables predict the dependent variables well. Moreover, the results of the research study reveal that the independent variables, gender difference, family and societal pressure, other responsibilities, as well as the environment in private and public universities imposes a greater impact on the probability of Female dean in the universities and at director level. The ratio of Female deans in private universities is increasing and in public universities their number are low. With respect to cities Izmir and Ankara are leading ones to have more Female dean in the both type of universities. The environment, security, and maintenance of law and order in private universities seem safe and secure for Females to pursue their careers at the Directorship level. So, the percentage and probability of Female deans in educational sciences are high and greater as compared to other departments and fields.

Keywords: Female, Directorship, Factors, Higher Education Institutes, Turkish Universities.

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1. INTRODUCTION

Women play an important role in increasing the human capital of a country. Increasing human capital leads to increased growth and development, maybe through higher participation in the labour market and different institutions. In higher education institutes, their contributions are remarkable, as well. Education level and work experience are the most prominent factors in determining the status of both men and women. Thus, the number of female directors at instructive establishments throughout the nation is somewhat low when contrasted with their male partners in the educating region. However, the situation is quickly improving as more females get advanced education; there is gender dissimilarity in the service's top posts.

Our research focuses on Turkish universities as an institution and the contribution Turkish women (as the labour force) are making to higher education. They are playing a significant role in many higher educational institutions, especially as students; they are preparing themselves as a work force for the future. Despite this, people keep on standing up to challenges in adjusting their expert and family life obligations; by and large, Turkish women have less participation in directorship. Nevertheless, because women frequently hold lower positions, they make critical commitments to the country's improvement. They are the establishment of society and, like their male partners, have the characteristics and fitness to execute administrative obligations and obligations.

Currently, the situation is ideal for female research collaboration, putting the country on par with industrialized nations. This is surprising, considering that Türkiye has few genders orientation-related issues in the essential and optional degrees of instruction, especially when contrasted with these more settled western nations. In our research, emphasis is given to the director's role in education, as their abilities and capabilities affect productivity. Thus, women's roles are crucial in university management or decision-making. However, some factors limit the role of women in the directorship:

- a. Gender discrimination
- b. Family commitment
- c. Social burden or pressure

d. Nonflexible time etc.

These factors are discussed in detail in the next sections. Türkiye is an exceptionally strict country, and religion significantly affects Turkish culture and social lead. As a result, the administration has been completed in Türkiye or Europe. Therefore, this study examines the approaches of women's commitment to education intuitions. We look at the recent trend of women in the workforce at the directorship level in higher education institutes.

1.1 THESIS SUMMARY

In the first chapter, we will discuss the background of the research and subject. We will explain the subject-relevant concepts, such as what is the role of women in higher education institutes in Türkiye. This chapter presents the factors that limit their role, and the objective of this study is also discussed in this part. Relevant research questions are developed; the motivation and methodology of the research are explained here.

The second chapter discusses the research's literature review and theoretical framework. It discusses the theories and literature pertinent to the topic. The findings and results of previous research on Turkish higher education institutes are also discussed. The hypothesis for this thesis is developed and explained in detail after the theoretical framework is explained.

It is critical to discuss the situation of Turkish universities in this study. Türkiye's university situation, the programs offered, and the best university in Türkiye are discussed in Chapter 3. The fields or areas of study are discussed. This section also discusses the lifestyle, facilities, learning, grants, and opportunities available to national and international students.

Chapter 4 discusses the methodology that we select and the specifics of how we conduct research. The data collection method, research design, target population, and other relevant details are covered in this section. This section of the thesis describes the data collection procedure and sample size in detail.

Chapter 5 presents empirical data collected with analysis; the conceptual framework is analyzed based on the data collected. Regression, or linear analysis, is represented here. Empirical data is compared to theories to analyze the conceptual framework and hypotheses.

The results of detailed data analysis are written here, and research questions are answered in chapter 5.

The last chapter, Chapter 6, discusses the research and conclusions made from overall studies. Overall discussion about research is described here relevant to research findings and results. In the end, the thesis is concluded.



Figure 1.1 Thesis Outline.

1.2 INTRODUCTION

This chapter begins with the overall background of the subject; discusses the important aspects or terms like women's role as directors in higher education and factors affecting their role are explained. The problem area is mentioned in the objective, and research questions are developed accordingly. The motivation of the research and brief research methodology is also discussed in this section.

1.2.1 Role of Women in Academicians

Many research studies are conducted on women's education and role as academicians. In the present research study, the researcher analyses the factors that limit the role of women in higher-level positions. This research aims to see the effect of these factors on women in society. This research study was developed at higher education institutes in Türkiye. Education is a crucial indicator of a woman's position in society. A study done by Hulton et al. in 2001 indicated that training, particularly for females, is altogether associated with further developed wellbeing, as well as lower fruitfulness, baby mortality, and grimness rates (Hulton, 2001). Exercise, as per them, may empower women to assume significant roles in dynamics inside the home, local area, and society on the loose. Another research by Bradley in 1988 said that perceived social and strict convictions have effects on female instruction

(Bradley, 1988). She tracked down that in Arab nations, colonial and authoritarian regimes prompted tight gender isolation at school and work, with females instructed in single-gender schools by female instructors and restricted to an educational program that esteemed home financial aspects over science and arithmetic. As indicated by her, this didn't instruct females for full and equivalent cooperation in the labour force, restricting their expert choices. Bradley also found that parental consideration and support play a critical part in maintaining girls in school. In customary networks, guardians have insignificant professional assumptions for their girls and frequently believe schooling to be risky for women.

Comparative examinations in Syria tracked down that most guardians needed their girls to be housewives or needle workers. According to Eagly (1987), anticipation is essential for the socialization cycle; people act as per social assumptions regarding their gender, and the suspicion that women would be more caring and relationship-oriented than guys considerably clarify contrasts in administration techniques dependent on general orientation. The detriment of this cycle, from a female perspective, is that the possibility of women as sustaining may prompt a legitimization of women doing supporting jobs while guys customarily take administration obligations. Women's commitment to the headway of various spaces of the human undertaking couldn't possibly be more significant. Women have made gigantic commitments to their nations' endurance and success. For instance, during Ghana's pre-autonomy period, Nana Yaa Asantewaa, the sovereign mother of Ejisu, remained steadfast in shielding her kin's freedoms. Margaret Thatcher of the United Kingdom and Indira Gandhi of India took over as Prime Ministers of their particular nations. Sovereign Elizabeth II of England is the most recognized and longest-serving sovereign throughout the entire existence of the worldwide administration. A lot more women have taken up influential positions lately. According to Carnovale (1993), women have restricted places of authority inside the United Nations (UN) framework. In 1993, for instance, only six of the 179-part countries were driven by women. There were only six women among the 184 ambassadors in 1995 and seven by mid-1997.

The Ghanaian Times in 1995 determined that, what's more, only four of the 32 UN-specific organizations were driven by women. In Ghana, Justice Bamford-Addo, a previous Speaker of Parliament; Madam Elizabeth Villars, a business person and software engineer; and the current Chief Justice, Mrs. Justice Georgina Woode, are eminent women with extraordinary initiative notorieties. Notwithstanding the achievements of various women from the

beginning of time, both ancient and present-day, women keep following men in positions of authority in an assortment of human undertakings. Despite representing 51.04 percent of the country's general populace, women hold only a few significant pieces of power in Ghana's political scene (Ghana Statistical Service, 2002). Since the beginning of the popular participatory government, the gender cosmetics of Ghana's parliament have been consistently male-overwhelmed. In 1994, only 348 of the 12,869 Assemblymen and women were women, showing an absence of female representation. The situation is similar in the instructive area. Women make up a small percentage of the instructive foundation managers in Ghana. A couple of women stand firm on high-level chief footings in the Ghana Education Service (GES). Women prevail as teachers and lecturers in nursery and grade schools, with only a couple of exemptions filling in as directors. A couple of women fill in as heads at the junior high school (JHS) and senior high school (SHS) levels. The circumstance is comparable in universities of training and polytechnics, where female chiefs are almost non-existent in contrast with their male associates. For instance, as per public information, in 1999, 43 women were taking off 438 SHS heads. Just eight of the 38 principals at the colleges of education were female. Moreover, only 52 of the 153 directors working in different assignments, from base camp to area workplaces around the nation, were female (Ghana Education Service, 1999). The main female Director-General from the association's initiation in 1974 till now was appointed in December 2002.

The current study aims to explore the role of female directors in Turkish universities. The study's objective is to explore the factors that affect female directors in Turkish universities.

1.2.2 Role of Female Directors in the Higher Education System

According to Hallinger (2003), the topic of the informative initiative was properly researched during the 1980s and 1990s. (Murphy & Hallinger, 1985). (McEwan, 2009) said that there is an assortment of strategies and ideas for clarifying educational administration, a model that can be utilized to direct authority hypothesis. As indicated by Murphy (D.J., 1990), an informative initiative is the centre's conduct in schools that advances and works on the instructing and learning process according to instructors, understudies, guardians, school plans, and the executive's board of schools, offices, and schools (Walker & Hallinger, 2013), made the Key Guidance Evaluation Tool (PIMRS), which has been utilized in more than 175 reviews throughout the planet.

Directors with solid scholarly backgrounds were three times more likely to enroll, select, and retain educators with comparative researcher abilities (Baker & Cooper, 2005). It is critical, as he stated, because financial and instructional strategy research shows that directors with strong scholarly backgrounds produce better understudy outcomes. Ibrahim (2021) discovered that a school's educational environment significantly impacted state-administered test scores and understudy participation rates. The beginnings of instructive explorers as homeroom educators have been seen as influencing administration outcomes. Researchers discovered that the number of years in charge is related to exceptional understudy achievement.

The ideas of a university department hypothesis directorship can be used by informative and explorers to further develop homeroom guidance and set out clear scholarly objectives. There are four variables in instructing and learning standards: 1) To make associations with the understudy's current information structure, showing should begin with content and recognizable experiences; 2) the information given should not change the understudy's intellectual model too drastically; 3) the showing objective is to empower understudies with the capacity to be autonomous, with the option to utilize pertinent data from various sources to address issues and difficulties; and 4) the learning objective is to engage (Makgato, 2012).

According to (Wieczorek-Pochocka, 2020), directors have a high need to build associations and trust among their educators, understudies, and guardians. Numerous researchers utilize different phrasing to build up compelling explorers' profiles, like abilities, skills, descriptors, aspects, and limits. Compelling, informative explorers and leaders assume an essential part in making and encouraging educational improvement in schools. We'll regard the ideas as if they're tradable terms in that they all portray noticeable, assessable, and possibly quantifiable properties in a school chief (Wolf, 2018).

Hypothetical information is pretty much as critical as implicit and experiential information (Botha & von Solms, 2004). Administrators with a functioning handle of training and instructive speculation are better prepared to comprehend instructors' issues when executing the educational plan. Since the informative setting is continually changing, the head, as the informative explorer and leader, should be informed about current changes in the schooling area. Administrators at high-enlistment schools are along these lines confronted with plenty

of contending authoritative and the executives' obligations, restricting the time accessible for direct communication with educators on educational issues.

(Issa, 2015) described how the director's work load affects the adequacy of their educational oversight. Specialized, human, and calculated management abilities are the three fundamental sorts of direction. These ability regions are likewise identified with administrative, instructive, and authoritative obligations. Technological capacities suggest the ability to apply data and techniques to finish specific tasks. Human abilities are the capacity and judgment to work with and through others. The administrator's ability to consider the schools' and instructive programs as an entire is alluded to as calculated abilities. Arranging, staffing, and coordination are, on the whole, important parts of management. Perception, educational plan advancement, and appraisal are everything that should be possible. As per the discoveries (Geleta, 2015), directors' administrative ability was viewed as firmly affected by their managerial encounters.

Thus, we further discuss women's share in the higher education system by analysing data and drawing results accordingly.

1.3 FACTORS AFFECTING WOMEN'S DIRECTORSHIP IN THE HIGHER EDUCATION SYSTEM

1.3.1 Gender Inequality in Türkiye

Numerous researchers have recommended that gender uniqueness in the work environment is mostly the consequence of overseeing rehearsals; these scientists have regularly accepted that directors' gender is connected to the reception of specific practices. For instance, (Nelson, 2019) and (Cohen & Huffman, 2007) contended that the absence of women in influential positions propagates gender differences in the work environment. Under the Ottoman Empire, Türkiye 's modernization (or Westernization) began somewhat more than a century prior, and it heightened after the 1920s (Ukhova, 2015). At the turn of the 20th century, the Ataturk system put Türkiye in the way of specialized, monetary, political, and social modernization (Doan & Yuret, 2011). As a possibility for EU enrollment, Türkiye has entered into numerous concurrences with the European Union (EU) starting around 1964. A few Europeans have opposed Türkiye investment in the EU since they accept that Türkiye has "a particular culture, an alter Türkiye Nate point of view, and an alternate lifestyle"

(Güney, 2005). (Titrek, 2015) mentioned that the broad act of Islam raises the issue of whether Türkiye 's modernization path will be more like that of the United States or that of Europe. The extent of women overseeing high-limit organizations is over 10% in Slovakia, Poland, the Czech Republic, Bulgaria, Iceland, and Norway; this figure differs from 5% to 10% in Türkiye and Italy, and it is a lot lower in different nations. In Europe, women's initiative is still deficient (Kassim, 2008). Moreover, women's commitment to Turkish legislative issues is insignificant. There is only one female bureau (i.e., agency, authority, or company of females) in Türkiye, even though Finland and Spain have separate 12 and 9 female bureaus (i.e., agency, or authority) individuals. The female bureau is the Department of Labor's Women's Bureau, which safeguards the interests of working women, advocates for equality, and promotes quality work environments. Some details are discussed in the next section. As indicated by Keohane & Olmstead (2007), the initiative has been "firmly associated with manliness all through mankind's set of experiences: the ruler, the dad, the chief, and the master are ordinary portrayals of authority." According to the job congruity speculation, activities are viable with socially acknowledged general orientation jobs, and characteristics customarily assigned to leaders are seen as incongruent with those connected to being female (Eagly & Karau, 2002). The split of gender into two standards, as indicated by scholars, implies that one gender is in a place of force and the other is in a place of enslavement. This perspective backs up a "we against them" understanding of gender orientation contrasts; women should try to be more like individuals in places of force, while men should abstain from becoming female and frail, as indicated by this view. Many researchers are noticing the gender inequalities in Turkish education. According to Ferreira, Gignoux, and Aran (2010), unequal opportunities for education are being noticed and investigated in Türkiye. The gender roles are differentiated because of gender and region, which affect adversely girls' education. Inequalities are being measured on different factors, like inequalities in opportunity for educational achievement and family background. General Entropy results indicate that there are unequal opportunities in Turkish education.

Gender inequalities are explained as differences in the labor market and education for each gender (Bertrand, Goldin, & Lawrence, 2010). Previous studies show that when jobs are limited, men get more opportunities for the job than women. These are women's perceived labor market outcomes of working only for pay (Fortin, 2005). Environmental preference determines gender roles and differences. The same is the case in China where Stash and

Hannum's son's preference is high (Zhang et al., 2007). The female labor market situation depends on gender roles, parents' education, and labor market conditions, and these factors affect the attitude of working women (Vella, 1994). Gender values show that women have a working role in countries such as the United States, except Japan, South Korea, Switzerland, and Türkiye, and in some large non-OECD countries such as the Philippines, Iran, and Thailand (Pekkariren, 2012). In developing countries, girls on average have equal or greater schooling attainment than boys, despite lingering gender gaps in school entry favoring boys (Grant & Behrman, 2010). Some educational reforms are being noticed that change the health of children and have an effect positively on girls' education (Dincer & Eichengreen, 2013).

The role of women in social and economic life depends on gender equality; humans are being judged on their personal abilities instead of stereotyped thinking. Equality relates to basic human rights like health education etc. The role of women in Türkiye is changing drastically (Rankin & Aytac, 2006). However, women's participation in the labor market is still low. It is low among developed and developing countries. At the age of 15, 30% of women participate in the labor market and 70% of men are involved in the labor market. In OECD countries, this is the lowest percentage of women. In the labor market, the role of women is bound by traditional culture.

1.3.2 Factors Influencing Female Directorship

The Bargaining for Women's Equality Course Notes identified some common barriers to women's equality (1999). The barriers to women's equality comprise

- a. Family responsibilities.
- b. Discriminatory attitudes.
- c. Harassment of women.
- d. Gender-based brutality.
- e. Racism, fear, barriers to correspondence and proficiency as.
- f. A lack of specific capacities.
- g. Chauvinist structures.
- h. Financial imperatives.

i. Insufficient emotionally supportive networks, and Employment status of "women" occupations alluded to as a women's activist, constraints imposed by good example, such as, Lack of self-assurance and confidence.

j. Leadership/activism mode (Waples, et al. 2008).

According to Waples et al. (2008), fewer women are chosen for higher office because many Americans are not well-equipped to choose a woman for such a position; because women experience governmental issues; and because of women's family commitments. Despite the fact that there are a few obstacles for women, researchers found that women are as effective as men in administrator positions. Respondents to a survey rated seven of the eight administrative ascribes as prevalent or equivalent. As per a Pew Research Center Social and Demographic Trends Poll in the United States, many Americans accept that women are more genuine than men, while only one-in-five accept that men are fairer. Trustworthiness is the main administrative property among the characteristics inspected by the study. Specific researchers have illustrated the overall characteristics of female leaders. Women, as indicated by Santana, Nguyen, Dredze, & Paul, (2015), Claus, Callahan, & Sandlin (2013), place a high value on connections and judge the achievement of their associations dependent on the nature of connections inside them; lean toward direct correspondence; are alright with variety since they are pariahs themselves and comprehend the worth that open-minded perspectives bring; are reluctant (and incapable) to compartmentalize their lives and in this way draw on close-to-home insight; are reluctant (and unfit) to compartmentalize their "Europeanization" is a multidisciplinary idea that has as of late been utilized for EU enrolment; regardless, a typical meaning of what characterizes Europeanization stays troublesome. It's been proposed that women's status in financial, social, and political life might be used as a vital proportion of European organization. This exploration examines whether women in Türkiye are being offered equivalent chances in schooling, business, governmental issues, and policy management because of the Europeanization interaction. There are cultural obstacles to women's administration in Türkiye, Europe, and the United States. Nonetheless, as per Waples, Adams, Bohnsack, & Taylor (2008), individuals' perspectives of positions of authority are changing in the United States: Overall, 6% of 2,250 grown-up respondents said that women make better political leaders than men; 21% said that men make better leaders; and the incredible greater part (69%) said that all kinds of people have similar capabilities. As far as anyone is concerned, there is no comparative review on

how women's authority obstacles were surveyed, and suggestions for defeating them were made.

1.4 OBJECTIVES OF THE RESEARCH AND RESEARCH QUESTIONS

Our research aims to shed light on the academic and dean's roles of women in Türkiye. Women play an important role in academia. It has been investigated that woman with limited roles in upper-level positions face challenges balancing their professional and family lives. Thus, our study aims to discuss and identify the factors that limit the role of women in upper positions. Feride (2006) mentioned that discrimination and organizational culture are challenges for women.

Women in academia face too many challenges, and their labor market opportunities are low. Türkiye is ranked 68th on the gender inequality index. The proportion of post-secondary-graduated females is less than 42% in Türkiye. In Sweden and Norway, women in the academic profession have a better record than in other countries. Female professors have a high rate of 23%, compared to some European countries and the Western United States (Healey, zbilgin, & Alefendioglu, 2005). However, we question whether women have equal opportunities in upper positions in academia. Thus, for this study, the following objectives are formulated:

- a. To explore the total private universities in Türkiye.
- b. To explore the location of private universities.
- c. To identify the female ratio of these universities.
- d. To identify the total lecturers, present at the university.
- e. To identify the total number of departments in each university.

The research questions are as follows:

- a. What is the female faculty ratio in Turkish universities?
- b. What factors affect women being director or deans in the facility?

1.5 MOTIVATION OF THE RESEARCH

Empirical evidence revealed investment in human capital as a major factor that holds great importance in a country's economic growth. Education has surfaced as a major hurdle in the

development of people as individuals in society. Therefore, the focus has been diverted to improving literacy rates and making individuals skilful, leading to productivity within society. Studies have revealed that a higher level of education is expected to increase the chances of high incomes and quality jobs. The role of a director in academia is not yet well researched. Though it holds empirical evidence, it is negated by some scholars. However, most research has been done in the Western World's context, including the developed countries or in the service sector, including health, police, and banking departments. The scarcity of studies on directorship in academia is the motivation behind this study.

1.6 DATA AND METHODOLOGY

In this study, the data was collected from open resources from Turkish universities. The data is analysed and processed with SPSS. The data has been analysed using software such as SPSS and Logit analysis and discussions on the available data with past conducted studies relevant to the current research study. The logit model is used for only two possible outcomes on variables and linear predictor variables. Correlation explains the strength of the relationship among the variables, and probability is analysed by using regression.

2. LITERATURE REVIEW

This chapter explains the relevant theories from previous research according to research questions that are explained in Chapter 1. The first section explains women's role in higher education in Türkiye, the second section is about female education in higher education institutes, and the third section discusses women's distribution in a different field. The hypothesis of research studies is also developed in this chapter. In the last section of chapter 2, the conceptual or theoretical framework of the thesis is developed.

2.1 WOMEN IN HIGHER EDUCATION IN TÜRKİYE

Turkish women researchers have procured a name for themselves in the country's numerous higher instructive organizations, especially as far as enlisting and preparing. Regardless of this, people keep on standing up to challenges in adjusting their expert and familial obligations; by and large, Turkish women are underrepresented in the work market (Acar 1993). This figure was assessed to arrive at 30.3 percent in 2015. Türkiye is set 68th in the general orientation uniqueness file, and the quantity of females moving on from post-auxiliary organizations is accepted to be 42% below the EU normal. At the same time, Türkiye positions towards the base in a few general orientation correspondence reviews, the fact of the matter are diverse regarding women's quality in the scholarly world. As per (Healey, Özbilgin and Alefendioglu 2005), Türkiye has a female residency pace of 23%, which they consider to be very high when contrasted with other created Western European countries and the United States. Traveling once more into the past, one may sort out how this occurred.

A college for women was made in 1914 when the Ottoman Empire was as yet inactivity. Women had been denied admittance to advanced education until that time (Wilson and Brewer 2016). After a progression of fomentations, the circumstance changed. When Istanbul University and the ones who went to were initially made, they were housed in independent structures. Literature, Mathematics, and Natural Sciences were among the courses available to the 22 women who were selected. Türkiye confronted a serious monetary emergency following the fall of the Ottoman Empire (soon after World War I), and one of the actions taken to ease the circumstance was to close the women's college (Wenying and Xi 2015) discussed while the of Istanbul University was told to permit female

understudies to go to addresses close by their male partners. The president dismissed this arrangement since it conflicted with Islamic qualities. Accordingly, he concocted another arrangement that would empower women to go to examples on different occasions. The women dismissed this framework and demanded that they get a similar degree and nature of training as their male partners. Coeducation at the University was at last carried out in 1921. At the right time in the 1920s, a few women exploited the financial slump and started instructing. The principal female senior member was selected in 1954, and a female minister was named 20 years after the fact.

Information from the Council on Higher Education (Whitford 2014) said that for the 2013/2014 scholarly year, women made up 42% of the 133,000-researcher staff in Turkish establishments. Most colleges in Türkiye are state-claimed, with women representing 40% of the scholarly staff at these establishments. As indicated by the review, the level of female scholarly staff at private establishments in the nation may be just about as high as half the norms for the EU is 38%, yet the norm for countries like the United Kingdom, Norway, and the United States is 41%.

Moreover, the extent of women in numerous research regions at Turkish establishments is promising and higher than in specific EU nations. For instance, women make up 35% of the labour force in the clinical sciences, contrasted with 17% in the EU. In designing, the extent of women in research is from 20 to 24 percent, contrasted with 8 to 14 percent in the EU. Th Türkiye is proposing that women are more predominant in specific customarily male-ruled fields in Türkiye. These achievements don't suggest general orientation fairness in the scholarly community, especially when extra models are thought of. For instance, just 25% of Turkish women stand firm on the footing of educators, while 35% stand firm on the foothold of academic partners. Above and beyond demonstrates an increment in the rates, which may suggest that women in the scholarly world are experiencing issues climbing the researcher stepping stool as far as advancement. Also, only 14 of Türkiye 's 184 organizations had female ministers in 2014, representing scarcely 8% of the aggregate. At the senior member level, women represent 9% of the positions. Regardless, we feel that the portion of women in researcher callings is on the ascent, especially when differentiated to their support in different fields like assembling. What has permitted Turkish women to make more scholarly headway is one of the subjects that will be tended to straightaway? Thus, the subject of this paper is women's research researchers in Turkish establishments. It centres

on their entire circumstance, just as the elements that add to their prosperity and the hindrances they stand up to. (MEYDAN and YAŞAR 2019) mentioned that it additionally considers specific quantitative disparities in the circulation of women across various scholarly strengths, just as the idea that the scholarly community is a gendered foundation.

2.2 FEMALE EDUCATION TODAY IN HIGHER EDUCATION INSTITUTES

Since admittance to school was impacted by gender, nationality, race, and social and monetary status (Perna, 2005), women's odds of acquiring an advanced education and seeking a logical vocation were principally represented by political, authentic, social, social, and practical factors. Women's researcher instruction and admittance to scholarly professions are significant marks of the instructive framework's level of self-assurance and the extent of women in a country's social qualities. (Chalmers 1972) describes that woman were exposed to many types of segregation. There are instances of women who began their college degrees hoping to be doctors yet wound up as clinical research centre experts, while other people who needed to be researchers were relegated to showing secondary school science.

Moreover, the low extent of women working in logical circles in contrast with their male associates has for quite some time been a wellspring of discontent. Regardless, the quantity of female researcher researchers at Turkish foundations is higher than in numerous nations. The situation of Turkish women in mainstream research isn't interesting to Türkiye. Women are underrepresented in science in numerous countries. All in all, Türkiye is a nation where, rather than other EU countries, the quantity of women with advanced education is low, bias against women remains, and monetary difficulties still win more often than not. The realities remain: exceptionally instructed women are more likely to get a showing position in an advanced education foundation in the country than their EU peers with equivalent certifications. It's an illustration of situational incongruity that should be investigated further.

Table 2.1: The Council of Higher Education (2014), OECD (2015).

Number of students and lecturers	Number of females	Number of males	Total	Rate of female
Among the newly registered higher education	288896	360611	649457	44.5
Among the total number of students	987914	1322004	2309918	42.8
Among the lecturers	32642	49608	82250	39.7
Professors	3141	8527	11668	26.9
Associate Professors	1806	3750	5556	32.5
Assistant Professors	4838	10033	14871	32.5
Research assistants	12916	15833	28749	44.9

Table 2.1 outlines that most women work at lower levels, but it's quite significant that the quantity of female exploration partners has nearly risen to that of their male associates. There are two primary drivers for this, as per (Ozel 2007). The first of these reasons is that guys picked different occupations attributable to the helpless compensation in the scholarly world. As an outcome, women have stepped in to make up for the shortcoming left by these men. The second of these reasons is that women climb the professional bureaucracy at a far slower speed than guys. It is additionally extended that the extent of female researchers would before long surpass 30%. The reasoning for this insight is that after an academician has gotten the post of academic partner, turning into a teacher is significantly easier.

The director should be a in a leading position to hold the responsibility of organizing and managing the issues, problems, and daily routine-based activities, laying up robust techniques for pushing the department ahead positively. The director of a university department can lay out objectives, arrange, program creation, correspondence limit, sharing and participation, and persuade ability to animate imagination and advancement in the educational administration process. The capacity to appoint undertakings as per the idea of each occupation to accomplish high productivity is identified with the workers. An essential authority limit is fundamental to the department's showing exercises, just as rousing picking up, educating, and advancing exercises. leaders' and directors' abilities, capabilities, and limit

straightforwardly affect the results of instructive exercises. Accordingly, the department puts a solid accentuation on creating the executive staff's proficient limit.

As far as female understudies, the quantity of recently enrolled secondary school understudies (44.5 percent) is higher than the general number of female understudies (42.8 percent). If the number of female understudies seeking a college degree develops, there is a solid probability that the number of female researchers will also ascend. Out of the 62,193 researcher researchers in the 2006-2010 academic year, 39,840 were women (Table 2.1). This measurement represents 40.9 percent of absolute scholarly work, making Türkiye one of the most female-accommodating nations in Europe for a college education. Regardless of this, a nitty-gritty assessment of the portrayal of people at different degrees of instruction uncovers that the proportion of women diminishes as we go up the scholarly stepping stool. As a result, women will generally be on the lower end of the range. The number of women filling in as examination partners is higher, though the number of women functioning as lecturers is lower.

Working women were the ones who benefited the most from Atatürk's changes when he framed the Turkish Republic in 1923. Atatürk made huge upgrades in the space of women's privileges and secularism. Young women were conceded equivalent instructive advantages once the Republic was set up in 1923. They likewise had equivalent prospects as far as access to instructive establishments and acquiring testaments, whether or not they were from provincial or metropolitan districts. In 2006, 42 percent of women learning at different colleges in Türkiye were female. As indicated by (Ozkanli and Akdeve 2009), women's privileges by and large, and their right to training specifically, have been a need since Türkiye 's commencement, especially during the regulatory changes, somewhere in the range of 1839 and 1876 toward the finish of the Ottoman Empire, and during the Atatürk time frame somewhere in the range of 1923 and 1938 after the foundation of the Republic. For quite a while, women have had political moving and brilliant possibilities as far as access to and advancement in instructive and logical establishments.

Third, until the last part of the 1980s, Türkiye 's colleges focused more on conveying top schooling. This thought depends on how preceding this time, college schooling was simply accessible to a small level of the populace, making it an extravagance. A framework like this may just benefit young women from rich families over young men from low-pay families.

That is, as per (Braude and Abadan-Unat 1983), instructive separation was predicated on a social hub rather than a gender hub. The absence of a concentrated test likewise added to the entry of women from rich families to foundations.

The ascent of Türkiye 's advanced education industry came when the public authority was encountering monetary difficulties. Subsequently, state-claimed foundations' pay rates and working conditions have weakened in contrast with new private colleges. Scholarly wages were entirely low, to the point that few male researchers needed to work low maintenance to enhance their pay. Accordingly, the researcher calling has lost its allure for some men who are relied upon to be the providers of their families.

These back Reskin and Roos's (Bielby 1993) gender lines proposition, which demonstrates that changing business sector conditions might prompt the feminization of previously quarrelsome occupations. At long last, (Marfo 2017) explained the Turkish government had not expressed any extensive resistance to women instructing in advanced education foundations, nor has it shown any huge stress over women being conceded as understudies to advanced education establishments. Because of the shortfall of male control in advanced education, women had the option to get equivalent and normal permission.

2.3 DISTRIBUTION OF WOMEN ACROSS ACADEMIC FIELDS

Notwithstanding the way that there are a greater number of women in scholarly situations in Türkiye than guys, certain fields stay male-ruled. Women are beginning to barge into these purported male-ruled fields, as indicated by (Ourliac 1988) and the gender hole is diminishing. In light of this present, note that the gender partition in science and innovation is unavoidable in higher education. This is because, for quite a while, women were more inspired by courses in training and sociologies than in designing and regular science. Numerous countries, even those with a considerable number of women in the research calls, are in a comparable situation. Then again, in light of their cultural status, numerous women are more propelled to take up showing positions and different positions, for example, nursing and secretarial obligations to keep a harmony between close-to-home life and calling. The obligations of these positions appear to be an augmentation of their average home errands as a spouse or mother. As (Tekindal 2019) mentioned that even in countries with financial attributes, like Saudi Arabia and Austria, 100% of kindergarten lecturers in these nations

may be women. Because of these predispositions, occupations were partitioned into male and female divisions.

Table 2.2: The Ration Female Lecturers in a Different Field (Source: The Council of Higher Education (2014), OECD (2015)).

Fields	The number of females lecturers	Percentage of female lecturers	Percentage of female professors
Humanities	4157	42.2	39.4
Natural Sciences	3184	42.2	23.8
Medical sciences	13096	45.6	33.7
Social Sciences	7626	39.7	22.8
Agricultural sciences	1217	30	28.1
Engineering/ technology	4522	32.9	18.3
Total	33802	40.6	27.6

Regardless, contrasting the extent of female researchers across different offices at Turkish colleges to the circumstance in different nations shows a significant difference. In certain spaces, there is no guideline, and in others, there is no inadequacy. Women might be found in pretty much every call. Indeed, even in innate sciences, where women appear to be experiencing issues getting through, the quantity of female speakers is assessed to be 42.2 percent, with 23.8 percent of educators in this field being women. In designing, another field in which Turkish women, like their partners in different nations, appear to be experiencing issues breaking into, the number of female lecturers in Türkiye was 32.9 percent, and 18.3 percent of the complete number of educators in that field were females. In correlation, just generally 2.3 percent of Japanese women apply to concentrate on designing, as indicated by (Cinar 1994). The second is the clinical sciences, where female academicians represent 45.6 percent, everything being equal, and 33.7 percent, all things considered. With 39% of female lecturers, language and writing is the main subject where the pace of female educators outperforms that of female academicians, demonstrating that Turkish female researchers have strayed from ordinary assumptions and different sought-after fields of study. Subsequently, the number of female lecturers in this field might decrease soon rather than in different fields.

2.3.1 Women in Academic Employment

(Akiner 2001) mentioned that when contrasted with different occupations, instructing is probably the most secure vocation for a woman in Türkiye since it has lower work hours and longer excursion periods, which helps women keep harmony between their family and expert lives. Aside from being considered appropriate, instructing is also seen as having high esteem among Turkish women, especially since the country's schooling framework keeps on drawing in increasingly more of them. Since the foundation of the Turkish Republic, the quantity of women educated at colleges has expanded. By the 2010 school year, this rate had increased from 7% in 1933 to practically 40%. (Atesok, Komsuoglu and Ozer 2019). The critical inflow of female academicians occurred during the 1980s and 1990s due to the college area's extension, which required extra academicians 24. The number of colleges extended from 29 in 1990 to 70 in 2004, making the business more available. Another possible clarification is that few male researchers quit their callings looking for more brilliant fields in the recently changed economy's private area (ÖZER and KESER 2020)

The extent of women in different researcher regions changes. While their numbers are huge in certain spots, they aren't as recognizable in others. As indicated by (ERGİNER and SAKLAN 2020), the extent of women in medical professions (such as nursing, non-intrusive treatment and restoration, and homegrown science) is very high, however, the quantity of women in designing and farming is exceptionally low. This suggests that puts it, that female researchers Favor handles that are viewed as socially suitable for female's capability.

Table 2.3: Number of Faculty Members in The Higher Education Sector in Türkiye (Source: The Council of Higher Education (2014), OECD (2015)).

Disciplines	Number of women	Number of men	Total	Women%
Natural Sciences	3184	4358	7542	42.2
Engineering/technology	4522	9218	13740	32.9
Medical Sciences	13096	15641	28737	45.6
Agricultural sciences	1217	2982	4199	29
Social sciences	7626	11593	19219	39.7
Humanities	4157	5686	9843	42.2
Total	33802	49478	83280	40.1

Since specialized hardships are seen as regions assigned to guys, women have a low portrayal in design and innovation. Horticulture is another unexpected area, especially given that agribusiness utilizes 70% of Türkiye 's female workforce (Babaođlan 2016). Unfortunately, this isn't rehased in the research on agricultural sciences, where women researchers represent only 29% of the aggregate. Women's business and rank at these foundations change contingent upon measures like the establishment's area and kind. Women make up 47.2 percent of scholarly staff at colleges in Ankara, Istanbul, and Izmir, and 58.1 percent of the complete number of women working. Women represent over the portion of all-out scholarly work in these significant urban communities, with 46.4 percent of the aggregate and 31.4 percent in the others. Essentially, in contrast with different towns, women's achievements as far as rankings are more noteworthy in these significant urban communities. Istanbul, Izmir, and Ankara have a more noteworthy level of female lecturers and assistance professors than different urban communities, particularly at the educator and academic administrator levels. These discoveries do not just show that women in rustic areas have lower levels of training; however, they likewise show that women are topographically stationary (means particularly the characteristic of a land area). Durnali & Ayyildiz (2019) mentioned that it's part of the way because male-centric frameworks in far-off places are more grounded than in urban communities.

Table 2.4: Distribution of Women in The Educational Sector by Ranks (Source: Yok, 2014).

	Istanbul, Ankara	Izmir and	Others
Total	46.4		31.4
Professors	31.5		15.8
Associate Professors	43.8		21.8
Assistant Professors	41.6		25.1
Lecturers	50.9		31.1
Language Instructors	73.2		41.4
Specialists	53.4		36.7
Research Assistant	48.8		37.9
Others	71.4		33.3

Likewise, to the inconsistent circulation of women in researcher callings all through topographical regions, women and positioning contrasts from one college to another, especially relying on whether the organizations are private or public. Women's essence in private universities is about equivalent to that of guys, but they are underrepresented at the scholarly level, as found in

Table 2.5: Distribution of Women in Public and Private Universities (Source: Yok, 2014).

	Public	Private
Total	37.7	47.9
Professors	26.6	18.2
Associate Professors	33.9	35.2
Assistant Professors	30.3	38.4
Lecturers	36.9	51.5
Language Instructors	53.6	74.8
Specialists	44.8	44.5
Research Assistant	42.8	51.5
Others	75	0

2.3.2 Occupational Segregation Index (Osi) In Academia

In writing, the word related isolation record by gender is characterized as $\text{Index} = 12 I |M_i - F_i|$, where M_i is the extent of men in LF who are in this calling and F_i is the level of females in LF who are in this occupation. Accordingly, if the record esteem is zero, nobody needs to adjust. At the point when the file esteem is equivalent to 100, all occupations are either totally male or altogether female. Applying the word-related isolation list (OSI) to information from the Institute of Higher Education (Yok, 2014) and the researcher's Figures (i.e., the figures explored or resulted in the analysis of research study by research) to academicians working all through Türkiye's establishments demonstrate that the measure of segregation is unobtrusive, the scholarly calling has an unreasonable impediment. People are amassed in different regions and positions, with the number of women diminishing as they arrive at the top. An examination of people finds that female academicians at the exploration aide and instructor levels are the nearest to coordinating with their male partners as far as the amount. Therefore, these levels have the most reduced isolation esteem. This is because

women may promptly obtain positions as exploration collaborators since an undergrad college degree is a negligible need.

At the point when we process the OSI by rank and teaches, it is plain as day. The table beneath shows the OSI numbers and rates of people at the scholarly level across a few subjects.

Table 2.6: Occupational Segregation Index (Source: She Figures 2012).

Disciplines	Number of women	Number of men	% of female
Natural Sciences	404	1167	25.7
Engineering/technology	486	2060	19.1
Medical Sciences	2091	3816	35.4
Agricultural sciences	242	995	19.5
Social sciences	667	1795	27.1
Humanities	359	1052	25.5
Total	4249	10885	28.1

This index indicates $\frac{1}{2} \sum |M_i - F_i|$ M_i is the percentage of males, and F_i is the percentage of a female who is in occupation. OSI application shows data from YOK and She Figures (the latest statistics measuring gender equality) from academicians from different Turkish universities; there is a glass ceiling for females in the academic profession. Occupational gender segregation found the gap in earnings of women and men (Swanson, 2005). Men and women are divided into disciplines, and women's participation drops in the highest ranks. Thus, it has been recorded at the highest segregation level.

Most studies on vertical isolation in writing center around advanced education, especially in colleges.

As far as flat isolation, scientists might take a gender at the instructive imbalances among females and young men, just as isolation is hands-on in the market and research occupations. In the new decade, the Western European style of even gender isolation has become progressively unmistakable in Turkish researchers. There have been two primary drivers referred to for this.

Table 2.7: Segregation Index (Source: She Figures 2012).

	Number of women	Number of men	% of female
Professor	4250	10886	28
Associate/Assistant professors	9989	18248	35
Instructors	3898	4290	48
Research Assistant	17453	18883	48
Total	35590	52307	40

Table 2.7 presents the informative statistics in a state of a number of women and men the specific percentage of women in gender isolation in positions of professors, assistant professor or associate, instructors, research assistant, and their total figures.

There is a total of 28% of female professors, 35% female assistant professors, 48% of structures, and 48% of research assistants (Table 2.7). Table exhibits that upward isolation is generally common in agribusiness and designing. At the scholarly level, the extent of female researcher workers is consistently lower than that of their male associates. Accordingly, women are more common in the most minimal phases of researcher professions. The level of female educators among female scholarly representatives goes from 19.1% to 35.4 percent, with the biggest levels found in clinical sciences (35.4 percent). When checking out the various fields of concentration independently, it very well may be seen that the extent of women among grade A scholarly staff was most noteworthy in the clinical sciences, humanities, and sociologies (35.4 percent, 27.1 percent, and 25.5 percent, individually). The rate was least in designing and innovation and farming science (19.1 and 19.5 percent, separately). The result is that the Glass Ceiling in designing and farming is still very high.

The first of these reasons is that Türkiye has followed a neoliberal monetary framework since the 1980s. This has moved government strategy on work market guidelines, just as weakening the state's previous gender correspondence theory, which was essential for a bunch of disintegrating and polarizing Republican convictions.

Second, ideological groups and other monetary associations that went against secularism's beliefs emerged. In direct inconsistency with the thoughts of secularism, these gatherings

and associations called for gender isolation. These two improvements introduced a change in perspective in cultural mentalities that equalled the past organization's idea and system of combatting genderism and segregation. Subsequently, an age of young women graduates and their families have lost confidence in the picture of Republican Turkish women who should be "benevolence" and " leader" in developing the Turkish country in each space of civilization.

2.3.3 Women Leaders in The Higher Education System in Türkiye

Women's Underrepresentation in Higher Education Administration the low presence of women in advanced education organizations may be because of an assortment of variables. The concealed hindrances that hinder able people from advancing in their positions are alluded to as the unattainable rank peculiarity. This word was authored in the United States during the 1970s to portray women's difficulties in their administrative callings. The biased-based impediment peculiarity, otherwise called vertical separation, is an idea begat by (Laufer 2013) to depict the apparent as well as imperceptible obstructions that forestall women from arriving at dynamic situations in organizations.

Glass Ceiling term used in gender and business management; in 1970, it was used in the United States. This index refers to hindering women from qualification, career growth, and getting positions on a higher level in universities, especially on directorship and managerial levels.

The Glass Ceiling Index (GC) looks at women's odds of accomplishing more significant levels in their vocations than men. On the off chance that the list is "1," there is no distinction in advancements among people. The presence of the unattainable rank might be found in the qualities of one. The higher the discriminatory limitation record, the thicker the biased-based impediment, making it harder for women to progress in their professions. As indicated by figures given by the European Union in 2012, no country in 2010 had a biased-based impediment list of "1" or underneath. As indicated by a similar examination, Türkiye 's unattainable rank record was 1.25, somewhere in the range of 2004 and 2010. Regardless of the way that Türkiye has the best discriminatory limitation rating in Europe for advanced education, the glass obstruction for women researchers is a lot higher. It exists at the administrative level, where women want to progress (Cook 2014).

The "tacky floor" was authored to describe the unattainable rank, which is a boundary to women's headway. (Meulders, et al. 2007) explained that the tacky floor is an attribute that keeps women in lower levels of associations. Women can't go up sufficiently high to see the unreasonable impediment, as indicated by (Padavic and Butterfield 2011), and are secured low-level callings due to the "tacky floor." According to Hammersley-Fletcher et al. (2020), Women's headway is hampered by the design of the associations where they work.

Women in advanced education face more prominent obstacles than women in the corporate industry, as per (Kalikoff 2006) then again examines both inside and outside hindrances that women face while seeking an administrative position. These boundaries may incorporate male-overwhelmed work environment schedules and techniques, just as women's convictions of their insufficiency for administrative jobs and thus their reluctance to go after these jobs. Women should likewise pick between kid care, housekeeping, and the requests of the work environment, like extended periods, broadened gatherings, and travel. Different boundaries incorporate concerns that administration obligations might include geological portability, traditional obligations designated to women by society, and a deficiency of good examples and guides for women on the board (Steyn and Steyn 2014)

The causes that make the helpless portrayal of women in advanced education the executives are the very issues that forestall women from accomplishing equivalent advanced education privileges, as per a UNESCO concentrate on "Women in Higher Education Management" distributed in 2003. These components are an aftereffect of how women are found in the public eye. As per a UNESCO evaluation, the primary issue is that only a few women approach advanced education. This unavoidably prompts an abatement in the number of women in administration positions in numerous countries. In specific countries, prejudicial perspectives about women's achievement and progression are the subsequent explanation. (McKeown 1993) explained that different elements adding to women's low portrayal in advanced education the board incorporate customary jobs allotted to women, double liabilities, accomplices' or alternately companions' perspectives, vital breaks in profession improvement because of pregnancy and childcare obligations, men's protection from women the executives, an absence of legitimate game plans in support of women, and the discriminatory limitation condition.

Ozkanli and Ahmet (2009) directed a review at Turkish and Australian colleges to decide why not many women are filling in as ministers. They observed that job clashes brought about by social variables might be a justification for women in Türkiye not chipping in for the executives' positions. There are administrative arrangements in Australia to help the number of female directors. In any case, the shortfall of administrative arrangements in Türkiye that energize women in administration might add to a more modest level of women filling in as ministers.

An exploration led in Türkiye and Portugal took a gander at the effect of general social orientation on scholarly profession development, just as the incongruities in researcher vocation advancement among women and men (Ozkanli and Akdeve 2009), in the two countries, there are no obstacles to women' work headway, yet women develop their obstructions. Women want adaptable working hours with the goal that they might commit more opportunities to their homegrown obligations, as directed by society, which is the reason they are reluctant to take on administration positions

(Ozkanli and Akdeve 2009) examined the social and primary obstacles faced by high-positioning female college directors in Türkiye. This examination observed that gender orientation segregation happens at a few Turkish colleges; yet, numerous ministers are uninformed of the social and primary components that add to oppressive decisions.

Even though there have been a few examinations on the impediments women experience in advanced education organizations, for example, traditional obligations attributed to women, gender segregation, etc., how women manage such difficulties is regularly ignored. There are no particular investigations on the issues looked at by women ministers in Türkiye or how they adapt to them.

In specific European Union countries, (Lopez and LeBaron 2012) recorded some administrative, authoritative, and individual strategies tending to women's inclusion in advanced education the executives. She also found that the best examples of this point are Norway, Sweden, Denmark, and Finland, where huge enhancements in the field of woman's authority in advanced education the board have happened.

Despite the shortfall of rules overseeing women's associations in advanced education on the board, different endeavors are being made in Türkiye to extend the number of women in this

field. The debut "Improving and Strengthening Women's Leadership in Higher Education Workshop" (Öğütüren Güvenç 2018) was held in 2012 at Duzce University by the Turkish Universities Leadership Development Program (TULIP). Through this drive, it was expected to urge female researchers to chip in for the executives and administrative roles. In 2013, the studio was overhauled, and a report on fortifying and redesigning women's initiative and mentorship programs in advanced education was delivered that very year. With the guidance of the Ministry of Family and Social Policies and Duzce University, comparable classes were held in 2014 and 2015. On March 12, 2015, at Duzce University, a board conversation named "Women Leadership in Higher Education: Today and Tomorrow" was held, during which the responses to and recommendations for the deterrents to women's authority were investigated.

2.3.4 Comparison of Türkiye, The Eu, In Terms of Gender Equality in Higher Education

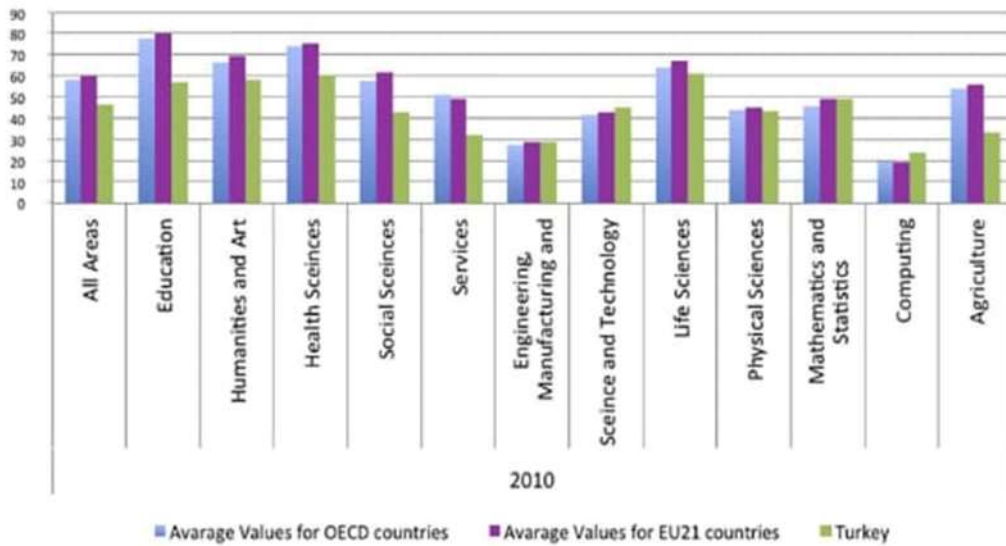
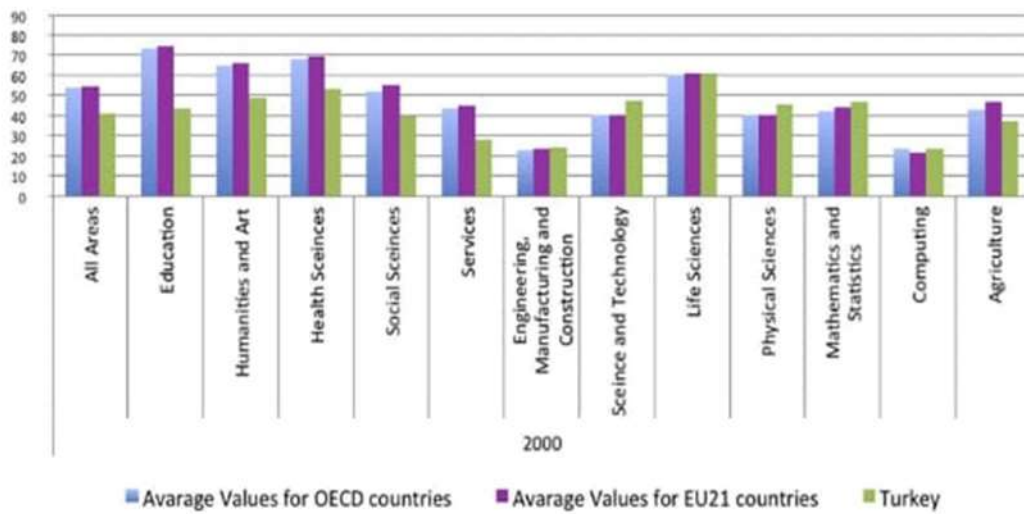
As per the extent of female civic chairmen and city chamber individuals in Europe, Russia has the most noteworthy rate (29.5%), trailed by Iceland (26.7%) and Sweden (26.7%); by correlation, Türkiye is in the lower part of the fourth level (Bergan 2009). In Europe, women make up around 30% of nearby chamber individuals overall; in Türkiye, this figure is nearer to 2.5 percent. As far as women's portrayal in an open office, Spain, Slovenia, and Eastern European countries have equivalent quantities of women and men, though women make up less than 10% of delegates in Germany, the Netherlands, and Türkiye (European Commission 2008). Notwithstanding having the best proportion of female researchers and lecturers in Europe (European Commission 2009), Türkiye contrasts essentially with Europe and other created Western countries as far as women in political, social, and the board jobs, thus defying particular issues. As per studies, the United States encounters similar issues as far as women's commitment to friendly and political life; women in the United States keep on experiencing hindrances in advancing to the high degrees of organizations and governmental issues. Just 2% of Fortune 500 CEOs, 16 percent of all US House of Representatives individuals, 16% of all US congresspersons, 16% of all lead representatives, and 24 percent of all state officials are women in the United States. As far as the number of women in the lower place of public governing bodies, the United States positions in the pack (85th) (Waples, et al. 2008). (Weiss 2010) refer to a few examinations that show the effect

of culture on gender jobs and gender orientation development. Women's mentalities and initiative obligations, as indicated by scholars, are impacted by country societies. Like manly and female activities were character attributes, (Hanna and Deaux 1984) examined them. He asserted that rather than organic gender, people's gender job distinguishing pieces of proof contrast along with the components of manliness and womanliness and that these IDs impact comprehension and conduct (Eagly and Karau 2002) making the job congruity hypothesis in the wake of finishing research in the scope of authoritative settings, contending that job congruity prompts bias and keeps women from getting top influential positions.

In 2012, the proportion of female scientists in advanced education establishments in the EU27 and EU15 was 40%. As far as females with PhDs, these rates are 46% for EU27 countries and 45 percent for EU15 nations individually, and 45 percent for Türkiye (She Figures, 2012). These numbers recommend that Türkiye is performing at a similar level as the remainder of the EU. At the European level, nonetheless, there are contrasts between the many disciplines of investigation of female scientists. Türkiye is one of the better-performing countries as far as the dissemination of female scientists in different regions in this situation. In science, designing, arithmetic, and software engineering, Türkiye has a significantly more grounded female portrayal than most of the EU (21) and OECD countries. This is valid for all Ph.D. graduates, even those in the natural sciences, where the extent leaps to 60%. As per the review, Türkiye has the most minimal "Male Overrepresentation Factor" (1.79) in software engineering among 21 nations (Australia, Austria, Belgium, Czech Republic, Denmark, Finland, France, Germany, Hungary, Ireland, Korea, Netherlands, New Zealand, Norway, Slovakia, Spain, Switzerland, Türkiye, United Kingdom, and the United States) (Ilkit 2005), Figure 2.1 portrays Türkiye 's situation as far as level isolation in researchers from a worldwide perspective. The dissemination of female specialists with a college degree in OECD and EU countries is displayed in this diagram. Factual insights exhibit that, albeit the appropriation of female support specifically areas Favors Türkiye, female portrayal generally is a lot lower than in European (EU21) and OECD countries. Türkiye has more prominent rates of female scientists than the EU21 and OECD standards in designing, science, physical science, insights, math, PC sciences, assembling, and building. Türkiye was in front of the OECD and EU21 in 2000, as indicated by an examination of information from 2000 to 2010, yet the hole between Türkiye and the OECD and EU21 had been restricted by 2010. Female portrayal in material science,

designing, fabricating, and structural designing has diminished such a huge amount in the past 10 years that it is right now lower than EU21. In the fields of science and insights, a comparative pattern might be found. This outcome may be clarified in one of two ways. The first is that new changes in TÜRKIYE's scholarly enlisting systems may have impeded the development of women in STEM fields. Notwithstanding the way that there has been no lawful change in that methodology, the casual components have filled in drive and have started to have an inconvenient role. This may be an outcome of the moderate government's enemy of women's activist arrangements, which have been set up beginning around 2003. The subsequent point is that actions presented lately all through the EU have brought about a more prominent expansion in the number of researchers working in STEM fields.

Relative investigations of women's portrayal at different scholarly levels (A, B, C, D grades¹³), including single man, expert, and Ph.D. levels, show that women start with a lot higher level of portrayal than men at the undergrad level, yet that this rate diminishes at the Ph.D. level, winding up at around 20% for full residency in Europe, outlining a "defective pipeline." In the EU27, female re-show represents 44% in grade C, 37% in grade B, and 20% in grade A posts (She Figures, 2012). Women's portrayal in science and design is essentially lower than in different fields: 32% in grade C, 23% in grade B, and 11 percent in grade A. (She Figures, 2012). In the EU27 overall, women researchers represent only 8% of designing and innovation educators, contrasted with 19.1% in Türkiye. The proportion of female Ph.D. graduates in science and design mirrors this pattern. Women make up 49% of Ph.D. graduates in science and 39 percent in Türkiye, contrasted with 40% in science and 26% in designing in the EU27. This is a promising sign for TÜRKIYE's future development and looks good for the more youthful age (She Figures, 2012)



. Percentages of female researchers with higher education degree among the OECD and EU countries, 2000-2010 (OECD, 2012; Sağlamer, Tan, & Çağlayan, 2013).

Figure 2.1: Women with A Higher Education Degree.

Source: Women's Studies International Forum journal homepage: www.elsevier.com/locate/wsif Gendered patterns of higher education in Türkiye: Advances and challenges (Gülsün Sağlamer et al., 2013)

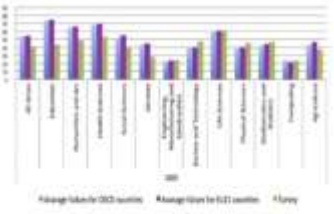
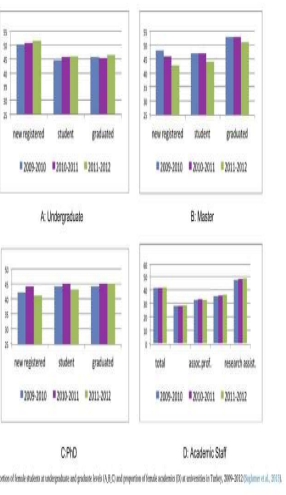
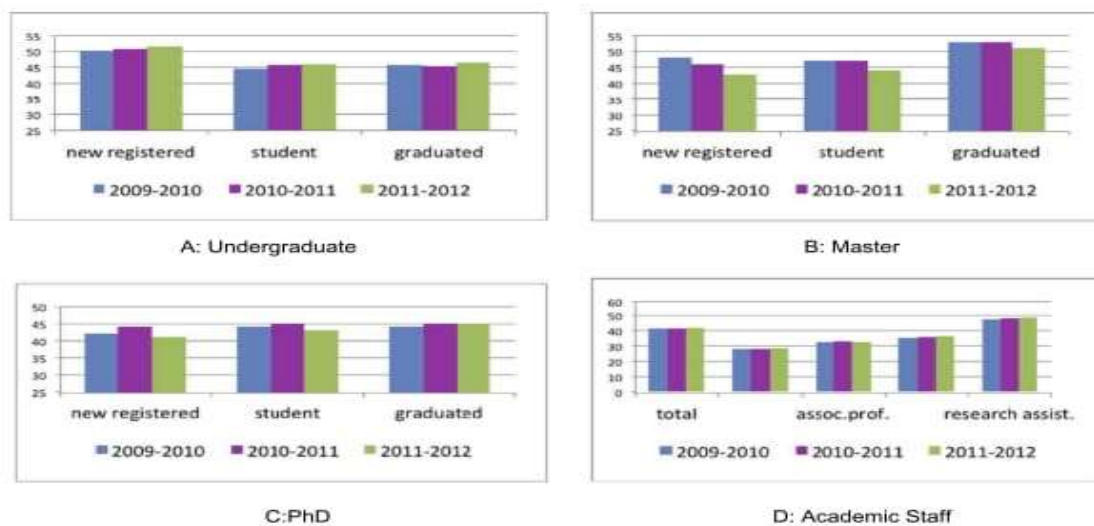
Females with a higher degree	Female Students Figure	Comments	
		<p>Females with a higher degree ratio are shown in figure 1</p>	<p>Femaleacademiess data is represented in figure 2</p>

Figure 2.2: Female Level of Education Ratio.

As per She Figures (2012), Türkiye positions third in Europe as far as female conveyance at scholarly levels, behind Romania and Lithuania as far as female residencies. In any case, the extent of women among academic administrators in Türkiye is below the EU normal. Türkiye has a 35 percent share, while the EU25, EU27, and EU15 countries have 37%, 36%, and 37% individually. Türkiye has a more prominent female portrayal than the standard for partner residencies. At the point when generally speaking rates are thought of, Türkiye progresses admirably, with 40%, which is similar to the normal extent in European countries. In European advanced education, Türkiye has the tightest unfair limitation. The "Unfair limitation Index" (GCI) uncovers that gender orientation isolation continues in even the most industrialized segments of the globe. The Glass Ceiling Index esteem varies between 3.8 (Ireland) and 1.2 (France) at the European level. The record incentive for the EU-27 is 1.8. In Europe, female association in the research range starts at 46% at the associate residency level and drops to 20% at the genius censorship level. As indicated by insights from Türkiye, these rates are 48% and 28 percent, individually. This proposes that Turkish women experience fewer boundaries in research than their European partners. This pattern's attainability to proceed depends upon an increment in female understudies at both the alumni and undergrad levels. Notwithstanding the way that these figures are consistently ascending in Türkiye, they presently can't seem to accomplish the degrees of female commitment found in Europe. In 2012, female understudy inclusion in Türkiye was 46%, contrasted with over

50% in the EU 27 as far as all outnumber of college understudies (Tantekin-Ersolmaz, Ekinci and Saglamer 2006). When contrasted with other European countries, Türkiye falls behind as far as female portrayal at researcher navigation levels. Türkiye had recently 5.5 percent female portrayal at navigation levels in advanced education, as indicated by She Figures (2009), which was the most minimal in Europe. At a similar level, the normal female investment for EU27 countries was 15.5 percent. Just 7% of ministers in Türkiye 's advanced education area were female in 201415. Figure 2 shows Türkiye 's insights on women in advanced education. Female understudy circulation at the alumni and undergrad levels, the level of female specialists at the Ph.D. level, and proportions of female scholarly staff at colleges are displayed here to give a total image of the circumstance in Türkiye. Somewhere in the range between the years 2009 and 2012, there were expansions in the level of female understudies as far as students, generally understudy numbers, and graduate understudies. With regards to graduate degree understudies, nonetheless, the female numbers drop at every one of the three levels (Fig. 2). There was no adjustment in the number of Ph.D. understudies who graduated somewhere in the range between 2009 and 2012, but the level of women among new affirmations and all-out Ph.D. understudies fell. This inclination should be a preventative note for future women's portrayal in the scholarly community.



Proportion of female students at undergraduate and graduate levels (A,B,C) and proportion of female academics (D) at universities in Turkey, 2009–2012 (Saglamer et al., 2013).

Figure 2.3: Perception of Female Students in Türkiye.

Source: Women's Studies International Forum journal homepage: www.elsevier.com/locate/wsif Gendered patterns of higher education in Türkiye: Advances and challenges (Gülsün Sağlamer et al., 2013).

Figure 2.2 shows the measurements for female researchers in Türkiye at different levels. Even though there are little increments at all levels, the pace of expansion in the number of female researchers seems, by all accounts, to be easing back. The ascent in the level of female researchers somewhere in the range of 2009 and 2012 doesn't motivate idealism for what's to come.

2.4 HYPOTHESIS DEVELOPMENT

There are two hypotheses of this study depending on the above research question; there are two hypotheses of the present research study which are written with support from the literature review of the previous research studies on factors affecting the female directorship in Türkiye. These two proposed hypotheses are as follows:

2.4.1 H1. The Ratio of Female Faculty Members Has an Impact on The Probability of a Female Dean

Somewhere in the range of 1930 and 1950, Turkish advanced education was in its early stages. Three new higher instructive foundations were set up in the urban areas of Istanbul and Ankara right now, and the principal female educators began their vocations in the 1932/33 research year.

From that point forward, the number of women working in the scholarly community has kept rising. More colleges were made as schooling stretched out to extra Turkish urban areas all through the 1950s and 1970s. According to (Wilson and Brewer 2016), the number of foundations expanded to eight during this period, and the number of female researchers surpassed the number of female students. As the country developed and created, the requirement for qualified instructors to educate in these organizations filled in lockstep. To connect the researcher split between the nation's less evolved eastern districts and its more evolved western locales, the Turkish Republic started assembling new colleges in the country's eastern areas, a pattern that continued until the 1980s. As indicated by figures from the Republic of Türkiye Higher Education Council, although the number of female

instructors at advanced education organizations in Türkiye used to be around 25%, female understudies at these establishments expanded to around 26%. Thus, there was almost no adjustment in the number of female researchers since the greater part of the recently established foundations was in the eastern piece of the country, which they didn't see as fascinating. A tactical takeover happened during the 1980s, and new advanced education guidelines came. The Council of Higher Education (2014) (YK) was given most of the endorsing experts for advanced education under this law. Numerous foundations were improved and granted college status during this time. Also, various new colleges have been set up. The capacity for people to go to advanced education was broadened because of this turn of events and the previous technique of developing more foundations in the eastern piece of the country, and the hole between the east and the west was limited. During the 1990s, colleges kept on growing at a comparative rate. Notwithstanding the increment, endeavours were embraced to safeguard an equilibrium as far as a spread. Twenty-two new colleges were set up, raising the all-out number of colleges to 51. While these new schools were being set up, consideration was given to medium-sized networks in the nation's east. Subsequently, the level of female understudies expanded to 35 percent, and the level of female academicians expanded to 31.7 percent, as shown in Table 1. Since the 1990s, when private organizations overwhelmed the country, the quantity of colleges has expanded. As per the Council of Higher Education, the nation has 53 public organizations and 25 private colleges starting in 2006. Female understudies represent 42.8 percent of all understudies at these schools, while female educators represent 38.9% of all instructors.

Table 2.8: The Rate of Females in Academicians (Source: The Council of Higher Education (2014), OECD (2015)).

The rate of female Academicians between 1950-2014		
Year	Rate of female lecturers	Rate of a female professor
1950-1951	17.1	3.4
1960-1961	19.7	6.6
1970-1971	21.3	7.8
1980-1981	26	13.9
1990-1991	31.7	20.4
2000-2001	35.9	24.8
2001-2002	36.7	24.7
2002-2003	37.1	25
2003-2004	37.9	25.6
2004-2005	38.3	26.5
2005-2006	38.9	26.6
2006-2010	40.9	28.1
2010-2014	41.3	28.8

A point-by-point examination of Table 2.8. demonstrates that the number of women in scholarly callings has extended rapidly in the past 50 years, as has the number of women educators, which has moved from 3% to 28.8%. Moreover, since the level of female lecturers has reached 41%, it is normal that the number of female educators will increment too. All in all, women's associations in different regions and levels of the scholarly calling will keep on ascending with the progression of time. This shows that the state of women in advanced education in the United States (particularly in logical fields) isn't transient. Despite what might be expected, their current circumstance has gotten safer and formalized after some time.

2.4.2 Other Hypothesis

H2: Being in a private university affects having a female dean

H3: Being in the social sciences affects having a female dean

a. Society's perception of women working

FGD members uncovered how society sees women and men contrastingly in business. Women are relied upon to run houses, plan suppers, and return home "on schedule," as a few of the respondents indicated. Women were likewise marked as "enthusiastic" and "ambivalent," making them inadmissible for administrative roles. One of the respondents said that assuming a woman carried her work home with her; she would be marked as an obsessive worker and somebody who esteemed her work over her family. A person, then again, would be called dedicated, assuming he did likewise. Additionally, among guys, staying late working was viewed as a demonstration of responsibility; however, in women, it was viewed as a manifestation of being an awful spouse, mother, or little girl.

b. Household responsibilities of women

Family obligations, home liabilities, kids' liabilities, and senior considerations were seen as obstacles to women ascending to places of the initiative. Women said that women were relied upon to run houses, plan dinners, and be home "on schedule." One of the members noticed that returning home on time was basic for the enthusiastic, mental, and actual prosperity of the family's youngsters, parents-in-law, and senior individuals. Food, medicine, friendship, and care must be given, and it was difficult to take on any obligations that may make this inconceivable. As indicated by another member, changes in schedules or customs to oblige the prerequisites of working women were not valued in the family. It was, for the most part, the one who needed to change her timetables, needs, and task to oblige to the prerequisites of the family. At the point when one of the members was elevated to a task that necessary a move, he conveyed the protest of a relative. Women likewise comprehended that advancement qualifications emerged at a crucial time in their lives when the conveyance was generally critical. An expert vacation after parenthood was unavoidable, and such breaks high pitch the measure of time needed to compensate for some recent setbacks.

c. Gender discrimination

Women have grumbled about separation and an absence of help from guys in places of force and male collaborators. Men, they said, had places of power and were frequently at the front. Women were named to panels that they said were "intended for women," like inviting guests. One of the members portrayed a circumstance where an undertaking was given no

foundation data, and the chance of finishing the task inside the period (time) was nothing. Male partners consequently used a comparative event to show women's insufficiency. Thus, she surrendered an assortment of occupations and obligations. Women overall accepted that guys in top administrative roles or colleagues didn't completely appreciate their double occupation as functioning women and a housewife. They were also disconnected from tutoring, incapable of paying attention to difficulties and issues, and disliked when they worked hard in the working environment.

d. Difference in Behaviours due to gender difference

Women communicated their disappointment with the treatment and regard they got working. Female specialists needed certainty since they were not urged to take on new undertakings or take risks. A woman who did liabilities herself was marked "bossy" and "predominant," which was disheartening for somebody endeavouring to progress in an administration job. One of the members said that while the kids are little, the mother should be open at home more frequently and may keep on rejecting further work. This produces the feeling that women aren't submitted. Later on, they were not given additional positions.

e. non-flexible timings

Long working hours, deficient leave arrangements, unbendable timings, dark choice strategies, an absence of female portrayal on boards, an absence of independence in an independent direction, bias, and an absence of help, consolation, appreciation, or acknowledgment of administrations all demotivated women from seeking after senior administration positions. Women were supposedly kept out of selections and advancements, as per a few of the members. Women were deterred from taking on genuine situations because of an absence of nearby conveniences like lodging, transportation, medical care, and backing administrations, for example, daycare/old consideration community. Hindrances included the male workforce's pessimistic demeanor and oppressive direct, individual well-being concerns, and an absence of gender orientation sharpening stressing the board programs. One of the members likewise expressed a longing to abstain from causing struggle by voicing worries about hierarchical arrangements; she thought social connections and generosity were considerably more fundamental at work than individual aspirations.

2.5 THEORETICAL FRAMEWORK

From the Literature review and research-related question following conceptual framework is developed. The probability of having a female dean in a faculty is a dependent variable whereas the type of university (public or private), the ratio of academicians, province of university, faculty type, and foundation year of university are independent variables. The target population for this research is Turkish Universities.

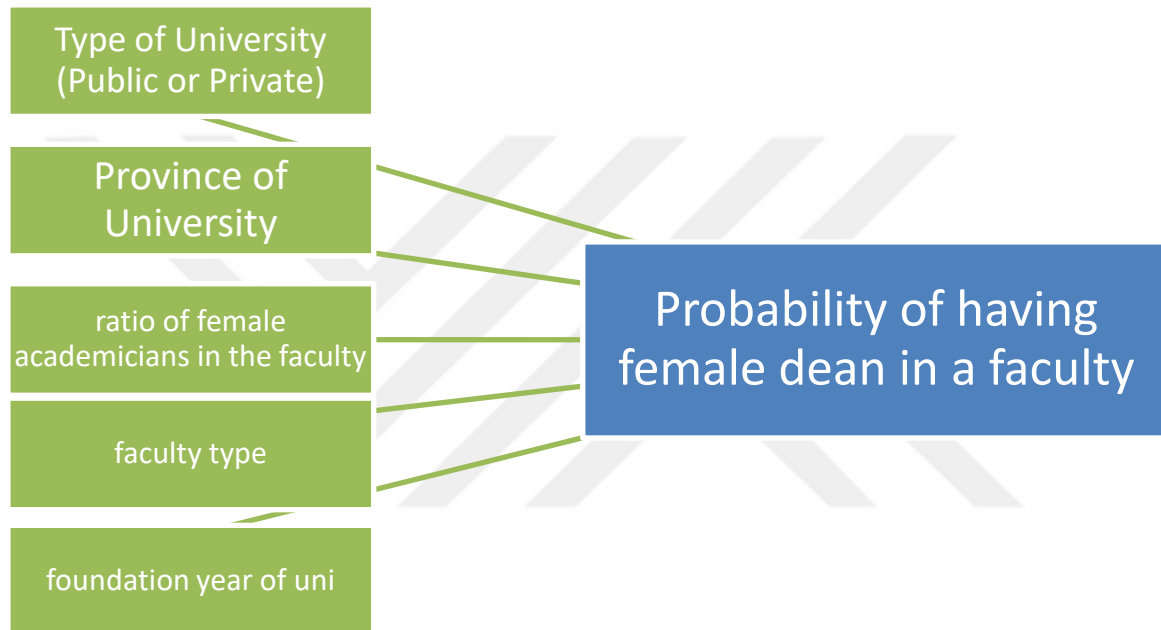


Figure 2.4: Theoretical Framework.

There are five independent variables and one dependent variable in the above figure. For this research, we collected data according to this framework. The above figure shows that there is a positive relationship between dependent and independent variables. Our future research is based on these variables. For example, we will analyse the type of university, public or private, that affects the probability of having a female dean in a faculty. The model shows that all independent variables directly influence the probability of a female dean in a faculty. Like the province of university Istanbul, Izmir and others affect differently on the probability of a female dean. Moreover, faculty type or different fields of studies has also influenced the probability of female dean. For instance, the probability of having a female dean can be

different in medical or art & social sciences as compared to the engineering or IT field of studies.



3. TÜRKİYE'S SITUATION REGARDING UNIVERSITIES

This chapter contains information about Turkish universities. The Program University provides, life at university, and the learning opportunities are all discussed here. The best universities in Türkiye are also discussed. Detail about the Turkish education system and hybrid system that is adopted in pandemics are explained in Chapter 3.

3.1 TURKISH HIGHER EDUCATION INSTITUTES

Türkiye positions second on the planet regarding admittance to advanced education, with a 94.2 percent school enlistment rate. As an individual from the European Higher Education Area, Türkiye is following the Bologna Process faultlessly; our Bologna report is an ideal five out of five. The certification acquired at a Turkish organization is perceived across Europe along these lines! ECTS is utilized as the course acknowledges framework incongruity for European guidelines, and all understudies get a Diploma Supplement. Moreover, Türkiye is perhaps the best nation participating in Erasmus + trade programs. Aside from Erasmus, Türkiye has plenty of trade programs, for example, Mevlana and Farabi, that advance understudy and educator versatility.

3.2 TÜRKİYE'S EDUCATION SYSTEM

As of late, execution evaluation in advanced education has become an interesting issue. (Vidaurre, Bielza and Larrañaga 2013) described the essential drivers of college execution assessment as contests for restricted gathering assets and the longing to build up fruitful organizations. Estimating institutional execution equitably, dependably, and precisely may help with effectively allotting reserves, focusing on research and instructive ventures, illuminating the general population and partners, drawing in forthcoming understudies and scientists, and inner self-assessment and improvement (Ioannidis and Kotzabasis 2007). According to (J. McCormick 2008), policymakers consider execution estimation to be an important initial phase in guaranteeing that college assets are disseminated fittingly/ Both bunching and positioning are utilized to evaluate college execution. The grouping of colleges is regarded as an effective procedure for strategy development in higher education (Kim et al., 2009a). It enables various arrangement approaches and collaboration among foundations and the advancement of systemic and scientific apparatuses for exploration and straight

forwardness for partners and multiple associations (Vidaurre, Bielza, & Larraaga, 2013). At first, colleges were classed by their consistency with the law (legitimate grouping) and their likenesses and contrasts (the Carnegie arrangement); notwithstanding, later characterization reviews have set a premium on presentation, especially in the space of examination. Kim et al. (2009b) said that specialists and policymakers had created typologies of advanced education establishments dependent on qualities. The worth of an order is naturally identified with its planned reason rather than to a true standard for the best classification (McCormick and Zhao 2005). To make a significant grouping framework, we should consider an assortment of viewpoints, including the arrangement's point, the idea of the articles or examples to be classified, the models and information accessible for classification, and the level of distinction (McCormick and Zhao 2005).

Beginning around 2000, worldwide positioning records have earned significant media and public premium. (Harvey 2008) mentioned that rankings disperse interpretable information about colleges, energize contests among them, help in college separation, and fill in as an establishment for quality assessment. Colleges and their partners are affected by positioning frameworks (Thakur , et al. 2007). Legislatures use rankings to distribute money and measure the nature of administrations. Businesses use rankings to pick which graduates to employ. Understudies looking for admission to schools with a solid standing make their choices dependent on rankings. Nonetheless, rankings have been tested for the factors used to build the list. According to (Woodhouse 2007), the essential studies are that positioning frameworks depend on quantitative information rather than critical and important subjective information, utilize dissimilar estimation calculations, neglect to perceive guidance, and disregard institutional variety (van Dyke 2005).

(Mann, et al. 2016) state that exclusively illustrative strategies might miss the mark regarding catching the college's confounded construction. The most effective method for contrasting resources and establishments is to focus on explicit examination areas and use grouping calculations rather than basic positioning. Scientists and policymakers are keen on ordering colleges comprehensively. A European drive ordered the typology's parts as instruction, exploration and development, understudy and staff profiles, and institutional attributes. Five variables were utilized in Australia: instructing and learning, understudy profile, commitment to research, information sharing, and worldwide direction. Australian colleges

were characterized by the Australian Department of Education, Training, and Youth Affairs (DETYA) in 1998 utilizing bunch investigation as indicated by six measures: size, global direction, variety, inward/full-time direction, monetary examination direction, and staff research direction (Valadkhani and Worthington 2006). Since the mid-1990s, the South Korean government has characterized colleges somewhere multiple times. Notwithstanding, these undertakings have had a restricted impact because of their absence of inescapable acknowledgment as classification techniques. The shortfall of an arrangement framework for foundations forces further limitations on researcher examination and strategy improvement.

At first, most of the appraisals focused on colleges' institutional order before moving their regard to research execution and fields (Valadkhani and Worthington 2006). Because colleges frequently have qualities in a single region and lack in another, an entire organization's study is hard. The choice to involve research execution as an ordering rule was made for two reasons: (1) information accessibility and (2) sensibly simple to measure and qualify research results. The number of distributions, the number of papers referred to, the diary sway factor, and reputational rankings are, for the most part, instances of ordinary exploration execution measurements. For example, (Al-Shukaili, et al. 2013) used usefulness, permeability, quality, distinction, and globalization as execution measurements in their review of research exercises. In research execution studies, the absolute number of references ought to be liked than the complete number of articles for further development to build legitimacy. Türkiye 's System of Higher Education Higher training organization has incorporated incongruity with the new Higher Education Law (No. 2547).

All organizations of advanced education were set up as colleges under the support of the Council of Higher Education. The CoHE, as a free element, is liable for administering advanced education. It is accountable for the preparation, coordination, and control of Türkiye 's advanced education framework. Turkish colleges give partner, lone ranger, lord's, and doctoral certificates (YK, 2014). Researcher staff in Türkiye is arranged as Ph.D.-holding workforce (educators, academic administrators, and right-hand lecturers), showing staff (speakers, lecturers), research partners, or backing faculty (subject matter experts, interpreters, training organizers). Since 1984, non-benefit establishment schools have been shaped notwithstanding open foundations. There is a parallel framework involved in public

and private establishment organizations in advanced education. The public authority subsidizes the running costs of public foundations. Sponsoring for establishment foundations comes from various sources, including the organizer, educational expenses, and different types of income. The extent of public foundations in advanced education stays high, and they are essentially supported by the national government (Tosun, et al. 2015). The public authority accounts for public schools without respect for execution assessments. Maybe financing is more intently attached to the size of the foundation than to its exhibition.

3.2.1 Educational Reforms

The Turkish education system is changed to 8-year primary education, compulsory education. Türkiye Grand National Assembly provides support for the implementation of 8-year primary education (Gün and Baskan 2014). The eight-year primary education was implemented effectively, but in 2012-2013, the change was proposed 4+4+4 law and submitted in 2012. This shift has brought changes and expanded compulsory education, as explained by the Minister of National Education (Gençdal 2012). This law is supported and criticized the law. This 4+4+4 law has developed an education system, vocational education, and equal opportunities. According to (Ural 2013), this rule has caused discrimination in social status, and lecturers are also being affected.

After 1960, the number of students increased in universities, and universities were limited. The demand for Turkish higher education increases, increasing the number of private universities. Many people want to get higher education to get raise in income level: space limitation and increased demand for higher education results in an increase in demand for universities. To meet the demand for higher education institutes, in 1965 government granted permission to establish private colleges and universities. By 1978 11 private universities were open. In 1992, the government opened 23 universities and established them in different cities. Government regulations are built to develop universities in Türkiye, and regulations are set because of changing political positions. These regulations support the opening of new universities (Erdoğan 2000).

3.2.2 General Structure

In 1981, the new Higher Education Law improved advanced education in Türkiye (No. 2547). Thus, the framework became incorporated, with all establishments of advanced education associated with the Council of Higher Education (CoHE). Following this revamping, all organizations of advanced education were rebuilt into colleges. Advanced education was extended the country over, admissions to advanced education were united, and a unified college test and situation were made. Alongside state establishments, Türkiye's first charitable establishment colleges made their way for understudies in 1986.

Starting around 2012, Türkiye's compulsory schooling has been divided into three stages enduring 12 years (essential instruction, elementary training, and additional instruction). Pre-grade School Education: It is the deliberate training of kids between the ages of three and five who have not yet arrived at the compulsory elementary. Essential schooling is worried about the instruction and preparing of youngsters between the ages of six and ten. All occupants are needed to finish essential training. It is given for nothing in government-funded schools and keeps going for four years (first, second, third, and fourth grades).

Elementary Education is worried about the schooling and preparation of youngsters between the ages of ten and fourteen. All occupants are needed to finish rudimentary tutoring. It is given for nothing in state-funded schools and keeps going for four years (fifth, sixth, 7th, and eighth grades). Students are educated at the end of grade school about broad, professional, and specialized secondary schools, just like the sorts of work they plan for.

Optional Education comprises auxiliary schools that are either broad or professional and additionally specialized in nature and give four-year courses to understudies between the ages of 14 and 17. (ninth, tenth, eleventh, twelfth grades). Auxiliary instruction is obligatory for all individuals and is given to free in state-funded schools.

Following secondary school graduation, understudies might select advanced education that is predictable with the Bologna three-cycle framework.

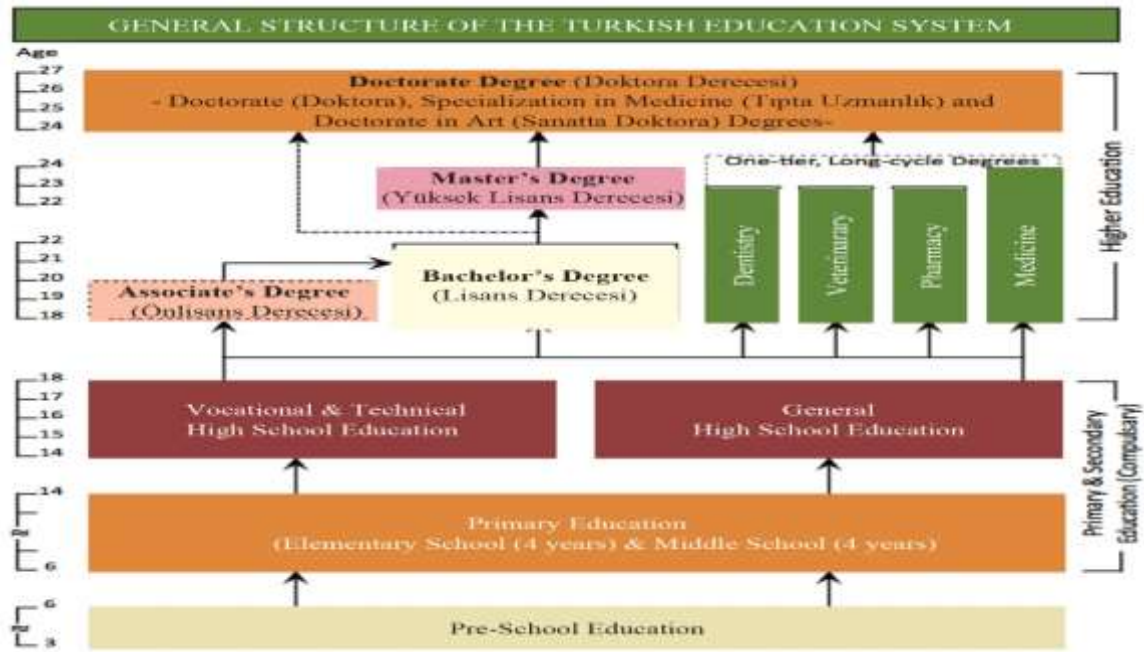


Figure 3.1: Educational Structure of Türkiye (Source: OECD (2018), “Türkiye: Overview of the Education System,” OECD Education GPS.

3.2.3 Higher Education System Types

Faculty (College): A division conducting higher education, scholarly research, and publication. Various departments and programs may be connected to it. Students earn a Bachelor’s degree at the end of an educational program that lasts for four years.

Graduate School: A college-based organization devoted to graduate instruction, scholarly exploration, and application. Graduate schools know experts, lords of science, and doctoral certificates.

A four-year school is a sort of advanced education organization that is engaged with instructing a specific business. It is separated into eight semesters.

Centre: An advanced education organization committed to preparing specialists in music and performing sessions. It is isolated into eight semesters.

Post-Secondary Vocational School: A four-semester educational institution dedicated to preparing people for specific occupations.

Examination and Application Centre: An advanced education foundation that behaviours research and applied investigations to meet the applied concentrate needs of different fields and to give preliminary and backing exercises to different expert fields, determined to help advanced education organizations in their instructive missions.

DEGREES

Partner's certificate (short cycle): Awarded later after the fruitful culmination of a two-year program of study. Colleges and establishment postsecondary professional organizations give partner degree programs. Furthermore, certain distance instruction programs are advertised. A term of hands-on preparing might be needed for partner degree programs.

Four-year college education (first cycle): an endless supply of a four-year study time adding up to 240 ECTS. Dentistry, veterinary medication, and drug stores need five years of instruction, though medication requires six years. Capabilities in these four subjects are equivalent to a Master's certificate.

Graduate degree program (second cycle): Two-year program prompting a Master of Arts (MA) or a Master of Sciences (MS) certificate (MS). There are two sorts of Master's projects: those that need a theory and those that don't. The Master's with proposal program is a two-year program that ordinarily incorporates courses adding up to somewhere around 120 ECTS and comes full circle with the accommodation of a postulation. Non-proposal programs are intended to be finished in one or one and a half years and require the consummation of at least 90 credits of graduate coursework and a term project.

Doctoral certificate program (third cycle): Typically, an eight-semester educational program culminating in the award of a Ph.D. It involves 180-240 ECTS courses, a capability test, an exposition proposition, a paper, and an oral guard of the thesis. Understudies should present the thesis and protect it orally before an analysing board of trustees, later effectively finishing the course work and capability test.

They are equivalent to doctorate certificate programs and are presented in clinical resources, college medical clinics, and examination and preparing medical clinics. For individuals moving on from clinical colleges who need to have some expertise in medication, there is a

severe determination test in many disciplines of medication. Expert applicants should introduce and guard a thesis before an inspecting council.

Capability in Art: This is at least a six-semester post-certification Master in visual and performing expressions that are practically identical to a Doctorate. It involves the introduction of a unique piece of craftsmanship or, on account of music and the performing expressions, an imaginative exhibition of extraordinary quality.

Admissions to International Students

Worldwide, understudies wishing to seek after undergrad review in Türkiye probably completed their optional instruction at a secondary school or comparative organization that offers a similar educational program to a Turkish secondary school. They apply straightforwardly to the college fitting their personal preference which chooses them.

Global understudies keen on seeking after-graduate/postgraduate courses in Türkiye may likewise apply straightforwardly to foundations, which set up their permission methods. Also, there are a few subsidizing openings available to specific abroad understudies.

Educational cost Charges

Educational expenses are utilized unexpectedly in the open and not-revenue-driven establishment schools. Given the nature and length of schooling in different regions, educational costs at the public level are not settled and announced by Presidential Decree. Educational cost costs, then again, are controlled by the college's Board of Trustees at non-benefit establishment universities.

Understudies should pay their semester educational costs preceding selecting courses at the semester's beginning. At both public and non-benefit establishment universities, a particular extent of acknowledged understudies gets an assortment of grants. These grants might be full or fractional educational cost waivers, legitimacy or backing grants, or a mix of the two. Specific grants might incorporate scholarly supplies, lodging, food and drinks, and surprisingly explicit recompenses. Moreover, understudy assistantships and examination grants are different types of help that might be advantageous during your time contemplating in Türkiye.

3.2.4 University and Program Diversity

Türkiye has 207 colleges and an 82 million-in number populace. The understudy populace is near 8 million. Türkiye is the main country in the European Higher Education Area with this number of understudies. Almost 60.000 particular projects are presented at 207 schools. With this much decision, you are sure to find a college and program that are ideal for you.

The globalization of advanced education is regularly connected with financially evolved and Anglophone countries (e.g., the US, UK, Canada, and Australia). While there are a few purposes behind internationalization (social, political, and academic) (Knight 2004) monetary contemplations are especially predominant in these countries. A few ongoing changes have raised internationalization to the highest point of the plans of state-run administrations across a more extensive geographic and monetary scene — including arising and non-Anglophone nations.

Türkiye 's globalization of advanced education incorporates different distinctive attributes. Although Türkiye is named a sending country in the overall plan of understudy versatility, a correlation between inbound and outbound understudy portability in Türkiye uncovers that outbound understudy portability has fallen significantly. In contrast, in-bound understudy versatility has developed barely beginning around 2000. It is essential to accentuate that most of these worldwide understudies start in the Middle East, the Caucasus, Central Asia, and the Balkans. Second, Türkiye 's administration has effectively supported advanced education foundations in setting up joint colleges and creating collaborative projects with accomplices from these adjoining countries. Thirdly, the public authority has been instrumental in making global establishments, concluding the extent of understudy trade, and advancing the formation of cooperative projects (e.g., carrying out a grant strategy for unfamiliar understudies). (Gün & Atanur Baskan 2016) explained that Türkiye involves advanced education as an international strategy instrument, as seen by the expansiveness of its commitment.

These accomplishments show that, in contrast with other creating and non-Anglophone countries, just as evolved and Anglophone nations, Türkiye 's methodology of internationalizing advanced education is interesting. A cautious evaluation of Türkiye's

geological, chronicled, social, financial, and instructive angles uncover some critical bits of knowledge about this cycle.

To start, one might contend that Türkiye's international circumstance is the most basic part deciding its contribution to advanced education globalization. Türkiye fills in as a characteristic connection between East and West. Türkiye is additionally a channel for neighbours needing admittance to refined industrialized European economies, inferring that global relocation and understudy portability are connected. Türkiye, be that as it may, is more than a topographical connection between East and West. It is a mainstream state with a long Western parliamentary vote-based system history. Its multiparty framework is more evolved than numerous other Balkan, Caucasian, and Middle Eastern countries. Türkiye fills in as a good example for these countries because of this distinctive quality. Türkiye's political environment is relied upon to be a critical variable in drawing worldwide understudies and establishments to the country.

Second, the capacity and assortment of Türkiye's advanced education framework add to Türkiye's interesting situation in advanced education internationalization. Around 1950 all advanced education organizations were established based on the Anglo-Saxon college custom. It is basic to perceive that Türkiye's advanced education framework faces various primary and useful difficulties, including appeal, lopsided quality, a serious level of centralization, and an absence of intellectual independence. In contrast with different countries nearby, Türkiye's advanced education framework, then again, has a more drawn-out legacy of Anglo-Saxon-style support. To be sure, one may contend that this set of experiences has assisted the country with exploring the Bologna Process – a cycle through which a few European nations are endeavouring to adjust their advanced education establishments to an Anglo-Saxon model. Moreover, with the foundation of new colleges, the number of organizations and the scope of research projects in Türkiye have risen. More urgently, a sizable part of these projects is presented in English.

Notwithstanding, Türkiye's advanced education is more special in many ways than one. A few of these establishments are a lot of prevalent than most of their provincial reciprocals as far as quality. At long last, educational cost costs at public schools are very reasonable. These distinctive qualities add to Türkiye's advanced education framework's enticement for global

understudies and unfamiliar foundations keen on building up cooperative projects or colleges.

Fourth, Türkiye's macroeconomic achievement is one more distinctive component of Turkish advanced education's globalization. In contrast with different countries nearby, Türkiye has a more drawn-out history of monetary contact with the West. Moreover, when contrasted with the financial exhibition of adjoining countries like Azerbaijan, Turkmenistan, Greece, Bulgaria, Kyrgyzstan, Kazakhstan, the Russian Federation, Iran, and Albania, Türkiye's economy is nearly more quickly expanding and greater. Furthermore, Türkiye has fixed some major financial issues during the earlier decade (e.g., high expansion). However, Türkiye's financial achievement draws global understudies, and unfamiliar establishments keen on joining forces with Turkish advanced education organizations. A sizable level of worldwide understudies picked Türkiye with the expectation of getting work and staying in the country to work on their day-to-day environments.

Turkish advanced education upholds individuals' movement along with the Middle East-Central Asia-Caucasus-Balkans nexus. Ideally, expanding the portability of individuals will make connections among nations and gatherings, consequently diminishing the probability of brutality.

3.3 TÜRKİYE'S BEST UNIVERSITIES

Ten Turkish colleges are positioned in the 2019 QS World University Rankings®, and 45 Turkish schools are positioned in the 2019 QS University Rankings: EECA, positioning the best schools in arising Europe and Central Asia. Most of Türkiye's driving colleges have migrated to Ankara or Istanbul, the country's two biggest metropolitan regions. (Kadilar, 2017) stated that Focus East Technical University, Bilkent University, and Hacettepe University are all located in Ankara (all are in the top 50), whereas Boğaziçi Üniversitesi, Koç University, Sabanci University, Istanbul Technical University, and Istanbul University are all located in Istanbul (all are positioned in the best 30).

3.4 TURKISH EDUCATION IS AN ENTRYWAY TO INFORMATION AND MULTICULTURALISM

Türkiye's expanding prevalence has made it an engaging area for those wishing to concentrate abroad. After researcher preparation in this cross country, deciding to seek after researcher preparation involves accessing an elite instructive framework. There are around 170 establishments and colleges that invite many unfamiliar understudies throughout the country. The variety of societies on the grounds of significant Turkish instructive establishments like the University of Istanbul, Ankara University, and Anadolu University in Eskişehir plans understudies for an undeniably more overall work market.

Türkiye offers many advanced education degrees, from higher specialized schools through undergrad projects and accordingly to postgraduate, aces, and doctoral certifications. When applying to any advanced education establishment in Türkiye, it is vital to remember that most scholarly projects are instructed in the country's true language, Turkish. Nonetheless, the overall language of English keeps on acquiring fame in Turkish establishments' numerous research classes.

You will want to speak with people from one side of the planet to the other grateful for etymological abilities. Furthermore, you will have the chance to foster your language capacities and appreciate most of the researcher's writing written in a language other than your native language (Akbaba-Altun 2004).

Coming up next are a portion of the measures for concentrating on an undergrad or advanced education in Türkiye:

- a. Global Student Application Form
- b. Certification of past researcher investigations
- c. Affirmed duplicates of your certificates or declarations of finishing
- d. Character reference letter
- e. A letter of inspiration
- f. Assessments and individual meetings

With regards to picking a review program, Türkiye gives plenty of choices that will open you to various scholarly fields. The most well-known review programs on college grounds

are business administration, global relations, intercultural studies, a few design aspects, neighbourliness, and the travel industry.

3.5 TURKISH UNIVERSITIES JOIN FORCES FOR HYBRID EDUCATION IN THE CONTEXT OF PANDEMIC

Monday denotes the proper beginning of the new scholarly year for organizations around Türkiye, albeit many might start meetings later in September and October. Later over an extended period of interference because of the COVID-19 flare-up, advanced education organizations continued ordinary working hours. While grade schools recently began totally for in-person showing, universities will utilize a mixture training procedure that incorporates online meetings. All through the past school year, students were needed to go to online classes as a safety measure against the scourge.

As the pestilence proceeds to spread and experience a new spike, authorities have embraced another arrangement of measures to urge college understudies to get back to school. These advances will be associated with the Health Ministry's computerized observing frameworks, considering the following COVID-19-positive understudies and representatives, just as the people who have come into contact with the best.

The Health Ministry set up many directions for disease avoidance on school grounds, which incorporate mandatory veil wearing and social distance laws, just as adequate ventilation of encased regions and lessening in-class hours and understudy limit per homeroom. Furthermore, colleges are asked to adjust their instructive projects on the web and eye-to-eye guidance, with a minimum of 40% of meetings offered from a distance. Furthermore, specialists prescribed understudies and researchers to get their two COVID inoculation portions.

Every organization has the choice of carrying out an alternate instructive model, while the larger part has said that the majority of meetings would be given face to face and that main a small level of courses that are feasible for online schooling will be educated from a distance. Certain schools have proclaimed that unvaccinated understudies and researchers would be restricted to online courses assuming they don't reliably give negative polymerase chain response (PCR) test results.

In July, Türkiye facilitated practically all pandemic-related limitations, including curfews, later a complete COVID-19 lockdown. It continuously returns most of the scenes while speeding up its inoculation crusade. Inoculation is viewed as basic for the country to return to pre-pandemic conditions.



4. METHODOLOGY

This study aims to examine factors that affect women's role in the directorship in Turkish higher education institutes. This chapter provides an overview of the methods used for this study, the design of the study, the data collection, and analysis methods.

4.1 RESEARCH DESIGN

The main purpose of our research is to analyse the role of females in the higher education system. Precisely, determine the factors that affect the directorship of females in the Higher Education System. The role of women in the education sector is inevitable. Female faculty members are increasing at the rate of 41% in Türkiye. In our research, we have developed two hypotheses to be analysed. This study utilized a quantitative, correlational method while using secondary data. Quantitative research focuses on amounts, levels, and frequencies to find the relationship between different variables and their influence; to get reasonable outcomes in one or more variables (Borrego, Beddoes K and Jesiek 2009). This approach is useful for understanding a large number of events in different ways. Qualitative research is used for the required experience (Berg, 2004). If certain cultures involve in the sample and have some barriers or limitations qualitative research method is the best method. However, this study examined more than one variable and conducted a statistical approach, and correlation analysis thus, quantitative research is the best approach to describe the data systematically with multiple variables (Porter 2000)

According to (Robson 2011) whether the instruments measure what they intend to measure is called validity, the degree to which the results are truthful. (Oliver 2010) explained that checking the validity of instruments is compulsory. To what extent is the scientific research method for assessing the results of the research's validity. According to (Thatcher 2010) validity of quantitative research measures, what is intended to measure?

According to (Creswell 2012), it is important to check the accuracy and usefulness of the approach that is used for data collection. (Roberts 2006) pointed out that the reliability of this research is to be checked through consistency or reliability of the steps that are being followed and results achieved. Reliability has also been checked as the extent to which data is generated and measured, or it can repeat in different circumstances.

This paper obtained the related body of literature analysed with the help of the descriptive analysis method. According to (Eriksson and Wiedersheim-Paul 2001), the research purpose should be clear to conduct and obtain the required results. (Saunders, Lewis and Thornhill 2007) explained that descriptive analysis described a clear picture of phenomena when the collected data wants to get the results. Hence, the purpose of the research can be analysed descriptively since the aim is to identify the factors that limit the role of women to identify the limited role of females.

Under certain concepts, similar data are coded and brought together under a theme. The data collected is organized according to different categories; women as academicians and women as administrators. For validity and reliability of data, official websites and official Turkish institutes are openly available. These open-source data are elaborated to access easily.

Moreover, this research scans the results obtained from the literature through descriptive analysis. The role of females in higher education is determined, and factors that affect the role of women at the director level are determined. Women as academicians are considered in the literature

The quantitative method helps researchers provide sufficient data for generating and analysing hypotheses. This research allows researchers to get people's experiences about a specific environment by avoiding specific or programmed data (Hunt 2011). For our research purpose, it is important to understand the role of women in the higher education system and participation in academics thus, and the quantitative method is the best approach for our study.

According to (Eriksson and Wiedersheim-Paul 2001), the data is collected from secondary sources that are collected by someone else for another purpose. Turkish government sources and statistics reports issued by authorities or unions are more secondary data sources. Chisnall (1991) mentioned that this research is carried out before any field research.

4.2 DATA

The data is based on private and public sector universities in Türkiye. There are 200 Universities in Türkiye in the year 2022. Of them, 149 are private, while 51 the public. Additionally, we have collected data from secondary sources for concerned universities to

provide the required data for our research purpose. The data set is assembled according to the required information. The population of the study is extended to different cities from 10 to 20 cities of respected countries. The study enables us to differentiate the information according to role status.

Faculty-wise data from different disciplines like Medicine, Engineering, Physics, Computer Sciences, Educational Sciences, Foreign Language, and Architecture is categorized. The name of the Universities is enlisted in the Appendix section. Different departments in the Universities are considered for research.

4.3 DATA ANALYSIS

According to (Miles and Huberman 1994), the data is analyzed using SPSS, and correlation and logit regression analysis being performed based on dependent and independent variables. Data reduction is the process in which the data is selected, focused, reduced, and transformed. Thus, this process is followed to organize the data according to the research requirements. To get the final results, data display the activity that involved the management of data by representing data in diagrams and tables. Thus, the comparison becomes easy and concludes simply. Conclusion drawing and verification made according to find of the research and researcher provides comments to clarify the points through regulations and explanation. Data display and conclusion are explained in the next chapters.

5. RESULTS AND ANALYSIS

It is important to carefully analyse the data that is collected from the quantitative method. After collecting data from secondary sources, it was transcribed and its accuracy checked. The data is analysed and processed with SPSS. It is an effective way of analysing data statistics (Eckstein, 2006). Furthermore, correlation and regression analyses are performed. It helps explain the correlation with various variables and its results (Field, 2013).

The findings from the collected data are summarized with the research questions and implemented as per the study's objectives. The data about female academicians in higher education is analysed from the provided data. The female rate of involvement in senior management or deans is also analysed with respect to public and private sector universities. Moreover, factors that affect the directorship role in higher education are analysed. Their role, field-wise, is also analysed in the Turkish Higher Education System. This research identifies the factors in and against their role in academics is also determined.

While analysing the female faculty members in Turkish universities, we have looked at women as academicians in higher education and women in administration in Turkish universities.

Table 5.1: Correlations among Determinants of Probability of Female Dean.

	1	2	3	4	5	6	7	8	9	10	11	
Number of female academicians in the facility	1	1										
Total number of academicians	2	.963**	1									
Female dean	3	.952**	.906**	1								
Medicine	4	.946**	.884**	.924**	1							
Engineering	5	.880**	.854**	.768**	.910**	1						
Physical	6	.919**	.868**	.911**	.792**	.646**	1					
Computer Sciences	7	.929**	.950**	.815**	.823**	.888**	.794**	1				
Educational Sciences	8	.307**	.260**	.289**	.910**	.792**	.823**	.207**	1			
Foreign Languages	9	.417**	.287**	.302**	.207**	.646**	.888**	.167**	.207**	1		
Architecture	10	.219**	.187**	.332**	.868**	.911**	.792**	.646**	.794**	.211**	1	
Probability	11	.207**	.178**	.203**	.207**	.167**	.211**	.157**	.910**	.646**	.888**	1
Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
N		200	200	200	200	200	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5.1 explains the strength of the relationship among the variables. In this table, the factors are taken to explain the first objective of the study. In terms of universities, the correlation between the probability of a female Dean and female academicians is .207, the correlation between the probability of a female Dean and total academicians is .178, which is weak, and the correlation between medicine, engineering, and physical science is .207, .167, and .211, respectively. There were 200 universities in the sample, and all the results were significant at $p < 0.05$. Multiple correlations about the direct and indirect relationship between the dependent variable female dean and independent variables (above mentioned in the table). The result of the correlation ranges between zero and one. The more the results of correlation between independent and dependent variables are equal to one, the more it is ultimately more correlated, which means it is directly proportional to such a factor. From the above table, the correlation between the female dean and the number of female academicians is equal to one, which means it is highly correlated and positively directly proportional.

5.1 LOGISTIC REGRESSION ANALYSIS

Logistic model regression is a statistical technique that estimates the probability of an event occurring, in this case, running. It is a type of binary logistic regression. The process is one-directional, which means that it estimates the probability of only one outcome occurring: either an event or no event. The model was developed by the sociologist Hans Eysenck and is widely used in the behavioural sciences, especially in marketing and social science research. The logit or logistic regression model is based on a multivariate normal distribution, which means that it uses a linear combination of independent variables to best predict the outcome variable. The model is also based on a logistic function. This model is one type of logistic regression analysis. Logistic regression includes several other types, including partial (multiple) logistic regression and the probit regression model. All of these statistical tools are used to analyse dichotomous dependent variables from a set of independent variables, which is why they are called logistic models. Each of these models has its own set of strengths and weaknesses, but they all have the same basic structure.

Logistic models are also called "binary logit" or "probit" models because in them the likelihood ratio is expressed as a probability that can range between 0 and 1, instead of 0 and infinity (as it would be in linear probability models like linear regression). However, Bickel (2003) describes logistic models as "descriptive models" rather than predictive models. The

term "descriptive" is used here because the data from which the variables are created must be considered to estimate the probability of an outcome. In other words, you can't just look at the data and expect to get useful information about what is happening without considering how it was collected and where it came from.

The logistic function is of the form:

$$\text{logit}(\lambda) = \ln \frac{\lambda}{1 - \lambda}$$

$$\beta_0 \text{pub} + \beta_1 \text{prov} + \beta_2 \text{fem} - \text{ratio} + \beta_3 \text{fac} + \beta_4 \text{fond} + \epsilon$$

5.1.1 An Omnibus Test

An Omnibus test of model coefficients is used to test the model fit. If the model is significant, this shows that there is a significant improvement in fit as compared to the null model. As shown below in the table, there is a significant result.

Table 5.2: Omnibus Tests of Model Coefficients.

		Chi-square	df	Sig.
Step 1	Step	238.372	10	.000
	Block	238.372	10	.000
	Model	238.372	10	.000

5.1.2 Hosmer and Lemeshow Test

The Hosmer and Lemeshow Test demonstrate a model fit test. If the value is less than 0.05, the model has a poor fit. As shown in the table, the value is greater than 0.05, indicating that our model is well-fitting.

Table 5.3: Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
1	.000	3	1.000

5.1.3. Significance of the model

A Total number of academicians and the Number of female academicians in the facility are the two independent variables that are being used to predict the dependent variable female dean.

Table 5.4: Model Summary.

Step	-2 Log-likelihood	Cox & Snell R Square	Nagelkerke R Square
1	238.341 ^a	.232	.120

a. Estimation terminated at iteration number 3 because parameter estimates changed by less than .001.

The 12.0% variance in the probability of a female dean can be explained by the total number of academicians and the number of female academicians in the facility.

Table 5.5: Significance of Model.

Classification Tables ^a

		Predicted			
		Female_dean		Percentage Correct	
	Observed	Male	Female		
Step 1	Female_dean	Male	0	57	.0
		Female	0	142	100.0
Overall Percentage					71.4

a. The cut value is .500

The predictor variables Total number of academicians and the Number of female academicians in the facility are good predictors of the outcome variable probability of a female dean.

5.1.4. Logic Regression Analysis

Logistic regression can be viewed as a general linear regression model specialization. The values in the set of predictors are divided into two sets: one with "non-observables" and possibly one with "observables". When there is only one outcome, the linear effects are all significant and non-zero. However, when multiple outcomes are possible in logistic regression, the coefficients for "m" possible outcomes will be estimated and assigned coefficients corresponding to their relative likelihood of occurring in that situation. Then the

logit function is applied instead of the normal function. It predicts the likelihood of a female dean based on the facility's female academicians and the total number of academicians. According to the above table, the p-values of all variables are significant, as indicated by the sig row. The significance value of both predictors determines that the slope of the number of female academicians in the facility and the total number of academicians is significant. Both independent variables are good predictors of the dependent variables.

Table 5.6: Logic Regression for Female Dean.

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B)	
							Lower	Upper
Step 1 ^a								
private0public1	5.667	0.470***	1.070	1	.592	2.000	.000	1.12.
City	1.964	0.873***	2.006	1	.937	3.228	.000	1.635
Number of female academicians in the facility	.002	0.761***	.000	1	.998	1.002	.225	4.453
MEDICINE	2.025	0.377***	1.007	1	.535	1.121	.000	0.972
ENGINEERING	- 1.545	0.571***	.000	1	.993	1.000	.000	.0.961
PHYSICAL	8.565	0.146***	12.001	1	.977	7.382	.000	.0.625
COMPUTER SCIENCES	4.237	0.606***	.006	1	.736	2.398	.000	.0.261
EDUCATIONAL SCIENCES	- 4.813	0.270***	3.006	1	.937	1.303	.000	0.982
FOREIGN LANGUAGES	2.499	0.801***	.000	1	.697	12.170	.000	0.927
ARCHITECTURE	- 4.806	6.063***	.005	1	.945	1.323	.000	.0.927
Constant	8.709	12.895** *	.005	1	.944	.000		

a. Variable(S) Entered on Step 1: Private0public1, City, and Number of Female Academicians in The Facility, Medicine, Engineering, Physical, Computer Sciences, Educational Sciences, Foreign Languages, Architecture.

The above shows the relationship between predictors and the outcomes. Beta is the predicted change in Log Odds- for 1 unit change in the predictor, there is an Expected Beta (B) change

in the probability of the outcome. The beta coefficients can be negative or positive and have a t-value and significance of the t value associated with each.

Table 5.7: Findings from Above 200 Turkish Universities.

Data	Female	Male	Female (%)	Private	Public
No. of Academic Faculty	80,883	97,609	45.30%	26240	152252
No. of Deans	363	1370	21%	376	1357

In 1932, women took part in the academic field; thus, women's employment in this field increased in 1940. Our data in the above table shows that female roles as academic staff or faculty are significant. They have a 45.3% share as an academic faculty. Moreover, private and public university data are also represented. There is gender equality among academicians in universities. They have a major contribution as teaching staff in all fields.

5.2 FEMALE AS DEANS IN UNIVERSITIES

Gender equality indicators are also determined by females' participation in the decision-making process. Therefore, women as deans in universities are examined in this part of the research. Data in table 1 shows women working as a different type in universities in Türkiye. Some universities are private, and others are public universities. 21% of women are working as deans in various universities in Türkiye. The data is also represented below in a figure.

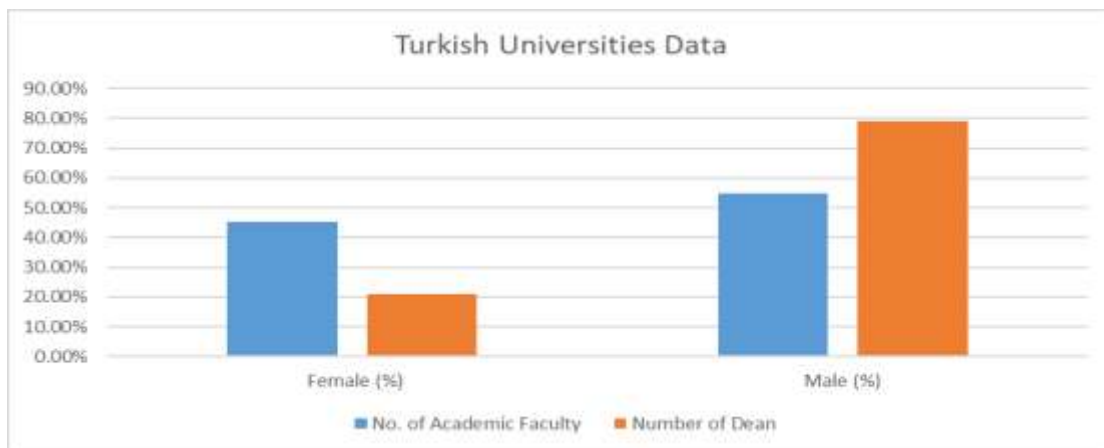


Figure 5.1: % Representation of Data.

5.3 PRIVATE AND PUBLIC UNIVERSITIES

There are many public and private universities operating in Türkiye. In the below table, the deans of Turkish university's data is divided into private and public universities wise. And results show that most women are working as deans in public universities.

Table 5.8: Data of Deans in Turkish Universities.

	Female Deans		Male Deans	
	Private	Public	Private	Public
Deans	123	240	253	1117
Percentage	32.70%	67.30%	18.64%	81.36%

5.4 FIELD-WISE DIVISION OF FEMALE DEANS

Women's participation or share in every field of studies is remarkable as an academician. However, our studies need to determine or analyse the number of females working in senior management or at the directorship level (Dean). For this purpose, we have collected data field-wise of discipline-wise from Turkish Universities.

Table 5.9: Discipline-wise Female Deans.

Disciplines	No. of Female Deans
Medicine	61
Engineering	19
Physical	8
Computer Sciences	10
Educational Sciences & Administration Studies	90
Foreign Languages	7
Arts & Sciences Or Architecture	47
Others	48
Vocational Education	54
Law	19

The female contribution in all fields of study is remarkable; the above table shows that only 21% of women work as senior managers or deans in Turkish universities. Female deans are mostly applied in education studies faculty; however, their role in medicine, arts and social sciences, and vocational education is also noticeable. However, the fewer senior positions for females is noticeable in computer and engineering fields.

Overall, women as academic staff or faculty members have made remarkable contributions to Turkish universities and work in parallel with men. Thus, only a small number of women are working in senior positions or as active deans. Many factors or barriers can create hurdles for women to work as deans. For this purpose, we have taken a response from our interviewers, especially from female respondents. We have asked questions about the factors that can create hurdles for females.

5.5 FACTORS THAT AFFECT FEMALE DEAN RESPONSIBILITIES

The study conducted by IGAD (2010) highlights many reasons that limit the role of women in the top position. The main factors are lack of motivation from society, organization, and family. Turkish society doesn't want to see them as working women and expects different roles from them. Some respondents discussed how social pressure is affecting their role choices. Society is most concerned about their age and whether they are married or have children. Married staff interviewed reported that they have family and societal pressure to raise children and have children. They are not happy to see them as career-oriented women (Sakalli-Ugurlu & Beydogan, 2002).

Unmarried respondents said they have social pressure to get married as they are becoming older and it will not be acceptable by society. If we want to perform a complex job or a senior management job, it will not be suitable for use in the future. Some of them agreed with this point of view because they want to be more family-oriented in the future. Others are against it and want to see them as Deans or in senior positions at the university level. Men control Turkish society, and there is a gender role difference. (Sakalli-Ugurlu & Beydogan, 2002).

From this study, it can be said that there is gender discrimination in higher education in Türkiye. Women are expected to perform traditional family duties like housekeeping, domestic tasks, taking care of children, and ultimately family. Stereotyping and gender discrimination limit the role of women in top positions (Phatak, Bhagat, Kashlak, Phatak, &

Bhagat, 2008). It has an effect on their academic efficiency and their potential in the academic profession. Some respondents also pointed out that there is gender discrimination in universities; they don't want to see empowered women. They mentioned that management often doesn't consider them for a senior position and that discrimination is clear; they don't want to see women in main seats taking orders from them.

Others pointed out that gender discrimination is now decreasing in Türkiye. It is important to mention here that it differs regions wise. Respondents from main cities, like Istanbul, etc., are of the view that there is fewer women's discrimination and societal pressure compared to other areas. In other areas, women have less support from their families; they want to choose between family and career because society expects them to be mothers and wives first.

There can also be other reasons why women don't want to be in the top position because it will increase their responsibilities. They have to bear more stress and make careful decisions and want to give the extra time that is difficult for them. Overall, the woman has a relatively low degree of education that limits her role. Moreover, discrimination against women is high, and other economic reasons prevail over them. Among other factors, women's low level of higher education degrees decreases their participation in high-level positions (IGAD, 2010).

In our research, we will compare the results of previous studies with our own study about the role of women in senior management positions. For this purpose, we have taken the following table from a previous study on Turkish higher education.

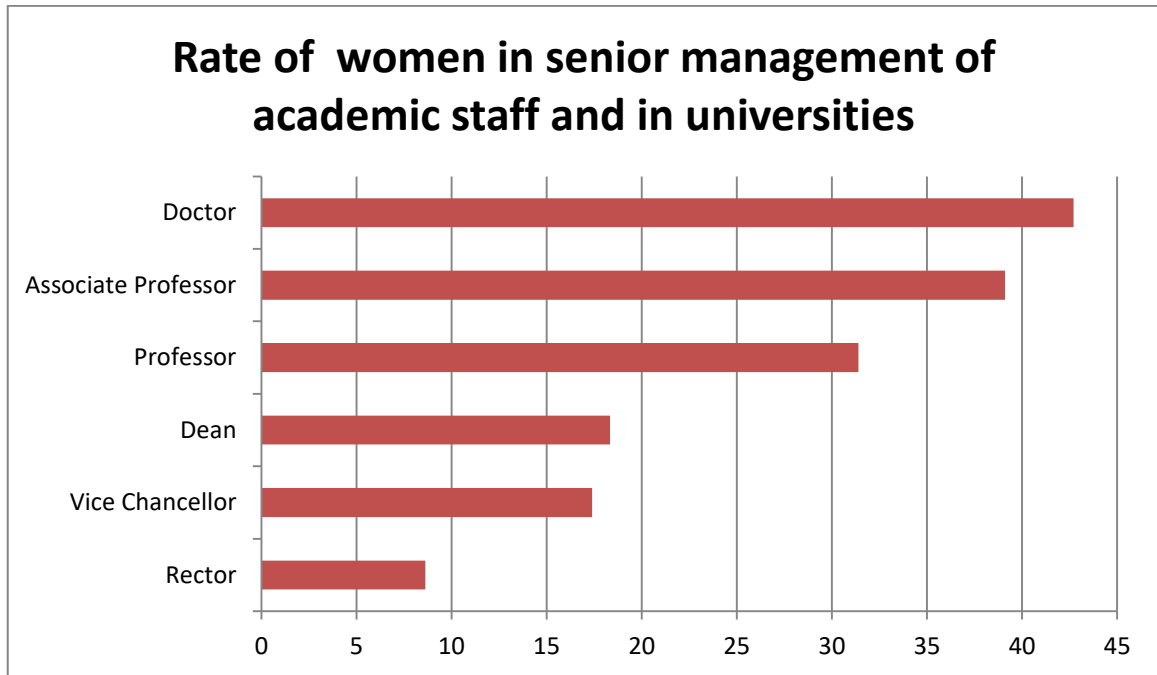


Figure 5.2: Rate of Gender Equality in Turkish Higher Education Fatma Çobanoğlu

The above table shows women's roles in different positions. If we look at the dean's percentage of share in higher education, it is 18.33%. Our results show that women have a 21% share at the dean level. Thus, it shows that women's rates at the senior management level are increasing in Turkish universities.

6. CONCLUSION

Following the demise of the Republic in 1932, the number and percentage of female academicians increased as a result of women's rights. The recognition of their rights plays an important role in empowering them and increases the female rate of academicians at the university level. Therefore, this rate will tremendously increase as the trend for women is relatively high at the lower level of academics. At this level, women have remarkable participation in main studies like education, fine arts, medicine, etc.

Women's education at the higher education level is increasing, which would help women to develop careers in other fields like engineering, technology, and physical disciplines. Although females' interests or preferences are toward humanities and social sciences, hardworking people, irrespective of gender, are for math and sciences. Women working as a dean show that females enjoy senior management positions in education, administrative and social, and art sciences, and the trend toward science is also higher.

Gender-related issues or problems arise in Türkiye and all around the world as women are not allowed in the decision-making process in academics. In the same case, at the political level, women's participation is 11% compared to men. This situation is not different at the university level in Türkiye; women's role is limited to senior positions. Many researchers discussed that women had not been represented adequately in senior management in the higher education system in Türkiye ((Kloot 2004), (O'Connor 2011)). They have conducted research and described different factors; they have also pointed out that some interviewees mention that there are no obstacles for women; they create obstacles for themselves. Moreover, they have also mentioned that senior position increases responsibility, and women's family doesn't allow them to take these responsibilities. Social pressure or social perception about women as leader limits their role. We use the logistic regression model in our study. A logistic regression model is a statistical technique used to analyze the relationship between a categorical dependent variable and one or more explanatory variables. The result of logistic regression will produce, for each explanatory variable, an estimate of the odds ratio or coefficient, its standard error, and its significance level. The coefficients are estimates of the relative change in odds that results from an increase in one unit's worth of that explanatory variable. In other words, logistic regression is used to tell you how strong the relationship is (if at all) between observables and non-observables on the

outcome of some event. The method was originally developed to model binary responses but can also be used to model continuous or discrete outcomes. In our analysis, female dean is high in private universities than public, with reference to different cities Izmir and Ankara are the leading cities having more females as a dean in both type (public and private) universities.

In women leadership Workshop in Higher Education evaluated factors like academic working conditions, socio-cultural and personal factors that cause Turkish women discrimination in academics and suggested improving working conditions, developing legal rules, empowering women, media, and financial support, and training that can improve or develop their career. Moreover, in 2015 gender equality forums worked in universities to eliminate gender inequalities at the university level and provide different support for women's careers. Gender Equity workshops were also conducted in different universities.

It has been concluded that gender equality in Türkiye is not at a higher rate because different steps are being followed to control this discrimination. Although women carry out family, household, and childcare responsibilities, that affects their efficiency and effectiveness in the workplace as academicians. They are supposed to perform family duty on a priority basis. Therefore, female academicians either married late or left their careers. Thus, women have to make more effort than males to achieve a senior position at the university level. To equalize women's rights, these efforts are essential:

- a. Improving working conditions for women in the workplace requires more training, career counselling, and workshops.
- b. Improve research and education at a higher education level for women
- c. Advanced Legal regulation and government support is also important factor.
- d. Most importantly, getting rid of traditional or stereotypical thinking about men and women's role in economic development and the role of men and women in the workplace is essential. Developing a habit of sharing domestic work can bring drastic change.
- e. Childcare centres and daycare departments should be developed in universities.

After some resistance and barriers in recent times, Turkish Society is adjusting to women's roles and trying to accept them to better their country, family, and society as a whole. However, differences of opinion always exist, as described by (Dedeoğlu 2008). Some

people still think that a women's place is in her home and that joining the workplace is against Turkish culture. Although besides this resistance to working and studying, women are being accepted, and their role in social life is accepted. The thinking of men is also changing, and they started believing that dual income is required for the economic and socioeconomic situations they are allowing their wives to pursue with their careers. According to women want to be successful in domestic, economic, and social life.



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APPENDIX A

Serial No.	University name	City	private (0) public (1)
1	ABDULLAH GÜL ÜNİVERSİTESİ ABDULLAH GUL UNIVERSITY	KAYSERİ	1
2	ABDULLAH GÜL ÜNİVERSİTESİ ABDULLAH GUL UNIVERSITY	İSTANBUL	0
3	ADANA ALPARSLAN TÜRKES BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ ADANA ALPARSLAN TURKES SCIENCE AND TECHNOLOGY UNIVERSITY	ADANA	1
4	ADIYAMAN ÜNİVERSİTESİ ADIYAMAN UNIVERSITY	ADIYAMAN	1
5	AFYON KOCATEPE ÜNİVERSİTESİ AFYON KOCATEPE UNIVERSITY	AFYONKARAHİS AR	1
6	AFYONKARAHİSAR SAĞLIK BİLİMLERİ ÜNİVERSİTESİ AFYONKARAHİSAR HEALTH SCIENCES UNIVERSITY	AFYONKARAHİS AR	1
7	AĞRI İBRAHİM ÇEÇEN ÜNİVERSİTESİ AGRI IBRAHIM CECEN UNIVERSITY	AĞRI	1
8	AKDENİZ ÜNİVERSİTESİ AKDENİZ UNIVERSITY	ANTALYA	1
9	AKSARAY ÜNİVERSİTESİ AKSARAY UNIVERSITY	AKSARAY	1
10	ALANYA ALAADDİN KEYKUBAT ÜNİVERSİTESİ ALANYA ALAADDIN KEYKUBAT UNIVERSITY	ANTALYA	1
11	ALANYA HAMDULLAH EMİN PAŞA ÜNİVERSİTESİ ALANYA HAMDULLAH EMİN PASA UNIVERSITY	ANTALYA	1
12	ALTINBAŞ ÜNİVERSİTESİ ALTINBAS UNIVERSITY	İSTANBUL	0
13	AMASYA ÜNİVERSİTESİ AMASYA UNIVERSITY	AMASYA	1
14	ANADOLU ÜNİVERSİTESİ ANADOLU UNIVERSITY	ESKİŞEHİR	1
15	ANKARA BİLİM ÜNİVERSİTESİ ANKARA SCIENCE UNIVERSITY	ANKARA	0
16	ANKARA HACI BAYRAM VELİ ÜNİVERSİTESİ	ANKARA	1

	ANKARA HACI BAYRAM VELI UNIVERSITY		
17	ANKARA MEDİPOL ÜNİVERSİTESİ ANKARA MEDIPOL UNIVERSITY	ANKARA	0
18	ANKARA MÜZİK VE GÜZEL SANATLAR ÜNİVERSİTESİ ANKARA MUSIC AND FINE ARTS UNIVERSITY	ANKARA	1
19	ANKARA SOSYAL BİLİMLER ÜNİVERSİTESİ SOCIAL SCIENCES UNIVERSITY OF ANKARA	ANKARA	1
20	ANKARA ÜNİVERSİTESİ ANKARA UNIVERSITY	ANKARA	1
21	ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ ANKARA YILDIRIM BEYAZIT UNIVERSITY	ANKARA	1
22	ANTALYA AKEV ÜNİVERSİTESİ ANTALYA AKEV UNIVERSITY	ANTALYA	1
23	ANTALYA BİLİM ÜNİVERSİTESİ ANTALYA BILIM UNIVERSITY	ANTALYA	0
24	ARDAHAN ÜNİVERSİTESİ ARDAHAN UNIVERSITY	ARDAHAN	1
25	ARTVİN ÇORUH ÜNİVERSİTESİ ARTVIN CORUH UNIVERSITY	ARTVİN	1
26	ATAŞEHİR ADIGÜZEL MESLEK YÜKSEKOKULU ATASEHIR ADIGUZEL VOCATIONAL SCHOOL	İSTANBUL	1
27	ATATÜRK ÜNİVERSİTESİ ATATURK UNIVERSITY	ERZURUM	1
28	ATILIM ÜNİVERSİTESİ ATILIM UNIVERSITY	ANKARA	0
29	AVRASYA ÜNİVERSİTESİ UNIVERSITY OF EURASIA	TRABZON	0
30	AYDIN ADNAN MENDERES ÜNİVERSİTESİ AYDIN ADNAN MENDERES UNIVERSITY	AYDIN	1
31	BAHÇEŞEHİR ÜNİVERSİTESİ BAHCESEHIR UNIVERSITY	İSTANBUL	0
32	BALIKESİR ÜNİVERSİTESİ BALIKESIR UNIVERSITY	BALIKESİR	1
33	BANDIRMA ONYEDİ EYLÜL ÜNİVERSİTESİ	BALIKESİR	1

	BANDIRMA	ONYEDI	EYLUL		
	UNIVERSITY				
34	BAŞKENT		ÜNİVERSİTESİ	ANKARA	0
	BASKENT UNIVERSITY				
35	BATMAN		ÜNİVERSİTESİ	BATMAN	1
	BATMAN UNIVERSITY				
36	BAYBURT		ÜNİVERSİTESİ	BAYBURT	1
	BAYBURT UNIVERSITY				
37	BEYKENT		ÜNİVERSİTESİ	İSTANBUL	0
	BEYKENT UNIVERSITY				
38	BİLECİK	ŞEYH	EDEBALI	BİLECİK	1
	ÜNİVERSİTESİ				
	BILECIK	SEYH	EDEBALI		
	UNIVERSITY				
39	BİNGÖL		ÜNİVERSİTESİ	BİNGÖL	1
	BINGOL UNIVERSITY				
40	BİRÜNİ		ÜNİVERSİTESİ	İSTANBUL	0
	BIRUNI UNIVERSITY				
41	BİTLİS	EREN	ÜNİVERSİTESİ	BİTLİS	1
	BITLIS EREN UNIVERSITY				
42	BOĞAZIÇI		ÜNİVERSİTESİ	İSTANBUL	1
	BOGAZICI UNIVERSITY				
43	BOLU ABANT	İZZET	BAYSAL	BOLU	1
	ÜNİVERSİTESİ				
	BOLU ABANT	IZZET	BAYSAL		
	UNIVERSITY				
44	BURDUR MEHMET	AKİF	ERSOY	BURDUR	1
	ÜNİVERSİTESİ				
	BURDUR MEHMET	AKIF	ERSOY		
	UNIVERSITY				
45	BURSA	TEKNİK	ÜNİVERSİTESİ	BURSA	1
	BURSA TECHNICAL UNIVERSITY				
46	BURSA	ULUDAĞ	ÜNİVERSİTESİ	BURSA	1
	BURSA ULUDAG UNIVERSITY				
47	ÇAĞ		ÜNİVERSİTESİ	MERSİN	1
	CAG UNIVERSITY				
48	ÇANAKKALE	ONSEKİZ	MART	ÇANAKKALE	1
	ÜNİVERSİTESİ				
	CANAKKALE	ONSEKIZ	MART		
	UNIVERSITY				
49	ÇANKAYA		ÜNİVERSİTESİ	ANKARA	0
	CANKAYA UNIVERSITY				
50	ÇANKIRI		KARATEKİN	ÇANKIRI	1
	ÜNİVERSİTESİ				
	CANKIRI KARATEKIN UNIVERSITY				
51	ÇUKUROVA		ÜNİVERSİTESİ	ADANA	1
	CUKUROVA UNIVERSITY				

52	DEMİROĞLU BİLİM ÜNİVERSİTESİ DEMIROGLU SCIENCE UNIVERSITY	İSTANBUL	0
53	DİCLE ÜNİVERSİTESİ DICLE UNIVERSITY	DİYARBAKIR	1
54	DOĞUŞ ÜNİVERSİTESİ DOGUS UNIVERSITY	İSTANBUL	0
55	DOKUZ EYLÜL ÜNİVERSİTESİ DOKUZ EYLUL UNIVERSITY	İZMİR	1
56	DÜZCE ÜNİVERSİTESİ DUZCE UNIVERSITY	DÜZCE	1
57	EGE ÜNİVERSİTESİ EGE UNIVERSITY	İZMİR	1
58	ERCIYES ÜNİVERSİTESİ ERCIYES UNIVERSITY	KAYSERİ	1
59	ERZİNCAN BİNALI YILDIRIM ÜNİVERSİTESİ ERZINCAN BINALI YILDIRIM UNIVERSITY	ERZİNCAN	1
60	ERZURUM TEKNİK ÜNİVERSİTESİ ERZURUM TECHNICAL UNIVERSITY	ERZURUM	1
61	ESKİŞEHİR ÜNİVERSİTESİ ESKISEHIR ÜNİVERSİTESİ	OSMANGAZI OSMANGAZI	ESKİŞEHİR 1
62	ESKİŞEHİR TEKNİK ÜNİVERSİTESİ ESKISEHIR TECHNICAL UNIVERSITY	ESKİŞEHİR	1
63	FARUK SARAÇ TASARIM MESLEK YÜKSEKOKULU (İSTANBUL) FARUK SARAC DESIGN PROFESSION HIGH INSTITUTE (ISTANBUL)	İSTANBUL	0
64	FATİH SULTAN MEHMET VAKIF ÜNİVERSİTESİ FATİH SULTAN MEHMET VAKIF UNIVERSITY	İSTANBUL	0
65	FENERBAHÇE ÜNİVERSİTESİ FENERBAHCE UNIVERSITY	İSTANBUL	0
66	GALATASARAY ÜNİVERSİTESİ GALATASARAY UNIVERSITY	İSTANBUL	1
67	GAZİ ÜNİVERSİTESİ GAZI UNIVERSITY	ANKARA	1
68	GAZİANTEP İSLAM BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ GAZİANTEP ISLAM SCIENCE AND TECHNOLOGY UNIVERSITY	GAZİANTEP	1
69	GAZİANTEP ÜNİVERSİTESİ GAZİANTEP UNIVERSITY	GAZİANTEP	1

70	GEBZE TEKNİK ÜNİVERSİTESİ GEBZE TECHNICAL UNIVERSITY	KOCAELİ	1
71	GİRESUN ÜNİVERSİTESİ GİRESUN UNIVERSITY	GİRESUN	1
72	GÜMÜŞHANE ÜNİVERSİTESİ GUMUSHANE UNIVERSITY	GÜMÜŞHANE	1
73	HACETTEPE ÜNİVERSİTESİ HACETTEPE UNIVERSITY	ANKARA	1
74	HAKKARİ ÜNİVERSİTESİ HAKKARI UNIVERSITY	HAKKARİ	1
75	HALIÇ ÜNİVERSİTESİ HALIC UNIVERSITY	İSTANBUL	0
76	HARRAN ÜNİVERSİTESİ HARRAN UNIVERSITY	ŞANLIURFA	1
77	HASAN KALYONCU ÜNİVERSİTESİ HASAN KALYONCU UNIVERSITY	GAZİANTEP	0
78	HATAY MUSTAFA KEMAL ÜNİVERSİTESİ HATAY MUSTAFA KEMAL UNIVERSITY	HATAY	1
79	HİTİT ÜNİVERSİTESİ HITIT UNIVERSITY	ÇORUM	1
80	İĞDIR ÜNİVERSİTESİ IGDIR UNIVERSITY	İĞDIR	1
81	ISPARTA UYGULAMALI BİLİMLER ÜNİVERSİTESİ ISPARTA UNIVERSITY OF APPLIED SCIENCES	ISPARTA	1
82	IŞIK ÜNİVERSİTESİ ISIK UNIVERSITY	İSTANBUL	0
83	İBN HALDUN ÜNİVERSİTESİ IBN HALDUN UNIVERSITY	İSTANBUL	0
84	İHSAN DOĞRAMACI BİLKENT ÜNİVERSİTESİ IHSAN DOGRAMACI BILKENT UNIVERSITY	ANKARA	0
85	İNÖNÜ ÜNİVERSİTESİ INONU UNIVERSITY	MALATYA	1
86	İSKENDERUN TEKNİK ÜNİVERSİTESİ ISKENDERUN TECHNICAL UNIVERSITY	HATAY	1
87	İSTANBUL 29 MAYIS ÜNİVERSİTESİ ISTANBUL 29 MAYIS UNIVERSITY	İSTANBUL	0
88	İSTANBUL AREL ÜNİVERSİTESİ ISTANBUL AREL UNIVERSITY	İSTANBUL	0

89	İSTANBUL ATLAS ÜNİVERSİTESİ İSTANBUL ATLAS UNIVERSITY	İSTANBUL	0
90	İSTANBUL AYDIN ÜNİVERSİTESİ İSTANBUL AYDIN UNIVERSITY	İSTANBUL	0
91	İSTANBUL ÜNİVERSİTESİ İSTANBUL UNIVERSITY	AYVANSARAY AYVANSARAY	İSTANBUL 0
92	İSTANBUL BİLGİ ÜNİVERSİTESİ İSTANBUL BILGI UNIVERSITY	İSTANBUL	0
93	İSTANBUL ESENYURT ÜNİVERSİTESİ İSTANBUL ESENYURT UNIVERSITY	İSTANBUL	0
94	İSTANBUL GALATA ÜNİVERSİTESİ İSTANBUL GALATA UNIVERSITY	İSTANBUL	0
95	İSTANBUL GEDİK ÜNİVERSİTESİ İSTANBUL GEDİK UNIVERSITY	İSTANBUL	0
96	İSTANBUL GELİŞİM ÜNİVERSİTESİ İSTANBUL GELISIM UNIVERSITY	İSTANBUL	0
97	İSTANBUL KAVRAM MESLEK YÜKSEKOKULU İSTANBUL KAVRAM VOCATIONAL COLLEGE OF HIGHER EDUCATION	İSTANBUL	0
98	İSTANBUL KENT ÜNİVERSİTESİ İSTANBUL KENT UNIVERSITY	İSTANBUL	0
99	İSTANBUL KÜLTÜR ÜNİVERSİTESİ İSTANBUL KULTUR UNIVERSITY	İSTANBUL	0
100	İSTANBUL ÜNİVERSİTESİ İSTANBUL MEDENİYET UNIVERSITY	MEDENİYET İSTANBUL	İSTANBUL 1
101	İSTANBUL MEDİPOL ÜNİVERSİTESİ İSTANBUL MEDIPOL UNIVERSITY	İSTANBUL	0
102	İSTANBUL OKAN ÜNİVERSİTESİ İSTANBUL OKAN UNIVERSITY	İSTANBUL	0
103	İSTANBUL RUMELİ ÜNİVERSİTESİ İSTANBUL RUMELI UNIVERSITY	İSTANBUL	0
104	İSTANBUL SABAHATTİN ÜNİVERSİTESİ İSTANBUL SABAHATTİN UNIVERSITY	ZAIM ZAIM	İSTANBUL 0
105	İSTANBUL SAĞLIK VE TEKNOLOJİ ÜNİVERSİTESİ İSTANBUL HEALTH AND TECHNOLOGY UNIVERSITY	İSTANBUL	0
106	İSTANBUL ŞEHİR ÜNİVERSİTESİ İSTANBUL SEHIR UNIVERSITY	İSTANBUL	0
107	İSTANBUL ŞİŞLİ YÜKSEKOKULU	MESLEK İSTANBUL	İSTANBUL 0

	İSTANBUL SISLI VOCATIONAL SCHOOL			
108	İSTANBUL TEKNİK ÜNİVERSİTESİ İSTANBUL TECHNICAL UNIVERSITY	İSTANBUL		1
109	İSTANBUL TİCARET ÜNİVERSİTESİ İSTANBUL COMMERCE UNIVERSITY	İSTANBUL		0
110	İSTANBUL ÜNİVERSİTESİ İSTANBUL UNIVERSITY	İSTANBUL		1
111	İSTANBUL ÜNİVERSİTESİ- CERRAHPAŞA İSTANBUL UNIVERSITY- CERRAHPASA	İSTANBUL		1
112	İSTANBUL YENİ YÜZYIL ÜNİVERSİTESİ İSTANBUL YENI YUZYIL UNIVERSITY	İSTANBUL		0
113	İSTİNYE ÜNİVERSİTESİ İSTİNYE UNIVERSITY	İSTANBUL		0
114	İZMİR BAKIRÇAY ÜNİVERSİTESİ İZMİR BAKIRÇAY UNIVERSITY	İZMİR		1
115	İZMİR DEMOKRASİ ÜNİVERSİTESİ İZMİR DEMOCRACY UNIVERSITY	İZMİR		1
116	İZMİR EKONOMİ ÜNİVERSİTESİ İZMİR UNIVERSITY OF ECONOMICS	İZMİR		0
117	İZMİR KATİP ÇELEBİ ÜNİVERSİTESİ İZMİR KATIP CELEBI UNIVERSITY	İZMİR		1
118	İZMİR KAVRAM MESLEK YÜKSEKOKULU İZMİR KAVRAM VOCATIONAL COLLEGE OF HIGHER EDUCATION	İZMİR		0
119	İZMİR TINAZTEPE ÜNİVERSİTESİ İZMİR TINAZTEPE UNIVERSITY	İZMİR		0
120	İZMİR YÜKSEK TEKNOLOJİ ENSTİTÜSÜ İZMİR INSTITUTE OF TECHNOLOGY	İZMİR		1
121	KADİR HAS ÜNİVERSİTESİ KADİR HAS UNIVERSITY	İSTANBUL		0
122	KAFKAS ÜNİVERSİTESİ KAFKAS UNIVERSITY	KARS		1
123	KAHRAMANMARAŞ İSTİKLAL ÜNİVERSİTESİ KAHRAMANMARAŞ İSTIKLAL UNIVERSITY	KAHRAMANMAR AŞ		1
124	KAHRAMANMARAŞ SÜTÇÜ İMAM ÜNİVERSİTESİ KAHRAMANMARAŞ SUTCU İMAM UNIVERSITY	KAHRAMANMAR AŞ		1

125	KAPADOKYA CAPPADOCIA UNIVERSITY	ÜNİVERSİTESİ	NEVŞEHİR	0
126	KARABÜK KARABUK UNIVERSITY	ÜNİVERSİTESİ	KARABÜK	1
127	KARADENİZ TEKNİK KARADENİZ UNIVERSITY	ÜNİVERSİTESİ TECHNICAL	TRABZON	1
128	KARAMANOĞLU ÜNİVERSİTESİ KARAMANOGLU UNIVERSITY	MEHMETBEY MEHMETBEY	KARAMAN	1
129	KASTAMONU KASTAMONU UNIVERSITY	ÜNİVERSİTESİ	KASTAMONU	1
130	KAYSERİ KAYSERİ UNIVERSITY	ÜNİVERSİTESİ	KAYSERİ	1
131	KIRIKKALE KIRIKKALE UNIVERSITY	ÜNİVERSİTESİ	KIRIKKALE	1
132	KIRKLARELİ KIRKLARELİ UNIVERSITY	ÜNİVERSİTESİ	KIRKLARELİ	1
133	KİRŞEHİR ÜNİVERSİTESİ KIRSEHIR AHI EVRAN UNIVERSITY	AHI EVRAN	KİRŞEHİR	1
134	KOCAELİ SAĞLIK VE TEKNOLOJİ ÜNİVERSİTESİ KOCAELI HEALTH AND TECHNOLOGY UNIVERSITY		KOCAELİ	0
135	KOCAELİ KOCAELI UNIVERSITY	ÜNİVERSİTESİ	KOCAELİ	1
136	KOÇ KOC UNIVERSITY	ÜNİVERSİTESİ	İSTANBUL	0
137	KONYA GIDA VE TARIM ÜNİVERSİTESİ KONYA FOOD AND AGRICULTURE UNIVERSITY		KONYA	0
138	KONYA TEKNİK KONYA TECHNICAL UNIVERSITY	ÜNİVERSİTESİ	KONYA	1
139	KTO KARATAY KTO KARATAY UNIVERSITY	ÜNİVERSİTESİ	KONYA	0
140	KÜTAHYA ÜNİVERSİTESİ KUTAHYA UNIVERSITY	DUMLUPINAR DUMLUPINAR	KÜTAHYA	1
141	KÜTAHYA SAĞLIK ÜNİVERSİTESİ KUTAHYA HEALTH UNIVERSITY	BİLİMLERİ SCIENCES	KÜTAHYA	1

142	LOKMAN HEKİM ÜNİVERSİTESİ LOKMAN HEKIM UNIVERSITY	ANKARA	0
143	MALATYA TURGUT ÖZAL MALATYA TURGUT OZAL ÜNİVERSİTESİ UNIVERSITY	MALATYA	1
144	MALTEPE ÜNİVERSİTESİ MALTEPE UNIVERSITY	İSTANBUL	0
145	MANİSA CELÂL BAYAR ÜNİVERSİTESİ MANISA CELAL BAYAR UNIVERSITY	MANİSA	1
146	MARDİN ARTUKLU ÜNİVERSİTESİ MARDIN ARTUKLU UNIVERSITY	MARDİN	1
147	MARMARA ÜNİVERSİTESİ MARMARA UNIVERSITY	İSTANBUL	1
148	MEF ÜNİVERSİTESİ MEF UNIVERSITY	İSTANBUL	0
149	MERSİN ÜNİVERSİTESİ MERSIN UNIVERSITY	MERSİN	1
150	MİMAR SİNAN GÜZEL SANATLAR ÜNİVERSİTESİ MIMAR SINAN FINE ARTS UNIVERSITY	İSTANBUL	1
151	MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ MUGLA SITKI KOCMAN UNIVERSITY	MUĞLA	1
152	MUNZUR ÜNİVERSİTESİ MUNZUR UNIVERSITY	TUNCELİ	1
153	MUŞ ALPARSLAN ÜNİVERSİTESİ MUS ALPARSLAN UNIVERSITY	MUŞ	1
154	NECMETTİN ERBAKAN ÜNİVERSİTESİ NECMETTIN ERBAKAN UNIVERSITY	KONYA	1
155	NEVŞEHİR HACI BEKTAŞ VELİ ÜNİVERSİTESİ NEVSEHIR HACI BEKTAS VELI UNIVERSITY	NEVŞEHİR	1
156	NİĞDE ÖMER HALİSDEMİR ÜNİVERSİTESİ NIGDE OMER HALISDEMIR UNIVERSITY	NİĞDE	1
157	NİŞANTAŞI ÜNİVERSİTESİ NISANTASI UNIVERSITY	İSTANBUL	0
158	NUH NACİ YAZGAN ÜNİVERSİTESİ NUH NACI YAZGAN UNIVERSITY	KAYSERİ	0
159	ONDOKUZ MAYIS ÜNİVERSİTESİ ONDOKUZ MAYIS UNIVERSITY	SAMSUN	1

160	ORDU ORDU UNIVERSITY	ÜNİVERSİTESİ	ORDU	1
161	ORTA DOĞU TEKNİK MIDDLE EAST TECHNICAL UNIVERSITY	ÜNİVERSİTESİ	ANKARA	1
162	OSMANİYE ÜNİVERSİTESİ OSMANIYE UNIVERSITY	KORKUT ATA	OSMANİYE	1
163	OSTİM TEKNİK OSTİM TECHNICAL UNIVERSITY	ÜNİVERSİTESİ	ANKARA	0
164	ÖZYEGİN OZYEGIN UNIVERSITY	ÜNİVERSİTESİ	İSTANBUL	0
165	PAMUKKALE PAMUKKALE UNIVERSITY	ÜNİVERSİTESİ	DENİZLİ	1
166	PİRİ REİS PİRİ REİS UNIVERSITY	ÜNİVERSİTESİ	İSTANBUL	0
167	RECEP TAYYİP ÜNİVERSİTESİ RECEP TAYYIP UNIVERSITY	ERDOĞAN ERDOGAN	RİZE	1
168	SABANCI SABANCI UNIVERSITY	ÜNİVERSİTESİ	İSTANBUL	0
169	SAĞLIK BİLİMLERİ UNIVERSITY OF HEALTH SCIENCES	ÜNİVERSİTESİ	İSTANBUL	1
170	SAKARYA UYGULAMALI BİLİMLER ÜNİVERSİTESİ SAKARYA UNIVERSITY OF APPLIED SCIENCES		SAKARYA	1
171	SAKARYA SAKARYA UNIVERSITY	ÜNİVERSİTESİ	SAKARYA	1
172	SAMSUN SAMSUN UNIVERSITY	ÜNİVERSİTESİ	SAMSUN	1
173	SANKO SANKO UNIVERSITY	ÜNİVERSİTESİ	GAZİANTEP	0
174	SELÇUK SELÇUK UNIVERSITY	ÜNİVERSİTESİ	KONYA	1
175	SİİRT SIIRT UNIVERSITY	ÜNİVERSİTESİ	SİİRT	1
176	SİNOP SINOP UNIVERSITY	ÜNİVERSİTESİ	SİNOP	1
177	SİVAS BİLİM VE TEKNOLOJİ ÜNİVERSİTESİ SIVAS SCIENCE AND TECHNOLOGY UNIVERSITY		SİVAS	1
178	SİVAS CUMHURİYET SIVAS CUMHURİYET UNIVERSITY	ÜNİVERSİTESİ	SİVAS	1

179	SÜLEYMAN DEMİREL ÜNİVERSİTESİ SULEYMAN DEMIREL UNIVERSITY	İSPARTA	1
180	ŞIRNAK ÜNİVERSİTESİ SIRNAK UNIVERSITY	ŞIRNAK	1
181	TARSUS ÜNİVERSİTESİ TARSUS UNIVERSITY	MERSİN	1
182	TED ÜNİVERSİTESİ TED UNIVERSITY	ANKARA	0
183	TEKİRDAĞ NAMIK KEMAL ÜNİVERSİTESİ TEKIRDAG NAMIK KEMAL UNIVERSITY	TEKİRDAĞ	1
184	TOBB EKONOMİ VE TEKNOLOJİ ÜNİVERSİTESİ TOBB UNIVERSITY OF ECONOMICS AND TECHNOLOGY	ANKARA	0
185	TOKAT GAZİOSMANPAŞA ÜNİVERSİTESİ TOKAT GAZIOSMANPASA UNIVERSITY	TOKAT	1
186	TOROS ÜNİVERSİTESİ TOROS UNIVERSITY	MERSİN	0
187	TRABZON ÜNİVERSİTESİ TRABZON UNIVERSITY	TRABZON	1
188	TRAKYA ÜNİVERSİTESİ TRAKYA UNIVERSITY	EDİRNE	1
189	TÜRK HAVA ÜNİVERSİTESİ UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION	ANKARA	0
190	İŞLETME FAKÜLTESİ FACULTY OF BUSINESS ADMINISTRATION	İZMİR	0
191	İZMİR HAVACILIK MESLEK YÜKSEKOKULU IZMIR AVIATION VOCATIONAL SCHOOL	ANKARA	0
192	TÜRK-ALMAN ÜNİVERSİTESİ TURKISH - GERMAN UNIVERSITY	İSTANBUL	1
193	UFUK ÜNİVERSİTESİ UFUK UNIVERSITY	ANKARA	0
194	UŞAK ÜNİVERSİTESİ USAK UNIVERSITY	UŞAK	1
195	ÜSKÜDAR ÜNİVERSİTESİ USKUDAR UNIVERSITY	İSTANBUL	0
196	VAN YÜZÜNCÜ YIL ÜNİVERSİTESİ VAN YUZUNCU YIL UNIVERSITY	VAN	1

197	YALOVA YALOVA UNIVERSITY	ÜNİVERSİTESİ	YALOVA	1
198	YAŞAR YAŞAR UNIVERSITY	ÜNİVERSİTESİ	İZMİR	0
199	YEDİTEPE YEDITEPE UNIVERSITY	ÜNİVERSİTESİ	İSTANBUL	0
200	YILDIZ TEKNİK YILDIZ TECHNICAL UNIVERSITY	ÜNİVERSİTESİ	İSTANBUL	1
201	YOZGAT BOZOK YOZGAT BOZOK UNIVERSITY	ÜNİVERSİTESİ	YOZGAT	1
202	YÜKSEK İHTİSAS YUKSEK IHTISAS UNIVERSITY	ÜNİVERSİTESİ	ANKARA	0
203	ZONGULDAK ZONGULDAK UNIVERSITY	BÜLENT BULENT	ECEVİT ECEVIT	ZONGULDAK 1