

Emerging topics and research in educational administration and leadership *

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Abstract

The objective of this study is to examine current trends and studies in the field of educational administration and leadership. The frequency and significance level of articles published in educational administration journals were systematically examined in pursuit of this goal. This study seeks to comprehensively evaluate the current state by examining the trends in Türkiye and the global landscape through a thematic analysis of scholarly articles from local and international publications, while also comparing and contrasting the observed trends. Out of the themes identified in these articles, leadership was the most extensively researched category. Foreign articles placed a greater emphasis on leadership compared to local ones. School improvement and development, management and school psychology, administrative structure, and process themes follow respectively. The analysis shows that foreign articles often focus on themes such as racism, equality, female managers, and gender differences, while these topics are less prevalent in local articles. Local articles focus on addressing organizational conflicts and maintaining unity within the organization.

Keywords: Leadership, Educational Administration, Emerging Topics.

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INTRODUCTION

Educational administration was first mentioned in Roman literature, highlighting the school and its management as crucial aspects. (Bursalioğlu, 2003). Educational organizations began implementing Taylor's idea of scientific management from 1856 to 1915. This perspective regards educational organizations as factories and students as raw materials. The primary focus of this concept is on maximizing efficiency and comprehending human behavior through specific laws. Taylor suggests that organizations utilize the most efficient and expeditious methods to enhance efficiency (Greenfield & Ribbins, 1993). According to Beycioğlu and Dönmez (2006), this era is referred to as the pre-positivist period. Weber's contributions to the field of bureaucracy had a significant impact during this period. Furthermore, research conducted by the National Council of Professors of Educational Administration (NCPEA), an American organization, during the 1950s is credited with establishing the foundations of educational management. These studies played a major role in laying the theoretical foundations of the field of educational administration. Later, these studies were named the theory movement in educational administration. Accordingly, it was emphasized that scientific research should be carried out in line with certain theories and these theories should guide research. According to Culbertson (1983), the theory movement was developed under the influence of positivism as the paradigm that prevailed in its time. Thus, it contains the features of positivism to a large extent and is fed from positivism. This period starting from the 1920s, with its effect extending to the present day, can be called the positivistic period. According to Taylor, who had the greatest impact on this period, the positivist paradigm should be applied flawlessly in terms of organization, people, and management. In the positivist method, leadership studies focused on the characters of leaders. Schools should be examined according to the principles of rationality and efficiency, according to Taylor. In the period between 1930 and 1950, the human relations approach was effective. On the other hand, since the mid-1970s, organization and management theorists, whose number has been increasing in every field, have declared war on the positivist paradigm. A visible transformation has started in method and researchers have started to prefer case studies and qualitative research methods instead of quantitative methods (Şimşek, 1997). In the Hawthorne research conducted by Mayo et al., human problems and their solutions have been examined. As an alternative to scientific management understanding, a democratic management approach has been adopted. According to Yılmaz (2018) the field of educational administration has a positivist character. To cope with the problems posed by this positivist character, he proposed alternative perspectives such as Critical Theory, cultural analysis of educational administration, Postmodernism, and Natural Consistency Theory.

Greenfield, a prominent figure in the field of educational administration, argues in his book "Reforming & Revaluating Educational Administration" that organizational theories do not fully capture the complexities of human behavior, specifically regarding beliefs, values, and habits. Additionally, he argues that there is a need to analyze the significance individuals assign to their environment and their interpretations. Furthermore, he highlights the significance of evaluating organizations in this manner (Balcı, 2003, p. 46). He also mentions that the landscape of educational administration has changed since the 1980s. These changes have been brought about by the rise of new trends, including student-centered education, cultural variations, multiculturalism, leadership, accountability, and globalization.

A literature review conducted by Aypay, Karadağ, and Baloğlu (2010) on educational administration in *Educational Administration: Theory and Practice* revealed that the predominant themes were leadership, organizational culture, supervision, and attitude. Evidence shows that school administrators play a key role in addressing the issues highlighted in studies. The school principal plays a vital part in the school's stakeholders. The research articles about educational administration were evaluated in terms of the main headings of research methodology by Balcı in their study conducted between 2000 and 2006. The study revealed that the causes of administrator behavior were primarily associated with the subjects examined. Üstüner and Cömert (2008) researched to investigate postgraduate education in educational administration, supervision planning, and economics, with a focus on the courses taught and completed theses. The data collected from 3,559 keywords referenced in 1,113 theses revealed the use of 864 different concepts as keywords. It was noted that the top categories included educational administration (n=180), teachers (n=174), school administrators (n=160), and primary schools (n = 130). The understanding that the examination and interrogation of a field's knowledge bases are vital to its progress has prompted educational administration researchers to place greater importance on recent studies. Through his influential studies (Turan, 2004a, 2004b, 2005, 2006, 2007, 2009, 2013), Turan, a leading academic in educational administration in Türkiye, has sparked a critical examination of the knowledge foundations within the field.

Through these inquiries, it has become apparent that there are significant concerns and shortcomings regarding the scientific level of educational administration in Türkiye. These include that the field is in crisis, it swings between modernism and postmodernism, there is no specific information area, and it is mostly under the influence of the Western paradigms. According to Turan (2006), educational management is not different from modernism because it has established its identity within the rhetorical scope of modernism.

This study aims to pinpoint the emerging trends and tendencies in educational administration within Türkiye and internationally since the 2000s. With this goal in mind, we examined significant articles in the field of educational management that were published in both domestic and foreign journals. This analysis focused on the themes and relational patterns, including similarities and differences, present in these journals.

METHOD

The general purpose of qualitative data analysis is to reach the result through an inductive approach (Thomas, 2006). In this method, the primary goal is to create a data set by examining the data obtained. The words and expressions included in this set and related to the study subject are selected and these are taken as analysis units. Afterward, the codes are obtained by naming these units. Then, by collecting these codes within themselves, categories are determined, and these categories are named. In this phase, the relations between the categories are comprehended and the related categories are combined under the main theme. Finally, hypotheses are obtained in line with these themes and categories and these are tested with the current data. If they are not supported by the data, different hypotheses are created. At the end of the process, a research report is prepared.

A systematic review is a sort of analysis that allows researchers to dig deeper into findings and compare and contrast data by a more accountable means. The purpose of this is to make future research more diverse, qualified, and accountable (Oakley, 2002; Hallinger, 2017). Therefore, it is aimed to investigate articles dealing with leadership and to reveal certain concepts and trends in educational administration. This study includes a systematic review of three major journals published in the field of educational administration.

Thus, the existing knowledge base on educational administration around the world is comprehended. The same method was used in studies like this study (Gough, 20017; Hallinger, 2013; Hallinger, 2014; Hallinger & Chen, 2015). In the reviewed journals, an internationally focused publication research mission was taken as a basis and a blind peer review (anonymous referee) screening method was applied. The review of the three journals covered by the study was restricted to 19 years up to 2000. It can be pointed out that both historical and functional reasons underlie the selection of this period. In recent years, comments have indicated that more research is needed regarding educational administration in the world and Türkiye, and the field of research has a long way to go (Balci, 2008). Hence, it was thought that a more comprehensive study dating back to earlier years would yield much less return than the effort required.

503 articles published by Educational Administration: Theory and Practice (EATP) (<http://www.kuey.net/index>), 556 articles published by Educational Administration Quarterly (EAQ) (<http://journals.sagepub.com>), and 980 articles published by Educational Management Administration and Leadership (EMAL) were examined (<http://journals.sagepub.com>). Articles published since 2000 in all three journals were searched. The sample selection was not made in the study and a total of 2034 samples were created with 554 articles published by EAQ and 977 articles published by EMAL, and 503 articles published by EATP.

The content analysis method, one of the data collection methods, was used in the study. According to this method, written materials containing information about the phenomena are analyzed. Documents are among the most effective data sources used in qualitative research and the researcher can access the information needed in qualitative research without the need for interviews or observations. According to Bailey (1982), the content analysis method has distinct positive aspects, and it is possible to list them under seven sub-headings: Subjects that are not easily accessible, sample size, low cost, and quality, lack of reactivity, long-term or time-spread analysis. Afterward, the researcher chooses the concepts suitable for these categories among the analyzed data. While creating the categories, the researcher should also consider other researchers who may consider conducting different research on the same research texts, and they must create categories that the other researchers can benefit from (Silverman, 2001).

Educational Administration: Theory and Practice (EATP) is one of the most popular international journals generally in the Turkish context. Educational Administration Quarterly (EAQ) is a world-renowned and prestigious journal. Educational Management Administration and Leadership (EMAL) containing articles on education, management, and leadership is a popular and prestigious journal as well. Articles published on educational administration in these three journals were analyzed, coded according to their subjects, and classified under categories. 1764 articles published in three journals between 2000 and 2019 were thematically examined and the contents of these articles were analyzed as written data. As a result of the examination, 2320 concepts or themes relevant to educational administration were revealed and classified under 13 categories presented on the following pages.

Data Analysis and Findings

Through thematic analysis of the articles in the reviewed journals, the content analysis method was utilized to investigate concepts and expressions, leading to the identification of 13 sub-categories. These were leadership, organizational behavior, educational supervision, power and policy in schools, organizational culture and climate, administrative structure and processes, administration and school psychology, school improvement, finance of education and planning, human resources management, communication in schools, teaching-learning process school, and neighborhood relations. Our paper highlights the predominant themes discussed about each sub-theme.

DATA ANALYSIS AND RESULTS

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Leadership

The frequency of themes addressed in the articles related to the leadership category differs in the domestic and foreign journals reviewed within the scope of the research. The leadership theme was referenced 45 times out of 621 themes (7.2 percent) in EATP. Out of all the articles published in EATP, the top five themes that received the most attention were transformational leadership ($n = 7/45$, 15.5 percent), instructional leadership ($n = 7/45$, 15.5 percent), leadership styles ($n = 5/45$, 11.1 percent) technology leadership ($n = 4/45$, percent 8.8) and leadership ($n = 4/45$, 8.8 percent) and so on respectively. The leadership theme was referenced 121/627 times (19.3 percent) in EAQ. Out of all the articles published in EAQ, leadership ($n = 34/121$, 28.0 percent), organizational leadership ($n = 21/121$, 17.3 percent), instructional leadership ($n = 17/121$, 14.0 percent), and transformational leadership ($n = 7$, 5.7 percent) emerged as the most discussed topics. The leadership theme was referenced 305/1069 times (28.5 percent) in EMAL. Out of all the articles published in EMAL, the themes discussed most were leadership ($n = 87/305$, 28.2 percent), organizational leadership ($n = 34/305$, 11.0 percent), educational leadership ($n = 34/305$, 11.0 percent) distributed leadership ($n = 30/305$, 9.7 percent) and leadership development ($n = 27/305$, 8.7 percent) emerged as the most commonly discussed topics. It can be noted that the topic of leadership was widely discussed in the articles reviewed from both domestic and foreign journals. Furthermore, the predominant topics explored in both EATP and EAQ were found to be transformational leadership and instructional leadership. Nevertheless, the themes explored in the domestic and foreign journals varied significantly. The dominant topics in EATP were transformational and technology leadership, but the most discussed topics in EAQ and EMAL were organizational leadership, educational leadership, distributed leadership, and leadership development. Moreover, foreign journals show a significantly higher frequency of discussing leadership themes compared to EATP.

Organizational Behavior

The domestic and foreign journals reviewed showed varying frequencies in organizational behavior themes. The topics that received the most attention in all published articles in EATP were conflict management ($n = 17$, 21.5

percent), organizational commitment (n = 14, 17.7 percent), organizational citizenship (n = 13, 16.4 percent), organizational justice (n = 8, 10.1 percent), organizational structure (n = 8, 10.1 percent). In the articles published in EAQ, the most discussed themes were organizational trust (n = 4, 21.0 percent), organizational structure (n = 4, 21.0 percent) and organizational citizenship (n = 3, 15.7 percent), respectively. The most commonly addressed topics in the articles published in EAQ were organizational trust (n = 4, 21.0 percent), organizational structure (n = 4, 21.0 percent), and organizational citizenship (n = 3, 15.7 percent). Conflict management emerged as one of the prominent themes in discussions within EATP and EMAL journals. Furthermore, the results demonstrated that organizational citizenship and organizational structure were the key topics examined in both EATP and EAQ. Nevertheless, the domestic and foreign magazines analyzed also showed variations in the themes they covered. EATP researchers heavily focused on the topic of organizational justice, while EAQ and EMAL discussions centered on organizational trust and diversity management.

Educational Supervision

Educational Supervision themes within the reviewed articles were found to have varying frequencies in domestic and foreign journals. Educational supervision (n = 15, 75 percent) was the most prevalent theme in the articles of EATP, followed by punishment (n = 3, 15 percent) and clinical supervision (n = 2, 10 percent). The predominant topics covered in the articles featured in EAQ were educational supervision (n = 4, 57.1 percent) and punishment (n = 3, 42.8 percent), in that order. The articles published in EMAL made it evident that the focal point was educational supervision, with a total of 11 articles accounting for 100% of the research. Educational supervision was a prominent theme in the articles examined in all three domestic and foreign journals that were included in this study. Additionally, the theme of punishment was extensively discussed in both EATP and EAQ. Similar themes were found in the domestic and foreign journals analyzed within this subcategory.

Power and Policy in Schools

The articles published in EATP primarily focused on three main topics: the education system (n = 9, 34.6 percent), training for managers (n = 6, 23.0 percent), and education policies (n = 5, 19.2 percent) within this subcategory. The articles published in EAQ primarily covered three topics: education policies (n = 11, 27.5 percent), leader training and staffing (n = 11, 27.5 percent), and executive training (n = 7, 2.5 percent). The most frequently discussed topics in EMAL articles were educational policies (n = 16, 23.1 percent), manager training (n = 13, 18.8 percent), school autonomy (n = 10, 14.4 percent) leader training and staffing (n = 6, 8.6 percent) and power analysis (n = 6, 8.6 percent). From this observation, it is evident that two major themes explored in the articles related to power and policy in schools were the training of administrators and education policies. Moreover, it was observed that leader training and staffing were extensively discussed in both EMAL and EAQ. Nonetheless, the domestic and foreign journals cover distinct themes. The education system was a topic of discussion in EATP, however it remains untouched in both EAQ and EMAL. While school autonomy and power analysis were the most commonly discussed topics in EMAL, they were not as frequently utilized in other academic journals. EATP has never addressed the topic of school autonomy.

Organizational Culture and Climate

Among the articles published in EATP, the most prominent themes within this subcategory were school culture (n = 17, 39.5 percent), values (n = 9, 20.9 percent), and school climate (n = 7, 16.2 percent). The main themes of discussion in the articles published in EAQ were racism (n = 31, 64.5 percent), gender difference (n = 11, 22.9 percent) and school culture (n = 3, 6.2 percent). The most prevalent themes in EMAL publications were gender differences (n = 20, 28.1 percent), values (n = 15, 21.1 percent), school culture (n = 15, 21.1 percent), and racism (n = 8, 11.2 percent). The topic of school culture has been extensively discussed in articles categorized under organizational culture and climate, in both domestic and foreign academic publications. Moreover, values were a central focus of discussion in both EATP and EMAL. Nonetheless, variations can be observed in the themes discussed in the domestic and foreign journals studied. School climate was a frequently discussed topic in EATP, with EAQ and EMAL bringing attention to themes of racism and gender differences.

Administrative Structure and Processes

The frequency of themes about administrative structure and processes differs among the articles analyzed in all three journals. The most frequently cited topics in EATP articles were university administration (n = 28, 44.4 percent), school administration (n = 12, 19.0 percent), and education management (n = 11, 17.4 percent). Female administrators (n = 12, 25.0 percent) and education management (n = 11, 22.9 percent) were the most frequently

mentioned themes in articles published in EAQ. EMAL articles frequently referenced female administrators ($n = 23$, 21.6 percent), education management ($n = 18$, 16.9 percent), and school management ($n = 18$, 16.9 percent). The journals reviewed showed a strong focus on educational administration within the category of administrative structure and processes. Additionally, school management was identified as a highly referenced topic in both EATP and EMAL journal.

Administration and School Psychology

The sub-dimension of administration and school psychology in both domestic and foreign journals covers a range of themes with varying frequencies. Based on the articles published in EATP, it is evident that burnout ($n = 12$, 17.9 percent) and executive characteristics ($n = 8$, 11.9 percent) were the most prevalent themes. Among the articles published in EAQ, the primary themes addressed were school collaboration ($n = 17$, 26.5 percent) and trust ($n = 9$, 14.0 percent). Among the articles published in EMAL, the most commonly discussed topics were the role of administration ($n = 27$, 23.8 percent), school collaboration ($n = 25$, 22.1 percent), and professional satisfaction ($n = 9$, 7.9 percent) and administrator features ($n = 9$, 7.9 percent). From this, it was evident that a key topic of discussion in both EATP and EMAL was the qualities of a manager. However, a notable difference in themes was observed between domestic and foreign journals. Researchers frequently focused on the theme of burnout in EATP, while themes such as school collaboration, trust, managerial responsibilities, school administration, and job satisfaction were the primary areas of focus in EAQ and EMAL.

School Improvement

The dominant themes in EATP articles related to this particular subcategory are scientific investigations (16 studies, 26.2%), teacher proficiency (13 studies, 21.3%), executive proficiency (13 studies, 21%, 3), and educational change ($n = 11$, 18.0 percent). The articles published in EAQ focused primarily on educational change ($n = 18$, 20.2 percent), school improvement ($n = 17$, 19.1 percent), accountability ($n = 14$, 15.7 percent) and scientific studies ($n = 12$, 13.4 percent). The main themes covered in EMAL's articles were educational change ($n = 32$, 29.0 percent), school improvement ($n = 25$, 22.7 percent), and accountability ($n = 11$, 10.0 percent). The articles within the school improvement category in domestic and international journals frequently addressed the theme of educational change. Moreover, it was noted that the main theme in both EATP and EAQ was scientific studies. However, there is a contrast in the themes explored by the domestic and foreign journals studied. The EATP placed a strong emphasis on themes related to teacher competence and executive competence, whereas the EAQ and EMAL focused primarily on themes of school improvement and accountability.

Finance of Education and Planning

Several distinctions can be observed in the frequencies of themes discussed in the articles analyzed in both domestic and foreign journals under the categories of finance of education and planning. EATP articles within this category predominantly addressed a limited number of themes. Teacher employment ($n = 9$, 37.5 percent) and salary ($n = 5$, 20.8 percent) were the main themes addressed in EAQ's articles. The articles published in EMAL primarily focused on financial management ($n=10$, 50.0 percent) and educational marketing ($n=7$, 35.0 percent). The themes examined within the scope of the research in both EATP and EMAL were economics, financial management, and teacher employment. However, there is a discrepancy in the themes tackled by EATP and EAQ. The theme of salary ($n = 5$, 20.8 percent) was brought up in EAQ, but it was not mentioned in EATP. EMAL had a higher proportion of discussions on financial management ($n = 10$, 50.0 percent) compared to EATP ($n = 2$, 18.1 percent).

Human Resources Management

The themes addressed in articles from domestic and foreign journals within this sub category vary in frequency. In the articles published in EATP, teacher development ($n = 6$, 40.0 percent), performance management ($n = 5$, 33.3 percent), and professional development ($n = 4$, 26.6 percent) emerged as the most widely discussed themes. The most prevalent themes in the EAQ publications were professional development ($n = 14$, 46.6 percent), teacher evaluation ($n = 5$, 16.6 percent), and performance management ($n = 4$, 13.3 percent) in descending order. The EMAL articles primarily focused on professional development ($n = 11$, 30.5 percent), performance management ($n = 6$, 16.6 percent) teacher evaluation ($n = 6$, 16.6 percent), and teacher development ($n = 4$, 11.1 percent). Among the various themes in the human resources management category, teacher development, performance management, and professional development were the most frequently mentioned in the articles from both domestic and foreign journals. Furthermore, the topic of teacher evaluation was extensively discussed

in both EMAL and EAQ, yet it was not incorporated into EATP. Notwithstanding, the areas of focus within this category were similar among all three journals, with no major distinctions.

Communication in Schools

The articles within this category were found to have varying frequencies across the domestic and foreign journals that were reviewed. The most commonly addressed themes in EATP publications are administrative behavior (n = 12, percent) and school relations (n = 8, percent). The most commonly discussed themes in EAQ publications are administrative behavior (n = 10, percent), school relations (n = 6, percent), and cultural interaction (n = 4, percent). School relations (n = 16, percent), administrative behavior (n = 16, percent), and cultural interaction (n = 6, percent) were the primary themes of focus in the articles published in EMAL. The predominant themes in both domestic and foreign journals for this category were administrative behavior and school relations, as evidenced by their high level of discussion. Additionally, cultural interaction was a frequently discussed topic in both EMAL and EAQ, yet it was not encompassed in EATP.

School and Neighborhood Relations

Across all three journals, there are discrepancies in the frequency of themes covered within this particular category. It was discovered that teacher unions (n = 1, 100 percent) were the sole theme of the articles published in EATP. EAQ articles primarily covered themes related to family and community participation (n = 4, 44.4 percent), administration and society (n = 4, 44.4 percent), and teachers' unions (n = 1, 11.1 percent). Among the articles featured in EMAL, the most prevalent themes were family and community involvement (n = 5, 50 percent), management and its impact on society (n = 4, 40 percent), and the influence of teachers' unions (n = 1, 10 percent). It is clear that teacher unions were a common theme among domestic and international journals in this category. However, this theme was only touched upon once in the three journals that were reviewed. Additionally, both EMAL and EAQ delved into the themes of family and community dynamics, as well as management and society. However, these themes were not addressed in EATP.

Teaching-Learning Process

Among the articles published in EATP, the most frequently addressed topics were student development (n = 17, 10.3 percent), classroom management (n = 13, percent), assessment and evaluation (n = 12, percent), and student discipline (n = 12, percent). Student development (n = 19, percent), equality (n = 16, percent), teaching and learning (n = 10, percent), and organizational learning (n = 8, percent) were the most frequently discussed themes in EAQ articles. The most commonly addressed topics in EMAL's publications were vocational education (n = 20, percent), educational development (n = 12, percent), disadvantaged students (n = 11, percent), and student development (n = 10, percent). The data indicated that both domestic and foreign journals within this category predominantly focused on the theme of student development. Nevertheless, there were variations in the specific themes addressed in each. Among the themes that received the most attention in EATP were classroom management, assessment, and student discipline and the most frequently discussed themes in EAQ and EMAL were equality, teaching and learning, organizational learning, professional education, educational development, and disadvantaged students.

Notable Disparities in Frequency among Concepts

The table below displays notable variations in the frequency of addressing specific concepts/themes in domestic and foreign articles. While domestic articles often touch upon university management, conflict management, student discipline, student motivation, classroom management, learning methods, thought education, mathematics education, organizational commitment, organizational citizenship, organizational justice, organizational behavior, assessment and evaluation, burnout and school climate, these topics have been largely ignored or rarely mentioned in foreign articles. Domestic literature has largely neglected topics such as leadership, leader training and placement, leadership development, educational leadership, organizational leadership, distributed leadership, accountability, school collaboration, school development, school autonomy, teacher evaluation, vocational training, professional satisfaction, salary, cultural interaction, family and community participation, governance and society, regional governance, disadvantaged students, racism, equality, diversity management, gender difference, and female managers. The analysis showed that specific themes were addressed more often in domestic articles than in foreign articles. These themes are listed in Table 1.

Table 1. Concepts with Significant Differences in Terms of Usage Frequency in Domestic and Foreign Articles

No	Concepts	EATP (n)	EAQ (n)	EMAL (n)	Total
1	Leader training and placement	0	11	6	17
2	Leadership development	0	2	27	29
3	School autonomy	0	2	10	12
4	Diversity management	0	2	11	13
5	Teacher evaluation	0	5	6	11
6	Salary	0	5	3	8
7	Cultural interaction	0	4	6	10
8	Family - community participation	0	4	5	9
9	Territory management	0	5	1	6
10	Management and society	0	4	4	8
11	Vocational training	0	3	20	23
12	Disadvantaged students	1	3	11	14
13	School development	1	17	25	43
14	Professional satisfaction	1	3	9	13
15	Racism	1	31	8	40
16	Educational leadership	1	6	34	41
17	Women executives	2	12	23	37
18	Accountability	2	14	11	27
19	Gender difference	2	11	20	33
20	Equality	2	16	7	25
21	Organizational leadership	3	21	34	58
22	Distributed leadership	3	6	30	39
23	School collaboration	4	17	25	46
24	Leadership	4	34	87	125
25	Student motivation	4	0	0	4
26	Class climate	4	0	0	4
27	Psychological counseling	5	0	0	5
28	Math education	6	1	0	7
29	Program development	6	0	0	6
30	Organizational behavior	7	0	3	10
31	School climate	7	1	3	11
32	Thought training	7	0	1	8
33	Learning methods	7	0	1	8
34	Organizational justice	8	1	0	9
35	Education system	9	0	1	10
36	Burnout	12	1	4	17
37	Assessment and evaluation	12	1	2	15
38	Student discipline	12	1	2	15
39	Organizational citizenship	13	3	1	17
40	Class management	13	0	2	15
41	Organizational commitment	14	1	2	17
42	Conflict management	17	2	3	22
43	University administration	28	4	10	42

DISCUSSION AND CONCLUSION

According to the articles published in Educational Administration: Theory and Practice, the most commonly discussed topic was university administration ($n = 28$), solely from a thematic standpoint. The subsequent topics discussed were school culture ($n = 17$), student development ($n = 17$), conflict management ($n = 17$), and scientific studies ($n = 16$), educational supervision ($n = 15$), organizational commitment ($n = 14$), classroom management ($n = 13$), organizational citizenship ($n = 13$), administrative competence ($n = 13$), teacher competence ($n = 13$), manager attitudes ($n = 12$), school management ($n = 12$), burnout ($n = 12$), assessment and evaluation ($n = 12$), student discipline ($n = 12$), educational management ($n = 11$), educational change ($n = 11$). It was found through Polat's (2010) study that published theses often touched upon topics of management, organization, and control.

In a separate study with parallel outcomes, Balcı and Apaydın (2009) observed that educational administration articles published between 2000 and 2006 in *Educational Administration: Theory and Practice* often focused on matters concerning administrative behavior. The work carried out by Üstüner and Cömert (2008) produced similar results. The results of this study showed that educational administration, school administrators, and teachers were the most frequently referenced subjects.

The research findings indicated that leadership (n = 34) was the most commonly discussed theme among the articles published in *Educational Administration Quarterly*. This was closely followed by the themes of racism (n = 31) and organizational leadership (n = 21), student development (n = 19), educational change (n = 18), school development (n = 17), school collaboration (n = 17), educational leadership (n = 17), equality (n = 16), accountability (n = 14), professional development (n = 14), female managers (n = 12), scientific studies (n = 12), educational administration (n = 11), education policies (n = 11), gender difference (n = 11). According to the articles published in *Educational Management Administration and Leadership*, leadership (n = 87) was the most frequently discussed topic. This was followed by the themes of organizational leadership (n = 34), educational leadership (n = 34), educational change (n = 32), distributed leadership (n = 30), leadership development (n = 27), manager role (n = 27), school development (n = 25), school collaboration (n = 25), female administrators (n = 23), vocational education (n = 20), gender difference (n = 20), educational administration (n = 18), education policies (n = 16), school relations (n = 16), manager attitudes (n = 16), school management (n = 15), school culture (n = 15), values (n = 15). In conclusion, while the topic of leadership was addressed less frequently (n = 4) in domestic articles, the opposite was true in foreign articles. The data collected by Okutan and Ekşi (2007) indicated that leadership was a commonly explored topic in graduate theses on educational administration, supervision, planning, and finance in Türkiye during the years 2000 to 2003. In addition, Aypay, Karadağ and Baloğlu (2010) noted that leadership was a prominent subject of discussion as evidenced by the evaluation of publications in the field of educational administration between 2004 and 2009 in *Education Administration: Theory and Practice*. The findings of this research also yielded similar outcomes, as the most commonly studied themes were *organizational culture, control, and attitude*.

The examined foreign articles extensively covered the subjects of leadership types and development. Moreover, foreign articles frequently addressed topics related to *vocational education and professional development*. Similarly, Ogawa, Goldring, and Conley (2000) stated that *vocational preparation* was one of the most discussed themes in *Educational Administration Abstracts* and ERIC between 1995 and 1996. It was seen that *politics* were among the least discussed themes in the mentioned study. However, *education policies* took place among the most frequently discussed themes in the foreign articles examined. Heck and Hallinger (2005) also stated that the most discussed themes in their doctoral dissertations were *politics* and *school administration*. According to the research of Campbell (1979) based on the examination of the articles published in *Educational Administration Quarterly* between 1965 and 1978, it was seen that subjects such as *policy development, organizational structure, and manager behavior* were mostly discussed in the articles. In addition, according to the results of two separate studies (Hack and Hallinger, 2005; Murphy et al., 2007), it was stated that themes of *organizational management* and *policy* were among the most studied themes in the articles published in *Educational Administration Quarterly* between 1979 and 2003. In another study that confirmed the results of the research, Miskel and Sandlin (1981) stated that most of the foreign articles were addressed by administrators, teachers, and students. Additionally, Hsu (2005) noted that the most prevalent topics in articles published in the *Journal of Educational Research (JER)*, *American Educational Research Journal (AERJ)*, and *Journal of Experimental Education (JEE)* between 1971-1998 were *teachers, education, and teaching subjects*.

Ogawa, Goldring, and Conley (2000) argued that the articles and books in the *Education Research Information Center (ERIC)* and *Educational Administration Abstracts (EAA)* mostly addressed topics such as *teacher and administrator training*. Knap (1985) also indicated that issues such as the *values, thoughts, attitudes, and behaviors of school administrators* were mostly covered in the field of educational administration. Similarly, Balmore (1988) noted that the subjects emphasized in the foreign articles he examined were *school culture* and *school management*. According to the findings of Uysal's (2013) doctoral research, *educational policies and management philosophy* were the most extensively examined areas in Turkish educational administration doctoral dissertations. However, Polat's (2010) research revealed that the articles studied had not given much attention to *the philosophy and planning of education*. Aydın, Erdağ, and Sarier (2010) conducted a study that yielded similar results to our research findings. The results of this research indicate that the primary themes highlighted in articles on

educational administration in Türkiye from 2004 to 2008 were *organizational management, organizational behavior, and organizational culture*. The primary areas of focus in the analyzed domestic articles were *organizational commitment, school culture, and school management*. In addition, in this research, themes such as *school management, organizational structure and processes, and school effectiveness* were most frequently encountered in articles published in countries such as America, Canada, England, and Australia. Similarly, the foreign articles analyzed showed a predominant focus on *school management and development*, while *organizational structure and processes* received minimal attention. Foreign articles focused mainly on the themes of *racism, equality, female administrators, and gender difference*, while domestic articles did not prioritize these themes. The low representation of various ethnic groups and the scarcity of female managers in Türkiye may explain this situation. In addition, the lack of emphasis on equality and gender differences may be attributed to the non-controversial nature of these topics in our country.

According to Gündüz (2019), there were significant debates surrounding the implementation of coeducation, with numerous parents expressing opposition and reluctance to enroll their children in school. Throughout history, men and women have been segregated and their differences have been noted. Previous studies have shown variations in the employment and education rates between women and men globally and in Türkiye. Researchers have observed that women have a lower labor force participation rate compared to men and that they are not adequately represented in the workforce. Additionally, the proportion falls short of the desired level. The social expectations placed on women may be the underlying reason for this (Akpınar, 2019; Kazu, 2019). According to Demirtaş (2019), both men and women are seen as complementary and equal, thus making it impossible to differentiate between the two. They also argue that the Turkish education system is built upon the principle of complete equality. Moreover, a key focus in domestic literature was placed on addressing organizational conflicts and fostering a strong sense of unity among organization members, as well as maintaining order in schools and classrooms and promoting student discipline. As has been recognized, Türkiye placed a greater emphasis on the matter of enforcing discipline. The focus in foreign countries has shifted towards addressing concerns such as fostering collaboration with schools, arranging school connections, enhancing school effectiveness, and promoting professional development. Moreover, the present research explored common themes in both local and international publications, including student development, educational transformations, and scientific investigations, attitudes of administrators, educational management, school management, and school culture.

The frequency of coverage in local and foreign articles showed distinct differences among the identified themes. In contrast, foreign articles rarely mentioned or only briefly touched upon themes such as university management, conflict management, student discipline, student motivation, classroom management, learning methods, thought education, mathematics education, organizational commitment, organizational citizenship, organizational justice, organizational behavior, assessment and evaluation, burnout, school climate, classroom climate, curriculum development, and psychological counseling which were extensively discussed in local articles. Nevertheless, according to Balmore (1988), organizational behavior was a highly debated subject in the foreign articles he reviewed. The themes of school development and educational policies were not commonly addressed in local articles. The study conducted by Aydın, Erdağ, and Sarier (2010) uncovered the infrequent consideration of education policies, change, and innovation in education. However, Hsu (2005) found that the themes of measurement, evaluation, teaching methods, education, and training were commonly discussed in foreign articles published in academic journals. While there was an uptick in Türkiye's average TIMSS mathematics performance in 1999, 2007, and 2011, it appears that Türkiye did not quite reach the average level of success increase that was observed globally. In contrast to foreign articles, local articles frequently delved into the themes of mathematics education, assessment and evaluation, learning methods, and the education system. Because Türkiye's math performance in 2011 was notably lower than the TIMSS standard and the overall average of participating students, it is pertinent to explore these themes. Additionally, nearly half of the students in Türkiye were found to possess lower levels of competence. Moreover, this circumstance revealed that a significant portion of the student population was deficient in basic math proficiency. Based on the data regarding the proportion of students below the intermediate level, it can be concluded that the education system in Türkiye is significantly lagging behind that of developed nations (Yücel, Karadağ and Turan, 2013). The evidence presented in this case highlights the primary concern in Türkiye: the underperformance of schools, rather than just ensuring access to education. As such, it would be advantageous to prioritize the topic of school development, a subject commonly discussed in international literature but overlooked in domestic literature.

Ogawa, Goldring, and Conley (2000) found that the themes of measurement and evaluation, learning, and teaching were commonly addressed in foreign articles, which aligns with the findings of this study. The themes of leadership, leader training and placement, leadership development, educational leadership, organizational leadership, distributed leadership, accountability, school cooperation, school development, school autonomy, teacher evaluation, vocational training, professional satisfaction, salary, cultural interaction, family and community participation, governance and society, regional governance, disadvantaged students, racism, equality, diversity management, gender difference, and female managers which were commonly addressed in international articles, were either completely omitted or seldom mentioned in domestic articles. The themes of motivation and satisfaction, leadership, and decision making were primarily explored in foreign articles, as indicated by Campbell's (1979) research. The outcomes of Uysal's (2013) study mirrored those reported in domestic articles. This study revealed that school and environment relations were among the least favored themes.

Turan et al. (2010) conducted a study on the perspectives of educational administrators regarding the management of on-site training and found that these administrators in Türkiye did not prioritize the relationship between school and environment and these administrators were opposed to the involvement of regions, districts, or municipalities in the administration process. In their research, Şişman and Turan (2003) emphasized the increasing significance of localized education, especially in developed nations. In their study, Şişman and Turan (2003) highlighted the growing importance of localizing education, particularly in developed countries and highlighted the significance of identifying and addressing educational problems on-site, as well as empowering local community representatives to play a more active role in improving the quality of education and promoting community involvement. Turan (2000; 2009) noted that the essence of educational administration has been established through the principles of authority and sovereignty since 1923. The appointment of Turkish educational administrators is centralized through the Ministry of Education, which sets the criteria for administrative standards. In 2009, the appointment process was accompanied by new requirements. Additionally, Dewey cautions against the risks associated with a lack of local government and centralized approach to education. Developed nations frequently engage in planning for the future and engage in dialogue regarding matters such as the future societal structure, school culture, and upcoming education leaders. In our nation, it is vital to prioritize the impact of upcoming changes on educational leaders and establish benchmarks for their performance. Considering that change starts locally at school, the position of the education leader in schools as a constantly changing and learning environment is of great importance. Therefore, it is crucial to investigate the school's local position and social, economic, and cultural structure.

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