Türkiye'de Eğitim Yönetimi Araştırmalarının Durumu: Kuram ve Uygulamada Eğitim Yönetimi Dergisi Örneği[*]

Ali Balcı & Çiğdem Apaydın

Eğitim araştırmaları hakkındaki tartışmaların genelde onların yöntemleri üzerinde yapıldığı görülmektedir. Bu çalışmada eğitim yönetimi ile ilgili ampirik araştırma makaleleri kapsamındaki eğitim yönetimi araştırmalarını, yöntemsel açıdan değerlendirmek amaçlanmıştır. Kuram ve Uygulamada Eğitim Yönetimi Dergisi'nde 2000- 2006 (dahil) yılları arası yayımlanan ampirik araştırma makaleleri değerlendirilmiştir. Araştırmanın örneklemini yansız olarak seçilen 20 ampirik araştırma makalesi oluşturmaktadır. Değerlendirilen araştırmaların çoğunun yönetici davranışlarının nedenleri konusunda olduğu, onu yönetici davranışı ile ilgili çalışmaların izlediği görülmektedir. Örnekleme giren araştırma makalelerinin evren-örneklem düzeyleri, araştırmacılar tarafından orta bulunmuştur. Araştırma makalelerinin araştırma desenlerinin, ağırlıklı olarak tarama türünde nicel çalışmalar olduğu tespit edilmiştir. Değerlendirilen makalelerin veri analizinde kullanılan istatistiksel tekniklerinin gelişmemiş teknikler olduğu görülmüştür.

Anahtar sözcükler: *Eğitim yönetimi, eğitim yönetimi araştırmaları, Türkiye'de eğitim yönetimi araştırmalarının durumu*

The State of the Educational Administration Research in Turkey: The Case of the Educational Administration in Theory and Practice Journal

It has been observed that the discussions on educational researches have generally focused on the methodology. The present study aimed at evaluating educational administration researches in the context of the empirical research articles on educational administration vis a vis methodology. The articles dating between 2000 through 2006 were selected from Educational Administration in Theory and Practice Journal. The sample comprised of 20 randomly selected empirical research articles. It is seen that most of the evaluated researches were about the causes of the administrator behaviors and next came the researches about the administrator behaviors. The population-sampling levels of the articles included in the sample were found to be moderate. The designs of the research articles were predominantly survey type and quantitative in nature. It was seen that the statistical techniques used in the evaluated articles were rudimentary.

Keywords: *Educational administration, educational administration research, the state of the educational administration researches in Turkey*

Schools, being educational institutions, are active and unpredictable contexts having direct relations with the environment. According to Shaver and Norton (1980), schools are laboratories. Social events do not happen within rules of physics but are influenced by the environment and the changes in the environment. Thus, it is not enough to explain schools and events in schools in the frame of scientific administration, bureaucracy, social process theorems, etc. (Hoy, 1982; Knapp, 1982).

Educational administration researches are sometimes related to students in the class, sometimes to administrators and teachers working in schools and sometimes to the environment. One research surveying educational administration researches in terms of methodology was conducted by Miskel and Sandlin (1981). They (1981) examined the issues of Journal of Educational Administration (JEA) and Educational Administration Quarterly (EAQ) published between 1972 and 1979. Principal findings were as follows: Analysis units were not adequately considered. The authors stated that improvement in the articles remained moderate.

Bridges (1982) examined 322 research articles (168 abstracts, 154 articles) published between 1967 and 1980 in Dissertation Abstracts International (the Humanities and Social Sciences) and journals about educational administration. As a consequence, Bridges (1982) stated that the researches depended too much on survey research design, their scales were dubious, validity and reliability were insufficent and inadequate, and the statistical analyses were extremely simple.

Balci (1988) selected a sample of 20 articles randomly among 59 research articles published in EAQ between 1970 and 1985. The finding of the researches suggested that the analysis part was neglected in educational administration researches and sampling was not given adequate attention. Besides, while survey design was prevailed, the questionnaire technique was widely used as a data collection device.

Moreover, Balci (1990) evaluated the PhD dissertations submitted until 1990 in the Faculty of Educational Sciences, Ankara University in terms of research problem, population -sample, research design, and the way of collecting data and the approach of analyzing the data. The basic finding of the research is as follows: The doctoral dissertations are far away from creativity and originality. According to the universe-sample criteria the doctoral dissertations can be accepted as 'medium' or maybe 'good' level. The data collecting instruments are usually 'medium' in terms of quality. In general, quantitative data collecting methods were used in these theses.

The doctoral dissertations carried out in the area of Educational Administration and Planning are said to be 'good' in general.

Keselman et al. (1998) examined the 411 articles published in 17 journals in the fields of education, psychology and related sub-discipline fields between 1994 and 1995 in terms of data analysis and research design. The results showed that many researches were inadequate in terms of hypothesis, effect size and the effectiveness of the statistical anlyses. Hsu (2005) analyzed the articles published in American Educational Research Journal (AERJ), Journal of Experimental Education (JEE) and Journal of Educational Research (JER) from 1971 to 1998 in terms of topics, method, and data analysis procedure and pointed out that qualitative studies were in a tendency to increase.

Goodwin and Goodwin (1985) analyzed the statistical techniques used in the articles published in American Educational Research Journal (AERJ) between 1979 and 1983. They determined that 33 % of the articles were at basic level, 37 % were at moderate level and 17 % were at advanced level from a technical point of view. As a consequence, Miskel and Sandlin (1981), Goodwin and Goodwin (1985), Hsu (2005), Bridges (1982) and Keselman et al (1998) suggest that there is an improvement in the researches on educational administration; yet there is not a strong change in terms of methodology. According to Hoy (1982), educational administration researches stayed behind the social sciences in terms of methodology. Therefore, evaluation of methodological studies is gaining importance. In this context, the present study evaluates the research articles in "Educational Administration in Theory and Practice" journal in terms of methodology.

The reason for preferring "Educational Administration in Theory and Practice" journal in this study is because of the fact that it has contributed to the field with studies conducted on educational administration and its publications are evaluated by national and international referees. Another cireteria for the selection of this journal is its sense of responsibility in presenting original researches on educational problems to the society. The journal is followed by school administrators, inspectors and teachers as well as academicians.

The aim of this study is to evaluate the research articles published in the Educational Administration in Theory and Practice Journal between 2000 and 2006 in terms of methodology. With this aim in mind the answers were sought to the following questions:

1. What are the frequently investigated subject matters?

2. What are the frequently used population-sampling designs?

3. What are the frequently used research methods/designs? and

4. What are the frequently used data analysis procedures of the educational administration researches published in the Educational Administration in Theory and Practice Journal between 2000 and 2006?

Methodology

The research was conducted in survey design. It was aimed to determine the state of the educational administration researche, taking Educational Administration in Theory and Application Journal as a population. For this purpose, the samples of empirical research articles were taken from the journal's issues published between 2000 and 2006 and they were evaluated concerning the methodology according to a certain criteria. Then, content analysis was used to determine the level of the articles with respect to these criteria.

Population and Sample

The educational administration research articles published in Educational Administration in Theory and Application Journal between 2000 through 2006 constituted the target population of the research. 87 empirical research articles on educational research were identified in the journal in the given period, 20 of which were randomly selected (roughly 23 %) as the sample.

Data Collection and Analysis Process

The research articles that constituted the sample were subjected to an evaluation based on Balci's (1988) research in terms of these four criteria, three of which were related to the research methodology. These were: (1) Subject matters, (2) Population and sample, (3) Research methods/design, and (4) Data analysis procedure.

The research articles that constituted the sample were evaluated independently and objectively by the researchers according to the four criteria. The evaluation of the article in terms of these four criteria was done through a scale that consisted of the options "very poor or none" (1), poor (2), moderate (3), and good (4). In order to determine the level of consistency in researchers' evaluation of the articles, Spearman rank correlation technique was used because this technique was a suitable

technique to determine the level of relationship between the two objects or persons being examined when they were listed in two series (Siegel, 1977; Arici, 1972).

Findings and Discussion

The findings of the research are given according to these four criteria.

Findings related to the problem

Research problem is a subject or issue studied on to be solved in a research. By this criterion which subjects were studied in research articles involved in sample were to be defined in this study. The problems of the research papers used in the sample can be classified as causes of the administrator behaviors, administrator behavior, effects of administrator behavior, causes of organizational behavior, organizational behavior in school, and products of school. It is possible to present the research problems in Table 1.

As seen in Table 1, most of the evaluated researches were on the causes of administrator behavior, which was followed by studies on administrator behavior. Balcı (1988) and Hsu (2005) state that processes related to school are given more attention in research findings.

Findings on Population and Sample

This measurement was applied so as to test whether these articles in the sample were chosen properly in terms of objectivity rule and their compliance (simple random, stratified and group sampling). When evaluating the research articles in the sample in terms of "population" and "sample", four criteria were used, namely, the specificity of population and sample, analysis unit, evaluation of subjects, and method of sampling. In table 2, the evaluation of the population and sample dimensions in terms of four different criteria is given. In terms of the specificity of population and sample, analysis unit, evaluation of subjects, and methods of sampling, the consistency level of the evaluations of the researchers were in Spearman coefficient, Rho=. 953 and p=, 000 < 0.05, Rho=. 652 and p= .002 < 0.05, Rho= .782 and p= .000 < 0.05, Rho= .826 and p=. 000 < 0.05 respectively. In conclusion, these values show that there was a high level of correlation between the evaluations of the researchers.

Table 1

The Research Topics Grouped in Six Categories

Causes of the Administrator Behaviors	• The complex management strategies of the administrators working in higher education organizations • Motivation of high school and vocational school principals • Intuitional administration: the administrators' level of intuition use • Evaluation criteria of primary school principals' performance
Administrator Behavior	• The school principals' views about information technology classrooms • The school culture with respect to school principal and teachers and certain characteristics of the school • The primary school teachers' perceptions of the effective administrative behaviors of primary school principals
Effects of Administrator Behavior	• Evaluation of school administrators' performance
Causes of Organizational Behavior in School	• Organizational Image Perceptions of the University by Undergraduate Students of School of Education • The academic success inferential power of test anxiety, self-respect and focus of inspection • The effect of feelings and leadership styles on teachers' performance • The in-class discipline concept of teachers and its relationship with Teacher Burnout • Interpersonal conflicts among students and teachers' coping strategies in primary schools • The views of professors on post-graduate education • * Force Field Analysis as a Change Instrument and Management of Educational Change
Organizational Behavior in School	• The frequency and causes of the research process related to unethical behaviors in view of the graduate and undergraduate students • The in-class behavior management strategies of the Turkish and British primary school teachers • The validity and reliability study of attitude scale towards the teaching profession • A new paradigm in educational administration: school-based administration
Products of School	• University and communication, a case study • Relationship of multiple intelligences profiles with the area of concentration in high school and university entrance exam scores

Table 2

The Research Articles on Educational Administration Evaluated in Terms of Population and Sample

Evaluation of the articles	Very poor or None =1, Poor= 2, Moderate=3, Good=4							
Article Codes	Specificity of Population (1)		Analysis Unit (2)		Evaluation of subjects (3)		Sampling Method (4)	
Researchers	X1	Y1	X2	Y2	X3	Y3	X4	Y4
1. 001	4	4	4	4	3	4	4	4
2. 051	4	4	2	1	4	3	1	1
3. 009	3	3	4	4	1	3	3	4
4. 008	4	4	3	3	2	2	1	2
5. 011	3	3	2	2	1	1	1	1
6. 030	4	4	3	4	3	4	4	4
7. 044	3	3	3	3	2	1	3	3
8. 077	3	3	3	4	2	1	3	3
9. 007	4	4	3	3	2	1	4	4
10. 067	4	4	3	3	2	1	4	4
11. 031	3	3	3	3	2	1	4	4
12. 064	3	2	3	4	3	4	4	4
13. 070	3	2	3	3	2	2	3	3
14. 052	3	3	3	3	1	1	3	3
15. 072	3	3	3	4	3	4	3	4
16. 006	4	4	3	3	1	1	1	1
17. 063	4	4	3	4	3	4	3	4
18. 082	4	4	3	4	4	4	3	4
19. 043	3	3	4	4	4	4	3	3
20. 010	3	3	1	3	3	3	3	3
$\overline{X}$ = 2.92 $\overline{Y}$ = 3.06	$\overline{X}_1$=3.45 SS= .51 V1=%14	$\overline{Y}_1$=3.35 SS=.67 V2=20	$\overline{X}_2$=2.95 SS=.69 V1=%23	$\overline{Y}_2$=3.30 SS=.80 V2=%24	$\overline{X}_3$=2.40 SS= .99 V1=%41	$\overline{Y}_3$=2.45 SS=1.35 V2=%55	$\overline{X}_4$=2.90 SS=1.07 V1=%36	$\overline{Y}_4$=3.15 SS=1.08 V2=%34
Spearman Coefficient	Rho=.953, p=0.000<0.05		Rho=.652, p=0.002<0.05		Rho=.782, p=0.000<0.05		Rho=.826, p=0.000<0.05	

Selection of population and sample is dependent on a good description of population and the sample's representation of the population from which it is extracted. If the sample does not have an adequate representation, then a sampling error occurs (Balci, 2004). Gorard (2005) and Shaver and Norton (1980) suggest that one of the errors usually encountered on studies is a failure to use the appropriate sample. When the place of population and sample in researches is considered, the articles on this research are evaluated as "moderate" in terms of population and sample. These findings are similar to Balci's (1988) findings.

These evaluations pose two limitations. Firstly, the population and sample adequacy was evaluated according to the information that research articles contained on this topic. The second is that the evaluations made here belong to the two researchers.

Findings Relating to Research Design

Research design or method can be considered as a structure which defines the data collection and analyses process and controls the variables in a research. Research design can be quantitaive or qualititative. Quantitative research can be divided into sub groups as case detection descriptive research, emprical research searching for cause-result relationship between the variables, causal comparative research which is used frequently in social sciences, correlational research searching for the relationships between the variables, etc. This criterion was developed to find out which research methodologies were used in these studies in the sample and what the frequency range is. Data collection method is the primary data collection device such as questionnaire interview, observation, etc. This dimension is considered to be in the research because of its closeness to the design. It is seen that the designs of the researches that taken into the sample and appeared in Educational Administration in Theory and Application Journal were heavily survey type (whereby the data were collected through questionnaire and interview quantitative researches) (Table 3). According to Dale (2006) one of the greatest advantages of survey type researches was their generalizability from sample to population. In conclusion, it can be said that for the economical reasons for the benefit of the researchers, the survey method is preferred in most of the research studies. The other research designs stated in the articles taken into the sample are collectively displayed in Table 3.

As seen in Table 3, all of the research designs of the researches in the sample were survey type (non-experimental). Therefore, it is difficult to say that the articles on educational administration published in this journal did not use qualitative methods as a paradigmatic transformation. Shaver and Norton (1980), Balci (1988) and Bridges (1982) reached similar conclusions in their researches.

Table 3

Evaluation of Research Articles on Educational Administration Entering The Sample in Terms of Research Design

Article No	Quantitative / Qualitative	Experimental	Survey	Case
1. 001	Quantitative		Causal Comparative (CC) Study	
2. 051	Quantitative		Survey	
3. 009	Qualitative		Survey	
4. 008	Quantitative		Survey	
5. 011	Quantitative		Causal Comparative (CC) Study	
6. 030	Qualitative		Survey	
7. 044	Quantitative		Survey	
8. 077	Quantitative		Survey	
9. 007	Quantitative		Survey	
10. 067	Quantitative		Survey	
11. 031	Quantitative		Survey	
12. 064	Quantitative		Correlational Study	
13. 070	Quantitative		Correlational Survey, CC Study	
14. 052	Quantitative		Causal Comparative (CC) Study	
15. 072	Quantitative		Correlational Study	
16. 006	Quantitative		Causal Comparative (CC) Study	
17. 063	Quantitative		Causal Comparative (CC) Study	
18. 082	Quantitative		Causal Comparative (CC) Study	
19. 043	Qualitative		Survey	
20. 010	Quantitative		Correlational Study	

In Table 4, with respect to data collection style, the researches have been evaluated in terms of data collection technique, validity-reliability study relating to the instrument, and pilot study. For the last two criteria, a scale with the options "very poor or none" (1), "poor" (2), "moderate" (3), and "good" (4) was used. In order to identify the level of agreement between the researchers, Spearman Correlation test was used.

Table 4

Evaluation of Research Articles on Educational Administration in Terms of Data Collection Style

Evaluation of Articles		Very Poor or None =1, Poor= 2, Moderate=3, Good=4			
		Validity-Reliability Work		Pilot Study	
Article Number	Data Collection Style	First Researcher (X1)	Second Researcher (Y1)	X2	Y2
1. 001	Questionnaire	3	3	4	4
2. 051	Questionnaire	4	3	4	2
3. 009	Interview	2	3	2	3
4. 008	Questionnaire	2	2	2	2
5. 011	Questionnaire	3	3	2	2
6. 030	Interview	2	3	2	3
7. 044	Questionnaire	2	3	2	3
8. 077	Questionnaire	4	3	4	4
9. 007	Questionnaire	3	2	4	4
10. 067	Questionnaire	4	2	4	4
11. 031	Interview	2	2	2	2
12. 064	Questionnaire	4	4	3	2
13. 070	Questionnaire	2	3	2	2
14. 052	Questionnaire inventory	3	3	3	2
15. 072	Questionnaire	3	3	3	4
16. 006	Questionnaire	3	2	3	2
17. 063	Questionnaire	2	3	2	2
18. 082	Questionnaire	2	2	2	2
19. 043	Interview	2	4	2	4
20. 010	Questionnaire / inventory	2	2	2	2
$\overline{X}$ =2.70 $\overline{Y}$ =2.75		$\overline{X}_1$=2.70 S=,80 V1= % 29	$\overline{Y}_1$=2.75 S=,63 V2= % 22	$\overline{X}_2$=2.70 S=,86 V1=%31	$\overline{Y}_2$=2.75 S=,91 V2=%33
Spearman coefficients		Rho= .135, p= .569 > 0.05		Rho= .434, p= .056 > 0.05	

As seen in Table 4, only questionnaire and interview techniques were used as data collection techniques in the articles included in the sample. In validity and reliability dimension, the researchers' views are stated as moderate level.

Balci (1988), in his research, found that the data collection instrument of 73 % of the research articles was questionnaire. In this study, this ratio

was found to be 80%. Thus, it can be said that there is an increase in the usage of questionnaire as the primary data collection instrument / device in research articles. This finding shows that over the past 20 years, there has not been much differentiation in terms of pilot study procedure of data collection instrument.

When the researchers' evaluation is evaluated with Spearman correlation technique, in terms of validity-reliability criterion, the Spearman coefficients are as follows: Rho= .135 and p=. 569 > 0.05; and in terms of pilot study criterion, Rho=.434 and p= .056 > 0.05 respectively. According to the analysis results, between the researchers' evaluations, in the first one, there is a low relationship while in the second one there is a moderate but insignificant relationship. However, in terms of the validity-reliability study of both researchers and pre-test condition, the evaluation mean of the research articles is close to be moderate ($\overline{X}$ = 2.70).

Findings Related to Data Analysis Approaches

Data analysis approaches are statisctical techniques and designs to make the research data meaningful. According to the type of the data, descriptive statistics (frequency, percentage, arithmetic mean, median, standart deviation, quarter deviaton, range, etc.) and other staistics used to make sense of the data (t-test, F-test, chi-quare –test, etc.) are used in the data analysis. The evaluation of the articles in terms of data analysis was done with respect to the following criteria and scale (Balci, 1988).

1. Descriptive Statistics: Descriptive statistics are the description of measurements relating to variables with the help of numbers. Descriptive statistics include the central tendency measures and variability measurements. The primary central tendency measures are arithmertic mean, median and mode. On the other hand, the variability measurements are standart deviation, quarter deviation and distrubiton width (range). As it is stated in the definition, the case related to one or more variables is defined in descriptive statistics.

2. Single causative factor/correlation: These are analyses that investigates the relationship between two variables or that are carried out according to one factor. These analysis techniques show the difference that only one factor creates or the relationship between two variables. For example, whether there is a difference between genders in terms of success in mathmatics can be tested by t-test; whereas, whether there is a relationship between gender and success in mathematics can be tested by

correlational technique. Among these techniques, simple correlation, t-test, one-way F-test, Sheffe test, chi-quare test and MWU test can be stated.

3. Single causative factor/ control variable with correlation: It is an analysis that looks for the relationship between two variables by controlling the effect of one or more variables. These statistical techniques are used to define the level and direction of the relationship between two variables by controlling the effect of one or more variables as it is stated in the definition. Among these statistical techniques, w2, partial correlation, multi regression, disciriminant analysis and covariance analysis can be stated.

4. Multiple Factor: These are analyses where more than two variables are used. Among these techniques, paired F-test, factor analysis, multiregression analysis and multi disciriminant techniques can be stated.

The findings relating to this sub dimension are displayed in Table 5. As seen in Table 5, a great majority of researches are quantitative researches. Notwithstanding, when the data analysis findings are looked at closely, it is seen that the implemented statistical techniques are not developed techniques. Especially, using multi factor techniques requires advanced level statistical knowledge. That the researches are predominantly quantitative but poor in terms of analysis leads to the idea that researchers' statistical knowledge is inadequate. On the other hand, that researches do not use qualitative methods could stem from habit, disinterest or lack of knowledge. When the descriptive criterion is looked at, the descriptive statistics that researchers used in their researches are seen to be arithmetic mean, standard deviation, frequency, and percentage.

In conclusion, West and Carmody (1983), Goodwin and Goodwin (1985), Balci (1988), Hsu (2005), and Keselman et al. (1998), agree that the techniques used in research articles were not various and similar statistical methods were used. This result shows parallelism with the findings of the present research.

Conclusions

It is seen that this research which aimed to evaluate the research articles on educational administration that were published in Educational Administration in Theory and Practice journal from 2000 to 2006 in terms of basic sub-headings of administrative science reached similar findings as the studies carried out abroad. The main / basic conclusions of this research are listed below:

TABLE 5.

The Data Analysis Approaches of the Sampled Researches

Article No	Analysis Type	Description	Single causative factor/ correlation	Single causative factor/ control variable with correlation	Multiple Factor
1. 001	Quantitative	f, %, X	F Test, χ^2		Dual F test
2. 051	Quantitative	f, %, X	F test, t test, LSD test	-	-
3. 009	Qualitative	Content analysis with QSR Nudist program	-	-	-
4. 008	Quantitative	X	t test	-	-
5. 011	Quantitative	X, f, %	F Test, t test	-	-
6. 030	Qualitative	Content analysis	-	-	-
7. 044	Quantitative	f, %	Mann- Whitney U test, F test	-	-
8. 077	Quantitative	f, X,	t test, F test, Scheffe test, r	-	-
9. 007	Quantitative	X, S	t test	-	-
10. 067	Quantitative	X	t test	-	-
11. 031	Qualitative	Miles and Huberman analysis approach, Strauss and Corbin theory development approach	-	-	-
12. 064	Quantitative	f, %			Factor Analysis, AMOS technique
13. 070	Quantitative	f, %	X^2, t test	-	-
14. 052	Quantitative	X, S.	t test, F test, LSD test	-	-
15. 072	Quantitative	-	-		Factor Analysis
16. 006	Quantitative	X	F test	-	-
17. 063	Quantitative	%, X	F test	-	-
18. 082	Quantitative		F test, LSD test, t test	-	-
19. 043	Qualitative	Miles and Huberman analysis	-	-	-
20. 010	Quantitative	-	r	-	Multiple Regression Technique

1. A concentration towards school processes is observed in the educational administration researches in the context of the journal.

2. In the educational administration researches taken into the sample, the survey studies seem to be dominant.

3. The questionnaire technique is mostly used as data collection instrument.

4. In the sampled articles, the use of multivariate analysis (more than two variables) is rare.

5. A great majority of the sampled articles are quantitative. Yet, the statistical methods used in these quantitative studies are at a basic level.

6. The articles were found to be of moderate quality in terms of population and sample.

7. The sampled articles were found to be of moderate quality in terms of research design.

8. The researches are predominantly practical-oriented studies.

Suggestions

The suggestions based on the findings of the study are below:

1. The research topics or problems should be more authentic and original. Therefore, the editors and referees should prevent publication of researches on unauthentic topics. Another aspect is the encouragement needed for the researchers to be inclined towards authentic studies, having stripped from indolence.

2. The research findings show that the researches on educational administration are generally away from theory. Therefore, researchers should be encouraged to do theory based research.

3. According to the findings of the research, in terms of methodology, the studies conducted are at a moderate level. In order to improve this level, more enthusiasm should be given to the research methods and statistics courses in post graduate education, the post graduate students taking part in projects so that they could actively be involved in the process in order to learn and use research.

Özet

Farklı disiplinlerde yapılan araştırmalar farklı araştırma yöntemlerini gerektirmektedir. Eğitim Yönetimi disiplinin de kendine özgü araştırma yaklaşım ve uygulamalarının olması doğaldır. Knapp'a (1982) göre eğitim yönetimi araştırmaları genellikle diğer sosyal bilim araştırmalarından daha karmaşıktır. Çünkü eğitim kurumları, açık sistemlerdir. Eğitim kurumları olan okullar çevreyle ilişkili, çevreleri hareketli ve tahmin edilemez ortamlardır. Shaver ve Norton'a (1980) göre okullar birer laboratuardır. Sosyal olaylar fizik kuralları içinde hareket etmemekte, çevreden ve çevresindeki değişimden etkilenmektedir. Sonuçta okullar ve okullarda olan olayları bilimsel yönetimle, bürokrasiyle, sosyal süreç teoremleriyle vb. açıklamak yeterli değildir (Hoy, 1982). Eğitim yönetimi araştırmaları bazen sınıf içindeki öğrencilerle, bazen okullarda görev yapan yönetici ve öğretmenlerle, bazen de ortamla ilgilidir.

Miskel ve Sandlin (1981) ve Keselman ve diğerleri (1998), eğitim yönetimi ile ilgili araştırmalarda bir iyileşmenin olduğunu; ancak yöntem açısından güçlü bir değişim olmadığını belirtmekte; Bridges (1982) ise daha önceki yapılan çalışmalarla benzerlikler olduğunu, problemlere kuramdan uzak olarak yaklaşıldığını ifade etmektedir. Balcı (1988) araştırmalarda tarama araştırmalarının baskın rol oynadığını, örneklem tayin ve seçiminde araştırmacıların yetersiz kaldığını, veri toplama aracı olarak anket tekniğinin yaygınca uygulandığını açıklamakta; Goodwin and Goodwin (1985) ise araştırmaları "orta" düzeyde değerlendirmektedir. Hsu (2005) ise son yıllarda nicel çalışmalardan nitel çalışmalara doğru bir eğilim olduğunu, dergilerde yer alan makalelerin konularının birbirine oldukça fazla benzediğini belirtmektedir.

Eğitim yönetimi araştırmalarında hem nicel hem nitel teknikler kullanılmaktadır. Eğitimin ve eğitim yönetiminin sosyal gerçeği bunu gerektirmektedir. Hoy'a (1982) göre eğitim yönetimi araştırmaları sosyal bilimler içinde yöntem açısından geride kalmıştır. Meyer'a (1979) göre de okul örgütleriyle ilgili karşılaştırmalı nicel çalışmalar azdır. Araştırmalarda çok değişkenli tekniklerin kullanımı hala sınırlıdır (akt. Hoy, 1982). Bu nedenle yöntemsel çalışmaların değerlendirilmesi önem kazanmaktadır. Bu tür çalışmalarla gelecekte yapılacak çalışmalara rehberlik edilebileceği düşünülmektedir. Bu bağlamda bu çalışma "Kuram ve Uygulamada Eğitim Yönetimi" dergisinin araştırma makalelerini yöntem bilim açısından değerlendirmektedir.

Amaç

Araştırmanın amacı, 2000- 2006 (dâhil) yılları arasında Kuram ve Uygulamada Eğitim Yönetimi Dergisinde yayınlanan araştırma makalelerinin yöntem bakımından değerlendirilmesidir. Bu amaçla aşağıdaki sorulara yanıt aranmaktadır: Kuram ve Uygulamada Eğitim Yönetimi Dergisi'nde 2000- 2006 (dâhil) yılları arasında yayımlanan eğitim yönetimi araştırmalarının; (1)

Araştırma konuları nelerdir? (2) Evren-örneklem düzeyleri nedir? (3) Araştırma desenleri nedir? (4) Araştırma verilerinin analiz biçimleri nasıldır?

Yöntem

Araştırma "tarama" deseninde yapılmıştır. Türkiye'deki eğitim yönetimi araştırmalarının durumu, Kuram ve Uygulamada Eğitim Yönetimi Dergisi örneği ile tespit edilmek istenmiştir. Bunu için de 2000 ila 2006 (dahil) yılları arasında bu Dergide yayımlanan ampirik araştırma makalelerinden bir örneklem alınmış ve yöntem bakımından -belli ölçütlere göre-değerlendirilmeleri yapılmıştır. Sonra da içerik analizi ile makalelerin bu ölçütlere göre düzeyleri saptanmaya çalışılmıştır.

Dergide bu tarihler arasında yayınlanan makalelerden araştırmaya dayalı (ampirik araştırma) 87 eğitim yönetimi araştırma makalesi saptanmıştır. Bunlardan yansız (randomly) olarak 20'si (yaklaşık % 23'ü) örneklem olarak seçilmiştir. Örneklemi oluşturan araştırma makaleleri Balcı'nın (1988) çalışması temel alınarak üçü araştırma yöntemi ile ilgili dörtlü bir ölçüt tarafından değerlendirmeye tabi tutulmuştur. Bunlar: (1) Araştırma problemi, (2) Evren ve örneklem, (3) Araştırma deseni, (4) Veri analizi yaklaşımıdır. Örneklemi oluşturan araştırma makaleleri yukarıdaki dörtlü ölçüte göre araştırmacılar tarafından birbirlerinden bağımsız ve tarafsız olarak değerlendirilmiştir.

Bulgular

Probleme ilişkin bulgular. Değerlendirilen araştırmaların çoğunun yöneticinin davranışlarının nedenleri konusunda olduğu, onu yönetici davranışı ile ilgili çalışmaların izlediği görülmektedir.

Evren ve örnekleme ilişkin bulgular. Örnekleme giren araştırma makalelerinin "evren ve örneklem" bakımından değerlendirilmesinde evren ve örneklemin spesifikliği, analiz ünitesi, deneklerin değerlendirilmesi ve örnekleme yöntemi olarak dört ölçüt kullanılmıştır. Makalelerin bu dört ölçüt açısından değerlendirilmesi "çok zayıf ya da yok (1), zayıf (2), orta (3) ve iyi (4)" seçeneklerinden oluşan bir ölçek ile yapılmıştır. Araştırmacıların makaleleri değerlendirmeleri arasındaki uyum düzeyini tespit etmek için de Spearman sıra farkları korelasyon tekniği kullanılmıştır. Evren ve örneklemin spesifikliği, analiz ünitesi, deneklerin değerlendirilmesi ve örnekleme yöntemi ölçütleri bir bütün halinde değerlendirildiklerinde araştırma makaleleri her iki araştırmacı tarafından da "orta" düzeyde değerlendirilmiştir.

Öte yandan evrenin spesifikliği, analiz ünitesi, deneklerin değerlendirilmesi ve örnekleme yöntemi açısından araştırmacıların değerlendirmelerinin uyum düzeylerinin Spearman katsayıları sırasıyla Rho=. 953 ve p= ,000 < 0.05, Rho=. 652 ve p= .002 < 0.05, Rho=. 782 ve p= .000 < 0.05, Rho=. 826 ve p=.

000 < 0.05'dir. Sonuç olarak bu değerler araştırmacıların değerlendirmeleri arasında yüksek düzeyde bir ilişki olduğunu göstermektedir.

Araştırma desenine ilişkin bulgular. Örnekleme giren Kuram ve Uygulamada Eğitim Yönetimi Dergisi'ndeki araştırmaların, araştırma desenlerinin büyük ağırlıkla tarama türünde (anket ve mülakatla verilerin toplandığı) nicel araştırmalar olduğu görülmektedir. Örnekleme giren makalelerde veri toplama tekniği olarak sadece anket ve görüşme teknikleri kullanıldığı görülmektedir. Her iki araştırmacının geçerlik-güvenirlik çalışması ve ön deneme durumu açısından makaleleri değerlendirme ortalaması, orta düzeye yakındır ($\overline{X}$ = 2.7).

Veri analiz yaklaşımlarına ilişkin bulgular. Örnekleme giren araştırma makalelerinde veri analizinde kestirisel (inferential) istatistik teknikleri olarak ağırlıkla tek nedenli, faktör/korelasyon tekniklerinin kullanıldığı görülmektedir. Örneklemdeki makaleler incelendiğinde uygulanan istatistiksel tekniklerin gelişmiş teknikler olmadığı görülmektedir.

Sonuç

2000–2006 (dâhil) yılları arasında Kuram ve Uygulamada Eğitim Yönetimi Dergisi'nde yayımlanan eğitim yönetimi ile ilgili araştırma makalelerinin, araştırma yöntem biliminin temel alt başlıkları açısından değerlendirilmesini amaçlayan bu araştırmanın yurt dışı çalışmalar ile benzer bulgulara ulaştığı görülmektedir. Bu araştırmanın temel sonuçları aşağıda maddeler halinde verilmektedir.

1. Eğitim yönetimi araştırmalarına konu olan problemler; eğitim yöneticisinin davranış etkenleri, eğitim yöneticisinin davranışı, eğitim yöneticisinin davranışının etkileri ile okulun örgütsel davranışının etkenleri, okulun örgütsel davranışı ve okulun etkileri gibi iki kategori altında toplanabilir. Dergi kapsamındaki eğitim yönetimi araştırmalarında okulların süreçlerine bir yoğunlaşma olduğu görülmektedir.

2. Örnekleme giren eğitim yönetimi araştırmalarında tarama araştırmaları baskın bir ağırlık taşımaktadır.

3. Veri toplama aracı olarak çoğunlukla anket tekniği kullanılmaktadır.

4. Örneklemde yer alan makalelerde ikiden çok değişkenli analizin kullanımı azdır.

5. Örneklemde yer alan makalelerin büyük çoğunluğu nicel çalışmalardır. Ancak bu çalışmalarda kullanılan istatistiksel yöntemler temel düzeydedir.

6. Evren ve örneklem bakımından makaleler araştırmacılar tarafından orta düzeyde kaliteli bulunmuştur.

7. Örnekleme giren araştırma makaleleri araştırma deseni bakımından orta düzeyde kaliteli bulunmuştur.

8. Araştırmalar ağırlıklı olarak pratiğe dönük çalışmalardır.

References

Balci, A.(2004). *Sosyal Bilimlerde Araştırma. Yöntem Teknik ve İlkeler.* [*Research Methods Techniques and Principles in Social Sciences*] Ankara: Pegema Yayıncılık.

Balci, A. (1990). The State of Educational Researches in Turkey: Sample of Ankara University, Faculty of Educational Sciences. Presented at the First International Congress of Educational Scientist, Reports III., Educational Management and Planning and Public Education, National Education Press, Ankara, 24- 28 September.

Balci, A. (1988). The State of Educational Management Research in EQA. The Researches Published between 1970– 1985. Ankara University Educational Sciences Faculty Journals, 21(1-2), 421- 434.

Bridges, E. M. (1982). Research on the School Administrators: The State of the Art, 1967- 1980. *Educational Administration Quarterly*, Vol. 18, No.3, pp. 12–33.

Dale, A. (2006). Quality issues with survey research. *International Journal of Social Research Methodology, 9*(2), 143- 158.

Goodwin, L., ve Goodwin, W. (1985). Statistical Techniques in AERJ Articles, 1979- 1983: The Preparation of Graduate Students to Read the Educational Research Literature. *Educational Researcher*, 14(2), 5–11.

Gorard, S. (2005). Current Contexts for Research in Educational Leadership and Management. *Educational Management Administration & Leadership*. 33(2), 155– 164.

Hoy, W. K. (1982). Recent Developments in Theory and Research in Educational Administration", Educational *Administration Quarterly*. 18(3), 1–11.

Hsu, T. (2005). Research methods and data analysis procedures used by educational researchers", *International Journal of Research & Method in Education*, 28 (2), 109-133.

Knapp, T. R. (1982). Methodological Perspective: The Unit and the Context of the Analysis for Research Administration, *Educational Administration Quarterly*, 18(1), 1–13.

Keselman, H. J., Huberty, C. J., Lix, L. M., Olejnik, S., Cribbie, R. A., Donahue, B., Kowalchuk, R. K., Lowman, L.L., Petoskey, M. D., Keselman, J. C., ve Levin, J. R. (1998). Statistical Practices of Educational Researchers: An Analysis of Their ANOVA, ANOVA, and ANCOVA Analyses. *Review of Educational Research*, 68(3), 350–386.

Miskel, C. ve Sandlin, T. (1981). Survey Research in Educational Administration. *Educational Administration Quarterly, 17*(4), 1–20.

Shaver, J. P. ve Norton, R. S. (1980). Randomness and replication in ten years of the American Educational Research Journal. *Educational Researcher*, 9(1)9–15.

West, C. K. ve Carmody, C. (1983). The quality of Research articles in the Journal of Educational Research, 1970 and 1980. *Journal of Educational Research*, 77(2), 70- 76.

İletişim/ Correspondence:
Prof. Dr. Ali BALCI
Ankara Üniversitesi, Eğitim Bilimleri Fakültesi,
Eğitm Yönetimi ve Politikası Bölümü,
Cebeci Kampusu, Ankara, Türkiye
e- posta: balci@education.ankara.edu.tr

Araştırma Görevlisi   Cigdem APAYDIN
Ankara Üniversitesi, Eğitim Bilimleri Fakültesi,
Eğitm Yönetimi ve Politikası Bölümü,
Cebeci Kampusu, Ankara, Türkiye
e- posta: capaydin@education.ankara.edu.tr