Bibliometric Analysis of Articles on Assistant Principalship Published Between 1946-2022

1946-2022 Yılları Arasında Yayımlanmış Müdür Yardımcılığı Konulu Makalelerin Bibliyometrik Analizi

Makale Türü (Article Type): Araştırma (Research)

İbrahim Hakan KARATAŞ

Bibliometric Analysis of Articles on Assistant Principalship Published Between 1946-2022

İbrahim Hakan KARATAŞ[1]

Abstract: The vice-principal is a critical position in the functioning of schools. However, it does not receive equal attention in the literature with the importance of its responsibilities and functions. On the other hand, the COVID-19 pandemic has profoundly affected education, schools and school management. The wave of change that has been going on in the last few decades has become evident in the extraordinary period that emerged with the pandemic. In this transformation cycle, the level of interest researchers have shown in the subject of vice- principalship, from which perspectives they have addressed it and which results they have focussed on can help to understand the transformation of vice-principalship. For this purpose, bibliometric analysis of articles published in refereed journals between 1946-2022 and scanned in SCOPUS was conducted. As a result of the analysis in terms of quantity, impact and scope, it was observed that the number of articles on assistant principalship has increased in recent years. It was found that articles published mostly in the USA and the UK focused on leadership, roles, personal competence, context, organisational psychology, career and professional development.

Key words: Assistant principalship, School management, Bibliometric analysis, SCOPUS database.

1946-2022 Yılları Arasında Yayımlanmış Müdür Yardımcılığı Konulu Makalelerin Bibliyometrik Analizi

Özet: Müdür yardımcılığı, okulların işleyişinde kritik bir pozisyondur. Ne var ki literatürde sorumluluk ve işlevlerinin önemi ile eşdeğer bir ilgi görmemektedir. Diğer taraftan özellikle COVİD19 salgını eğitim, okul ve okul yönetimini derinden etkilemiştir. Son birkaç 10 yılda süregelen değişim dalgası, salgın ile ortaya çıkan olağanüstü dönemde belirginleşmiştir. Bu dönüşüm döngüsü içinde araştırmacıların, müdür yardımcılığı konusuna ne düzeyde bir ilgi

1 Assoc Prof. Istanbul Medeniyet University, Faculty of Educational Sciences, Department of Educational Sciences, ihkaratas@gmail.com, ORCID: 0000-0001-5569-014X

gösterdikleri, hangi açılardan ele aldıkları ve hangi sonuçlara odaklandıkları, müdür yardımcılığının dönüşümünü anlamaya yardımcı olabilir. Bu amaçla 1946-2022 yılları arasında hakemli dergilerde yayımlanan ve SCOPUS'ta taranan makalelerin bibliyometrik analizi yapılmıştır. Nicelik, etki ve kapsam bakımından yapılan analiz sonucunda müdür yardımcılığı konulu makalelerin son yıllarda sayıca arttığı görülmüştür. Çoğunlukla ABD ve Birleşik Krallık'ta yayımlanan makalelerde liderlik, roller, kişisel yetkinlik, bağlam, örgüt psikolojisi, kariyer ve mesleki gelişim konularına odaklanıldığı tespit edilmiştir.

Anahtar kelimeler: Müdür yardımcılığı, okul yönetimi, bibliyometrik analiz, SCOPUS veri tabanı.

Introduction

Assistant principals play an important role in the daily functioning of schools and thus in the education system (Chute, 2008; Yiğit, & Ağalday, 2022). However, the number of studies on assistant principals is not equal to their importance (Oleszewski, et al., 2012). The number of studies that directly focus on vice principals is quite low compared to the number of studies that directly focus on school principals. In many studies, vice principals are the subject of research under the title of school administration together with principals (Grodzki, 2011; Kwan, 2013; Swain, 2016). This situation is similar in Turkey (Ağaçdiken, 2019; Baş, 2016; Çakır, 2021; Özdemir, 2014; Özdemir & Yalçın, 2018).

Compared to principals, vice principals have been analysed by many researchers, albeit relatively few. In the most general terms, assistant principals support school administrators and carry out various activities to increase student achievement (Cline, 2019). Research on assistant principals generally approaches the assistant principalship from these two perspectives (Chute, 2008; Ho et al., 2021; Kwan, 2009).

When vice-principalship is considered as a managerial task, it may seem right and appropriate at first glance to consider it as a research subject under school management, but this situation is unfavourable in many respects. Firstly, vice-principalship differs from school principalship in terms of duties, authorities and responsibilities. On the other hand, vice-principalship is a task that requires carrying out fragmented, instantaneous and various tasks by its nature. In terms of career, competence, expectations and interactions with in-school and out-of-school community, vice-principalship is quite different from principalship. These differences require independent studies in order to understand the vice-principalship correctly and to produce consistent scientific knowledge about the position.

This study aims to analyse scientific studies on vice principals in schools published in journals indexed in SCOPUS from 1946 to 2022. As a result of this analysis, the trends of research on vice principalship over the years will be revealed.

The research tries to answer the following three questions:

1. What is the quantitative development of the articles on assistant principalship between 1946-2022?

2. How is the academic interaction in articles on assistant principalship between 1946- 2022?

3. Which topics did the articles on vice-principalship focus on between 1946 and 2022?

This bibliometric analysis study is expected to provide information about the status of research on vice principalship and the direction of future research. In addition, it is important in terms

of its potential to form a basic resource for academics, teachers and school administrators who conduct research on assistant principalship.

Assistant Principalship

The role of the assistant principal is to assist the principal in the administrative responsibilities of a school. They help to conduct various school affairs and oversee its programmes, as well as to manage staff and student discipline. The assistant principal usually acts as acting principal in the absence of the principal. Their main responsibilities include providing instructional leadership, managing the school budget, implementing school policies, and acting as a link between the school and the community (Chute, 2008; Ho et al., 2021; Kwan, 2009; Scoggins & Bishop, 1993).

The duties and responsibilities of an assistant principal may vary according to the needs of the school and the community. However, they can typically be listed as follows (Chute, 2008; Ho et al., 2021; Kwan, 2009; Scoggins & Bishop, 1993):

- To support the principal in the administration and management of the school.

- Supervising specific departments or programmes within the school.

- Provide instructional leadership and support to teachers.

- Manage student discipline and enforce school policies.

- To prepare the budget and assist in its management.

- Supervising and evaluating school staff.

- Represent the school and serve as a liaison officer with the community.

- Develop and implement school-wide initiatives and programmes.

- Providing support and guidance to students, parents and staff.

- Assisting in the preparation and coordination of in-school and out-of-school activities.

Transformation of Assistant Principalship

Assistant principalship has always been a controversial position in terms of its organisational position, its roles and responsibilities, and the competencies it requires. These debates have gained new dimensions with the debates on education and school. On the other hand, the vice-

principalship is repositioned with new areas of discussion in education such as accountability, multiculturalism, computer and internet-based technologies (Kwan, 2009; Somoza-Norton & Neumann, 2021). The transformation of the learning-teaching culture, especially with the COVID19 pandemic, has had consequences that require reconsidering school management.

The vice-principal has traditionally been a post focussed on the functioning of the educational, administrative and social routines in the school. These roles expand to include discipline, budget management and the conduct of extra-curricular activities. Assistant principals naturally tend to see themselves as instructional leaders based on the premises that they are experts in the teaching profession, they are working in the school and they should focus on student achievement. In this context, they are expected to be competent in areas such as educational planning, teacher evaluation, guidance to students, professional development of teachers, and assessment and evaluation. However, the diversity and abruptness in the routine functioning of the school often force vice principals to deal with tasks that they are less expert in and outside their instructional leadership roles, and they can spare little time for educational tasks (Çelik, 2013; Demirbilek & Bakioğlu, 2019; Deniz, 2019; Doğan, 2005; Ho et al., 2021; Maral, 2015; Yiğit, & Ağalday, 2022).

The vice-principalship has been affected by three main waves of social change in the last few decades (Oleszewski et al., 2012; Rintoul a& Bishop, 2019). The first of these is the transformation of schools into institutions that function in line with market expectations due to neoliberal policies. Neoliberal policies have created a tension on school administrations and thus on vice principals due to decreasing public resources in response to increasing parent and student demands (Abrahamsen, 2018; Nitta et al., 2019). The second important tension is the tension caused by the transformation of the learning-teaching culture with the development of information and internet technologies. The third source of tension is the need to adapt to multiculturalism, which continues to increase day by day due to increasing voluntary or forced migration.

These three major waves led to the break with the COVID19 pandemic (Dor-haim, 2022). While vice-principals were dealing with the tension of adaptation in the transformation process on top of their traditional responsibilities, the major pandemic revealed the responsibility to ensure and maintain the well-being of staff and students. On the other hand, the disruption and interruption of routine institutional flows required the development and maintenance of new flexible, situational management mechanisms. For vice-principals, this tension clamp brought with it the tasks of managing, guiding and supporting parents and the community (Handford, 2022).

In conclusion, since the 19th century, when modern schools became widespread, the vice-principalship has been undergoing a continuous change and transformation in parallel with the

transformation of school and education (Oleszewski et al., 2012). However, this transformation has become more frequent, deeper and more widespread, especially in the last few decades. This study will reveal how the transformation of the vice-principalship is reflected in research by conducting a bibliometric analysis of articles published from 1946 to 2022.

Literature Review

Although researchers' interest in the vice-principalship has increased in recent years, the number of evaluation studies on vice-principalship research is quite low. The first of these studies is the literature review on the roles and responsibilities of assistant principals written by Scoggins and Bishop (1993). The researchers compiled the roles and responsibilities within the scope of the vice-principalship in the research of 26 authors and categorised them under 20 headings. According to the authors, although there is no conclusive evidence for a set of duties and responsibilities, 20 common duties were identified among the 26 authors, including discipline, attendance, student activities, staff support and evaluation, building supervision, counselling, extra-curricular activities, athletics, community. Units, programmes, correspondence, building operations, budget, reports, transportation, curriculum, communication, cafeteria, academic calendar, social events and venues. The authors provide a remarkable compilation of the most common duties and responsibilities of the assistant principal (Scoggins & Bishop, 1993).

Another literature review on assistant principalship was conducted by Oleszewski, et al (2012) in 2012. The article examines the historical development of the vice principalship and focuses on the roles, professional development and socialisation of vice principals. The article reviews the literature on the roles, professional development and socialisation of assistant principals and provides recommendations for future practice and research. One of the main recommendations is the need to restructure the role of the vice-principal to establish clear boundaries and identify important leadership roles linked to school improvement and organisational change. The paper proposes a shared leadership model with a team of principals and vice-principals or assistant principals collaborating in instructional leadership and discipline tasks, which not only reduces the principal's responsibilities but also prepares the vice-principal for future advancement.

Another suggestion is to provide specific training, courses or programmes focusing on management theories, school leadership and basic skills development for the post of vice-principal. Professional development programmes, including apprenticeships and workshops, should also focus on career development and provide opportunities for field practice, collaborative inquiry, case study analysis, self-study, individual and group dialogue, feedback on performance and action plans.

Finally, the article highlights the need for additional research on the transitions experienced by assistant principals and coordinated efforts among school districts, professional associations, universities, and regulatory agencies to institutionalise facilitative supports and structures. Such efforts could include programmes or networks for novices to support assistant principals beyond their first days as new administrators. Administrators who know more about assistant principals' roles, preparation, and transitions will better prepare assistant principals to lead 21st century schools and provide effective, inclusive leadership practices. The article concludes by noting that although the vice principal is a critical leader in schools worldwide, the position is understudied and under-researched, emphasising the need for continued attention and investment in this vital role (Oleszewski et al. 2012).

A literature review on vice principals in Singapore was published by Ho, et al. in 2021. The article discusses the problems faced by vice principals in Singapore due to role conflicts and role ambiguity. Role ambiguity makes it difficult for vice principals to understand their legitimate role and limits their effectiveness as a leader, while role conflict arises when the vice principal feels conflicted between his or her assigned role and the responsibility to lead in a manner consistent with his or her professional values and ethos. However, when the principal is willing to empower the vice principal, the fact that the vice principal's roles are not strictly defined means that there is room for negotiation and vice principals can take on leadership roles based on their expertise and interests. The article also highlights that the high power distance culture in Singapore allows vice principals to resolve role conflicts by rationalising that the ultimate responsibility lies with the principal and therefore it is the principal who has to make the final decision even if the vice principals disagree (Ho et al., 2021).

Literature reviews on intermediate level administrators in schools were also found (Bennett et al. 2007; De Nobile, 2018, Harris et al., 2019). However, these reviews are not directly related to the vice-principalship, as they focus on in-school unit managers such as the head of the department and the head of the department.

Method

Research design

In this study, bibliometric and thematic analysis approaches were used together. Bibliometric studies are studies that analyse the status, trends and development of studies in the existing literature in a particular discipline. Such studies analyse the studies in the examined literature on the basis of criteria such as citation, author, subject or country with mathematical and statistical methods. In addition, by revealing details such as areas of interest in a discipline, trends in certain topics, changes in these trends, the most cited fields, authors and publications,

the directions of progress in that field can be determined (Donthu et al., 2021). In this study, articles on assistant principalship were analysed in terms of citation, author, subject and geography.

Search criteria

As emphasised earlier, the primary aim of this review was to make an assessment of the available scholarly work on vice-principalship in schools by looking only at the literature published in peer-reviewed journals between 1946 and 2022. The review process focussed only on articles published in SCOPUS indexed journals. The SCOPUS database was preferred because it is an interdisciplinary database that indexes publications in different languages, where current publications are indexed more quickly. The data retrieval and analysis process was carried out in the following stages.

(1) Selection and definition of keywords

(2) Database search

(3) Download selected data

(4) Creating an analysis framework

(5) Extracting information from articles into the analysis framework.

The data were searched and downloaded from the SCOPUS research database. The SCOPUS database is accessible via the internet and indexes and presents a variety of proprietary and professional full texts from leading information providers since the earliest times. The keywords used to search the SCOPUS database are listed below:

"Vice principal" or "Vice-principals" OR "Vice principalship" OR "Deputy principal" OR "Assistant principal" OR "Deputy head" OR "Vice head" OR "Assistant head" OR "Deputy administrator" OR "Vice administrator"

Search criteria strategies

The search criteria strategies applied for the review were divided into three steps. In the first step, studies containing one of the keywords listed above in the title were screened. At this stage, 204 studies were listed. In this first search, it was seen that the oldest article containing one of the keywords listed in the title was dated 1946. In the second step, the search was limited *to articles* (1) *published (2) in peer-reviewed journals (3) on education (4) until 2022, (5) in English and Turkish (6)*. All types of articles other than papers presented

at scientific meetings, books or book chapters, reports, etc. published in refereed journals were narrowed down to be eliminated. At this stage, 174 articles were listed. In the third step, the articles were narrowed down to those related to *vice-principalship*. Other types of organisations such as hospitals, banks, companies, etc. were narrowed down to exclude other types of organisations. For this purpose, the titles of the listed articles were checked. In the last step, 126 articles were listed and all data on these articles in SCOPUS were downloaded.

Analysis

The downloaded data were analysed by content analysis method through Vosviewer (Van Eck & Waltman, 2010) and Excel programs in terms of areas commonly used in bibliometric analysis research. The data obtained for this research were analysed in 10 areas under the headings of (1) quantity, (2) impact and (3) scope:

(1)　　Quantity

　　　1.　Frequency of publication by year

　　　2.　Frequency of publication by country

　　　3.　Frequency of publication by journals

　　　4.　Frequency of publication by authors

(2)　　Impact

　　　5.　Most cited studies

　　　6.　Most cited authors

　　　7.　Author co-operation map

　　　8.　Institution co-operation map

(3)　　Scope

　　　9.　Keyword frequency

　　　10.　Highlights of the summaries

Findings

Research on vice principalship between 1946 and 2022 was analysed in terms of quantity, impact and scope. The findings obtained as a result of the analyses are presented below in 11 categories under three main headings.

Numerical development of research on vice-principalship

The number of publications of the studies on VP was analysed according to years, journals, countries and authors. In the analysis of 126 publications included in the scope of the research, although most of the research on assistant principalship is published in the USA, the author who publishes most frequently is from Hong Kong. It is seen that research on assistant principalship has increased in the last 20 years.
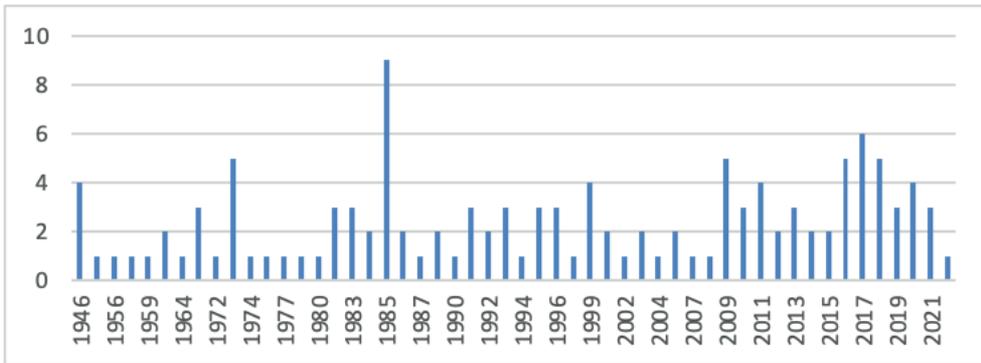

Figure 1. Number of Articles on Assistant Principalship by Years

It is seen that articles on assistant principalship have been on the agenda of researchers for many years. However, it is clearly seen that the number of articles on assistant principalship was quite low until the 2010s. 1985 was the year in which the highest number of articles on assistant principalship was published with 9 articles. As of 2009, although there is a relative increase in the number of articles, the number of articles on assistant principalship is quite low compared to the number of articles on school principals and teachers.

Table 1 Number of Articles and Citations by Countries

Sequence	Countries	Number of articles	Number of citations
1	ABD	61	509
2	Hong Kong	9	132
3	Israil	4	69
4	Birleşik Krallık	17	51
5	Almanya	1	45
6	İsviçre	1	45
7	Türkiye	3	43
8	Kanada	6	41
9	Avustralya	3	32
10	Norveç	1	11
11	Singapur	1	7
12	Güney Africa	5	6
13	Malezya	2	3
14	Yeni Zelanda	1	3

More than half of the articles on assistant principalship included in the study were published in the USA and the UK. The other countries where the most articles were published are Hong Kong, Canada, South Africa and Israel, respectively. Israel was the third most cited country after the USA and Hong Kong with 4 articles. UK ranks 4th in the citation ranking with 17 articles. Turkey is the 7th most cited country with 3 articles. In recent years, it is seen that articles on assistant principalship have started to be published in countries other than the USA and the UK. Nevertheless, considering that the articles on assistant principalship are from only 14 countries, it is seen that there is a worldwide lack of interest in the subject of assistant principalship.

Table 2. Number of Articles and Citations According to Journals

Sequence	Journals	Number of articles	Number of citations
1	Nassp Bulletin	37	120
2	Journal of Educational Administration	8	141
3	Education and Urban Society	8	49
4	International Journal of Mentoring and Coaching In Education	6	34
5	Management in Education	6	18
6	Leadership and Policy in Schools	4	71
7	Educational Management Administration and Leadership	4	65
8	School Leadership and Management	4	48
9	International Journal of Leadership in Education	4	35
10	Educational Management Administration & Leadership	4	19
11	International Journal of Educational Management	3	88
12	Urban Education	3	30
13	School Organisation	3	10
14	Improving Schools	2	4
15	American Educational Research Journal	1	182
16	School Effectiveness and School Improvement	1	34
17	Egitim Arastirmalari - Eurasian Journal of Educational Research	1	23
18	Journal of Personnel Evaluation in Education	1	12
19	Teachers College Record	1	12
20	International Journal of Educational Research	1	8

A significant number of articles on assistant principalship were published in the NASSP Bulletin, especially until the 1970s. NASSP (National Assosiation of Secondary School Principals) is the publication organ of the National Association of Secondary School Principals in the USA. It is seen that articles on assistant principalship started to be published in different journals after the 1970s, mainly in journals in the field of education and educational administration. As a matter of fact, American Educational Research Journal ranks first in terms of the number of citations. It is followed by Journal of Educational Administration and NASSP Bulletin. Most of the 44 journals in which the articles included in the study are published are published in the USA (14) or the UK (19). The other 11 journals are published in 6 different countries (Australia, 3; Netherlands, 2; Turkey, 2; South Africa, 2; South Korea, 1; Malaysia, 1).

Table 3. Number of Articles and Citations According to Authors

Sequence	Authors	Number of articles	Number of citations
1	Kwan P.	7	113
2	Walker A.	3	59
3	Marshall C.	3	24
4	Barnett B.G.	2	58
5	Shoho A.R.	2	58
6	Calabrese R.L.	2	24
7	Bukoski B.E.	2	22
8	Carpenter B.W.	2	22
9	Greenfield W.D.	2	21
10	Guihen L.	2	11
11	Harris A.	2	11
12	Khumalo J.B.	2	2
13	Van Der Vyver C.P.	2	2
14	Ismail M.	2	0
15	Khatibi A.A.	2	0
16	Grissom J.A.	1	182
17	Loeb S.	1	182
18	Oleszewski A.M.	1	46
19	Meyer B.	1	45
20	Schermuly C.C.	1	45

There are 199 authors in a total of 126 articles analysed within the scope of the research. Among these authors, P Kwan from Hong Kong ranks first with 7 articles. He is followed by A Walker and C Marshall, also from Hong Kong, with 3 articles. The number of authors who published two articles is 12. The names of the other 184 authors are mentioned in only one article. This situation shows that the authors did not publish more than one article focussed on the subject of assistant principalship in their research life. In terms of citations to the articles, J. A. Grissom and S Loeb are in the first place with 182 citations. They are followed by P Kwan with 113 citations.

Effectiveness of research on assistant principalship

In this section, the findings on the number of citations of the studies on FM by author and article, and the effects and interactions in terms of author and country collaborations are presented. Since the articles are mostly published in the USA, the most cited studies are in the USA, but the most cited author individually is in Hong Kong.
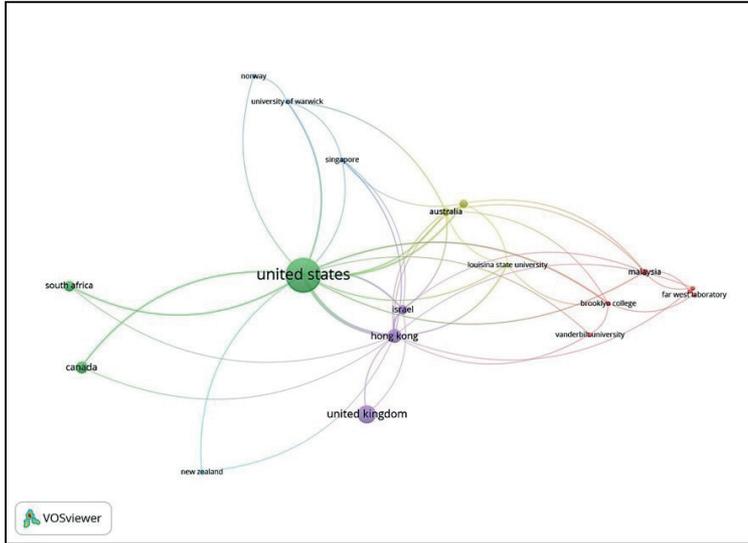
Figure 1. Citation Map of Articles on Assistant Principalship by Countries of Publication

Clearly, the USA is the most highly cited and centrally located country for articles on vice-principalship. It is followed by Hong Kong, the United Kingdom, Israel and Australia. It is noteworthy that the countries close to the centre in citation interaction are Anglo-Saxon countries such as the USA, the UK, Hong Kong and Australia. Among these countries, Israel is the country that diverges despite being close to the centre.
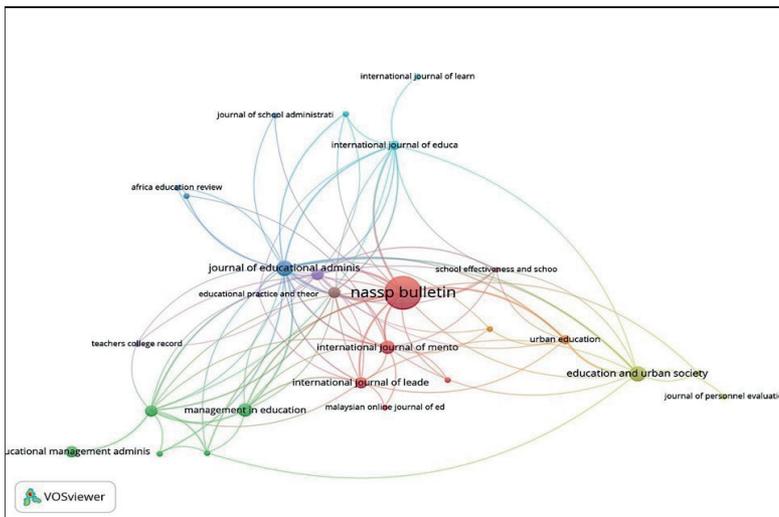

Figure 2. Citation Map of Articles on Assistant Principalship According to the Journals

The NASSP Bulletin, where the oldest articles on assistant principalship are published, is also the centre of citation interaction. It is followed by journals mostly based in the USA and the UK. Although it started its publication life after the NASSP Bulletin, it is seen that the Journal of Educational Administration has become central especially for UK-based journals.
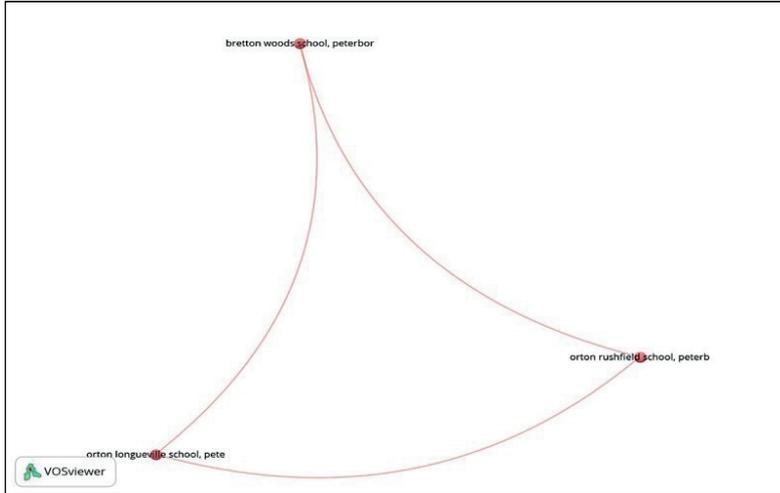

Figure 3. Interaction Map According to the Institutions of the Authors of the Articles on Assistant Principalship

There is a co-operation between only 3 different institutions to which the authors of the articles on vice-principalship belong. Although there is international citation interaction in articles on vice-principalship, it is clear that there are very few joint publications between institutions.
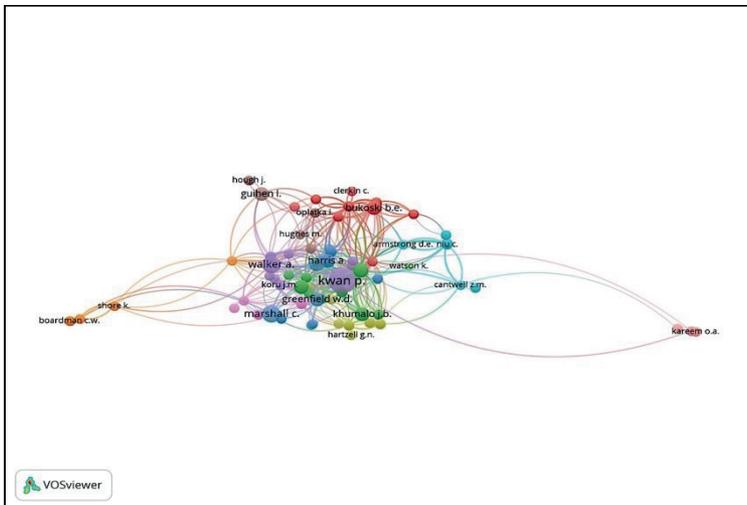

Figure 4. Interaction Map According to the Authors of the Articles on Assistant Principalship

It is observed that authors who publish articles on MY have stronger citation interaction. P Kwan is in the centre position. He is followed by A Harris, A Walker, C Marshall. The interaction of other authors is also evident. Nevertheless, considering that a significant number of authors (55/199) were not included in this map because they were alone, it can be said that the number of studies on vice-principalship that discuss, compare and analyse across countries, authors and systems is low.
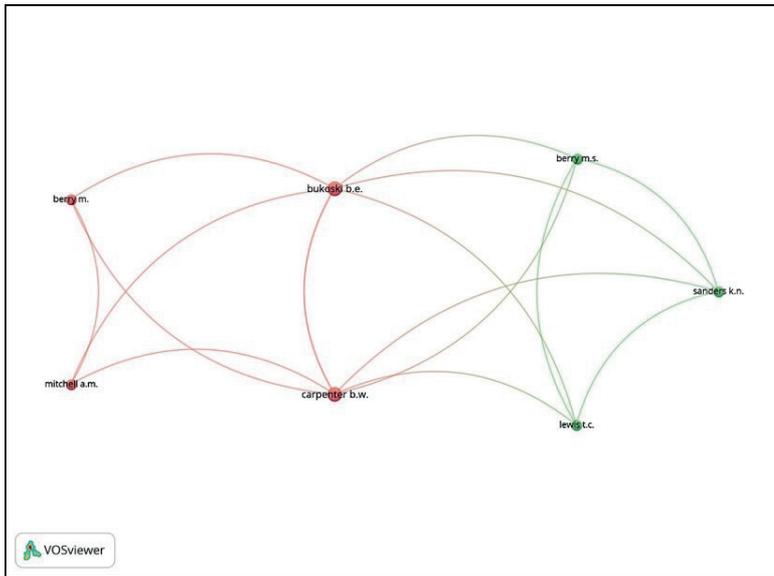

Figure 5 Interaction Map According to the Authors of the Articles on Assistant Principalship

It is seen that there is no deep interaction and co-operation among the authors who published articles on assistant principalship. It is seen that seven out of 199 authors co-operate with each other in terms of publishing.
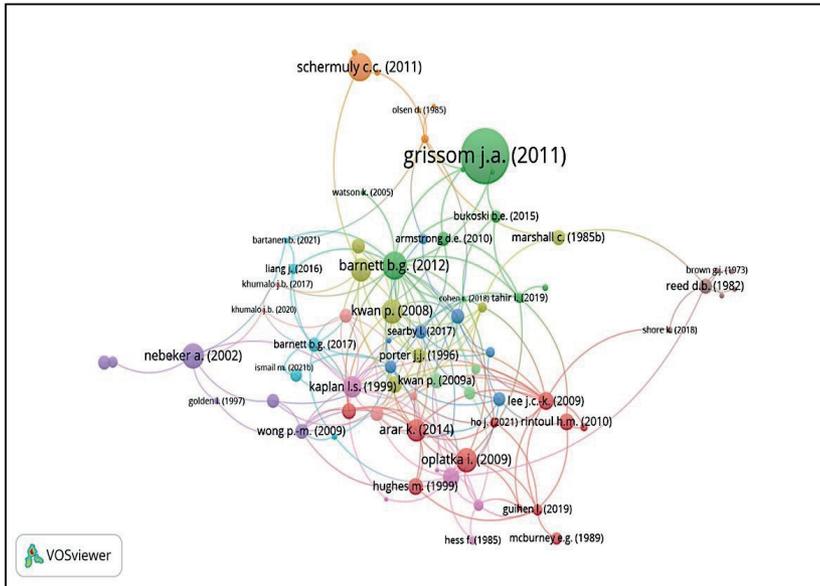
Figure 6. Interaction Map between Articles on Assistant Principalship

A significant number of the 126 articles analysed within the scope of the research are aware of each other. It is seen that J A Grissom's 2011 article has a very strong impact on this interaction. It is seen that there is a stronger interaction between the articles published in the last 10-15 years, such as P Kwan (2008, 2009a), I Oplatka (2009), C C Schermuly (2011), B.G. Barnett (2012), K Arar (2014).

Scope of research on vice-principalship

In order to reveal the scope of the studies on FM, titles, keywords and abstracts were analysed. The titles and keywords of the articles were analysed according to the frequency of the words, and the abstracts were analysed by content analysis.

Table 4 The 20 Most Frequently Recurring Keywords in Assistant Principalship Articles

Sequence	Keywords[2]	f
1	Assistant principals	12
2	Deputy head teachers	9
3	Vice-principals	8
4	Leadership	7
5	Hong kong	6
6	Instructional leadership	6
7	Principals	6
8	Job satisfaction	5
9	Primary schools	5
10	Professional development	5
11	Educational leadership	4
12	Schools	4
13	Management	3
14	Mentoring	3
15	Administration	2
16	Career	2
17	Career aspiration	2
18	Deputy headship	2
19	Dilemmas	2
20	Education	2

Only 43 of the 126 articles analysed within the scope of the research have keywords added by the author. A total of 163 different keywords were identified in 43 articles. After the keywords were eliminated and organised according to differences such as singular-plural, hyphenated spelling, etc., 145 singular keywords were identified. The total frequency of the keywords is 229. Naturally, the first three most frequently repeated keywords are "assistant principal" (12), "deputy head teachers" (9) and "vice principal" (8). As it is known, "principal" is used as a school administrator in the USA and "head teacher" is used as a school administrator in the UK. For this reason, the concept of vice-principalship is used differently in US-based articles and UK-based articles.

---

2   Bu tablodaki anahtar kelimeler, anlam ve kullanım farklılıklarını yansıtmak amacıyla tabloda İngilizce olarak kullanılmıştır.
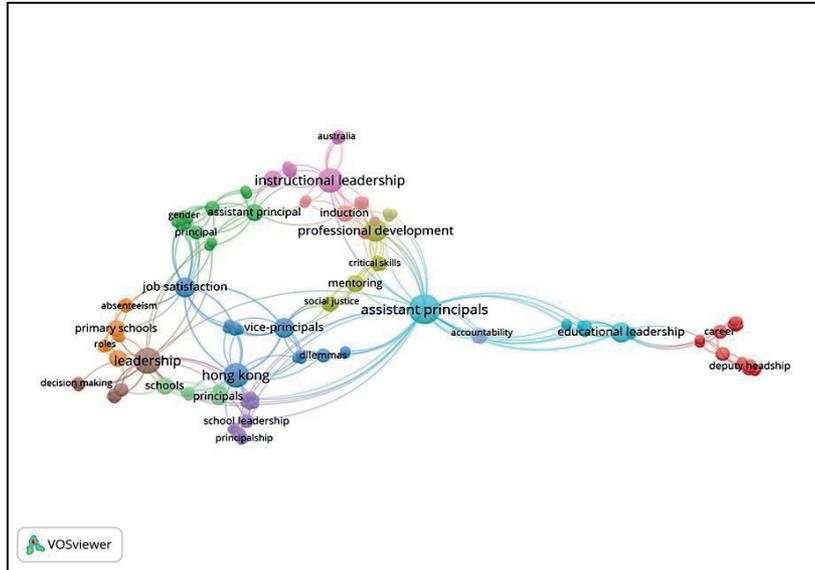
Figure 7. Usage Map of Key Words in Articles on Assistant Principalship with Each Other

As can be seen, there are 5 distinct centres on the map. These central concept clusters can be listed as assistant principalship, educational leadership, professional development, professional satisfaction and career. It is seen that vice-principalship is mainly handled in relation to the concepts of principals and principalship, professional development, leadership and professional satisfaction.

Table 5. Thematic Distribution of Keywords in Assistant Principalship Articles

Themes	Abbreviation	N	F
Country	CT	8	13
Education level	LE	4	8
Research method	MT	9	10
Target audience	PP	8	39
Concept	TR	116	159
Total		145	229

The keywords in the articles were categorised in 5 themes. These themes were determined as country names, education level, research method, target group and concepts. While 29 out

of 145 different keywords are included in the first four themes, the remaining 116 keywords consist of concepts. The themes obtained in terms of country, method, education level and target group and the keywords within this scope are not detailed in this study. However, the concepts associated with vice-principalship have been re-classified. This is because the concepts on which studies on assistant principalship have focussed over the years can be evaluated through these keywords.

Table 6. Thematic Distribution of Key Words Expressing Concepts in Articles on Assistant Principalship

Themes	Abbreviation	N	F
Leadership	LD	17	36
Roles	RL	23	29
Personal competence	PQ	27	27
Context	CX	18	24
Organisational psychology	PS	11	16
Career	CR	13	16
Professional development	PD	7	11
Total		116	159

The 116 keywords expressing concepts in the articles on FM were categorised under 7 themes. It was observed that the most frequently used concepts were related to personal competences (27). This is followed by concepts related to the roles and responsibilities of assistant principals (23). This is followed by the context in which vice-principals work (18), leadership (17), career (13), organisational psychology (11) and professional development (7). These themes indicate that the research on vice principalship focuses on the personal competences of vice principals, their roles, leadership and management, and the context in which vice principalship is carried out.

It was seen that 121 different concepts were included in the titles of 126 articles analysed within the scope of the research. It was observed that there was a similar distribution and focus in the titles of the articles as in the keywords.

The abstracts of the articles examined within the scope of the research were also subjected to content analysis. 82 of 126 articles have abstracts. As a result of the analysis of the abstracts of the articles published especially in refereed journals, the following results were obtained:

Table 7. Themes and Codes Formed as a Result of Content Analysis of Abstracts of Articles on Assistant Principalship

Themes	Codes
Leadership roles and turnover	vice principals, principals, principal selection, leadership development, instructional leadership, distributive leadership, transformative leadership, visionary leader
Education policy and employment	education policy, labour markets, school-based Education policy and employment education policy, labour markets, school-based
Professional development and mentoring	entoring, professional development, induction, coaching, micro-policy, sense-making, multi- regional/professional organisations and university partnership
School effectiveness and culture	school culture, school effectiveness, school management team, instructional leadership, school level, persistently low achieving schools, diverse schools
Career development and aspirations	career development, employee relations, women's leadership, job competencies, job responsibilities, career aspiration, women's careers, professional aspirations, early career leaders, aspiring leaders, women's careers
Decision making and ethics complex decision making, ethics, moral literacy	complex decision making, ethics, moral literacy
Emotional intelligence	emotional intelligence, emotional perception and expression, emotional regulation, emotional understanding, emotional use

As a result of the content analysis of the article abstracts, it is seen that the importance of personal identity, instructional leadership, school culture and intermediate leadership are emphasised. School leadership and effectiveness are also frequently encountered codes related to vice principals. Article summaries on vice principals emphasise the complexity and diversity of experiences and roles, professional development and the potential benefits of community leadership. Studies on vice principals shed light on the skills, job dimensions, socialisation, working relationships, responsibility dimensions and job satisfaction of this leadership role and provide guidance to policy makers, school administrators and educational leaders. The articles suggest various ways to improve the effectiveness of educational leaders, including specialised training, distributed leadership and adequate teaching experience, and professional development for assistant principals.

In conclusion, the articles on the vice-principalship provide a comprehensive view of educational leadership and management, emphasising the importance of shared leadership, effective preparation and the changing roles and responsibilities of educational leaders. They also offer practical advice on the role of the vice-principal in school management, highlighting the importance of teamwork, diverse experiences and alternative programmes for disciplining students.

Discussion and Conclusion

In this article, the articles published on the subject of assistant principalship from 1946 to 2022 were analysed in terms of *quantity, impact* and *scope*. The findings obtained as a result of the analysis are presented under three main headings.

The results show that although most of the research is published in the USA, the most published author on the subject of assistant principalship is from Hong Kong. It is also seen that there has been an increase in research on this subject in the last 20 years. However, compared to the number of articles on principals and teachers, the number of articles on assistant principals is quite low. The countries with the highest number of articles on this subject are the USA and the UK. This shows that there is an increasing tendency to publish articles on vice-principalship outside the USA and the UK. Although research on vice-principalship has increased in recent years, it is still a relatively under-researched area, with limited publications from only a few countries. This has also revealed differences in the use of terms related to vice-principalship in the US and UK contexts.

The research findings on the *impact of* vice-principal studies reveal interesting patterns regarding the countries, authors and collaborations involved in this field. Most publications in this field are from the USA, which is also the most cited country. Hong Kong-based authors receive the highest individual citations, while countries such as the UK, Israel and Australia follow the US in terms of citation impact. The high citation interactions of Anglo-Saxon countries suggest that they are at the centre of scientific interactions in the field. However, although Israel is geographically close to the centre, it stands out as an outlier. Although the oldest publication, NASSP Bulletin, is also in a central position in terms of citation interactions, peer-reviewed journals such as the Journal of Education Administration have also become the central platform for research in the field. Collaboration between institutions publishing articles on vice-principalship is quite limited. Despite international citation interactions, joint publications between institutions are rare. Moreover, while there are strong citation interactions between publications on vice-principalship, there is limited interaction and co-operation between authors for joint research and publication.

The findings regarding the *scope of* articles published on the subject of vice principalship yielded important results. It was seen that the articles mostly focused on organisational psychology concepts such as leadership, assistant principals' roles and responsibilities, personal qualities of assistant principals, professional development, careers and job satisfaction, frustration and commitment. Within the scope of leadership, instructional leadership, school management and administrative processes were focussed on. It can be said that this situation shows the interest in the squeezing of vice principals between leadership, management, expertise and teaching roles (Chute, 2008; Deniz, 2019). Another emphasis in the articles is on the roles and responsibilities of assistant principals. The ambiguity regarding the job descriptions and roles of vice principals has been the topic that researchers have shown the most interest in (Çelik, 2013; Ho, et al. 2021). There is also a significant number of articles that seek to answer questions about what kind of personal characteristics vice principals should have in order to successfully carry out these complex roles. The training and professional development of vice principals, which is one of the common problems of almost all countries, has been another theme that articles have focused on. As an intermediate managerial position, vice-principalship is also the subject of research in terms of career perception (Kwan, 2009; 2013). As a process that evolves from teaching to administration, vice-principalship requires more mental and social adaptation in the career process. Finally, socialisation, professional satisfaction, stress, frustration and resignation of assistant principals have also been frequently addressed over the years.

The results of the research show the dimensions of the vice-principalship in prominent studies worldwide. In addition, it reveals the prevalence, frequency, yearly distribution, interest and interaction in the field of vice-principalship. These results provide a historical perspective in terms of training of vice principals, organising their working conditions, personal rights, sustainable motivation and structuring the transition processes to school principalship. The job descriptions of vice principals are vague, the tasks they undertake are various and disconnected from each other, mostly focusing on daily operations outside of education and education, and they undertake tasks that are not permanent in terms of their results (Rintoul & Bishop, 2019). The job descriptions of assistant principals and therefore the content of their training should be organised by taking these issues into consideration. On the other hand, it also highlights the details that need to be taken into consideration in terms of increasing the number of those who aspire to the vice-principal position in order to close the vice-principal vacancy. The results of this research also provide important clues in terms of raising the awareness of candidates about the nature of the job, their competencies, and the emotional and mental resilience needed. Finally, policies should be developed to transform the vice principalship in accordance with the changing social, economic and educational structure (Somoza-Norton & Neumann, 2021) and to increase the resilience of vice principals in the

face of multiple roles and expectations.

There is no bibliometric analysis of the vice-principalship at this scale. However, there have been studies in which collective analyses and evaluations of research on topics such as the duties of vice principals and the transformation of the vice principalship were conducted (Grodzki, 2011; Ho, at al. 2021; Oleszewski, et al. 2012; Rintoul & Bishop, 2019; Scoggins & Bishop, 1993). Unlike review and meta-analysis studies (Oleszewski, et al. 2012; Rintoul & Bishop, 2019; Scoggins & Bishop, 1993) with limited themes in terms of understanding the nature of assistant principalship, this study differs from others in terms of revealing research trends. In addition, previous reviews and meta-analyses have been conducted in the context of specific countries (Abrahamsen, 2018; Arar, 2016; Nitta, at al. 2019). The results obtained in this study are valuable in terms of following the general trend and understanding the connections and interactions between countries and authors.

Within the scope of this research, articles on vice principalship published between 1946 and 2022 in SCOPUS were analysed in terms of quantity, impact and scope. They are able to give a general perspective on vice principalship. However, a significant portion of the studies on vice principals are covered within the scope of articles on principals, teachers or other education-related fields. These articles can also be analysed for a broader perspective. Considering the fact that assistant principalship is a task that is deeply affected by contextual conditions such as culture and education system (Arar, 2016), contextual bibliometric analyses of articles on assistant principalship can help to gain deeper insights into the contextual nature of assistant principalship.

References

Abrahamsen, H. (2018) Redesigning the role of deputy heads in Norwegian schools - tensions between control and autonomy?, *International Journal of Leadership in Education, 21*(3), 327-343, https://doi.org/10.1080/13603124.2017.1294265

Ağaçdiken, Y. E. (2019). *Examination of the relationship between the levels of assistant principals' being trained by school principals and their levels of determining the development needs of their schools.* (Unpublished master's thesis). Ege University, Izmir.

Arar, K. (2016). Unethical decision-making of school principals and vice-principals in the Arab education system in Israel: the interplay between culture and ethnicity. In *The dark side of leadership: Identifying and overcoming unethical practice in organisations* (Vol. 26, pp. 73-94). Emerald Group Publishing Limited.

Baş, G. (2016). *Examining the mentoring functions of school principals in the professional development of teachers assigned as assistant principals in terms of their managerial competences*. (Unpublished master's thesis). Istanbul Sabahattin Zaim University, Istanbul.

Bennett, N., Woods, P., Wise, C., & Newton, W. (2007). Understandings of middle leadership in secondary schools: A review of empirical research. *School Leadership and Management, 27*(5), 453-470.

Çakır, C. (2021). *İlkokul müdür yardımlarının işe uyum sorunlarılarının işe uyum problems of primary school assistant principals and the roles of school principals in solving these problems.* (Unpublished master's thesis). Ankara University, Ankara.

Celik, K. (2013). The effect of role ambiguity and role conflict on performance of vice principals: the mediating role of burnout. *Eurasian Journal of Educational Research, 51*, 195-213.

Chute, T. M. (2008). *Vice-principal perceptions of their role in schools: The lived experience of junior high school vice-principals* (Doctoral dissertation, University of Calgary, Department of Graduate Division of Educational Research). https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/002/NR44377.PDF?oclc_number=669240919

Cline, B. (2019). *Self-efficacy and the working relationship of the principal and vice principal* (Doctoral dissertation, Lamar University-Beaumont) https://www.proquest.com/docview/2409656025?pq- origsite=gscholar&fromopenview=true

De Nobile, J. (2018, December). The 'state of the art'of research into middle leadership in schools. In Sydney: Paper Presented at the Annual International Conference of the Australian Association for Research in Education.

Demirbilek, M., & Bakioğlu, A. (2019). Reasons for the resignation of assistant school principals. *Ankara University Journal of Faculty of Educational Sciences, 52*(3), 737-769. DOI: 10.30964/auebfd.505268

Deniz, V. (2019). *Transition from teacher to assistant principal: adaptation and socialisation process*. (Unpublished master's thesis). Eskişehir Osmangazi University, Eskişehir.

Doğan, N. (2005). *Primary school assistant principals' job satisfaction*. (Unpublished master's thesis). Kırıkkale University, Kırıkkale.

Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *Journal of Business Research*, *133*, 285-296. https://doi.org/10.1016/j.jbusres.2021.04.070

Dor-haim, P. (2022). Educational leaders' coping with loneliness: the unique perspective of school principals and vice-principals. *Journal of Professional Capital and Community*, *7*(3), 290-304. https://doi.org/10.1108/JPCC-11-2021-0068

Grodzki, J. S. (2011). Role identity: At the intersection of organisational socialisation and individual sensemaking of new principals and vice-principals. *Canadian Journal of Educational Administration and Policy*, (127). https://journalhosting.ucalgary.ca/index.php/cjeap/article/view/42824

Handford, V., Yahia, L., Kettaneh, H., Finley, C., Schmidt, J., Rinshed, T., Abdeddaim, R., & Faisthuber, M. (2022). Schooling during COVID-19: Restoring human-centredness amidst uncertainty. *Teachersand Teaching*, 1-13. https://doi.org/10.1080/13540602.2022.2062730

Harris, A., Jones, M., Ismail, N., & Nguyen, D. (2019). Middle leaders and middle leadership in schools: Exploring the knowledge base (2003-2017). *School Leadership & Management, 39*(3-4), 255-277. https://doi.org/10.1080/13632434.2019.1578738

Ho, J., Shaari, I., & Kang, T. (2021). Vice-principals as leaders: Role ambiguity and role conflicts faced by vice-principals in Singapore. *Educational Management Administration & Leadership,* 1-19. 17 https://doi.org/10.1177/17411432211002527

Kwan, P. (2009). The vice-principal experience as a preparation for the principalship. *Journal of Educational Administration*, *47*(2), 191-205. https://doi.org/10.1108/09578230910941048

Kwan, P. (2013). Am I their cup of tea? Vice-principals' perception of suitability for principalship. *Asia Pacific Education Review*, (14), 325-336 https://doi.org/10.1007/s12564-013-9261-1

Maral, S. (2015). *School culture as a predictor of primary and secondary school assistant principals' organisational commitment (Yalova province example).* (Unpublished master's thesis). Gazi University, Ankara.

Nitta, T., Deguchi, Y., Iwasaki, S., Kanchika, M., & Inoue, K. (2019). Depression and occupational stress in Japanese school principals and vice-principals. *Occupational Medicine*, *69*(1), 39-46. https://doi.org/10.1093/occmed/kqy149

Oleszewski, A., Shoho, A., & Barnett, B. (2012). The development of assistant principals: A literature review. *Journal of Educational Administration, 50*(3), 264-286.

Özdemir, D. (2014). *Examination of school principals' approaches to the professional development of assistant principals*. (Unpublished master's thesis). Bahçeşehir University, Istanbul.

Özdemir, N. & Yalçın, M. T. (2018). An evaluation of principals' leadership practices on assistant principals' leadership self-efficacy. *International Journal of Eurasia Social Sciences, 9*(32), 1298-1318.

Rintoul, H. & Bishop, P. (2019). Principals and vice-principals: exploring the history of leading and managing public schools in Ontario, Canada. *Journal of Educational Administration and History, 51*(1), 15-26, https://doi.org/10.1080/00220620.2018.1513913

Schermuly, C. C., Schermuly, R. A., & Meyer, B. (2011). Effects of vice-principals' psychological empowerment on job satisfaction and burnout. *International Journal of Educational Management, 25*(3), 252-264.

Scoggins, A., & Bishop, H. L. (1993). A review of the literature regarding the roles and responsibilities of assistant principals. Paper presented at *the Annual Meeting of the Mid- South Educational Research Association* (22nd, New Orleans, LA, November 10-12, 1993). https://files.eric.ed.gov/fulltext/ED371436.pdf

Somoza-Norton, A., & Neumann, N. (2021). The assistant principal as instructional leader: The redesign of the AP position in the 21st century. *Journal of School Administration Research and Development*, *6*(1), 43-51. https://doi.org/10.32674/jsard.v6i1.2444.

Swain, G. J. (2016). *Duties as assigned: How principals' leadership practices influence their vice-principals' leadership self-efficacy*. University of Toronto (Canada). https://www.proquest.com/intermediateredirectforezproxy

Van Eck, N., & Waltman, L. (2010). Software survey: VOSviewer, a computer programme for bibliometric mapping. *Scientometrics, 84*(2), 523-538. https://doi.org/10.1007/s11192- 009-0146-3

Yiğit, M., & Ağalday, B. (2022). A forgotten school administrator: How do the management styles of assistant principals affect school climate? *Yaşadıkça Education, 36*(3), 732-750.

1946-2022 Yılları Arasında Yayımlanmış Müdür Yardımcılığı Konulu Makalelerin Bibliyometrik Analizi

İbrahim Hakan KARATAŞ[3]

Geniş Özet

Giriş

Müdür yardımcıları okulların ve eğitim sisteminin işleyişi için çok önemlidir, ancak bu rol üzerine yapılan çalışmaların sayısı önemiyle orantısızdır (Chute, 2008; Yiğit, & Ağalday, 2022). Birçok çalışma okul müdürlerine odaklanırken, nispeten azı doğrudan müdür yardımcılarını ele almaktadır. Müdür yardımcıları üzerine yapılan araştırmalar genellikle okul yöneticilerine verdikleri desteği ve öğrenci başarısını artırmaya yönelik faaliyetleri incelemektedir (Chute, 2008; Ho et al., 2021; Kwan, 2009). Ancak bu yaklaşım, müdür yardımcılarının kendilerine özgü görev, sorumluluk ve kariyer yollarını tanımakta başarısız olmaktadır (Grodzki, 2011; Kwan, 2013; Swain, 2016).

Bu çalışma, 1946'dan 2022'ye kadar SCOPUS endeksli dergilerde yayınlanan müdür yardımcıları ile ilgili araştırmaları, makale sayısı, akademik etkileşim ve konulardaki eğilimlere odaklanarak analiz etmeyi amaçlamaktadır. Çalışma, müdür yardımcılığı üzerine yapılan araştırmaların durumu hakkında bilgi sağlamayı ve gelecekteki araştırmalara rehberlik etmeyi amaçlamaktadır. Çalışma, müdür yardımcılığı üzerine çalışan akademisyenler, öğretmenler ve okul yöneticileri için değerli bir kaynak olacaktır.

Bir müdür yardımcısının rolü, bir okulun idari sorumluluklarını yönetme, programları denetleme, personel ve öğrenci disiplinini yönetme, öğretim liderliği sağlama, okul bütçesini yönetme ve okul ile toplum arasında bir irtibat olarak hareket etme konularında müdüre destek olmaktır Chute, 2008; Ho et al., 2021; Kwan, 2009; Scoggins & Bishop, 1993). Ancak bir müdür yardımcısının görev ve sorumlulukları okulun ve toplumun ihtiyaçlarına göre değişebilir (Kwan, 2009; Somoza-Norton & Neumann, 2021)..

Son yıllarda eğitim ve okul üzerine yapılan tartışmalar müdür yardımcısının rolüne yeni boyutlar getirmiştir. COVID-19 salgını da okul yönetiminin yeniden gözden geçirilmesini gerektiren önemli sonuçlar doğurmuştur. Sonuç olarak, müdür yardımcılarının geleneksel rolleri hesap verebilirlik, çok kültürlülük, bilgisayar ve internet tabanlı teknolojileri de içerecek şekilde genişlemiştir Çelik, 2013; Demirbilek & Bakioğlu, 2019; Deniz, 2019; Doğan, 2005; Ho et al., 2021; Maral, 2015; Yiğit, & Ağalday, 2022).

3 Doç Dr Istanbul Medeniyet Üniversitesi, Eğitim Bilimleri Fakültesi, Eğitim Bilimleri Bölümü, ihkaratas@gmail.com, 0000-0001-5569-014X

Müdür yardımcıları kendilerini öğretimsel liderler olarak görme eğiliminde olsalar da, okul rutininin çeşitliliği ve aniliği nedeniyle genellikle uzmanlıkları dışındaki görevlerle uğraşmak zorunda kalmaktadırlar. Okulların piyasa beklentileri doğrultusunda işleyen kurumlara dönüşmesi, bilgi ve internet teknolojilerinin gelişmesi ve artan çok kültürlülüğe uyum sağlama ihtiyacı da dahil olmak üzere, son yıllarda üç ana sosyal değişim dalgası müdür yardımcısının rolünü etkilemiştir (Oleszewski et al., 2012; Rintoul a& Bishop, 2019).

COVID-19 salgını, personelin ve öğrencilerin refahını korumanın önemini daha da vurgularken, yeni esnek ve durumsal yönetim mekanizmalarının geliştirilmesini de gerektirmiştir (Dor-haim, 2022; Handford, 2022). Sonuç olarak, müdür yardımcıları aynı zamanda velileri ve toplumu yönetmek, yönlendirmek ve desteklemekle de görevlidir.

Sonuç olarak, müdür yardımcısının rolü 19. yüzyıldan bu yana sürekli olarak gelişmiştir, ancak son yıllarda daha derin ve daha yaygın değişiklikler yaşanmıştır. Müdür yardımcılığının dönüşümünü ve okul yönetimi üzerindeki etkisini tam olarak anlamak için daha fazla araştırmaya ihtiyaç vardır.

Son yıllarda, araştırmacılar arasında müdür yardımcılarının okullardaki rolüne yönelik artan bir ilgi söz konusudur. Ancak konuyla ilgili değerlendirme çalışmalarının eksikliği hissedilmektedir. Müdür yardımcılığı üzerine yapılan araştırmalarda iki literatür incelemesi öne çıkmaktadır. Bunlardan ilki, 1993 yılında Scoggins ve Bishop tarafından yapılan ve müdür yardımcılarının rol ve sorumluluklarını 26 yazarın araştırmalarından derleyerek disiplin, devam, öğrenci etkinlikleri, personel desteği ve değerlendirmesi ve bina denetimi gibi 20 ortak görev belirlemiştir. Oleszewski ve arkadaşları tarafından 2012 yılında yapılan ikinci literatür taramasında, müdür yardımcılığının tarihsel gelişimi incelenmiş ve rolün net sınırlar çizecek ve okul gelişimi ve örgütsel değişimle bağlantılı önemli liderlik rollerini belirleyecek şekilde yeniden yapılandırılması önerilmiştir. İnceleme ayrıca kariyer gelişimini desteklemek ve müdür yardımcılarını gelecekteki ilerlemelerine hazırlamak için çıraklık ve atölye çalışmaları da dahil olmak üzere özel eğitim ve mesleki gelişim programlarının sağlanmasını önermiştir.

Ho ve arkadaşları tarafından 2021 yılında yapılan bir başka literatür taraması, Singapur'daki müdür yardımcılarına ve rol çatışmaları ve belirsizlik nedeniyle karşılaştıkları zorluklara odaklanmıştır. Çalışma, müdürün müdür yardımcısını yetkilendirmeye istekli olduğu durumlarda, müzakere için alan olduğunu ve müdür yardımcılarının uzmanlık ve ilgi alanlarına göre liderlik rolleri üstlenebileceğini ortaya koymuştur. Bununla birlikte, Singapur'daki yüksek güç mesafesi kültürü, müdür yardımcılarının, karara katılmasalar bile nihai sorumluluğun müdürde olduğunu rasyonalize ederek rol çatışmalarını çözebilecekleri anlamına gelmektedir.

Bölüm başkanı ve zümre başkanı gibi okul içi birim yöneticilerine ilişkin literatür incelemeleri (Bennett et al. 2007; De Nobile, 2018, Harris et al., 2019) olmasına rağmen, müdür

yardımcılarının rolüne daha fazla ilgi gösterilmesine ve yatırım yapılmasına ihtiyaç vardır. Müdür yardımcılarının yaşadığı geçişleri daha iyi anlamak için daha fazla araştırma yapılması ve müdür yardımcılarını 21. yüzyıl okullarındaki liderlik rollerine hazırlayacak destekleyici yapı ve programların kurumsallaştırılması için eşgüdümlü çabalara ihtiyaç vardır. Sonuç olarak, müdür yardımcısının rolü dünya çapındaki okullarda kritik öneme sahiptir, ancak bu hayati role daha fazla dikkat edilmesi ve yatırım yapılması gerektiğinin altını çizerek az çalışılmış ve az araştırılmıştır.

Yöntem

Bu çalışmada, müdür yardımcılığı literatürünü incelemek için bibliyometrik ve tematik analiz yaklaşımları bir arada kullanılmıştır. Bibliyometrik çalışmalar, matematiksel ve istatistiksel yöntemlerle atıf, yazar, konu veya ülke gibi kriterler kullanılarak alandaki mevcut literatürü değerlendirmek için kullanılmıştır. Bibliyometrik çalışmalar, belirli konulardaki ilgi alanlarını, eğilimleri ve değişimleri, en çok atıf alan yazarları, yayınları ve alanları analiz ederek araştırmacıların belirli bir alandaki ilerlemenin yönünü belirlemelerini sağlar (Donthu et al., 2021). Bu çalışmada, müdür yardımcılığı ile ilgili makaleler atıf, yazar, konu ve coğrafya açısından analiz edilmiştir.

Çalışmayı yürütmek için, yalnızca 1946 ve 2022 yılları arasında hakemli dergilerde yayınlanan makalelere odaklanan sistematik bir arama stratejisi kullanılmıştır. SCOPUS veri tabanı, disiplinler arası yapısı ve çeşitli dillerdeki yayınları indekslemesi ve güncel yayınların hızlı bir şekilde indekslenmesi nedeniyle seçilmiştir. Arama süreci, anahtar kelimelerin seçimi ve tanımlanması, veri tabanı taraması, veri erişimi, bir analiz çerçevesi oluşturma ve makalelerden çerçeveye bilgi çıkarma dahil olmak üzere beş aşamadan oluşmuştur.

Arama stratejisi üç adımdan oluşmuştur. İlk adımda, başlığında seçilen anahtar kelimelerden birini içeren 204 çalışma taranmıştır. İkinci adımda, arama 2022 yılına kadar İngilizce ve Türkçe eğitim alanında hakemli dergilerde yayımlanmış 174 makaleye indirgenmiştir. Üçüncü adımda, başlıkları kontrol edilerek müdür yardımcılığı ile ilgili 126 makale seçilmiştir.

İndirilen veriler daha sonra Vosviewer ve Excel programları aracılığıyla içerik analizi kullanılarak nicelik, etki ve kapsam başlıkları altında 10 alana odaklanılarak analiz edilmiştir. Bu alanlar arasında yıllara, ülkelere, dergilere ve yazarlara göre yayın sıklığının yanı sıra en çok atıf alan çalışmalar ve yazarlar, yazar ve kurum işbirliği haritaları, anahtar kelime sıklığı ve özetlerde öne çıkanlar yer almaktadır.

Genel olarak çalışma, eğilimler, ilgi alanları ve alandaki en etkili yazarlar ve yayınlar da dahil olmak üzere müdür yardımcılığı konusundaki mevcut literatüre ilişkin değerli bilgiler sunmaktadır. Bibliyometrik ve tematik analiz yaklaşımlarının kullanılması, araştırmaya kap-

samlı bir genel bakış sağlamakta ve gelecekteki araştırmalar için temel bulguları ve alanları vurgulamaktadır.

Bulgular

1946-2022 yılları arasında müdür yardımcılığı üzerine yapılan araştırmalar nicelik, etki ve kapsam açısından analiz edildi. Çalışmada müdür yardımcılığı üzerine yapılan yayınların sayısı yıllara, dergilere, ülkelere ve yazarlara göre analiz edilmiştir. Araştırma, müdür yardımcılığına ilişkin makale sayısının uzun yıllardır araştırmacıların gündeminde olduğunu, ancak 2010'lu yıllara kadar müdür yardımcılığına ilişkin makale sayısının oldukça düşük olduğunu ortaya koymuştur. Müdür yardımcılığı ile ilgili en fazla makale 1985 yılında yayımlanmıştır. 2009 yılından itibaren makale sayısında nispi bir artış görülse de okul müdürleri ve öğretmenlerle ilgili makale sayısına kıyasla hala düşüktür. Müdür yardımcılığı üzerine yapılan araştırmaların çoğu ABD'de yayınlanmaktadır ve en sık yayın yapan yazar Hong Kong'ludur. Hong Kong aynı zamanda en çok makalenin yayımlandığı ülkeler arasında yer alırken, Hong Kong'u sırasıyla Kanada, Güney Afrika ve İsrail takip etmektedir.

Çalışma, müdür yardımcılığı konusundaki makalelerin sadece 14 ülkeden olduğu göz önünde bulundurulduğunda, müdür yardımcılığı konusuna dünya çapında bir ilgi eksikliği olduğunu ortaya koymuştur. NASSP Bülteni, özellikle 1970'li yıllara kadar müdür yardımcılığı konusunda önemli sayıda makale yayımlamıştır. Müdür yardımcılığı ile ilgili makalelerin 1970'lerden sonra ağırlıklı olarak eğitim ve eğitim yönetimi alanındaki dergiler olmak üzere farklı dergilerde yayınlanmaya başladığı görülmektedir. Atıf sayısı bakımından American Educational Research Journal ilk sırada yer alırken, onu Journal of Educational Administration ve NASSP Bulletin takip etmektedir. Makalelerin yayımlandığı dergilerin çoğu ABD veya İngiltere'de yayımlanmaktadır.

Müdür yardımcılığı konusunda en çok yayın yapan yazar yedi makale ile Kwan P. olurken, onu üçer makale ile Walker A. ve Marshall C. takip etmektedir. Araştırma, müdür yardımcılığı üzerine yapılan araştırmaların etkisinin nispeten düşük olduğunu ve bu konuda sınırlı sayıda araştırma bulunduğunu ortaya koymuştur. Müdür yardımcılığı üzerine yapılan araştırmalar daha çok müdür yardımcılarının rol, görev ve sorumluluklarına odaklanmaktadır. Çalışma aynı zamanda müdür yardımcılığı üzerine yapılan araştırmaların son 20 yılda arttığını ortaya koymuştur ki bu da konuya olan ilginin arttığını gösterebilir.

Sonuçlar

Araştırma makalesi, 1946'dan 2022'ye kadar müdür yardımcılığı konusunda yayınlanan makalelerin bir analizini sunmaktadır. Bulgular üç ana başlık altında sunulmuştur: nicelik, etki ve kapsam.

Sonuçlar, araştırmaların çoğunun ABD'de yayınlanmasına rağmen, müdür yardımcılığı konusunda en çok yayın yapan yazarın Hong Kong'dan olduğunu göstermektedir. Müdür yardımcıları hakkındaki makale sayısı, müdürler ve öğretmenler hakkındaki makale sayısına kıyasla oldukça düşüktür. Bu konuda en fazla makaleye sahip ülkeler ABD ve İngiltere'dir. Ancak ABD ve İngiltere dışında da müdür yardımcılığı konusunda makale yayınlama eğilimi artmaktadır. Müdür yardımcılığı konusunda makale yayınlayan kurumlar arasında işbirliği oldukça sınırlıdır ve kurumlar arasında ortak yayınlar nadirdir. Müdür yardımcılığı konusundaki yayınlar arasında güçlü atıf etkileşimleri olmasına rağmen, yazarlar arasında ortak araştırma ve yayın için sınırlı etkileşim ve işbirliği vardır.

Çalışmada içerik analizi sonucunda ortaya çıkan altı tema belirlenmiştir: liderlik rolleri, eğitim politikası ve istihdam, mesleki gelişim ve mentorluk, okul etkililiği ve kültürü, kariyer gelişimi ve beklentiler, karar verme ve etik ve duygusal zeka. Analiz edilen makalelerde kişisel kimlik, öğretimsel liderlik, okul kültürü ve ara kademe liderliğin önemi vurgulanmıştır.

Müdür yardımcılığı konusunda yayımlanan makaleler çoğunlukla liderlik, müdür yardımcılarının rol ve sorumlulukları, müdür yardımcılarının kişisel nitelikleri, mesleki gelişim, kariyer ve iş tatmini, hayal kırıklığı ve bağlılık gibi örgütsel psikoloji kavramlarına odaklanmıştır. Sonuçlar, müdür yardımcılarının yetiştirilmesi, çalışma koşullarının düzenlenmesi, özlük hakları, sürdürülebilir motivasyon ve okul müdürlüğüne geçiş süreçlerinin yapılandırılması açısından tarihsel bir perspektif sunmaktadır.

Müdür yardımcılarının görev tanımları ve dolayısıyla eğitimlerinin içeriği, üstlendikleri birbirinden kopuk ve daha çok eğitim-öğretim dışındaki günlük işlere odaklanan çeşitli görevler dikkate alınarak düzenlenmelidir. Müdür yardımcılığının değişen toplumsal, ekonomik ve eğitsel yapıya uygun olarak dönüştürülmesi ve müdür yardımcılarının çoklu rol ve beklentiler karşısında dayanıklılıklarının artırılması için politikalar geliştirilmelidir.