

## Analysis of Articles Published in 2019 and 2020 within the Scope of Education Policies, Management, and Leadership

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### Abstract

This research aimed to evaluate the research articles in the journals *Educational Administration Quarterly* (EAQ), *Educational Management Administration & Leadership* (EMAL), and *Educational Policy* (EP) according to the theme, method, quality, and quantity of the articles published in 2019 and 2020. The data used in the research were collected by document analysis, one of the qualitative research techniques. The data was analyzed with the help of frequency and categorical analysis using the descriptive analysis method. In this study, the following themes were predetermined as research design and method, purpose and subject, study group, and analysis of data. As a result of the analysis, it was observed that in recent years qualitative research has dominated in educational research, content and document analysis has gained weight in the analysis of research, different sub-leadership titles have increased in the main theme of leadership in research issues, and new topics have been included in a problem-based broad school perspective. It was concluded that teachers, school administrators, students, and documents related to school processes were treated as the study group, and, in general, document analysis and accordingly content analysis were used in the analysis of the data. It was observed that the largest number of articles published in the journals came from North America, particularly the USA while a certain proportion of research took place in other parts of the world. The findings can be interpreted as guiding researchers and practitioners in the field of educational policies, management, and leadership. According to these results, it is suggested that publications in the field should be published in journals that guide education policies by using a mixed pattern in the focus of school and school stakeholders, and such publications should be conducted in the local and regional context.

**Keywords:** Education research, education management research, article review, document analysis

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## Eđitim Politikaları, Yönetimi ve Liderliđi Kapsamında 2019 ve 2020 Yıllarında Yayınlanmış Olan Makalelerin Analizi

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### Öz

Bu araştırma, Educational Administration Quarterly (EAQ), Educational Management Administration & Leadership (EMAL), Educational Policy (EP), dergilerindeki arařtırmaların, 2019 ve 2020 yıllarında yayımlanan sayılarındaki makalelerin teması, yöntemi, nitelik ve niceliđine göre deđerlendirilmesini amaçlamıştır. Arařtırmada kullanılan veriler, nitel araştırma tekniklerinden doküman incelemesi ile toplanmış olup; betimsel analiz yöntemiyle frekans ve kategorik analizler yardımıyla çözümlenmiştir. Bu arařtırmada temalar araştırma deseni-yöntemi, amaç ve konu, çalışma grubu ve verilerin analizi olarak önceden belirlenmiştir. Analiz sonucunda, eğitim arařtırmalarında son dönemde nitel arařtırmaların çođunlukta olduđu, arařtırmaların analizinde içerik ve doküman analizinin ađırlık kazandıđı ve araştırma konularında liderlik ana temasında farklı alt liderlik başlıklarının artış gösterdiđi, problem temelli geniş bir okul perspektifinde, yeni konu başlıklarına yer verildiđi görülmüştür. Çalışma grubu olarak öğretmenler, okul yöneticileri, öğrenciler ile okul süreçlerine ilişkin dokümanların ele alındıđı, verilerin analizinde ise çođunlukla doküman analizi ve buna bađlı olarak içerik analizi kullanıldıđı sonucuna varılmıştır. Dergilerde yayımlanan makalelere en çok katkının Kuzey Amerika'dan ABD'den sađlandıđı, Dünya'nın diđer yerlerinde yapılan arařtırmalarında belirli oranlarda yer aldıđı görülmüştür. Elde edilen bulgular eğitim politikaları, yönetimi ve liderlik alanında arařtırmacılara ve uygulayıcılara yol gösterir nitelikte yorumlanabilir. Bu sonuçlara göre; alandaki yayınların okul ve okul paydařları odađında karma desen kullanılarak, yerel ve bölgesel bađlamında yürütölmek suretiyle eğitim politikalarına yol gösterici nitelikli dergilerde yayına sunulması önerilebilir.

**Anahtar Sözcükler:** Eğitim arařtırmaları, eğitim yönetimi arařtırmaları, makale incelemesi, doküman analizi

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## Introduction

The analysis of scientific publications according to journal type goes back to 1665 when the first scientific journal, the *Journal des Scavans*, was published in France (Singleton, 2014). We can express the role of scientific publications, apart from sharing theoretical knowledge, as providing application direction and inspiration. Today, within the world of science, more than a million authors in fifty thousand scientific journals in the world bring together three million scientific studies (Gül ve Maksüdünov, 2019; Mabe, 2003; STM, 2018). Scientific research and articles, methodological research, and social science research in the field of educational sciences have been going on since the 1960s (Elmore & Woehlke, 1996; Karadağ, 2010). Scientific research has a leverage function in terms of development; it also contributes significantly to the level of accuracy of future policies (Al, 2008, p. 4). Educational research also has this important role (Gülmez & Yavuz, 2016; Kısakürek, 1971; Yıldırım & Şimşek, 2016). While the published research articles that guide education and school management are extremely successful in our country and all over the world, they also contribute scientifically to the quality and function of continuing research (Karadağ, 2009, p. 76; Özdemir & Alpaydın, 2018, p. 10). This caregiver perspective is presented in Turan & Şişman (2013, p. 509), and Turan et al. (2014, p. 94). Compilation and synthesis type research provides evidence and data to improve education and training (Mortimore, 2000; Selçuk, Kandemir, Palancı, & Dündar, 2014). Categorical analyzes covering certain periods are presented to researchers and the public for information and confirmation. In this context, it is known that scientific journals and postgraduate theses are included in the research category, especially articles. The *International Journal of Educational Administration Quarterly* (EAQ) (Balci, 1988; Hoy, 1982; Miskel & Sandlin, 1981; Swafford, 1990) examined articles published in scientific journals in terms of content, Kozak and Flowers (2012), Kurtoğlu & Seferoğlu (2013) examined the teachers who use technology-focused articles published in Turkey, Turan et al. (2014) reviewed the *Journal of Education Management in Theory and Practice*, which publishes in the field of educational management. According to Güven (2014), Eren et al. (2014), Ulutaş et al. (2015), Dönmez Gündoğdu (2016), and Aykan & Kıncal, (2016), research articles published abroad do content analysis. Similarly, in the international context, in the "Stars" (2016) article in *Language Magazine*, presented a meta-analysis of the research on adult education in Turkey, and Gülmez & Yavuz (2016) discussed education management and the scope of the articles with similar variables within the scope of school management and leadership. In the journal *Nature* which is published in Turkey, Tok (2018) authored "Education and Science" about the scope of articles, and Lightning (2018) authored "Education Management," an analysis of articles in the magazine; Yılmaz (2019) examined articles on organizational behavior, and Taşkın & Aksoy (2019) examined graduate theses and articles. The article analysis form was used in very few of the studies conducted, and it was seen that the results were widely interpreted by content analysis. Scientific publication analysis covers the description of the current situation in a certain period of time, which includes the purpose, subject, method, universe, and sample of the research and the interpretation of the findings. It can be said that trends and different research skills have been gained in studies conducted with researchers from different countries (Skene, 2007, p. 1). The categorical examination of publications in the field of educational administration brings a different perspective to the problems in the field, while revealing the progress towards the theoretical framework (Aypay, 2010; Hallinger, 2013). Reviewing and summarizing national and international studies together contributes to the understanding of the subjects studied, trends, and systematic organization of the scientific processes followed.

## Purpose of the Research

In this study, a situation assessment was completed by analyzing the research topics, methodologies, and statistical analysis techniques in the quarterly period of 2019 and 2020 in the journals *Educational Management Administration & Leadership* (EMAL), *Educational Administration Quarterly* (EAQ), *Educational Policy* (EP) which are regarded as some of the most respected journals in the international arena. The study aimed to provide direction for and make a contribution to future academic studies in the field of educational administration. The research in this study encompassed articles that were included in the study, the subject which was the number of authors participating in the research, the research design, samples and sampling techniques, the

statistical analysis techniques chosen for the studies, and the analysis of the distribution according to the countries where the research was conducted.

## Method

### Research Design

This research is qualitatively designed with the aim of examining the events in the natural environment in a realistic and holistic way. Creswell (2017) and Yıldırım & Şimşek (2011) express qualitative research as a process of interpretation by questioning social life and human-related problems with their own unique methods. Data were collected through document analysis, one of the qualitative research methods, and analyzed using frequency and categorical analysis including descriptive analysis (Günbayı, 2019) and method (Yıldırım & Şimşek, 2006). The data were subjected to a methodological evaluation, and this type of evaluation is essentially expressed as an evaluation based on the analysis of published research (Neuman, 2014).

### Materiel

The *Eucational Administration Quarterly* (EAQ), *Educational Management Administration & Leadership* (EMAL), *Educational Policy* (EP) journals were included in the research using the SAGE database, which has a high impact factor in the field.

**Table 1**

*Distribution of Articles by Journals*

Scientific Journals	Number of Studies	Research Number Percentage %
<i>Educational Administration Quarterly</i>	17	14,4
<i>Educational Administration Management and Leadership</i>	56	47,5
<i>Educational Policy</i>	45	38,1
Total	118	100

### Data Collection

The articles and texts to be evaluated in the research were obtained electronically from the web addresses of the journals. The number of articles in Table 1 has been examined within the scope of the research. The analyzed resources were obtained through the analysis of the documents and were carried out by analyzing the data produced from reliable sources in a set time period for the purpose of the research (Yıldırım & Şimşek, 2006; Karasar, 2007). In the analysis dimension, the theme of the articles, the number of authors, keywords, research design, sample population, and sampling techniques were evaluated by considering the continent and countries where the research was conducted.

### Data Analysis

With the document analysis, the research data obtained from the articles were examined by the descriptive analysis method, a framework was formed from the summarized data, and the process of describing and interpreting the findings was followed by processing the data (Yıldırım & Şimşek, 2006; Altunışık, 2012). Qualitative researchers follow this process and indicate the steps in data analysis in their research proposal (Creswell, 2017, p. 196). During the analysis process, data coding, creating and organizing categories, definition, and interpretation of the findings was completed. During the interpretation of the findings, interpretations were made regarding the importance of the results obtained from the findings by making sense of the data and establishing a cause and effect relationship between them.

## Validity and Reliability

In order to ensure qualitative research validity, the research was included in the study in order for the researcher to observe the research phenomenon objectively and to see the facts and events revealed in a holistic manner that can be confirmed. For internal validity (whether the findings are consistent and meaningful within themselves), the consistency of the findings with the previously created conceptual framework or theory, and the predictions and generalizations made based on the research findings were taken into account, and the opinion of a professor of educational administration science was obtained during the research (Kirk & Miller, 1986; Yıldırım & Şimşek, 2016: 270). In order to ensure external validity (Miles & Huberman, 1994) (the reader's ability to associate research results with their own experiences), the research question, the findings and theoretical consistency, and detailed explanations were provided. For the reliability of the study, the data were analyzed by two researchers, and independent coding was made and compared. The conceptual framework and assumptions used in the analysis of the data obtained in order to ensure the external reliability of the study were defined, and detailed explanations were made about the data collection and analysis methods so that the method, process, and approaches used are clearly demonstrated (Creswell, 2017: 201; Gülmez & Yavuz, 2016, p. 322; Yıldırım & Şimşek, 2016, p. 274).

## Results

For research purposes, articles in three journals were analyzed. The findings obtained as a result of the analysis were collected under six themes: the purpose-subject distributions of the studies, the number of authors participating in the research, the pattern-method of the research, the sample population-sampling techniques, the statistical methods used in data analysis, the continent where the research was conducted, the country distribution, and the research problems related to this distribution. The categories created under the aim-subject theme of the research are given in Table 2.

**Table 2**

*Theme and Subject Distribution of the Articles*

Thema Area	Topic	EMAL	EAQ	EP
Leadership (47 studies)	Democratic Leadership	1		
	Basic Leadership, Teacher Leadership	2		
	Emotional Intelligence, School Leaders	1		
	School Leaders, Ethical Considerations	1		
	Instructional Leadership-Distributed Leadership	9	3	
	School Leadership	11	2	
	Leaders' Decision Making Process	1		
	Effective School Leadership	1		
	Early Childhood Education Leadership	2		
	Ethical and Unethical Leadership	1		
	Leadership of Women	1		
	Analysis of 1993-2019 Leadership Identity	1		
	Leadership Roles	1		
	Medium Leadership	1		
	Education Leadership	3	2	
	Transformational Leadership	1		
Academic Leadership	1			
School Leaders: Learning From Experience and Development			1	

	Adult Ego Development: School Principals	1		
	School Principals Selection and Preparation	1		
	Beginner School Principals	1		
	School Principals' Perception of Their Future Roles	1		
School Administrators	Learning for Principals	1		
(10 studies)	State School Principals, Accountability, Education Goal Priorities		1	2
	Relationship of Decision Making Power Between District Head Offices and School Principals		1	
	Understanding the Wear and Tear and Mobility of School Principals			1
	School Autonomy and School Expenses		1	
	Academic Trust		1	
	School Climate, Education Policies, Violence at School		1	
	Deciding Factors for School Selection		1	
	Early Childhood Education, Care Managers, Understanding of Regional Micropology During Basic Vocational Education		1	
	Managing Academic Results in the Context of Multiple Deprivations		1	
	Cross-sectoral Cooperation in Education, Setting Common Compatible		1	
	Social Justice in Schools		1	1
	Independent Public Schools, Social Justice		1	
	Ethnography - Study of Practices and Positions on the Street		1	
	Education Supervisory Boards		1	
	Negotiating Authority in the Meeting Ritual			1
	Teacher Evaluation, Feedback, Self-Efficacy, Teacher Certification			1
	Parental Empowerment, Involvement, and Satisfaction			2
	Data Culture Continuity; Study of School Data Cultures, Data-driven			1
	School Diversity Mismatch, Integration Initiative			1
	Test Scores, Identities, and Cultural Possibilities			
	School Reform Inspired by Business in the Age of Financialization			
	Language Teaching and Ideologies, Policy Analysis			
	Community Schools as an Urban School Reform Strategy			
	Exclusionary Discipline			
	Citizenship Development and Market Impact: Charter Schools			
	Teacher Unions			
	Higher Education Policies			
	Literature in the Standard Paradigm			
	College Admission, College Access			
	Income Inequality			
	High Incidence Students, Teaching Mathematics			
	Documentation of the Geographical Isolation of Schools and Their Effects			
	Undocumented Students, Immigration Policy			
	School Performance Indicators and Academic Achievement			
	Student-based Budgeting, School Governance			
	Adult Literacy,			
	Education Technology			
		118	56	17
				45

37 categories emerged under the theme of the aims and subjects of the articles examined. Under the subjects studied, 47 fell under the leadership theme: 13 of them were in the field of school leadership and 12 of them were in the majority with instructional leadership. There were 10 studies on school administration; four on school climate, education policies and violence at school; four on school choice and decision-making factors; two on early childhood education; three on social justice in schools; four on teacher evaluation, self-efficacy and certification; four on parents; two on data culture; two on test scores; two on school reform, three on language teaching and policies; two on urban school reform; two on exclusionary discipline concepts; two on citizenship development and the impact of the market; two on teacher unions; three on higher education policies; two on college admissions and access; and one each on private ethnography and practices on the street, academic trust, academic results and poverty, basic vocational education, cooperation between sectors in education, negotiating authority in the meeting ritual, education supervisory boards, school autonomy and school expenses, school diversity mismatch, standard paradigm, income inequality, special students, geographical isolation of schools, immigration policy, school performance indicator and academic achievement, budgeting-school governance, adult literacy, and educational technology. Most of the research was on leadership, specifically the field of school and instructional leadership, and the research subjects were quite diverse including school administrators and internal and external stakeholders of the school, and almost all current problems of school processes were analyzed. The categories created in terms of the number of authors and co-authors participating in the study are given in Table 3.

**Table 3**

*Distribution of Articles by the Number of Authors*

Scientific Journals	Distribution by Number of Authors							Total
	1	2	3	4	5	6	7	
<i>Educational Management, Administration Leadership (EMAL)</i>	13	20	17	2	2	1	1	56
<i>Educational Administration Quarterly (EAQ)</i>	6	3	6	2	-	-	-	17
<i>Educational Policy (EP)</i>	12	22	4	4	2	-	1	55
Total	31	45	27	8	4	1	2	118

In Table 3, it may be seen that the majority of the research articles have two authors ( $f = 45$ ) while 31 have one author ( $f = 31$ ), 27 have three authors ( $f = 27$ ), and 15 have four or more authors ( $f = 15$ ).

**Table 4**

*Distribution of Articles According to Design/Methods*

Design/Method	Number of Articles			Total
	EMAL	EAQ	EP	
Qualitative	36	29	7	72
Quantitative	12	14	-	12
Qualitative-Quantitative (Mixed)	8	2	1	11
Unspecified	-	-	-	-
Total	56	45	17	118

The research methods of the articles were interpreted in quantitative, qualitative and mixed design categories. It may be seen that there is no article whose method is not specified. In the theme of research method and design, it may be seen that 72 are in the category of qualitative design, 35 in quantitative design, and 11 both quantitative and qualitative (mixed). The qualitative and mixed-pattern studies together form the highest percentage at 70%. The methodology element of the studies was comprehensively covered.

**Table 5***Articles by Working Group, Source, and Materials*

Working Group	EMAL	EAQ	EP	Total	(%)
Document	8	13	1	22	16.54
School Administrators	20	1	4	25	18.79
School Administrators and Teachers	9	2	4	15	11.27
School Based	1	9	3	13	9.77
Teacher	6	6	3	15	11.27
Manager-Student	1	-	-	1	0.07
Administrator-Teacher-Student	3	-	1	4	3.07
Student	1	6	-	7	5.26
Academician	2	2	-	4	3.07
Administrator-Teacher-Student-Family	2	3	-	5	3.75
Education Policy Makers	2	5	-	7	5.26
Parents	1	3	2	6	4.51
Inspectors	1	-	-	1	0.07
Provincial and District Education Managers (Professionals)	1	1	2	4	3.07
Sector Representatives	1	1	-	2	1.5
School General Manager-Chairman of the Board, CEO	2	-	-	2	1.5
Total	61	53	19	133	100

In terms of article subject, 25 focused on school administrators ( $f = 25$ ), 25 on school documents ( $f = 22$ ), 30 on school administrators-teachers and teachers ( $f = 30$ ), 13 on schools ( $f = 13$ ), and 13 on students and parents ( $f = 13$ ). It may be seen that school administrators and teachers were the two most studied groups.

**Table 6***Distribution of Articles by Data Collection Tool*

Data Collection Tool	EMAL	EAQ	EP	Total
Interview	26	11	9	46
Survey	12	4	2	18
Scale	9	12	5	26
Document Analysis	8	18	1	27
Other	1	-	-	1
Total	56	45	17	118

As seen in Table 6, the frequency of use of data collection tools were as follows in descending order: interview ( $f = 46$ ), document analysis ( $f = 27$ ), scale ( $f = 26$ ), and questionnaire ( $f = 18$ ).



**Table 7***Distribution of Research Data According to Analysis Type*

Analysis	EMAL	EAQ	EP	Total
Content Analysis	35	15	8	58
Document Analysis	10	19	1	30
Structural Equation Model	3	-	5	8
Regression Analysis	9	9	6	24
Correlation	8	6	1	15
Anova	5	4	2	11
Manova-Mancova	5	4	1	10
Giversary Theory (theorizing)	1	-	-	1
Nonparametric Tests	1	-	-	1

According to the data analysis, the distribution in the research type consists of nine categories, and it be seen that more than one analysis technique is used. The breakdown is as follows: content analysis, 58; document analysis, 30; structural equation model, 8; regression analysis, 24; correlation, 15; Anova,11; MANOVA-MANCOVA, 10; research embedded theory, 1; and nonparatric tests, 1. Content and document analysis were the most used.

**Table 8***Distribution by Continents and Countries according to Where the Studies Were Conducted*

Asia	Europe	South America	North America	Australia	Africa						
Israel	9	Britain	10	Chile	1	USA	58	Australia	4	Kenya	2
Turkey	4	Finland	1	Trinidad and Tobago	1	Canada	1	New Zeland 1	1	S.Africa Rep.	5
S. Arabia	1	Spain	2							Ethiopia	8
India	3	Germany	1								
China	3	Netherlands	1								
Malaysia	1	Ireland	1								
Nepal	1										
Hong Kong	1										
Singapore	1										
Iran	1										
Bahrain	1										
United Arab Emirates	1										
Qatar	1										
Total	28		16	2	2		59	5	5		8

In the distribution where the studies were conducted in the world according to the continents, 59 were in North America constituting 50% of the total number. Following North America, 28 studies were conducted in Asia, 16 in Europe, eight in Africa, five in Australia, and two in South America. In North America, 58 were in the United States; in Asia, nine were in Israel, and four were in Turkey; in Europe, 10 were in Great Britain; inAfrica, eight were in Ethiopia, and five were in South Africa. In the continent of Australia, there were four studies. In South America, Chile and Trinidad and Tobago each contributed one study.



**Figure 1.** Distribution of Research by Continent and Country

Clearly, the vast majority of journal articles published are from the North American continent and particularly the United States; this can be interpreted in the research results as the primary source and publication of the problem areas and research subjects of the country.

### Discussion, Conclusion, and Recommendations

Most of the research was in the area of leadership, particularly in the field of school and instructional leadership where there are a wide variety in terms of subject. Articles focusing on school administrators included analyzes of the current problems of school processes including with internal and external stakeholders of the school; the research results supported the view that school administrators have a long way to go (Balci 1988) and that their qualifications should be high (Aypay, 2010; Yılmaz, 2019; Gülmez & Yavuz, 2016). According to Bellibaş & Gümüş (2019), the topic of leadership is the field that has been studied the most, and this trend continues (Turan et al., 2014). Contrary to the narrow scope of research, 118 research topics are distributed in 37 categories. The fact that the main theme of leadership is handled under 47 sub-headings reveals that the diversity of topics in international publications is widely discussed in the field of educational management and policies. Today, education and school management are associated with leadership roles on their own, and it is seen that an attempt is made to be based on the assumption that they can be resolved with situational leadership approaches. The research results of Bellibaş & Gümüş (2019) show that school leadership and school principals are priority research participants in international studies.

It is seen that most of the studies have two authors ( $f=45$ ), one author ( $f=31$ ), three authors ( $f=27$ ), and four or more authors ( $f=15$ ). Although it is similar to the research results of Çiçek & Kozak (2012), Dönmez & Gündoğdu (2016), Yıldırım (2018), Yılmaz (2019), and Gül & Maksüdünow (2019), 42 articles were written by three or more researchers. It can be interpreted that the interdisciplinary researcher and research problem theme relationship and cooperation increased in the periods.

It is seen that the studies are 72 qualitative, 35 quantitative, and 11 are both quantitative and qualitative. Qualitative and mixed pattern studies are at a high rate at 70%. In contrast to Miskel & Sandlin (1981), seeing the methods section was weak in the studies published in the EAQ in the study period, it is understood that the method and the pattern were mentioned in the studies, and the researchers included the methods section comprehensively (Balci, 1988). In the survey model, Aypay (2010) focused on qualitative, and Turan et al. (2014) focused on screening. Güven (2014) stated that qualitative studies before 2009 were fewer than quantitative studies (Selçuk et al., 2014). Although sampling in quantitative research is more practical, easy and accessible, data collection and interpretation is easy and can be done in a short time which seems to be the reason why it is less often chosen according to the studies. It can be said that 61% of the 118 studies were carried out with a qualitative design, and in the studies, it can be said that the qualitative research was carried out because of the opportunity to complete it in a more in-depth and natural environment. Yılmaz (2019), Taşkın & Aksoy (2019), and Bellibaş & Gümüş (2019) are in consensus regarding the more common use of the scanning model and quantitative design in educational science articles. This situation can be interpreted as face-to-face interaction in school-based studies, the use of observation-interview and document review tools, the tendency to contribute to the results of the research with a high degree of

accuracy, and qualitative research as the reason for preference. Bellibaş & Gümüş (2019) showed an increase in the qualitative and quantitative balance of patterns in their research despite the scarcity of experimental designs and the lack of observation and documentary analysis. This situation is similar to the result of Busch & Crawford (2012) in that the number of studies in qualitative design is gradually increasing. It can be interpreted that mixed method studies are of a type that can eliminate the limitations of qualitative and quantitative research and that both methods can have a research advantage compared (f = 11).

The most studied group as a sample in the studies is school administrators (f = 25), school and documents (f = 22), school administrators-teachers and teachers (f = 30), school-themed (f = 13), and students and parents (f = 13). Balcı (1988) stated that careful sample selection was made in EAQ, and in the three journal articles in our study, it is seen that teachers, students and parents, and school administrators in particular constitute the sample mass being studied within the framework of school stakeholders. Aypay (2010) focused on school-centered, and Eren et al. (2014), Dönmez & Gündoğdu (2016), Aykan & Kıncal (2016), and Yılmaz (2019) focused on the fact that teachers and teacher candidates are mostly included in the research as a sample. Yıldırım (2018) concluded that school principals are preferred, and Doğan & Tok (2018) concluded that students are given more space as a sample; this is the case when educational sciences and management researches are school-centered. The result was that students, teachers, administrators, school processes, and documents belonging to the school should be included in the sample selection at a sufficient rate. Miskel & Sandlin (1981) confirm that the sample selection was well executed in the articles in the EAQ journal.

The data collection tools of the researchers were, in descending order interview (f = 46), document analysis (f = 27), scale, (f = 26), and questionnaire (f = 18) according to Balcı (1998), Balcı & Apaydın (2008), and Dönmez & Gündoğdu (2016). Although Gül and Maksüdünow (2019) concluded that the survey technique is the one most used in the studies, it is seen that the interview technique was most used in our study with 46 articles. Aykan & Kıncal (2016) stated that the observation and interview techniques but mostly the questionnaire were used in the articles. Bellibaş & Gümüş (2019) reached the conclusion that the questionnaire and interview techniques were used. Creswell (2017) said that = information about the stages to be followed in the analysis of data in studies should be provided. If the stages are given in the form of successive steps, the reader can see how one stage guides the other stages, and although a holistic introduction of the data analysis process can be made, it was concluded that the data collection process and tools are not adequately explained in the studies.

In the analysis of the data, it is seen that content analysis and document analysis are most emphasized although according to Balcı (1988) descriptive and relational techniques are used extensively in articles. Emphasizing that analysis units were neglected, Arık & Türkmen (2009) stated that quantitative research types were used the most in their research (f = 55), and the most frequently used technique was frequency and percentage (f = 52) while variance and t -test analysis was also used. It is understood that in qualitative research (f = 21) and content analysis (f = 6) is more frequently chosen than other types (Kurtoğlu & Seferoğlu, 2013). Kılıç & Arslan (2016) concluded that in the articles using qualitative data analysis, content analysis and descriptive analysis were used at a similar rate. In the study by Gülmez & Yavuz (2016), content analysis (f = 30) and (f = 20) document analysis were used, and this result is similar to the content (f = 30) and document analysis rate of the articles of our study (f = 58). Doğan & Tok (2018), Yıldırım (2018), Arık & Turkmen (2009), and Turan et al. (2014) concluded that descriptive and content analysis are mostly used as data analysis in the articles examined in the research results. The reason for the use of such analyzes in research is that the features dealt with within the scope of the research are fewer in quantity and thus suitable for easy explanation.

This study provides the opportunity to know from which country and region the studies published in EAQ, EMAL, EP originated, the rate of scientific contribution of each country and region, and the priority problem areas in the country where the research was carried out. The largest number of studies, 59, were from North America. 28 studies were from Asia, 16 from Europe, eight from Africa, five from Australia, and two from South America. Of the studies from the North American continent, 58 were from the United States; of the studies from the continent of Asia, nine

were from Israel, four were from Turkey; of the studies from the European, 10 were from Britain; of the studies from the African continent, eight were from in Ethiopia and five were from South Africa; and four articles were from in the continent of Australia; and in South America, it was seen that the two countries of Chile and Trinidad and Tobago each were involved in one study. While this does not represent the total publications of these journals, it is clear that there are not enough contributions from the continents of Australia, Africa, and South America. It can be said that the pragmatic world view has gained weight in research. As Creswell (2017) emphasized, studies emphasize actions, situations, and results rather than preliminary conditions. It was concluded that the researchers focused on the problem rather than the method. In the field of international education management, the research studies published in the EAQ, EMAL, EP journals in 2019 and 2020 primarily focused on subjects, method translations, and regional problem priorities, and the results will contribute to the researchers. Performing this kind of survey analysis at certain periods can create awareness about the scope of and trends in the field of science. Researchers can analyze the publications with high impact rates published in different continents and regions such as Europe, Asia, and the Far East in the field of educational administration as well as completing comparative analysis studies of the publications of other fields of educational sciences with a multidisciplinary perspective.

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