A Content Analysis on the Journal of Research in Educational Administration & Leadership*

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Abstract: The aim of this study is to examine the publication profile of the journal through content analysis according to various parameters of the articles published in the journal of Research in Educational Administration & Leadership (REAL). The research is a qualitative research conducted as a case study. The articles published in the journal up to April 2021, which started publication in 2016, form the sample of the research. The data obtained by examining 90 articles in the sample in terms of year of publication, subject, research approach, sample, method, model/design, data collection methods, data analysis methods, number of authors, the institutions of the authors, the countries of the authors, the titles of the authors, the number of articles by the authors in the journal, the number of citations, self-citations of the authors, self-citations of the journal, number of citations, average evaluation time of the journal parameters were analyzed using content analysis. With the detailed findings obtained as a result of the research, the determination of the current publication characteristics, the journal identity, trends, development level and a section of the educational administration discipline specific to the journal at a micro level In this study, the identity of the field of educational administration at the macro level was tried to be determined. Suggestions were made to take strategic decisions for the next issues regarding the development process of the journal.

Research in Educational Administration & Leadership Dergisi Üzerine Bir İçerik Analizi

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Özet: Bu çalışmada Research in Educational Administration & Leadership (REAL) dergisinde yayımlanan makalelerin çeşitli parametreler doğrultusunda içerik analizinin yapılarak derginin yayın profilinin belirlenmesi amaçlanmıştır. Araştırma, durum çalışması deseninde yürütülen nitel bir araştırmadır. 2016 yılında yayın hayatına başlayan derginin 2021 Nisan ayına kadar yayımlanmış olan makalelerinin tamamı araştırmanın çalışma grubunu oluşturmaktadır. Çalışma grubunda yer alan 90 makalenin yayımlanma yılı, konu alanı, araştırma yaklaşımı, örneklemi, yöntemi, model/deseni, veri toplama teknikleri, veri analiz teknikleri, yazar sayısı, yazarlarının görevli oldukları kurumlar, yazarlarının görevli oldukları kurumların bulundukları ülkeler, yazarlarının unvanları, yazarlarının dergideki makale sayıları, atıf sayısı, yazar öz atıf sayısı, dergi öz atıf sayısı, aldığı atıf sayısı, dergi ortalama değerlendirme süresi parametreleri açısından incelenmesi ile elde edilen veriler içerik analizi tekniği ile çözümlenmiştir. Araştırma sonucunda elde edilen ayrıntılı bulgular ile Türkiye'de eğitim yönetimi alanında yayın yapan, uluslararası indeksler tarafından dizinlenen ve alana önemli derecede katkı sağlayan derginin mevcut yayın özelliklerinin, oluşturduğu dergi kimliğinin, eğilimlerinin, gelişim düzeyinin ve dergi özelinde eğitim yönetimi disiplininin bir kesitinin mikro düzeyde belirlenmesi ile makro düzeyde eğitim yönetimi alanının kimliği belirlenmeye çalışılmıştır. Derginin gelişim sürecine ilişkin sonraki sayıları için stratejik kararların alınması yönünde önerilerde bulunulmuştur.

GENİŞLETİLMİŞ ÖZET

Araştırma Problemi

Bu çalışmada, Türkiye'de eğitim yönetimi alanında yayın yapan ve uluslararası indeksler tarafından indekslenen Research in Educational Administration & Leadership (REAL) dergisinde yayımlanan makalelerin çeşitli parametreler doğrultusunda içerik analizinin yapılarak derginin yayın profilinin belirlenmesi amaçlanmıştır. Elde edilen bulgularla derginin yayın özellikleri, eğilimleri ve gelişme düzeyinin belirlenmesi ile eğitim yönetimi disiplininin mikro bir kesiti ortaya konulmuştur.

Araştırma Soruları

Çalışmada REAL dergisinde yayımlanan makalelerin; i) yayımlanma yılına, ii) konu alanına, iii) araştırma yaklaşımına, iv) araştırma örneklemine, v) araştırma yöntemlerine, vi) araştırma modeli/tasarımına, vii) veri toplama tekniklerine, viii) veri analiz tekniklerine, ix) yazar sayılarına, x) yazarlarının görevli oldukları kurumlara, xi) yazarlarının görevli oldukları kurumların bulundukları ülkelere, xii) yazarlarının unvanlarına, xiii) yazarlarının dergide yayımlanan makale sayılarına, xiv) atıf sayılarına, xv) yazar öz atıf sayılarına, xvi) dergi öz atıf sayılarına, xvii) alınan atıf sayılarına, xviii) ortalama değerlendirme sürelerine göre dağılımı nasıldır? sorularına cevap aranmıştır.

Alanyazın Taraması

Bilimin amacı bilgiye ulaşmak ve bu bilgiyi insanlığın yararına sunmaktır. Bir bilimsel çalışma ile elde edilen bilgi bilim dünyasına duyurulmalı ve paylaşılmalıdır. Bilginin paylaşılması ve bilimin ilerlemesi ise bilimsel yayınlar ile mümkün olur. Gerard Piel'in söylediği gibi "yayınsız bilim" ölüdür (Yılmaz Gören ve Yalım, 2015).

Günümüzde bilişim teknolojisinin gelişmesi ile bilimsel dergilerde yayımlanan makaleler ile bilginin yayılması ve ulaşılabilirliği daha çok artmıştır. Bu açıdan dergilerin bilimin gelişmesine olan katkısı önemlidir. Uzbay'a (2013) göre bilimsel bilginin en etkili paylaşım yolu süreli yayın yapan bir bilimsel dergide yayımlanmasıdır. Bilimsel dergiler, alana ilişkin çalışmaların yayımlanarak araştırmacıların yeni yayınları takip etmelerini ve alandaki bilimsel iletişimin artmasını sağlar (Karagöz ve Koç Ardıç, 2019). Bununla birlikte bilimsel yayınların belirli zaman aralıkları ile incelenmesi, hem bilimsel çalışmaların süreç içerisindeki gelişiminin ortaya konulması hem de eğilimlerin neler olduğunun belirlenmesi açısından önemlidir. Bu yolla elde edilen bulgular ilgili bilim dalının zaman içerisinde gerçekleşen gelişiminin takip edilmesini ve aynı zamanda mevcut eksikliklerin giderebilmesi noktasında bir tartışma zemini oluşturulmasına imkân sağlamaktadır (Kozak, 1994; Üsdiken ve Pasadeos, 1993). Nitekim 1960'lardan bu yana araştırmacılar eğitim yönetimi alanının sınırlarının belirsizliği ve bilgi birikimi eksikliği nedeniyle alandaki başlıca yoğunlaşma ve eksiklikleri açıklamak için alan dergilerinde yayımlanan makaleleri analiz etmişlerdir (Oplatka, 2016). Bu çalışmalar yayınların birtakım özelliklerinin analiz edilmesiyle alanda yapılan çalışmaların genel eğilimini belirler, çalışma yapan ve yapmak isteyen araştırmacılara bu konuda bulgular sunar (Cohen vd., 2007). Yayınların içerik analizine tabi tutulması bu amaçla kullanılan yöntemlerden biridir. Eğitim bilimleri alanyazınında yayınların içerik analizi ile incelendiği birçok çalışmaya rastlanmaktadır (Aydın ve Uysal, 2011; Chang vd., 2010; Coşkun vd., 2014; Çelik ve Yüksel, 2020; Filiz ve Kocakülah, 2020; Gülbahar ve Alper, 2009; Gündoğdu vd., 2015; Hatipoğlu vd., 2018; Koşar, 2020; Koşar vd., 2017; Kozikoğlu ve Senemoğlu, 2016; Özturan Sağırlı ve Baş, 2020; Seçer vd., 2014; Serçe ve Çalışkan, 2018; Walker ve Haley-Mize, 2012; Yılmaz, 2018). Eğitim Bilimleri alanyazınında bu tür yayın değerlendirmelerinin akademik dergiler özelinde de yapıldığı görülmektedir (Balcı ve Apaydın, 2009; Doğan ve Tok, 2018; Hüseyinbaş vd., 2018; Kutluca vd., 2018; Mutlu, 2018; Sarıyer, 2011; Selçuk vd., 2014; Tiryakioğlu, 2014; Yalçın vd., 2016; Yeşilyurt Uyar, 2016).

Bu araştırmada REAL dergisinin seçilmesinin nedeni derginin Web of Science (ESCI), Scopus-Elsevier, Eric, Web of Science-Clarivate Analytics, Ulrich's Periodicals Directory, Road gibi prestijli indekslerde yer almasıdır. 2016 yılından bu yana giderek artan sayıda makalelerin yer aldığı derginin mevcut yayın özelliklerini, kimliğini, eğilimlerini, gelişim düzeyini ve eğitim yönetimi disiplininin bir kesitini belirlemenin ilgili alanyazına katkı sağlayacağı umulmaktadır. Rodgers ve Rodgers'a (2000) göre bir alanın kimliğini alanda yayımlanan yayınlar ve bu yayınların nerede yayımlandığı belirler. Bu nedenle eğitim yönetimi alanındaki yayınların incelenmesi ve değerlendirilmesi alanın kimliği konusunda kanıtlar sunabilir. Bu araştırma sonuçları doğrultusunda REAL dergisi bağlamında mikro düzeyde, eğitim yönetimi alanı bağlamında ise makro düzeyde bir değerlendirme yapılabileceği düşünülmektedir.

Öte yandan dergilerdeki yayınların incelenmesi dergilerin gelişim sürecine ilişkin önerilerin tartışılmasına ve sonraki sayıları için stratejik kararların alınmasına imkân tanır (Erbaşı vd., 2017; Yılmaz, 2017). Ayrıca bu araştırma ile dergide yayımlanan makalelerin son yıllardaki yayın eğiliminin konu, yöntem, örneklem, veri toplama ve analiz teknikleri gibi özelliklerinin belirlenerek bir durum değerlendirmesi yapılması ileride yapılacak çalışmalara yol gösterici olabilecektir.

Yöntem

Araştırma, doküman incelemesi yöntemiyle yürütülen nitel bir araştırmadır. REAL dergisinin kurulduğu 2016 yılından başlayarak 2021 Nisan ayına kadar yayımlanan sayılardaki tüm makaleler (90 makale) çalışmaya dahil edilmiştir. Makaleler, yıllara göre yayımlanan makale sayısının dağılımını belirleyerek derginin niceliksel gelişim özelliğini ortaya koymak üzere yayımlanma yılı; eğitim yönetimi alanyazını bağlamında konu eğiliminin dergi özelinde mikro düzeyde belirlenmesi amacıyla konu alanı; makalelerin metodolojik özelliklerinin ortaya konulması amacıyla araştırma yaklaşımı, örneklemi, yöntemi, model/deseni, veri toplama ve analiz teknikleri; yazar sayısının ve yazar işbirliğinin bilimsel yayınların niteliğini olumlu yönde etkilediği görüşü doğrultusunda (Koç et al. 2019) yazar sayısı; dergi özeline yönelik talebin çeşitliliğinin belirlenmesi amacıyla yazarlarının görevli oldukları kurumlar, yazarlarının görevli oldukları kurumların bulundukları ülkeler, yazarlarının unvanları, yazarlarının dergideki makale sayıları; dergide yayımlanan makalelerin niteliksel özelliklerini belirlemek amacıyla atıf sayısı, yazar öz atıf sayısı, dergi öz atıf sayısı, aldığı atıf sayısı ve makale ortalama değerlendirme süresi parametreleri açısından incelenmiştir. Araştırma kapsamındaki makaleler, araştırmacı tarafından geliştirilen "Makale İnceleme Formu" ile sınıflandırılmıştır. Bu form ile sınıflandırılan verilerin analizinde içerik analizi tekniği kullanılmıştır. Bulgular frekans ve yüzde değerleri tablo, şekil ve grafiklerle görselleştirilerek raporlanmıştır.

Sonuç

Araştırma sonuçlarına göre; REAL dergisinde en çok 2019 yılında, en az ise 2016 ve 2021 yıllarında makale yayımlandığı belirlenmiştir. Dergi sayılarında yıllar itibariyle yayımlanan makale sayısının arttığı tespit edilmiştir. Dergide en çok "Öğretmen Liderliği" konusunda çalışma yayımlanmıştır. Makalelerin çoğunluğu ampirik araştırma yaklaşımı ile yürütülmüş; bu çalışmaların çoğunluğunda örnekleme tekniği belirtilmemiş, örneklem olarak çoğunlukla "yöneticiler" tercih edilmiştir. Makalelerde en çok nitel araştırma yöntemi benimsenmiş ve görüşme tekniği ile veriler toplanmış, makalelerin büyük bir çoğunluğunda araştırmanın model/deseni ile veri analiz teknikleri hakkında bilgi verilmemiştir. Makalelerin çoğunluğunun birden çok yazarlı olduğu tespit edilmiştir. Makalelere toplam 173 araştırmacı katkıda bulunmuştur. Dergiye 111 farklı kurumdan makale gönderildiği, bu kurumlardan büyük bir çoğunluğunun yurtdışında faaliyet gösteren kurumlar olduğu tespit edilmiştir. En çok katkı sağlayan ülkeler sırasıyla ABD, Türkiye, Kanada, Avustralya ve Meksika'dır. Derginin 2016-2021 yılları arasında yayımlanan tüm makalelerinde yer alan atıflar bazında yaklaşık %5 oranında, makaleler bazında ise %70 oranında yazar öz atıfı bulunduğu tespit edilmiştir. Makalelerin dergi editörüne ulaşması ve yayımlanmasına kadar geçen ortalama süre 0-3 ay arasındadır. 20.04.2021 tarihi itibariyle tüm makalelerin aldığı toplam atıf sayısı 74'tür.

Bir alanın kimliğinin alanda yayımlanan yayınlar ve bu yayınların nerede yayımlandığının önemli olduğu görüşü ile (Rodgers ve Rodgers, 2000) bu araştırma sonuçlarının eğitim yönetimi alanının kimliğini ortaya koyması açısından önemli olduğu düşünülmektedir. Bu açıdan bakıldığında, araştırmanın tek bir dergi üzerinde yapılması bir sınırlılık olarak değerlendirilebilir. Ancak tek bir dergi üzerine yapılan bir çalışma genellenemese de disiplinin bir kesitini ortaya koyması açısından önemlidir (Marijke vd., 2005). Araştırma sonuçları doğrultusunda REAL dergisi bağlamında mikro düzeyde, eğitim yönetimi bağlamında ise makro düzeyde bir değerlendirme yapılabilir. Bunun yanında yayınların incelenmesi derginin gelişim sürecine ilişkin önerilerin tartışılmasına ve sonraki sayılar için geliştirici birtakım kararların alınmasına olanak sağlayacaktır.

Araştırma sonuçları bağlamında REAL dergisindeki makalelerde araştırmanın metodolojisi, örneklem belirleme türü ve veri analiz teknikleri ile ilgili bilgilendirmeler güçlendirilmeli, yazar ve dergi öz atıf konusu yayın kurulu ve dergi editörlüğü tarafından tartışılmalı ve sonraki sayılar için stratejik kararlar alınmalıdır. Alanın güncel eğilimlerini ortaya koymak için eğitim yönetimi alanında yayımlanan farklı dergi ve dergileri kapsayacak şekilde araştırmanın genişletilerek karşılaştırmalı çalışmalar yapılması önerilmektedir.

INTRODUCTION

The purpose of science is to reach knowledge and present this knowledge for the benefit of humanity. The knowledge obtained through a scientific study should be announced and shared with the scientific world. Sharing knowledge and progress of science is possible with scientific publications. As Gerard Piel said, "unpublished science" is dead (Yılmaz Gören & Yalım, 2015). Today, with the development of information technologies, the distribution and accessibility of information has increased more with articles published in scientific journals. In this respect, the contribution of journals to the development of science is important. According to Uzbay (2013), the most effective way of sharing scientific knowledge is to publish it in a scientific journal. Scientific journals enable researchers to follow new publications and increase scientific communication in the field by publishing studies (Karagöz et al., 2019). "Research in Educational Administration & Leadership (REAL)", which publishes in the field of education administration in Turkey and is included in international indexes, is one of the scientific journals that contributes significantly to the field with its publications.

The publisher of the Research in Educational Administration & Leadership (REAL) journal is Dokuz Eylül University. REAL, which was established in 2016, is a peer-reviewed international academic journal. The field of educational management and leadership covering all educational institutions from pre-school to higher education has been published by the journal. The aim of the journal, which publishes articles based on experience, observation, and knowledge of policy makers, practitioners, and researchers, is to create a space for international discussion for the individuals working in the field of educational administration and leadership (REAL, 2021a). The articles offer important policy, theory, and methodological analyses of educational administration and leadership (REAL, 2021b).

REAL is an open access journal; access to every published article is free and unlimited. The journal has accepted the Budapest Open Access Initiative Declaration and fulfills the open access requirements. As reported in the Budapest Open Access Initiative Declaration, open access means that peer-reviewed articles can be accessed, pursued, downloaded, copied, shared, printed, linked to full texts, indexed, transferred to software, and used for any legal aim (BOAI, 2021). All issues of the journal can be accessed through DergiPark.

REAL is included in international indexes such as Web of Science (ESCI), Scopus-Elsevier, Eric, Web of Science-Clarivate Analytics, Ulrichs Periodicals Derictory, and Road. The CiteScore 2019 score of the journal calculated on May 31, 2020 is 0.5. This value represents 27 citations to 55 articles in the journal in 2016-2019 (Scopus, 2021a). CiteScore is a journal metric to measure the citation impact of sources such as journals (Scopus, 2021b). The journal's SCImago Journal Rank (SJR) 2020 indicator is 0.3, which is in Q3 quarter. The SJR indicator is a criterion developed to evaluate the scientific impact of journals by ranking them according to their citation weight (Garfield, 2006). As an indicator of prestige, the SJR describes both the number of citations received by a journal and the importance or prestige of the journals from which such citations come. The journals are sorted according to SJR indicators and are divided into four quarters. The quartile value Q1 (green) includes the quarter of the journals with the highest values, Q2 (yellow) the second highest values, Q3 (orange) the third highest values, and Q4 (red) the lowest values (Scimagojr, 2021b). Q1 refers to the top 25% of all journals listed in the SJR, Q2 refers to 25% to 50%, Q3 50% to 75%, and Q4 75% to 100% (Mondragon Uniberstsitatea, 2021).

The journal published two issues each year in 2016, 2017, and 2018, three issues in 2019, four issues in 2020, and one issue by April 2021, reaching a total of 14 issues. A total of 90 articles, 10 Book Reviews, and 10 Editorial,

Introduction to Issue, and Introduction to Special Issue publications are included in all published issues of the journal. Published under the editorship of Dokuz Eylül University faculty member Assoc. Prof. Kadir Beycioğlu, the journal has three assistant editors, six chapter editors, one book review editor, two book review assistant editors, one editorial assistant, six editorial advisory boards, and 91 editorial board members with the participation of academics and educators from many different countries.

Examining scientific publications at certain time intervals is crucial regarding both revealing the development of scientific studies in the process and identifying the trends. The findings obtained in this way allow the development of the related discipline to be observed over time and to create a ground for discussion to eliminate deficiencies (Kozak, 1994; Üsdiken & Pasadeos, 1993). In fact, since the 1960s, researchers have analyzed the articles published in field journals to explain the main concentrations and deficiencies in the field because of the uncertainty of the boundaries of the field of educational administration and the lack of knowledge (Oplatka, 2016). Subjecting the publications to content analysis is one of the methods used for this aim. In addition, these studies help identify the general trend of the researches in the field by analyzing certain features of the publications, and present findings on this subject to researchers who conduct or wish to conduct research in the field (Cohen et al., 2007). In the educational sciences literature, there are many studies in which publications are examined through content analysis (Aydın & Uysal, 2011; Chang et al., 2010; Coşkun et al., 2014; Çelik & Yüksel, 2020; Filiz & Kocakülah, 2020; Gülbahar & Alper, 2009; Gündoğdu et al., 2015; Hatipoğlu et al., 2018; Koşar, 2020; Koşar et al., 2017; Kozikoğlu & Senemoğlu, 2016; Özturan Sağırlı & Baş, 2020; Seçer et al., 2014; Serçe & Çalışkan, 2018; Walker & Haley-Mize, 2012; Yılmaz, 2018). While the contribution of high number of studies and researchers to the field of in educational sciences is extremely important, the classification, trends, and evaluation of these studies are also important (Selçuk et al., 2014). Çelik & Yüksel (2020) examined scale studies developed in the field of music education; Filiz & Kocakülah (2020) examined articles and theses published on project-based learning approach in science education; Koşar (2020) examined theses on organizational trust; Özturan Sağırlı & Baş (2020) examined problem-themed articles in the field of education; Hatipoğlu et al. (2018) examined articles published on educational administration, inspection, economy, and planning; Serçe & Çalışkan (2018) studied action research articles published in the field of education; Yılmaz (2018) studied articles on educational administration; Koşar et al. (2017) examined articles on teacher leadership; Coşkun et al. (2016) studied articles published in the field of special education; Kozikoğlu & Senemoğlu (2016) studied doctoral dissertations in the field of Curriculum and Instruction; Gündoğdu et al. (2015) examined articles published in the field of teacher qualifications; Seçer et al. (2014) examined articles in the field of guidance and mental counseling; Walker & Haley-Mize (2012) examined published doctoral theses in the field of special education; Aydın & Uysal (2011) examined doctoral dissertations on educational administration; and Gülbahar & Alper (2009) examined articles on educational technologies. In these studies, the publications were analyzed with content analysis in terms of various parameters such as research method, sample type and size, and data collection and analysis methods, thus identifying the research trends in the field of educational sciences and guiding future studies to be conducted in the field.

Such publication analyses carried out specifically for academic journals can be seen in the field of Educational Sciences (Balcı & Apaydın, 2009; Doğan & Tok, 2018; Hüseyinbaş et al., 2018; Kutluca et al., 2018; Mutlu, 2018; Sarıer, 2011; Selçuk et al., 2014; Tiryakioğlu, 2014; Yalçın et al., 2016; Yeşilyurt Uyar, 2016;). However, as of the

date of this study, no study was found in which the articles published in the REAL journal have been examined and analyzed. The reason that REAL was chosen for the research, which is a first in this respect, is that the journal is included in prestigious indexes such as Web of Science (ESCI), Scopus-Elsevier, Eric, Web of Science-Clarivate Analytics, Ulrich's Periodicals Directory, and Road. We hope that identifying the current publication characteristics, the identity, trends, development level, and a cross-section of the educational administration discipline of the journal, in which articles are being published in increasing numbers since 2016, will contribute to the relevant literature. According to Rodgers & Rodgers (2000), the identity of a field is determined by the works published in the domain and where these works are published. Therefore, examining and evaluating the publications in the field of educational administration can provide evidence about the identity of the field. Even though a study on a single journal cannot be generalized, it is essential in terms of revealing a cross-section of the discipline (Marijke et al., 2005). A micro-level evaluation in the context of REAL journal and a macro-level evaluation in the context of educational administration can be made in line with the results of the research. Examining the publications in journals offers an opportunity for discussions of suggestions regarding development of the journals and for making strategic decisions for the upcoming issues (Erbaşı et al., 2017; Yılmaz, 2017). In addition, with this research identifying the features of the publication trend of the articles published in the journal in recent years; such as subject, method, sample, data collection and analysis methods, and making a situation assessment can guide future studies. In line with this, answers to the following regarding the articles published in REAL journal will be sought: i) year of publication, ii) subject area, iii) research approach, iv) research samples, v) research methods, vi) research model/design, vii) data collection methods, viii) data analysis methods, ix) number of authors, x) institutions of the authors, xi) countries of the institutions of the authors, xii) titles of the authors, xiii) number of articles by the authors published in the journal, xiv) number of citations, xv) number of self-citations of the authors, xvi) number of self-citations within the journal, xvii) number of citations received, xviii) how is the distribution according to the average evaluation time?

2. MATERIAL AND METHOD

2.1. Design and Methods

The research is a qualitative research conducted with document analysis method. The document analysis method allows for in-depth analysis of sources containing written information about the targeted phenomenon or events (Yıldırım & Şimşek, 2018). With this method, it is possible to solve problems by revealing previously unrecognized points, to make sound plans for the future by making healthier evaluations, and to obtain meaningful and realistic data (Özkan, 2019). For this reason, the research was carried out with the document analysis method in order to examine the articles published in REAL journal between 2016-2021 in terms of various parameters and to determine the current publication characteristics, journal identity and trends.

There are 90 articles, 10 Book Reviews and 10 Editorial, Introduction to Issue, and Introduction to Special Issue publications in 14 issues of REAL published between 2016-2021. All articles (90 articles) in the issues published starting from 2016, when the journal was established, up to April 2021, have been involved in the study. The year of publication in order to reveal the quantitative development feature of the journal by determining the distribution of the number of articles published by years; subject area in the context of educational administration literature, in order to determine the subject tendency at the micro level, specific to the journal; research approach, sample, method, model/pattern, data collection and analysis techniques in order to reveal the methodological features

of the articles; In line with the opinion that the number of authors and author collaboration positively affects the quality of scientific publications (Koç et al. 2019), the number of authors; In order to determine the diversity of the demand for the journal, the institutions where the authors are assigned, the countries where the authors are assigned, the titles of the authors, the number of articles by the authors in the journal; In order to determine the qualitative characteristics of the articles published in the journal, the number of citations, the number of author self-citations, the number of journal self-citations, the number of citations received and the average evaluation period of the article were examined.

2.2. Data Collection

The data of the research have been collected through document analysis. All articles published in REAL have been searched through DergiPark database on April 4, 2021. 90 articles reached through scanning have been examined one by one to be analyzed in terms of the predetermined parameters. To facilitate the analysis of the research data, an "article review form" has been developed by the researcher. This form has been created regarding the purpose of the research, considering the parameters that will be examined. The categories of name of the article, the year it was published, its subject, research approach, sample, method, model/design, data collection methods, data analysis methods, number of authors, institutions of the authors, countries of the authors, titles of the authors, number of articles by the authors in the journal, number of citations, number of self-citations of the authors, number of self-citations of the journal, number of citations received, average evaluation time of the journal are included in the form. The data gained by examining the articles within the extent of the research have been classified with this form.

2.3. Data Analysis

Content analysis technique was used in the analysis of the research data. This analysis is a useful and powerful method of reducing data to reveal trends and concepts in the documents examined (Stemler, 2000). For this reason, the year of publication of the 90 articles in the study group, subject area, research approach, sample, method, model/pattern, data collection techniques, data analysis techniques, number of authors, the institutions where the authors are assigned, the countries where the authors are assigned, the titles of the authors were analyzed by content analysis technique in terms of the number of articles by the authors, the number of citations, the number of author self-citations, the number of journal self-citations, the number of citations received, and the average evaluation period of the journal. The articles examined within the extent of the research have been coded as A1, A2, A3…… The data classified by the article review form were analyzed in terms of the parameters determined using the Microsoft Excel program. The findings have been reported by tables with frequency and percentage values, and by being visualized with figures and graphics. In the analysis and reporting, no importance degree/order was observed for the parameters.

2.4. Validity and Reliability

In qualitative research, to provide the internal validity (credibility) of the research, the results of the investigated phenomenon must reflect the reality (Yıldırım & Şimşek, 2018). For this purpose, a review of the articles was carried out in a systematic order to prevent data loss, multiple records, or misrecords of data. For this, an "article review form" was created by the researcher. The main categories of the created form (research method, research approach, research model/design, sample, data collection techniques, data analysis techniques) were determined by examining the parameters in similar studies in the literature. As Miles & Huberman (1994) states, it is necessary for the internal

validity of the study that previous research findings guide data collection in qualitative studies. In this direction, studies examining journals published in various disciplines in the literature were scanned. The sub-categories in the article review form were determined during the review of the articles. For example, during the examination of the articles in terms of research model/designs, the design types were named by the author as stated in the article.

To provide the external validity (transferability) of the research, all the procedures carried out during the research process, the research model, limitations, sample data collection tool, and the stages of analyzing and interpreting the data were explained in detail. Explanation of the whole structure and process of the research in a way that is compared with other samples provides the external validity of the study (Miles & Huberman, 1994). Denscombe (2010) stated that it is difficult to generalize qualitative research due to the unique character of the investigated situation and the relatively small sample size, but still, new situations are possibly relevant to the subject and the sample is likely to represent a large group. In this case, validity of the findings for other comparable samples, in other words, their transferability, is important. It is therefore necessary to provide the relevant details to the reader. Armed with appropriate information, the reader can evaluate the transferability of the findings. In addition, comprehensive reporting of the research and presenting it to the reader is another way of ensuring the reliability (external reliability) of the research (Creswell & Miller, 2000; Miles & Huberman, 1994).

Confirmation review was conducted to provide the external reliability of the study. Yıldırım & Şimşek (2018) state that in qualitative research, external reliability can be achieved with objectivity, and objectivity can be achieved with confirmability. The conceptual dimension, method, design, data collection tools, data collection process and analysis sections of the research and its reporting were examined as a whole by an expert lecturer who has knowledge about the research subject and an independent researcher. Glesne & Peshkin (1992) state that receiving feedback from experts or independent researchers in qualitative research will increase the reliability of the research (as cited in Yıldırım, 2010). The study report was finalized in line with expert feedback.

Consistency analysis was used to provide the internal reliability of the study. In qualitative research, the research process should be questioned through self-assessment of the researcher (Shenton 2004), various strategies should be used to confirm the findings, and the consistency of the findings should be checked (Miles & Huberman, 1994). For this purpose, data collection and analysis process was subjected to self-assessment. After the form was filled out with the data related to the parameters examined in the articles, the data were transferred to the Microsoft Excel program. The articles were re-read and compared with Excel forms. Thus, it was ensured that the data records were reviewed and checked. The number of data for each parameter was compared with each other, and numerical inconsistencies were corrected. After the detection and correction of the errors, the analysis was started. The tables created after the data analysis process were compared with the Excel form.

3. THE RESEARCH FINDING

3.1. Findings Related to the Publication Years of the Articles

The distribution of articles published in REAL journal between 2016-2021 by years can be seen in Table 1.

Table 1: Distribution of Articles by the Year of Publishing

Publication Year of the Article	Code of the Article	f (90)	%
2016	A1, A2, A3, A4, A5, A6, A7, A8, A9	9	10
2017	A10, A11, A12, A13, A14, A15, A16, A17, A18, A19	10	11

2018	A20, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30	11	12
2019	A31, A32, A33, A34, A35, A36, A37, A38, A39, A40, A41, A42, A43, A44, A45, A46, A47, A48, A49, A50, A51, A52	22	24
2020	A53, A54, A55, A56, A57, A58, A59, A60, A61, A62, A63, A64, A65, A66, A67, A68, A69, A70, A71, A72, A73, A74, A75, A76, A77, A78, A79, A80, A81	29	32
2021	A82, A83, A84, A85, A86, A87, A88, A89, A90	9	10

Accordingly, it can be seen that starting from 2016, when the journal started publication, to 2021, the highest number of articles were published in 2020 (32%), and the least number of articles were published in 2016 (10%) and 2021 (10%). In Figure 1, the distribution of the articles by years is shown graphically.
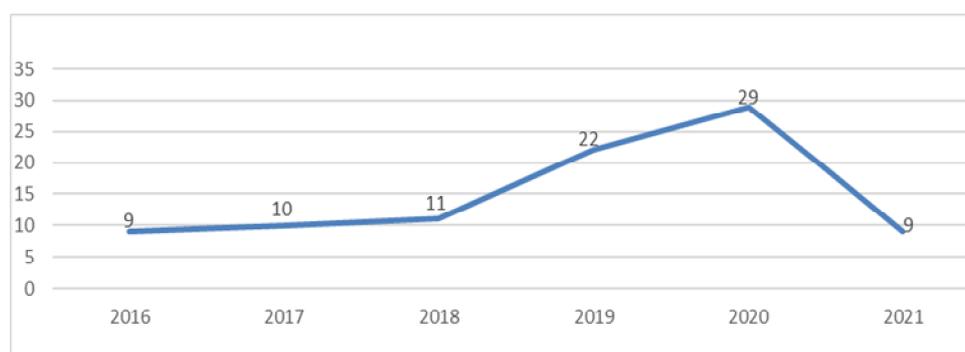

Figure 1: General Distribution of Articles by Years

3.2. Findings Related to the Subject of the Articles

The distribution of articles published in REAL journal between 2016-2021 by subject can be seen in Table 2.

Table 2: Distribution of Articles by Subject

Subject of the Article	Code of the Article	f (90)	%
Teacher Leadership	A4, A16, A27, A64, A82, A83, A84, A85, A86, A87, A88, A89, A90	*13*	*14*
Mentoring	A48, A69, A70, A71, A72, A73, A74, A76	*8*	*9*
Social Justice Leadership	A11, A12, A13, A14, A22, A40, A47	*7*	*8*
School leadership	A1, A21, A26, A37, A44, A53, A78	*6*	*7*
Relational Leadership	A1, A32, A33, A34, A36	*5*	*6*
Development of Leadership	A41, A65, A66	*3*	*3*
Instructional Leadership	A23, A62	*2*	*2*
Professional Development	A2, A42	*2*	*2*
Superintendent Roles	A5, A25	*2*	*2*

The subject areas of the articles were identified through the explanations related to the title and the purpose of the research. Accordingly, "Teacher Leadership" was found to be the subject that is most frequently (14%) published in the journal. This subject is followed by "Mentoring" with 8 articles (9%), "Social Justice Leadership" with 7 articles (8%), "School leadership" with 6 articles (7%), and "Relational Leadership" with 5 articles (6%). It is seen that studies on "Development of Leadership," "Instructional Leadership," "Professional Development," and "Superintendent Roles" have also been carried out. Apart from these, different subjects are discussed in each of the 42 articles. In this case, it was found that a total of 51 different subjects were researched in the journal. In Figure 2, the distribution of the articles by subject is shown graphically.
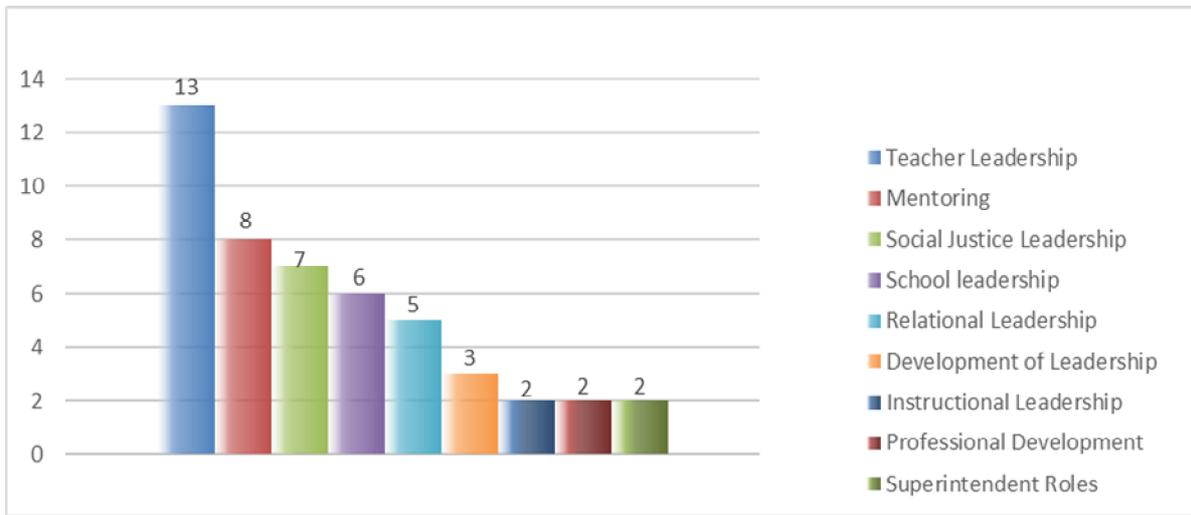
Figure 2: Distribution of Articles by Subject

3.3. Findings Regarding the Research Approach of the Articles

The distribution of the articles published in REAL journal between 2016-2021 by research approaches can be seen in Table 3.

Table 3: Distribution of Articles by Research Approach

Research Type	Code of the Article	f (90)	%
Empirical Approach	A2, A4, A8, A9, A10, A11, A12, A13, A14, A15, A17, A20, A21, A22, A23, A24, A27, A29, A30, A35, A37, A38, A39, A40, A41, A42, A43, A44, A45, A47, A48, A49, A50, A52, A53, A56, A58, A59, A60, A61, A64, A65, A66, A67, A68, A72, A73, A74, A77, A78, A79, A80, A81, A83	54	60
Theoretical Approach	A1, A3, A5, A6, A7, A16, A18, A19, A25, A26, A28, A31, A32, A33, A34, A36, A46, A51, A54, A55, A57, A62, A63, A69, A70, A71, A75, A76, A82, A84, A85, A86, A87, A88, A89, A90	36	40

It is seen that 54 (60%) of the articles were carried out with an empirical approach and 36 (40%) with a theoretical approach. In Figure 3, the distribution of the articles by research approach is shown graphically.
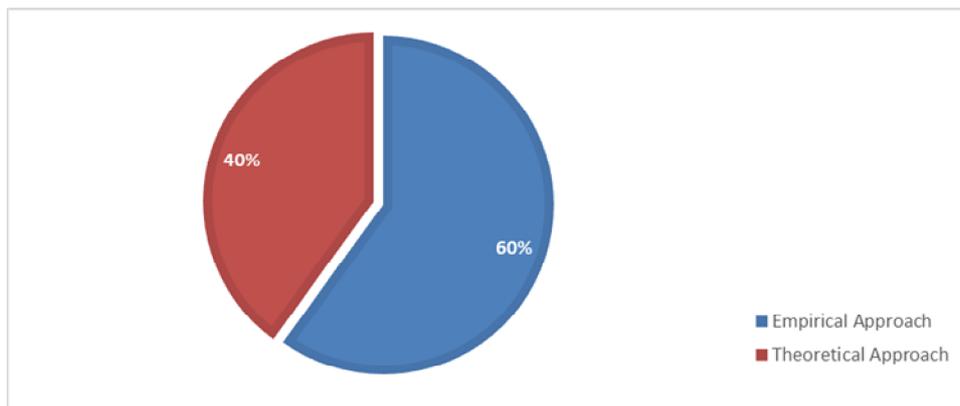

Figure 3: Distribution of Articles by Research Approach

3.4. Findings Regarding the Research Sample of the Articles

The distribution of the articles published in REAL journal between 2016-2021 by the number, type, and sampling method of the research sample can be seen in Table 4.

Table 4: Distribution of Articles by Research Sampling Method/Type/Number

Sampling Method	Code of the Article	f (54)	%
Undefined	A4, A8, A10, A11, A15, A17, A20, A21, A23, A24, A27, A29, A30, A35, A37, A38, A39, A40, A41, A44, A45, A48, A53, A56, A59, A61, A65, A66, A74, A77, A79	31	57
Purposeful Sampling	A2, A9, A12, A13, A50, A64, A73, A78, A83	9	17

Convenience Sampling	A22, A47, A49, A52, A60, A67, A72, A80	8	15
Random Sampling	A42, A43, A68	3	6
Snowball Sampling	A58, A81	2	4
Ideal-typical Case Sampling	A14	1	2
Sample Type	***Code of the Article***	***f (67)***	***%***
Manager	A2, A9, A10, A11, A12, A13, A14, A21, A22, A27, A29, A37, A40, A41, A44, A47, A48, A53, A56, A59, A61, A64, A65, A66, A73 A74, A78, A80	28	42
Teacher	A4, A8, A17, A20, A23, A24, A27, A29, A38, A44, A60, A61, A64, A67, A72, A79	16	24
Lecturer/Instructor	A35, A39, A43, A52, A58, A68, A74, A78, A80, A81, A83	11	16
Student	A30, A42, A45, A49, A50, A80	6	9
Other (University Staff/Inspector/Civil Servant/University Graduates/Parent of Students)	A15, A29, A52, A61, A74, A77,	6	9
Sample Size	***Code of the Article***	***f (54)***	***%***
1-10	A10, A11, A12, A13, A14, A35, A37, A41, A49, A65, A73, A74, A78	13	24
11-30	A2, A8, A9, A17, A21, A22, A27, A29, A30, A47, A53, A58, A59, A77, A81, A83	16	30
31-100	A23, A39, A44, A45, A50, A52, A60, A61, A64, A66	10	19
101-300	A4, A24, A38, A40, A48, A72	6	11
301-1000	A20, A43, A56, A67	4	7
1001 and above	A15, A42, A68, A79, A80	5	9

While 54 articles, which were carried out with an empirical approach, were analysed according to the research sampling method, sample type and number, the state of being stated by the author/authors has been evaluated. In the article, if no information was given about the research sampling method, sample type and number, it was classified as "undefined". Of the articles published in the journal, the sampling method was not specified in 31 (57%), "purposeful sampling" was used in 9 articles (17%), "convenience sampling" in 8 articles (15%), "random sampling" in 3 articles (6%), "snowball sampling" in 2 articles (4%), and "ideal - typical case sampling" in 1 article (2%). In some of these articles, more than one type of sample was included in the research. For example, data were obtained from both teachers and students in a study. A total of 67 sample types were used in 54 empirical articles reviewed. In these articles, administrators were selected as sample 28 times (42%), teachers 16 times (24%), lecturers/instructors 11 times (16%), and students 6 times (9%). In addition, university staff was selected as sample 2 times (4%), inspectors, civil servants, university graduates, and student parents (other) were chosen as sample 1 time (2%) each. The sample size is 1-10 in 13 articles (24%), 11-30 in 16 articles (30%), 31-100 in 10 articles (19%), 101-300 in 6 articles (11%) articles, 1001 and above in 5 articles (7%), and 301-1000 in 4 articles (9%). In Figures 4, 5, and 6, the distribution of the findings relevant to the research sample in the articles is shown with graphics.
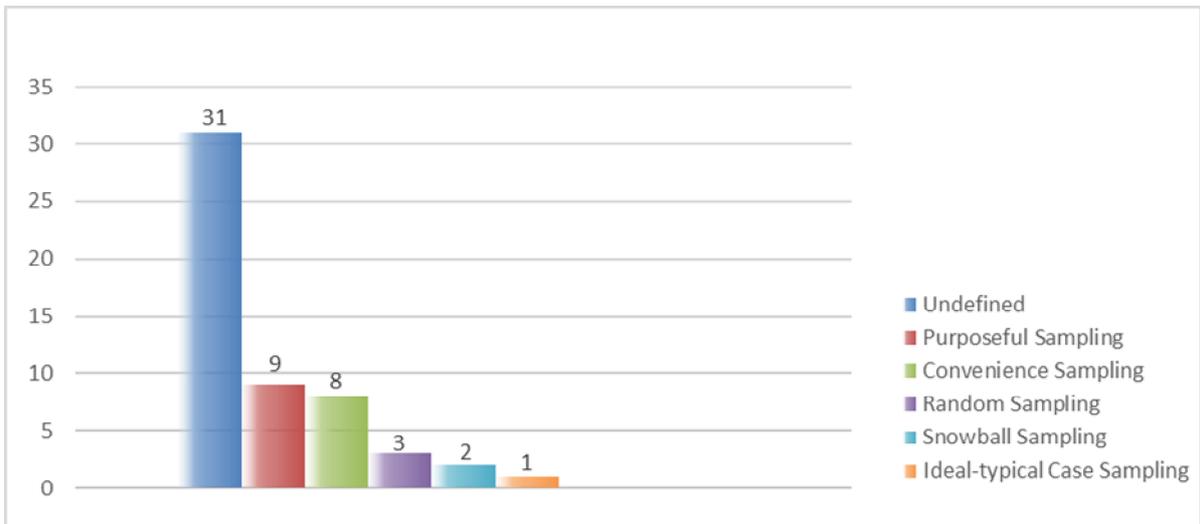
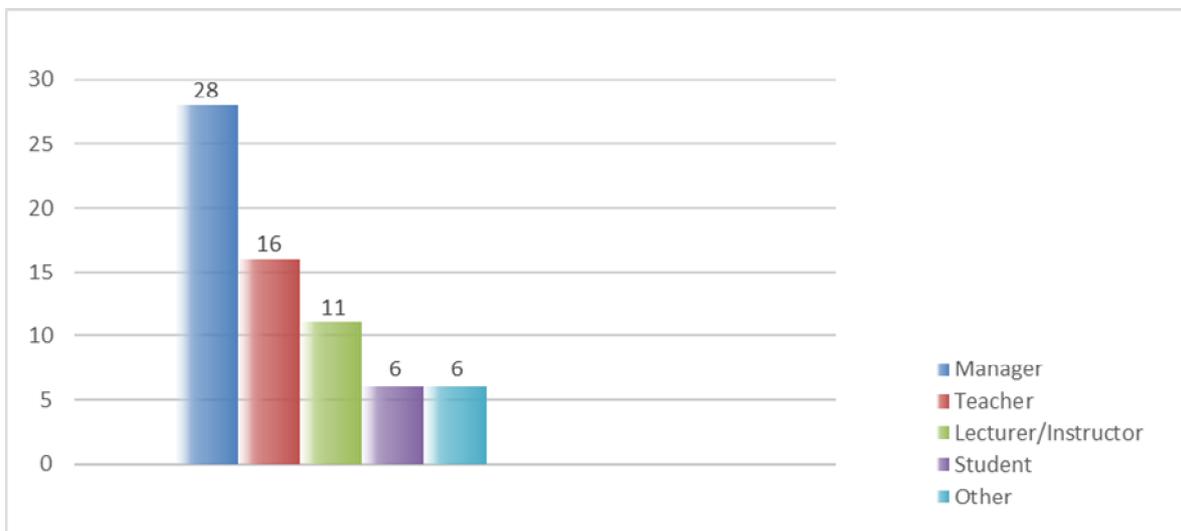**Figure 4: Distribution of Articles by Research Sampling Method**

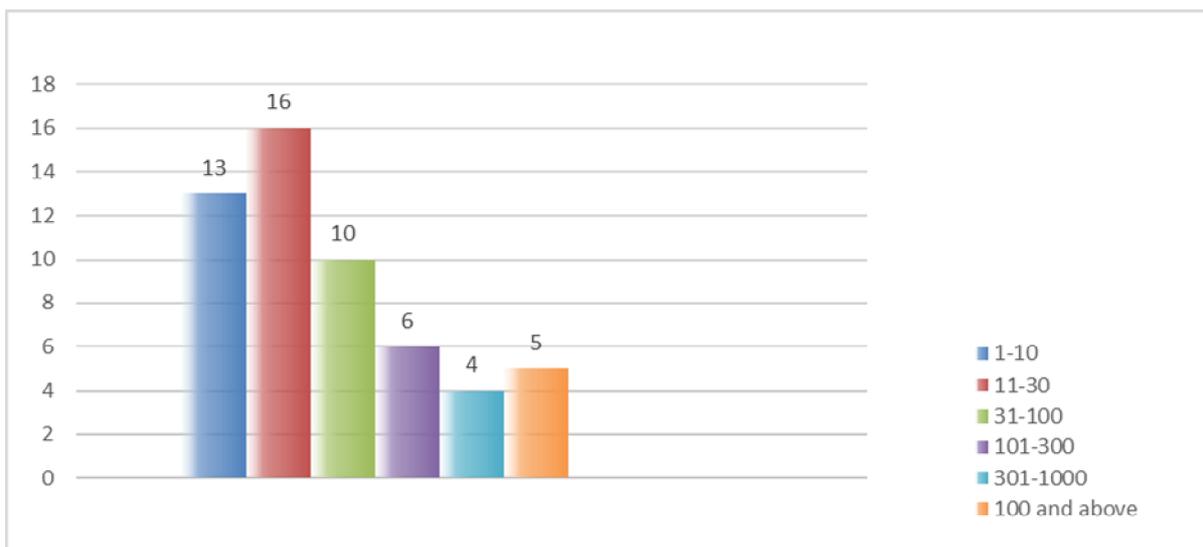**Figure 5: Distribution of Articles by Research Sample Type**

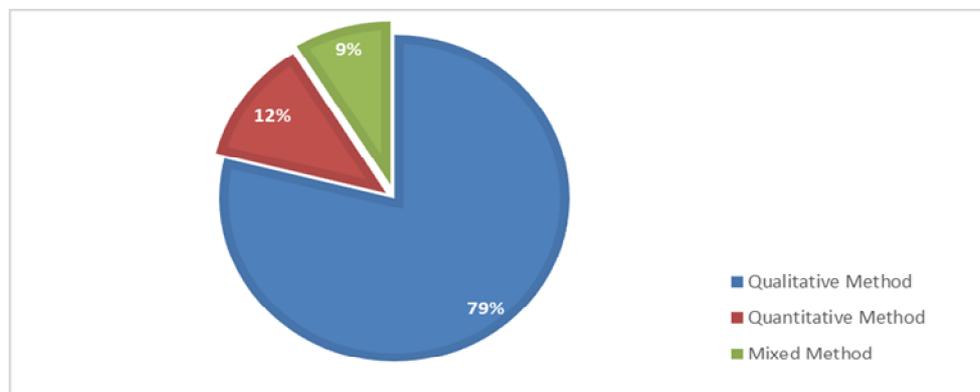**Figure 6: Distribution of Articles by Sample Size**

3.5. Findings Regarding the Research Method of the Articles

The distribution of the articles published in REAL journal between 2016-2021 by research method can be seen in Table 5.

Table 5: Distribution of Articles by Research Method

Research-Method	Code of the Article	f (90)	%
Qualitative Method	A1, A2, A3, A4, A5, A6, A7, A8, A9, A10, A11, A12, A13, A14, A15, A16, A17, A18, A19, A20, A21, A25, A26, A27, A28, A29, A30, A31, A32, A33, A34, A35, A36, A37, A38, A39, A41, A45, A46, A47, A51, A54, A55, A57, A58, A59, A60, A61, A62, A64, A65, A66, A69, A70, A71, A73, A74, A75, A76, A77, A78, A81, A82, A83, A84, A85, A86, A87, A88, A89, A90	71	79
Quantitative Method	A23, A40, A42, A43, A48, A53, A63, A67, A68, A72, A79	11	12
Mixed Method	A22, A24, A44, A49, A50, A52, A56, A80,	8	9

The articles have been examined in three groups as using quantitative, qualitative, or mixed research method according to the philosophical perspectives of the researchers. It is seen that 71 of the articles (79%) published in the journal were carried out with a qualitative approach, 11 (12%) with a quantitative approach, and 8 (9%) with a mixed approach. In Figure 7, the distribution of the articles by research method is shown graphically.

Figure 7: Distribution of Articles by Research Method

3.6. Findings Regarding the Research Model/Designs of the Articles

The distribution of articles published in REAL journal between 2016-2021 by research model/designs can be seen in Table 6.

Table 6: Distribution of Articles by Research Model/Design

Research Model/Design	Code of the Article	f(90)	%
Undefined	A1, A3, A4, A5, A6, A7, A8, A9, A10, A16, A18, A19, A21, A22, A24, A25, A26, A27, A28, A31, A32, A33, A34, A36, A38, A43, A44, A45, A46, A50, A51, A54, A56, A58, A59, A60, A61, A62, A63, A64, A71, A72, A75, A84, A85, A86, A88, A89, A90	49	54
Case Study	A2, A11, A12, A15, A17, A30, A41, A57, A65, A66, A74, A78, A80, A82, A87	15	17
Phenomenological Study	A37, A39, A47, A73, A77, A81, A83	7	8
Narrative Approach	A13, A14, A20, A35,	4	4
Survey Model	A42, A48, A52, A79	4	4
Correlational Survey Design	A23, A67, A68	3	3
Document Analysis	A55, A69	2	2
Systematic Review Method	A7, A76	2	2
Others	A29, A40, A49, A53	4	4

In the analysis of the articles regarding their research models/designs, the state of being specified by the author/authors was considered. If there is not any information regarding the research model/designs in the article, it is classified as "undefined." It was found that 49 of the articles (54%) published in the journal did not provide

information about the research model/design. It is seen that 15 of the articles (17%) are "case study," 7 (8%) are "phenomenological study," 4 (4%) have a "narrative approach," 4 (4%) have a "survey model," 3 (3%) have a "correlational survey design," 2 (2%) have carried out a "document analysis," 2 (2%) have a "Systematic Review Method." In addition, "explanatory mixed method", "research and development design", "ethnographic method", and "meta-analysis" research model/designs are used in 1 article (1%) each. These data are classified under the heading "other" in the table. In Figure 8, the distribution of the articles by research model/design is shown graphically.
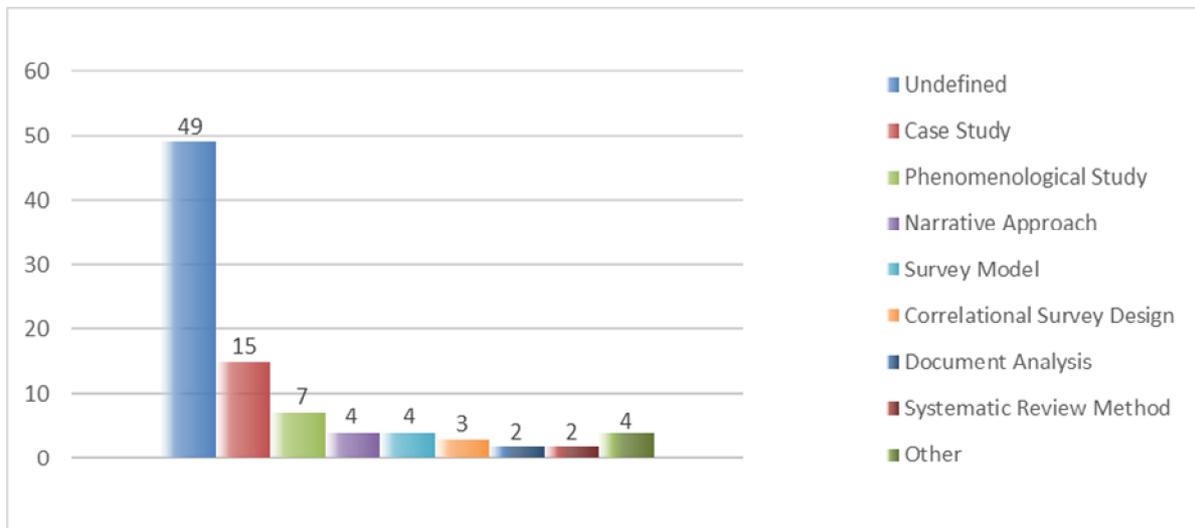

Figure 8: Distribution of Articles by Research Model/Design

3.7. Findings Regarding Research the Data Collection Methods in the Articles

The distribution of the articles published in REAL journal between 2016-2021 by research data collection methods can be seen in Table 7.

Table 7: Distribution of Articles by Research Data Collection Method

Data Collection Method	Code of the Article	f (90)	%
Undefined	A1, A3, A5, A6, A7, A16, A18, A25, A26, A28, A31, A32, A33, A34, A35, A36, A46, A51, A54, A62, A75, A82	22	24
Data Collection Method	**Code of the Article**	**f (83)**	**%**
Interview	A2, A8, A10, A11, A12, A13, A14, A17, A20, A21, A22, A27, A29, A30, A37, A39, A41, A44, A45, A47, A49, A50, A53, A56, A58, A59, A60, A61, A64, A65, A66, A73, A74, A77, A78, A80, A81, A83	38	46
Survey	A4, A8, A15, A22, A23, A24, A38, A40, A42, A43, A48, A49, A50, A52, A56, A67, A68, A72, A79, A80	20	24
Document Review	A2, A8, A30, A55, A56, A57, A66, A69, A70, A71, A74, A76, A78, A84, A85, A86, A87, A88, A89, A90	20	24
Other	A19, A27, A29, A30, A63	5	6

While the articles were analyzed regarding their research data collection methods, the status of being specified by the author/authors was examined. If there is not any information regarding the data collection methods of the research in the article, it is classified as "undefined." It was found that 22 of the articles (24%) published in the journal do not provide information about research data collection methods. In some of the other articles providing information on data collection methods, more than one data collection method was used. A total of 83 data collection methods were used in all articles. In these articles, "interview" data collection method was used 38 times (42%), "survey" 20 times (22%), and "document review" 20 times (20%). Additionally, it was observed that data were collected through "database of Educational Panel/ statistics of country" in 2 articles (2%), "observation" in 2 articles

(2%), and "vignette" in 1 article (1%). These data are classified under the heading "other" in the table. In Figure 9, the distribution of articles by research data collection method is shown graphically.
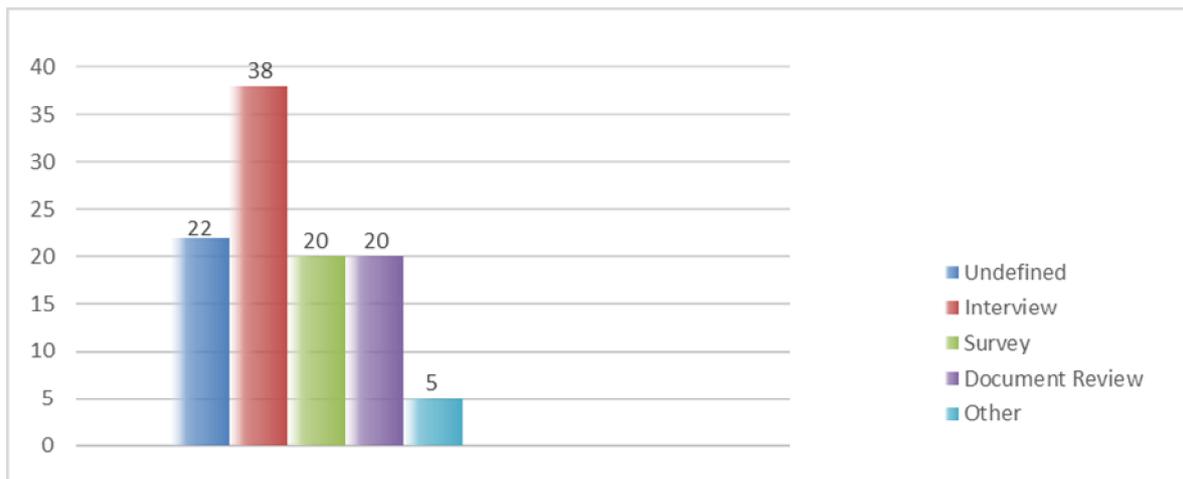

Figure 9: Distribution of Articles by Research Data Collection Methods

3.8. Findings Regarding the Research Data Analysis Methods in the Articles

The distribution of the articles published in REAL journal between 2016-2021 by research data analysis methods can be seen in Table 8.

Table 8: Distribution of Articles by Research Data Analysis Method

Data Analysis Method	Code of the Article	f (90)	%
Undefined	A1, A3, A5, A6, A7, A10, A11, A12, A16, A17, A18, A24, A25, A26, A28, A31, A32, A33, A34, A35, A36, A37, A46, A51, A52, A53, A54, A62, A75, A80, A82	31	34
Data Analysis Method	**Code of the Article**	**f (80)**	**%**
Content Analysis	A8, A9, A22, A39, A55, A73, A84, A85, A87, A88, A89	11	14
Factor Analysis	A4, A23, A40, A42, A43, A68, A72, A79	8	10
Comparative Data Analysis	A2, A14, A60, A65, A69, A74, A86	7	9
Qualitative Analysis Methods	A20, A27, A29, A49, A50, A56	6	8
Open Coding Analysis	A41, A45, A59, A65, A66, A84	6	8
Quantitative Descriptive Analysis	A48, A50, A63, A67, A68, A79	6	8
Thematic Analysis	A21, A30, A58, A61	4	5
Correlation Analysis	A40, A44, A68, A72	4	5
Regression	A23, A44, A68	3	4
Document Analysis	A57, A71, A90	3	4
Systematic Analysis	A13, A70	2	3
Discourse Analysis	A60, A78	2	3
Interpretive Phenomenological Analysis	A81, A83	2	3
ANOVA	A15, A40	2	3
MANOVA	A23, A79	2	3
Other	A19, A38, A43, A45, A47, A47, A64, A72, A76, A77, A79, A79	11	14

In the analysis of the articles according to the research data analysis methods, the state of being specified by the author was considered. If there is not any information about the data analysis method in the article, it is classified as "undefined." It was found that 31 of the articles (34%) published in the journal do not supply information about the research data analysis method. More than one data analysis method was used in some of the articles in which information was given about data analysis method. In these articles, "content analysis" was used 11 times (14%), "factor analysis" 8 times (10%), "comparative data analysis" 7 times (9%), "open coding analysis," "qualitative

analysis methods," and "quantitative descriptive analysis" methods 6 times (8%) each, "Thematic Analysis" and "Correlation Analysis" 4 times (5%) each, "Document Analysis" and "Regression" 3 times (4%) each, "Systematic Analysis," "Discourse Analysis," "Interpretive Phenomenological Analysis," "ANOVA," and "MANOVA" 2 times (3%) each. In addition, "Network Analysis Method", "Qualitative Descriptive Analysis", "Typological Analysis", "Random Effects Model", "Focus coding analysis", "Deductive Coding Analysis", "Inductive Coding Analysis", "Chi-square Test", "Variance analysis", "Kolmogorov-Smirnov test", "Post Hoc LSD Analysis", and "Levene's Test" are research data analysis methods each used once (1%) in the articles. These data are classified under the heading "other" in the table. In Figure 10, the distribution of articles by research data analysis methods is shown graphically.
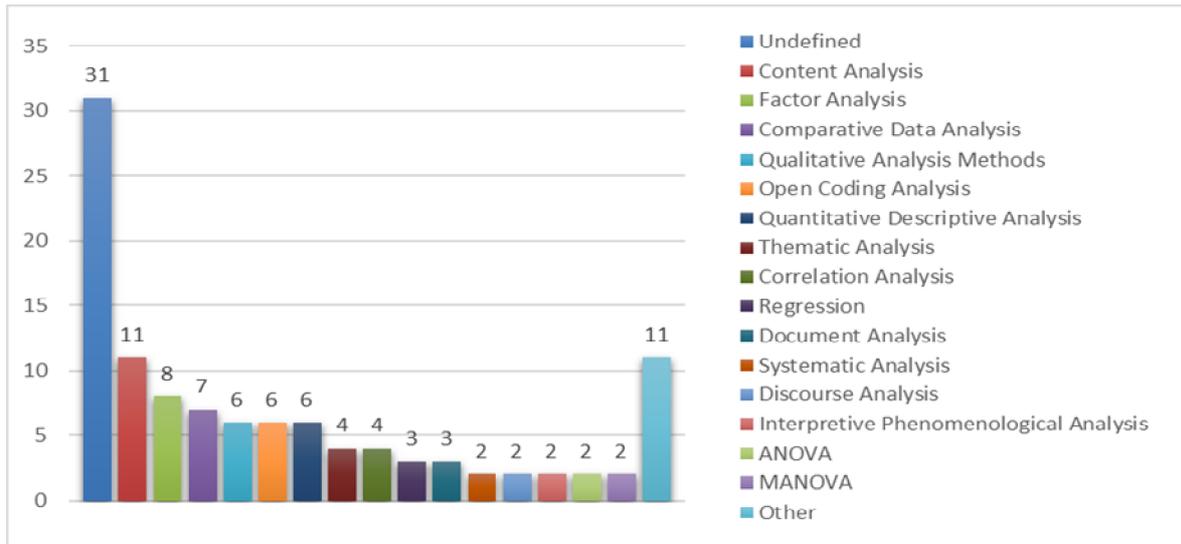

Figure 10: Distribution of Articles by Research Data Analysis Method

3.9. Findings Related to the Number of Authors of the Articles

The distribution of the articles published in REAL journal between 2016-2021 by the number of authors can be seen in Table 9.

Table 9: Distribution of Articles by Number of Authors

Number of Authors	Code of the Article	f (90)	%
One Author	A1, A2, A3, A7, A10, A12, A14, A15, A16, A17, A19, A29, A30, A31, A32, A35, A36, A37, A38, A40, A42, A44, A46, A48, A49, A51, A52, A61, A63, A64, A69, A74, A76, A82, A84, A90	36	40
Two Authors	A4, A5, A6, A8, A9, A11, A20, A21, A23, A26, A27, A33, A39, A41, A43, A45, A47, A50, A54, A55, A58, A59, A60, A62, A65, A68, A71, A75, A79, A80, A81, A83, A86, A89	34	38
Three or more authors	A13, A18, A22, A24, A25, A28, A34, A53, A56, A57, A66, A67, A70, A72, A73, A77, A78, A85, A87, A88	20	22

Accordingly, 36 articles (40%) were written by one author, 34 (38%) by two authors, and 20 (22%) by three or more authors. Most of the articles have more than one author. In Figure 11, the distribution of the articles by the number of authors is shown graphically.
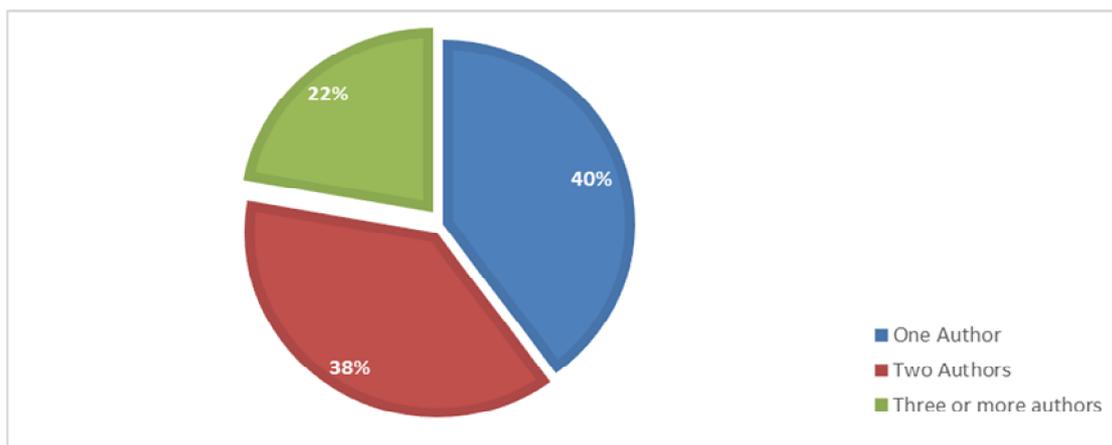
Figure 11: Distribution of Articles by Number of Authors

3.10. Findings Related to the Institutions of the Authors of the Articles

The distribution of the authors of the articles published in the REAL journal between 2016 and 2021 by the institutions they are assigned to can be seen in Table 10.

Table 10: Distribution of the Authors of the Articles by Institutions

Institution of the Author	Code of the Article	f (171)	%
University of Kentucky	A5(2), A25(2), A27, A28, A29, A30, A77	9	5
The University of Tennessee	A4, A10, A14, A40, A59, A71	6	4
Middle East Technical University	A23, A39, A81(2)	4	2
Mount Royal University	A3, A82, A89(2)	4	2
The University of Southern Queensland	A83, A87(3)	4	2
University of Nottingham	A1, A78(3)	4	2
University of Technology	A50(2), A51, A52	4	2
Karabük University	A57, A67(2)	3	2
North-West University	A85(3)	3	2
Oslo Metropolitan University	A66(3)	3	2
Pontificia Universidad Católica de Chile	A53(3)	3	2
The University of Melbourne	A26(2), A35	3	2
The University of Prince Edward Island	A22(3)	3	2
Universidad Villanueva	A88(3)	3	2
University of Saskatchewan	A37, A70, A83	3	2
University of Thessaly	A38, A72(2)	3	2
Florida Atlantic University	A37(2)	2	1
Gazi University	A73(2)	2	1
Linnaeus University	A62(2)	2	1
North Carolina State University	A24(2)	2	1
Norwegian University of Science and Technology	A65(2)	2	1
Ohalo College of Education	A20, A56	2	1
The College for Academic Studies & Seminar Hakibbutzim College	A6, A9	2	1
Unitec Institute of Technology and Core Education	A8(2)	2	1
University of Huddersfield	A45(2)	2	1
University of New South Wales	A31, A36	2	1
University of Idaho	A54(2)	2	1
University of Pretoria	A28(2)	2	1
Yarmouk University	A43(2)	2	1

It was found that one of the authors in the articles work as a classroom teacher, but the school they were assigned to was not specified, and the place of duty of another author was not specified because they had died before the publication date. Apart from these, the institutions of the authors are stated in the articles and the analysis was made according to this information. Of the authors whose articles were published in the journal, 9 (5%) work at "University of Kentucky" and 6 (4%) at "The University of Tennessee." 4 (2%) authors each work at "Middle East Technical University", "Mount Royal University", "The University of Southern Queensland", "University of Nottingham" and "University of Technology"; 3 (2%) authors each at "Karabük University", "North-West University", "Oslo Metropolitan University", "Pontificia Universidad Católica de Chile", "The University of Melbourne", "The University of Prince Edward Island", "Universidad Villanueva" and "University of Saskatchewan"; 2 (1%) authors each at "Florida Atlantic University", "Gazi University", "Linnaeus University", "North Carolina State University", "Norwegian University of Science and Technology", "Ohalo College of Education", "The College for Academic Studies & Seminar Hakibbutzim College", "Unitec Institute of Technology and Core Education", "University of Huddersfield", "University of New South Wales", "University of Idaho", "University of Pretoria" and "Yarmouk University". In addition, 83 authors (48%) work at other institutions. According to this, articles from 111 different institutions have been published in the journal between 2016-2021. 18 of these institutions (16%) are in Turkey and 93 (84%) are abroad. In Figure 12, the institutions where the authors of the articles are assigned are shown with a word cloud.
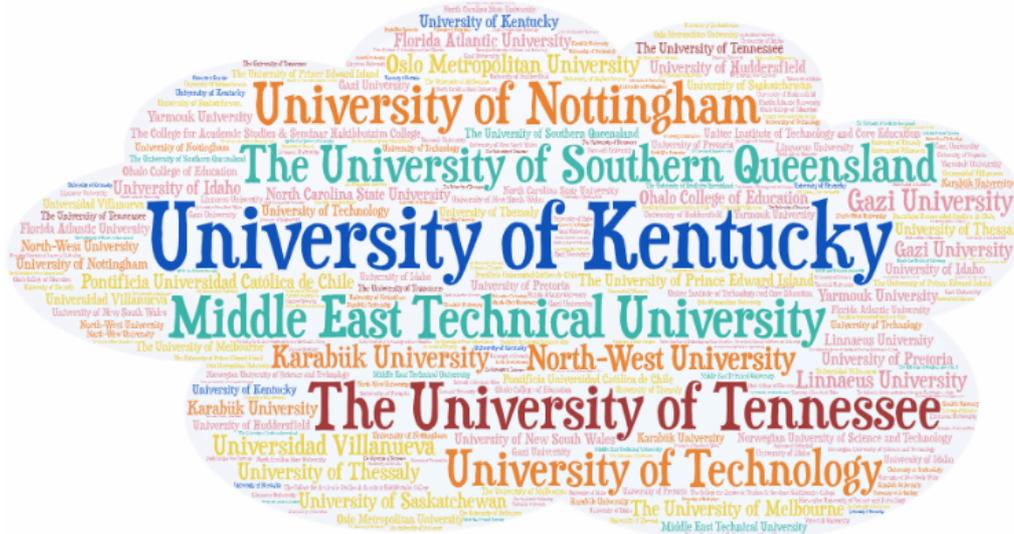

Figure 12: Institutions of Authors of the Articles

3.11. Findings Related to the Countries of the Institutions of the Authors

The distribution of the authors of the articles published in REAL journal between 2016-2021 by the countries their institutions are in can be seen in Table 11.

Table 11: Distribution of Authors' Institutions by Countries

Institution of the Author	Code of the Article	f (172)	%
USA	A2, A4(2), A5(2), A10, A12, A13, A14, A23, A24(5), A25(3), A27(2), A28, A29, A30, A34(3), A40, A47, A48, A53(2), A54(2), A59(2), A69, A71(2), A75(2), A77(3),	43	25
Turkey	A23, A39, A42, A55(2), A57(4), A58(2), A67(3), A68(2), A73(3), A76, A79(2), A81(2)	24	14
Canada	A3, A20, A22(3), A37, A60, A70(3), A82, A83, A89(2)	14	8
Australia	A26(2), A31, A33, A35, A36, A83, A87(3)	10	6

Mexico	A13, A21(2), A41(2), A86(2), A90	8	5
United Kingdom	A32, A44, A45(2), A46, A78(2)	7	4
Israel	A6(2), A9, A20, A56(3),	7	4
Jamaica	A49, A50(2), A51, A52	5	3
Norway	A65(2), A66(3)	5	3
South Africa	A28(2), A85(3)	5	3
Spain	A13(2), A88(3)	5	3
Sweden	A62(2), A63, A64	4	2
Greece	A38, A72(3)	4	2
China	A15, A17, A19, A78	4	2
Japan	A18(3)	3	2
Chile	A53(3)	3	2
New Zealand	A8(2), A33	3	2
Trinidad and Tobago	A47(2)	2	1
Scotland	A11(2)	2	1
Irbid Jordan	A43(2)	2	1
Azerbaijan	A80(2)	2	1

Since one of the authors had lost his life before the date of publication, information regarding the place of institution and country of this author was not included in the article. The countries where the other 172 authors work are stated in the articles and the analysis was made according to this information. Of the authors whose articles have been published in the journal, 43 (25%) work in "USA", 24 (14%) in "Turkey", 15 (8%) in "Canada," 10 (6%) in "Australia," and 8 (5%) in "Mexico." In addition, 7 authors (8%) each work in "United Kingdom" and "Israel"; 5 authors (7%) each in "Jamaica", "Norway", "South Africa", and "Spain"; 4 authors (5%) each in "Sweden", "Greece", and "China"; 3 authors (2%) each in "Japan", "Chile", and "New Zealand"; and 2 authors (1%) each in "Trinidad and Tobago", "Scotland", "Irbid Jordan", and "Azerbaijan". 10 (6%) authors work in other countries. Between 2016-2021, articles from 31 different countries have been published in the journal. In Figure 13, the countries where institutions of the authors are located are shown with a word cloud.

**Figure 13: Countries Where the Institutions of the Authors Are Located**

3.12. Findings Related to the Titles of the Authors of the Articles

The distribution of the articles published in REAL journal between 2016-2021 by the titles of the authors can be seen in Table 12.

Table 12: Distribution of the Authors of the Articles by Titles

Title of the Author	Code of the Article	f (172)	%
Associate Professor	A4(2), A10, A16, A18, A19, A23, A24, A26(2), A28, A29, A31, A35, A36, A37, A38, A39, A42, A48, A51, A53, A54(2), A57(2), A60, A63, A65, A66(2), A67(3), A69, A70, A71(2), A75(2), A78, A79, A80, A81, A82, A84, A85, A86, A87	49	28
Professor	A1, A2, A5(2), A6, A8, A11, A13(3), A18, A21, A22, A24(2), A25(3), A27(2), A28, A33, A39, A43, A44, A47, A55, A58, A59, A62, A66, A68, A70, A73, A77(2), A78, A82, A87, A88, A89(2), A90	43	25
PhD	A3, A6, A7, A9, A11, A12, A13(3), A15, A20, A28, A30, A33, A34, A40, A41, A43, A47(2), A50(2), A53, A57, A58, A59, A60, A61, A70, A72(2), A73(2), A74, A76, A77, A78, A79, A80, A88	40	23
Lecturer	A32, A34, A41, A49, A52, A53, A56(2), A62, A68, A81, A82, A85(2)	14	8
PhD Student	A9, A14, A20, A22, A24(2), A34, A53, A55, A64	10	6
Teacher	A8, A18, A72, A87	4	2
Unspecified	A21, A22, A45, A57	4	2
Research Assistant	A18, A23, A53	3	3
Dean	A45, A88	2	1
Others	A17, A46, A56, A65	4	2

The last page of each of the articles contains information about the authors. The titles of the authors have been analyzed considering this information part. 49 of the authors (28%) have the title of "Associate Professor", 43 (25%) "Professor", 40 (23%) "PhD", 14 (8%) "lecturer" and 10 (6%) "PhD Student", 4 (2%) "teacher", 3 (2%) "research assistant", and 2 (1%) have the title of "dean". In addition, there is 1 author (1%) each with the title of "sociologist", "associate dean", "head of department at university", and "administrator at university". In Figure 14, the distribution of the authors of the articles according by their titles is shown graphically.
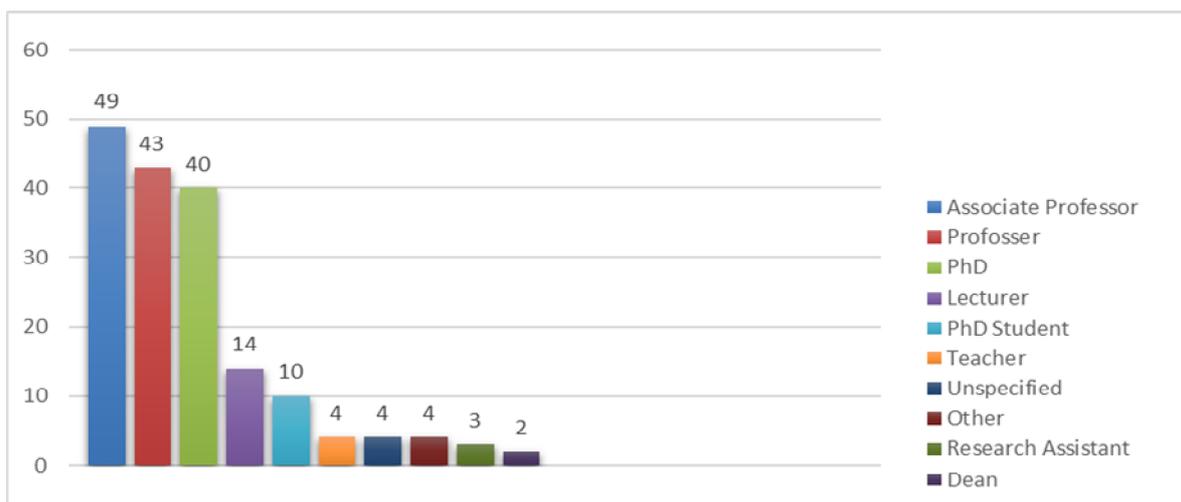
Figure 14: Distribution of the Authors of the Articles by Titles
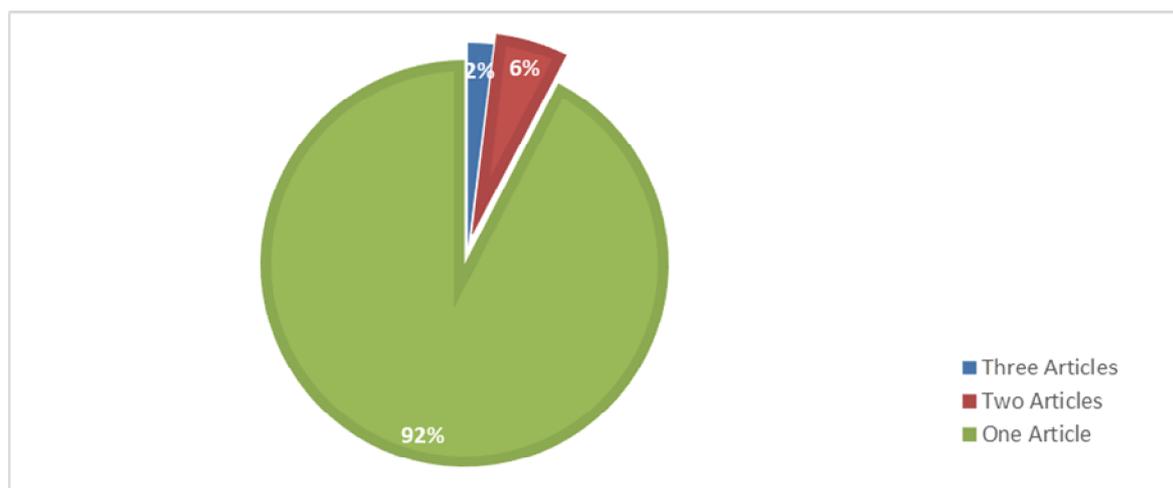
3.13. Findings Related to the Number of Articles Published by the Authors in the Journal

The distribution of the authors of the articles published in REAL journal between 2016-2021 by the number of articles published in the journal by the same authors can be seen in Table 13.

Table 13: Distribution of Authors by Number of Articles Published in the Journal

Number of Articles	Author/Code of the Article	f (158)	%
Three Articles	Charles Webber (A3, A82, A89) Pamela S. Angelle (A4, A10, A59) Tricia Browne-Ferrigno (A5, A25, A27)	3	2
Two Articles	David Gurr (A26, A35) Emanuel Tamir (A20, A56) Janet Mola Okoko (A35, A37) Julia Mahfouz (A54, A71) Khalid Arar (A6, A9) Lars G. Bjork (A5, A25) Lee D. Flood (A14, A40) Scott Eacott (A31, A36) Tony Bush (A1, A78)	9	6

The authors with the most articles published in the journal are "Charles Webber", "Pamela S. Angelle" and "Tricia Browne-Ferrigno" with 3 articles each. Also "David Gurr", "Emanuel Tamir", "Janet Mola Okoko", "Julia Mahfouz", "Khalid Arar", "Lars G. Bjork", "Lee D. Flood", "Scott Eacott", and "Tony Bush" have 2 articles each in the journal. 146 authors (84%) contributed to the journal with a single article. From 2016 to 2021, 158 different authors contributed to the journal. In Figure 15, the distribution of authors of the articles published in the journal by the number is shown graphically.

Figure 15: Distribution of Authors by Number of Published Articles

3.14. Findings Related to the Number of Citations in Articles
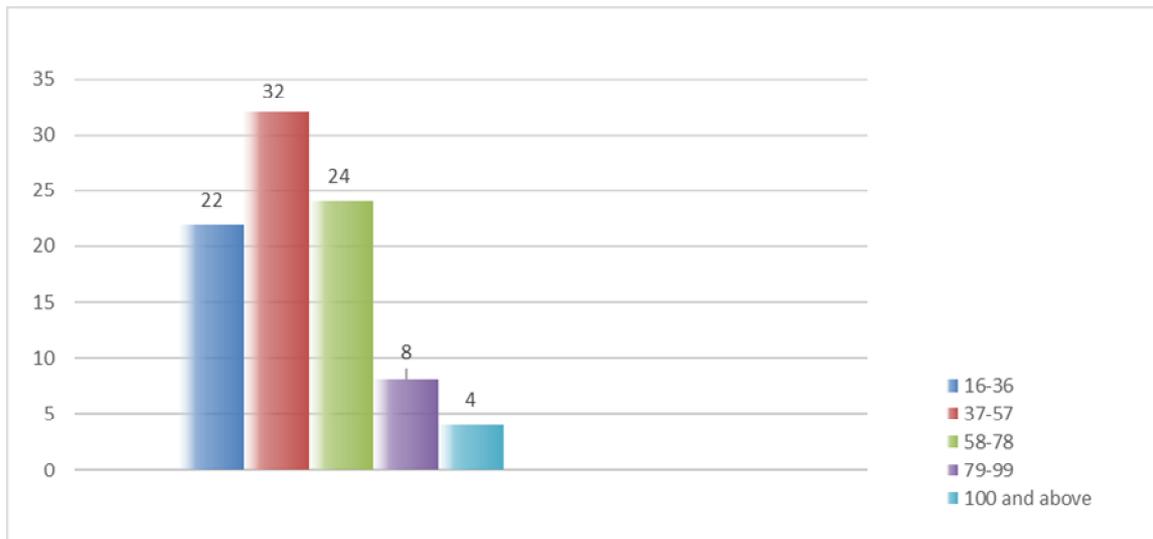
The distribution of articles published in REAL journal between 2016 and 2021 by the number of citations can be seen in Table 14.

Table 14: Distribution of Articles by Number of Citations

Number of Citations	Code of the Article	f (90)	%
16-36	A8, A9, A10, A11, A12, A14, A15, A17, A19, A26, A33, A35, A36, A39, A44, A48, A51, A52, A53, A59, A74, A80	22	24
37-57	A1, A3, A13, A16, A18, A21, A23, A24, A27, A28, A29, A30, A32, A37, A41, A45, A46, A47, A49, A55, A61, A62, A63, A64, A65, A71, A76, A77, A83, A85, A88, A90	32	36
58-78	A2, A6, A20, A22, A31, A34, A40, A42, A43, A50, A54, A57, A58, A60, A66, A67, A68, A69, A72, A81, A82, A84, A86, A89	24	27
79-99	A4, A25, A38, A56, A70, A78, A79, A87	8	9
100 and above	A5, A7, A73, A75	4	4

The number of citations in all the articles examined within the extent of the research is 4827. In Table 16, it is shown that 32 of the articles (36%) have 37-57 citations, 24 (27%) have 58-78 citations, 22 (24%) have 16-36

citations, 8 (9%) have 79-99 citations, and 4 (4%) have 100 or more citations. In Figure 16, the distribution of the citation numbers of the articles is shown graphically.

Figure 16: *Distribution of Articles by Number of Citations*

3.15. Findings Related to the Number of Self-Citations of the Authors in Articles

The distribution of articles published in REAL journal between 2016 and 2021 by the number of self-citations of the authors can be seen in Table 15. In determining the self-citations of the authors in the articles, the self-citation of each author (in the articles with more than one author, each was evaluated by counting) was evaluated. The number of citations in all the articles examined within the extent of the research is 4827, and the number of self-citations of the authors is 265. It has been detected that there are approximately 5% of citations in all articles published between 2016-2021 in the journal is self-citations of the authors.

Table 15: Distribution of Articles by Number of Self-Citations of the Authors

Number of Self-Citations of the Authors	Code of the Article	f (90)	%
1-3	A3, A7, A9, A11, A13, A17, A20, A37, A38, A40, A49, A51, A52, A53, A54, A55, A56, A59, A61, A62, A63, A67, A70, A71, A72, A79, A80, A82, A84, A87, A88, A89, A90	33	37
4-6	A2, A4, A8, A16, A18, A24, A27, A29, A31, A32, A34, A36, A44, A47, A48, A68, A73, A76, A77, A78, A83	21	23
7-9	A6, A33, A35	3	3
9-11	A1, A26, A66, A75	4	4
12 and above	A5, A25	2	2

In Table 15, it is seen that 33 of the articles (37%) have 1-3 self-citations of the authors, 21 (23%) have 4-6, 4 (4%) have 9-11, 3 (3%) have 7-9, and 2 have 12 or more self-citations of the authors. In parallel with this, it was found that 63 articles (70%) have self-citations of the authors and 27 (30%) do not have any. In Figure 17, the distribution of self-citations of the authors by numbers is shown graphically.
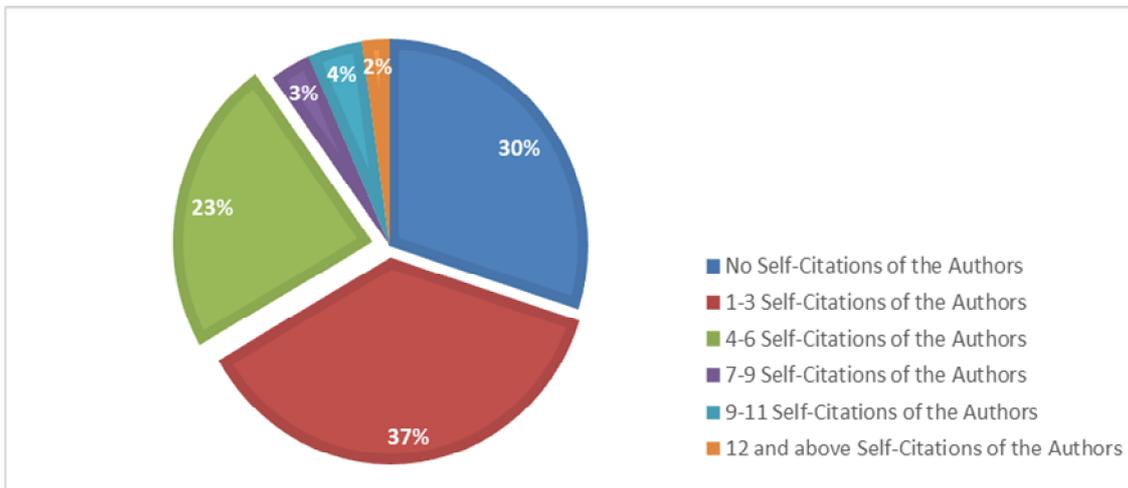
Figure 17: Distribution of Articles by Number of Self-Citations of the Authors

3.16. Findings Related to the Number of Self-Citations within the Journal in Articles

The distribution of articles published in REAL journal between 2016-2021 by the number of self-citations within the journal can be seen in Table 16.

Table 16: Distribution of Articles by Number of Self-Citations within the Journal

Number of Self-Citations of the Journal	Code of the Article	f(90)	%
1	A13, A27, A33, A34, A40, A56, A64, A77, A81, A82, A84, A89, A90	13	14
2	A75	1	1

To identify the self-citations within the journal in articles, the citation of each article to any article in the REAL journal has been examined. The number of citations in all articles examined within the extent of the research is 4827, and the number of self-citations within the journal is 14. It has been observed that there are approximately 0.3% of self-citations within the journal among all citations in all articles published between 2016-2021. In Table 16, it is seen that 13 of the articles (14%) were cited within the journal and there are 2 self-citations within the journal in one of the articles (1%). In line with this, it was observed that 14 articles (15%) have self-citations within the journal, and 76 articles (85%) do not. In Figure 18, the distribution of the self-citation numbers within the journal is shown graphically.
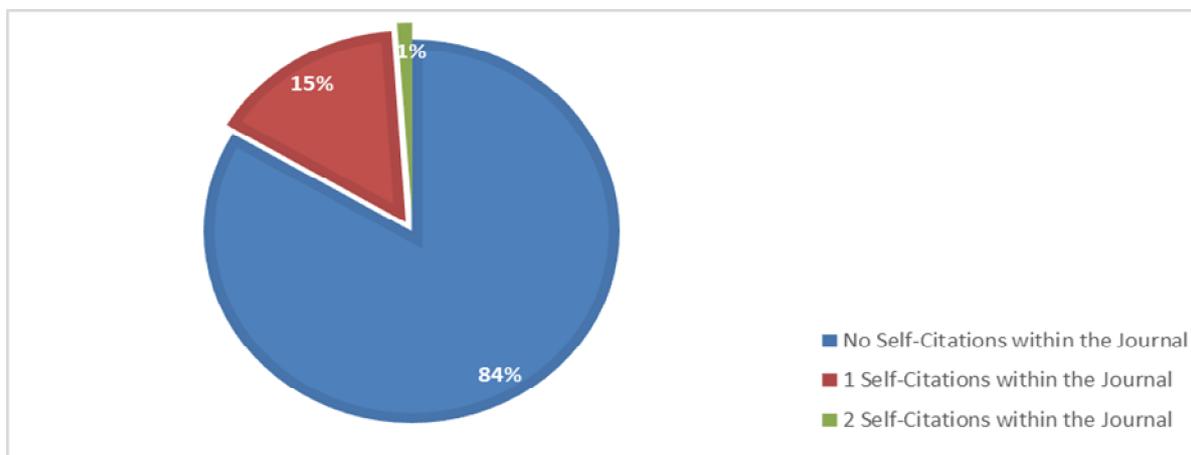

Figure 18: Distribution of Articles by Number of Self-Citations within the Journal
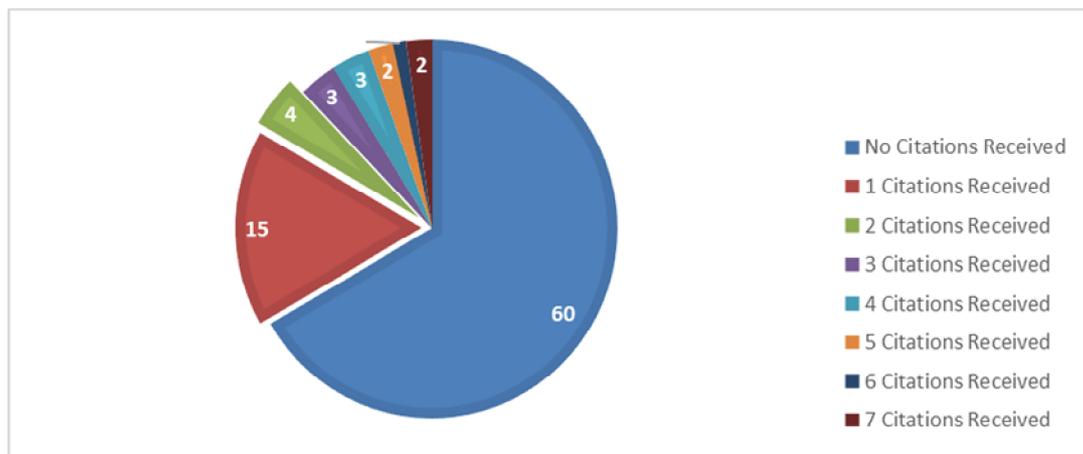
3.17. Findings Related to the Number of Citations Received by the Articles

The distribution of articles published in REAL journal between 2016-2021 by the number of citations received can be seen in Table 17.

Table 17: Distribution of Articles by Number of Citations Received

Number of Citations Received	Code of the Article	f (90)	%
7	A4, A16	2	2
6	A31	1	1
5	A1, A29	2	2
4	A10, A20, A33	3	3
3	A8, A12, A25	3	3
2	A6, A9, A11, A26,	4	4
1	A2, A3, A5, A7, A13, A14, A17, A18, A22, A40, A77, A78, A79, A80, A81	15	17

References to articles were retrieved from the Scopus database on 20.04.2021 (Scopus, 2021c). It was observed that there are 2 articles (2%) with 7 citations, which is the greatest number of citations an article received in the journal, followed by 1 article (1%) with 6 citations, 2 articles (2%) with 5 citations, 3 articles (3%) with 4 citations, 3 articles (3%) with 3 citations, 4 articles (4%) with 2 citations, and 15 articles (17%) with 1 citation. It was found that 60 articles (67%) did not receive any citations. The whole number of citations the journal gained between 2016 and 2021 is 74. In Figure 19, the distribution of articles by the number of citations gained is shown graphically.

Figure 19: Distribution of Articles by Number of Citations Received

The distribution of the number of citations received by the articles published in REAL journal between 2016-2021 by years can be seen in Table 18. It is seen that the whole number of citations gained by articles published in 2016 is 23 (31%), the whole number of citations gained by articles published in 2017 is 20 (27%), the whole number of citations gained by articles published in 2018 is 15 (20%), the whole number of citations gained by articles published in 2019 is 11 (15%), and the whole number of citations gained by articles published in 2020 is 5 (7%). Articles published in 2021 have not yet received any citations.

Table 18: Distribution of Number of Citations Received by the Articles by Years

Year	Code of the Article	f (90)	%
2016	A1, A2, A3, A4, A5, A6, A7, A8, A9	23	31
2017	A10, A11, A12, A13, A14, A16, A17, A18	20	27
2018	A20, A22, A23, A24, A25, A26, A29	15	20
2019	A31, A33, A40, A41,	11	15
2020	A77, A78, A79, A80, A81	5	7

In Figure 20, the distribution of the number of citations received by the articles by years is shown graphically.
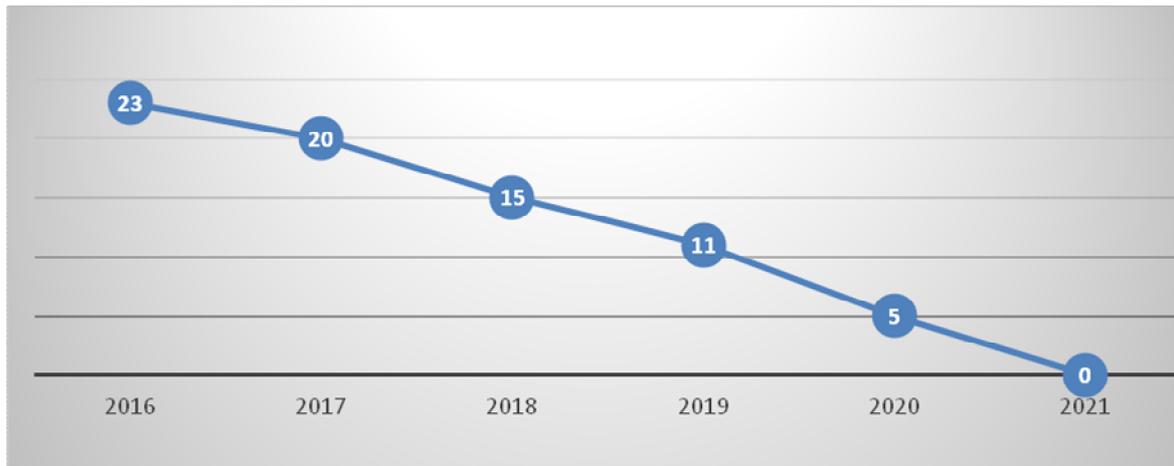

Figure 20. Distribution of Number of Citations Received by the Articles by Years

3.18. Findings Related to the Average Evaluation Time of the Articles

The distribution of the articles published in REAL journal between 2016-2021 by the average evaluation time can be seen in Table 19.

Table 19: Distribution of Articles by Average Evaluation Time

Evaluation Period	Code of the Article	f (90)	%
0-3 Months	A2, A3, A4, A5, A6, A7, A8, A10, A12, A15, A16, A17, A19, A21, A22, A23, A24, A25, A26, A27, A28, A29, A30, A31, A33, A34, A35, A36, A37, A40, A61, A62, A63, A64, A65, A66, A80, A82, A87	39	44
4-6 Months	A9, A11, A13, A14, A20, A32, A41, A42, A55, A56, A57, A67, A77, A81, A83, A90	16	18
7-9 Months	A38, A39, A43, A44, A46, A52, A53, A54, A59, A60, A68, A84, A85, A86, A88, A89	16	18
10-12 Months	A18, A45, A47, A48, A49, A50, A51, A58, A69, A71, A72, A73, A74, A75, A78, A79, A70, A76	18	20

The evaluation periods of the articles were identified from the date information given under the headings "received" and "accepted" on the first page of the articles. Periods with an evaluation time of more than 15 days were rounded off to the next month, and those less than 15 days were rounded off to the previous month and calculated as the average period. It is seen that 39 of the articles published (%44) had an evaluation period of 0-3 months, 18 (20%) had 10-12 months, 16 (18%) had 4-6 months, and another 16 (18%) had 7-9 months. In Figure 21, the distribution of the articles by the average evaluation period is shown graphically.
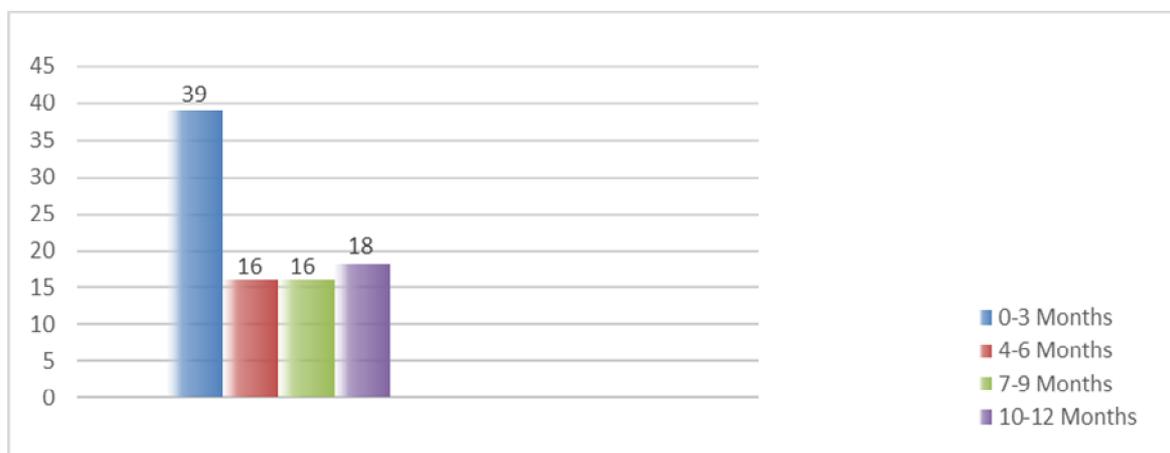

Figure 21: Distribution of Articles by Average Evaluation Time

THE DISCUSSION AND RESULT

In this study, which was purposed to examine the publication profile of the journal by making content analysis of the articles published in the Research in Educational Administration & Leadership (REAL) journal in terms of various parameters, all of the articles published starting from 2016, which is when the journal was established, up until April 2021 have been examined. In this scope;

It was observed that the highest number of articles were published in the REAL journal in 2019, and the least in 2016 and 2021. It has been observed that the number of articles published in journal has increased over the years. Zwemer (1970) states that the superiority of the number of articles is one of the factors that make an academic journal quality. According to the Interuniversity Board, the journal's publication for at least 5 years and the journal's publication of issues at least twice a year are among the journal's quality criteria (Özdemir & Alpaydın, 2018). The journal has increased the number of publications from nine articles in 2016 to a total of 29 articles in 2020 by publishing two issues in 2016, 2017, and 2018 each, three issues, including with one special issue, in 2019, and four issues, by adding another special issue, in 2020. According to this data, it can be said that the journal has attracted attention and has been preferred by researchers since the day it started publication. As of April 2021, when this study was conducted, no issue has yet been published. When the subjects of the articles published in the REAL journal are studied, it is seen that "Teacher Leadership" is the most frequently studied subject in the articles published in the journal. Additionally, "Mentoring", "Social Justice Leadership", "School leadership", "Relational Leadership" "Development of Leadership", "Instructional Leadership", "Professional Development" and "Superintendent Roles" have been the subject of articles more than once. It was observed that a total of 51 different subjects have been researched in the journal. According to this data, it can be said that different subjects in the field of educational administration and leadership are discussed in the journal.

It has been observed that the articles published in the REAL journal are mostly studies conducted with an empirical approach. Studies that have the same result have also been observed in the literature (Kartal, 2018; Kozak, 1994; Ozan & Köse, 2014). Gorard (2005), in a research evaluation study conducted in the UK in 2001 (Research Assessment Exercise), stated that only 18% of the studies consisted of non-empirical studies, and 12% of the articles published in British Educational Research Journal in 2002, only one of the articles published in the British Educational Research Journal, and 29% of the articles published in Educational Management & Administration are non-empirical studies. Oplatka (2016) emphasizes the importance of empirical studies in the literature by expressing that since the birth of the field of educational administration, a significant number of empirical studies have been put forward, but the old studies can lose their validity in understanding the phenomena in today's educational administration. In the study conducted by Demirhan (2015), it was found that empirical research is generally preferred in the field of educational administration in Turkey. According to Demirhan (2015), empirical research has advantages in terms of being conducted in accordance with a predetermined procedure and being more easily accepted by academic circles in the presentation and publication process. Empirical research defines the studies in which the data needed to answer the research questions are collected through various tools such as questionnaires, observations and interviews, while theoretical research defines studies based on the analysis of data recorded in various written or electronic media such as programs, regulations, books, newspapers, reports. (Büyüköztürk et al., 2020). The accuracy or inaccuracy of the hypotheses can be put forward after empirical testing (Usta, 2011). For this

reason, empirical research has a crucial place in the development of new theories. As a matter of fact, according to Koppl (2007), empirical research makes an important contribution to the advancement of scientific knowledge. It is seen that empirical studies in the field of social sciences have been emphasized in recent years (Polat, 2020).

It was observed that most of the empirical articles (54 articles) published in the REAL journal did not specify the sampling method. It is thought that specifying the sample selection in the articles is important in terms of giving the reader an idea about the generalizability of the research results and thus ensuring the reliability of the research. For this reason, specifying the sample selection method in the articles is important for the reliability of the research and the quality of the articles and the journal. According to Bakar & Akgün (2006), care should be taken to select a sample that has the power to represent the universe in obtaining data in a study, and the sampling methods used should be expressed in detail. In addition, Özmen (2007) and (Zwemer, 1970) state that the generalizability of research is one of the criteria that can be used to determine the quality of the researches within the journal as well as the quality of the journal. In the articles in which the sampling method was stated, the most frequently sampling method was seen to be "purposeful sampling." Additionally, it has been observed that managers are the most selected sample group in the researches, and inspectors, civil servants, university graduates and parents of the students are selected the least. The fact that many studies on leadership are included in the REAL journal explains this finding. In the study conducted by Selçuk et al. (2014), it was found that undergraduate students were mostly selected as sample and the sample was selected with random sampling method. Again, Kutluca & Demirkol (2016), Seçer et al. (2014), & Varışoğlu et al. (2013) found that mostly undergraduate students were selected as samples in the studies examined. Doğan & Tok (2018), Baş & Özturan Sağırlı (2017), İşçi, (2013), Göktaş et al. (2012) and Polat (2010) found that the most frequently selected sample groups in the studies are students and teachers. While Tiryakioğlu (2014) found that students were the most frequently selected as sample, Varışoğlu et al. (2013) found that primary school students the most frequently selected as sample and the sample was selected with readily available sample method. Şimşek et al. (2008) and Arık & Türkmen (2009) also found that the readily available sampling method was preferred and Koşar et al. (2017) found that the simple random sampling method was preferred. In their study, Aypay et al. (2010) found that the sample of the articles published in educational administration journals mostly consisted of students, teachers, and lecturers. In this study, it was observed that the sample size was mainly in the range of 11-30. The fact that most of the articles examined within the extent of the research are executed with qualitative research methods and that the qualitative researches are generally conducted with a small number of participants explains this result. Since it is aimed to obtain in-depth information in qualitative research, it is very difficult to include many participants (Yıldırım, 1999).

It has been observed that qualitative research methods are the most used methods in the research of the articles published in the REAL journal. There are studies in the literature in which it was observed that most articles examined have been executed with qualitative research methods (Cengiz, 2019; Tiryakioğlu, 2014). Qualitative research is widely used in educational research because it provides in-depth and detailed information. In addition, providing flexibility in using different methods and making important contributions to the research of problems that have never been examined before are among the reasons that qualitative research is preferred (Yıldırım, 1999). However, there are also studies in which it was found that quantitative research methods are most frequently

preferred (Balcı & Apaydın, 2009; Doğan & Tok, 2018; Erdoğan et al., 2015; Göktaş et al., 2012; Gül & Sözbilir, 2015; Kanlı et al., 2014; Kutluca & Demirkol, 2016; Selçuk, et al., 2014; Varışoğlu et al., 2013).

It has been observed that most of the articles published in the REAL journal do not provide information about the model/design of the research. It is thought that specifying the research model/pattern in the articles is important in terms of providing the reader with detailed information about the procedures done in the research process and thus ensuring the external validity of the research. For this reason, specifying the research method in the articles is important for the quality of the articles and the journal. According to Miles & Huberman (1994), in order to ensure the external validity (transferability) of the research, all the processes performed during the research process should be explained in detail in a way that can be compared with other samples. On the other hand, the validity and reliability levels of the results of empirical studies are evaluated as a criterion related to the quality levels of academic journals (Zwemer, 1970). Yangın et al. (2020) have also reached a similar result. According to Yangın et al. (2020), revealing the method and design with which the problem of a research is attempted to be solved provides the reader with more clear and meaningful results about the stages of the research. Saban et al. (2010) examined articles in terms of quality and considered the definition of the research model/design as an evaluation criterion. It has been observed that most of the articles examined within the extent of this research and in which the research model/design is specified have been carried out with a "case study" model/design. Due to the fact that educational administration includes many social processes, it is thought that presenting the current situation of the research subject in detail in its real environment is important both in terms of creating and developing theoretical knowledge in the field and presenting a wider perspective to applications. For this reason, it is predicted that the case study method may have been used mostly in the studies. Ozan Leylum et al. (2017) stated that case studies are widely used in educational research because they reveal the existing situation by addressing many elements in the real environment and the interactions of these elements with each other. The case study model/design does not require a specific data collection method, tool, and data analysis method for research, making it more usable. In other words, the case study does not point to any data collection method, tool, or data analysis method that is thought to be effective in finding an answer to the research problem (Merriam, 1998). According to Ozan Leylun et al. (2017), the case study method is embraced in educational research due to the understanding that the factors affecting education should be examined in their real environment and that it is impossible to examine education systems outside of their real context. Unlike this result in the literature, Kutluca & Demirkol (2016) found that the scanning model was used the most in the articles examined in their research.

It was observed that the most used data collection in the articles published in the REAL journal is the interview method. Interview method is a data collection method that is commonly used in qualitative research (Yıldırım & Şimşek, 2018). Most of the articles examined within the extent of the research were carried out with a qualitative research approach. Therefore, this finding of the research is expected. In the articles examined in the studies in the literature, it was observed that the interview method is the most used data collection method (Cengiz, 2019; Saban, 2009; Saban et al., 2010). Selcuk, et al. (2014), however, found that attitude, personality, and perception tests were used more frequently. Kutluca & Demirkol (2016) examined the articles published in the journal of the faculty of education and found that ready-made scales are the most used data collection tools in the journal. Doğan & Tok (2018) stated that questionnaire and interview are the most used data collection tools in the articles, Varışoğlu et al.

(2013), on the other hand, found that documents and questionnaires are mostly used in the publications examined in their study.

In most of the articles published in the REAL journal, no information was found about the data analysis methods used in the studies. In the studies in which the data analysis method was specified, content analysis turned out to be the most used method. The fact that the most qualitative research method is adopted in the research of the articles published in the journal explains this result. Content analysis is one of the most frequently used methods among qualitative data analysis types (Özdemir, 2017). Ozan & Köse (2012) found that content analysis is the most used method in the studies conducted in the literature; Selçuk, et al. (2014), quantitative descriptive analysis; Doğan & Tok (2018), descriptive analysis, t test, ANOVA; Koşar et al. (2017), descriptive statistics; Kutluca & Demirkol (2016), Açıkgül & Arslaner (2014) and Arık & Türkmen (2009), frequency and percentage.

When the number of authors of the articles published in the REAL journal was examined, it has been observed that most of the articles have more than one author. It can be said that the authors in the journal prefer to collaborate in their academic studies. The reason might be that the authors want to benefit from each other's knowledge and cooperate to complete the research in a shorter time. There are similar results in the literature (Boyraz & Sandıkçı, 2018; Karagöz & Koç Ardıç, 2019; Sökmen & Özkanlı, 2018; Temizkan et al., 2015). According to Koç et al. (2019), multi-authorship is a factor that positively affects the quality of scientific publications. In today's world, in which the accumulation information is increasing and becoming more complex, more than one researcher coming together in the production of new information increases the importance and impact of cooperation between authors (Karagöz & Kozak, 2014). According to Yeksan & Akbaba (2019), the authors' efforts to benefit from each other's knowledge and experience and the need for a long period of time to write a qualified article are the reasons that the publications have multiple authors. However, there are studies in the literature that differ with the result of this study (Al et al., 2010; Güner Yıldız et al., 2016; Koç et al., 2019; Kozak, 1994; Kutluca & Demirkol, 2016; Şeref & Karagöz, 2019; Ulu & Akdağ, 2015; Wang & Ho, 2017; Varışoğlu, et al., 2013; Yalçın, 2010; Yang et al., 2020; Zan, 2013). In these studies, it was observed that the articles were mostly written by a single author.

When the institutions of the authors of articles published in the REAL journal were studied, it was observed that the academicians working at the "University of Kentucky" contributed the most to the journal. In addition, "The University of Tennessee", "Middle East Technical University", "Mount Royal University", "The University of Southern Queensland", "University of Nottingham" and "University of Technology" are among the institutions that have contributed the most to the journal. It was observed that articles were sent to the journal from 111 different institutions, and the majority of these institutions are institutions from abroad. This data reveals that the journal contributes to the field of educational management at an international level.

When the countries of the authors of articles published in the REAL journal are studied, it has been observed that the countries that contribute the most to the journal are USA, Turkey, Canada, Australia, and Mexico, respectively. It was found that articles from 31 different countries have been published in the journal. With this result, it is safe to say that the journal has an international audience of readers, followers, and authors. On the other hand, it is thought that the international scientific journal indexes' evaluation of international diversity as an acceptance criterion in journal acceptance will cause the journal to prefer to publish the articles of authors from different countries. As a matter of fact, in addition to basic publishing standards, editorial content and citation analysis,

international diversity is one of the most accepted factors for journal selection (Asan, 2017; Tunç, 2016). In addition, international content is a factor affecting the quality of the journal (Özmen, 2007).When the titles of the authors of the articles published in the REAL journal were studied, it was observed that the articles of the authors with the titles of "associate professor", "professor," and "PhD" were published in the journal the most. It is thought that the inclusion of the journal in the indexes necessary for academic promotion is effective in this result. The journal is especially qualified to meet the academic promotion criteria of academicians with the titles of associate professor or doctor. In the study conducted by Çalışkan et al. (2012), it was concluded that academicians primarily make an effort to publish in journals with the qualifications to meet the criteria of associate professorship. In the studies conducted by Yangın et al. (2020), Karagöz & Koç Ardıç (2019), Doğan & Tok (2018), Kutluca & Demirkol (2016), Ulu & Akdağ (2015) and Polat et al. (2013), it was concluded that the authors with the title of PhD (Asst. Prof.) publish articles the most. Polat (2020) found that the titles of the authors who published the most are Phd, associate professor, and professor, and reached the same conclusion with this study. Koc et al. (2019) found that the authors with the title of associate professor and doctor publish more, which is similar with the observations of the present research, but the conclusion that the publication rates of professors is low contradicts the findings of the study.

When the article numbers of the authors whose articles have been published in the REAL journal were studied, it was observed that the articles of a total of 158 different authors have been published. These results indicate that many different authors contributed to the journal. Charles Webber, Pamela S. Angelle, and Tricia Browne-Ferrigno with 3 articles each have contributed to the journal the most. It is seen that these researchers focus on leadership in management in their studies. Prolific author analysis in research is crucial in terms of identifying researchers who shape the field (Yangin et al., 2020).

When the references sections of the articles were studied, it was observed that mostly 37-57 citations were made in the articles. A total of 4827 references were cited in 90 articles examined within the extent of the research, and an average of 54 references per article. It is safe to say that this large number of citations in the articles is important in terms of guiding new researchers in the field and providing resources. Citations in research make it easier for the researcher to reach original results by discussing the researched problem in a suitable context (Yangin et al., 2020). Ziman (1968) emphasized the importance of citation by stating that a scientific study cannot be independent from the literature and must be integrated with previous studies (Cited in Daniş et al., 2016).

When the references sections of the articles were studied, it was seen there are approximately 5% of the citations in all the articles published between 2016-2021 is self-citations of the authors. It was observed that 63 (70%) out of 90 articles had self-citations of authors. Self-citation is defined as using a citation from a source that contains at least one of the authors of the article as an author and it is a topic frequently discussed in international literature (Aksnes, 2003). With the analysis of publication citations becoming widespread over time, self-citation of authors has become the most discussed type of self-citation (Al & Soydal, 2012). Author self-citation is when an author refers to a previous publication of their own (Eto, 2003). It is acceptable and a natural part of the scientific publishing process for a researcher to include scientific publications that they have previously produced on this subject in the references section while doing research on a subject (Aksnes, 2003). However, some authors may use self-citation in order to increase the visibility of their previous work and to prove their scientific competence (Lawani, 1982). In the study conducted by Ioannidis et al. (2020), the data obtained from the Scopus database and the effects of scientists were

analyzed by examining variables such as the number of scientific articles, the number of citations, the number of self-citations, the number of authors, and the author rank. As an outcome of the analysis, the "World's Most Influential Scientists" list was created. In this evaluation, self-citation of authors is considered an indicator that lowers the percentage of impact value. In this study by Ioannidis et al. (2020), it is safe to say that a precautionary approach towards author self-citation is adopted. For this reason, it is accepted to be more appropriate for researchers to avoid multiple self-citations. Another type of self-citation is self-citation of the journal. The citations made in the articles published in journals to the publications from the same journal are defined as self-citation of the journal, and there are many studies in the literature stating that the rate of journal self-citation significantly affects the impact factor (Al & Soydal, 2012). It has been observed that there are approximately 0.3% of the citations in the articles examined within the extent of the research are self-citations of the journal. It was observed that 14 (15%) out of 90 articles examined had journal self-citations. High rate of self-citation of the journal is a reason that journals are excluded from citation indexes. For example, in 2004, the World Journal of Gastroenterology was removed from the Web of Science index due to 90% self-citation. Similarly, the Asian-Australasian Journal of Animal Sciences was excluded from the index with a journal self-citation rate of 78% and Cereal Research Communications with 96% (Dhyi, 2018). In these indexes, the self-citation rate is calculated by dividing a journal's self-citations by the number of citations it receives from all other journals, including itself (Testa, 2016). In the present study, the whole number of citations made to the REAL journal was found to be 74, and the self-citations of the journal was found to be 14. In this case, the rate of journal self-citation was calculated as approximately 18%. 80% of the journals included in Journal Citation Reports have a self-citation rate equal to or below 20% (Thomson Reuters WoS, 2015). In this direction, it has been found that the self-citation rate of the journal is below 20% in general.

It was observed that the whole number of citations gained by the articles was 74, and the most cited article received 7 citations. It was found that 60 articles published in the journal were not cited. The number of citations is one of the criteria to be considered in determining the quality of the journal, as well as the articles in the journal (Özmen, 2007; Zwemer, 1970). It is seen that the number of citations gained by the journal is in 2016, 2017, 2018, 2019, and 2020, respectively, from most to least. This result is expected considering that the visibility of the articles over the years is higher every year compared to previous years.

The time taken for the articles to reach the journal editor and to be published has been examined. It has been observed that the articles with an average publication time of 0-3 months are in the majority. Additionally, it is noteworthy that the number of articles that have an average evaluation time of 10-12 months take the second place. In this case, it is safe to say that the articles do not have a certain evaluation period. In the study conducted by Karagöz & Koç Ardıç (2019), it was concluded that most of the articles in the journal were evaluated and published between 1-3 months. It is considered that the evaluation period of the articles in the journals is a criterion related to the quality level (Miller & Punsalan, 1988; Zwemer, 1970). Again, Özmen (2007) emphasized that the evaluation and waiting period for publication of articles in journals is an important criterion in raising the standards and quality of the journal, and therefore this situation should not be ignored and evaluated by the journal management.

The fact that REAL magazine has a quantitative growth due to the increasing number of articles over the years from 2016, when it started its publication life, until April 2021, offers a broad perspective in the field of educational administration and leadership due to the fact that there are articles on different topics in the field of educational

administration and leadership, Being internationally diverse due to being from institutions and countries, including the work of different authors, citing many bibliographies in the articles, guiding new researchers in the field and providing a rich source, policy makers, practitioners and researchers who will contribute to future applications and will be a source for the advancement of scientific knowledge. Giving priority to empirical studies based on experience, observation and knowledge are valuable criteria in line with the quality of the journal and their status in international indexes. In addition, the case of not specifying the model/pattern, sampling technique, data analysis technique in the articles, the number of self-citations, the number of precautionary journal self-citations and the standardization of the average publication time are considered as issues that should be discussed and not ignored by the journal editorial.

It is thought that the study will contribute to the determination of the current publication characteristics of the REAL journal, the identity of the journal, its trends, and the level of development, and to reveal a cross-section of the discipline of educational administration, to determine the general trend of the studies in the field, to provide evidence about the identity of the field, and to create a discussion ground in the context of publication qualities.Suggestion

This study, conducted specifically for the Research in Educational Administration & Leadership (REAL) journal, presents a cross-section of the field. Expanding the research to cover different journals and journals published in the field of educational administration and conducting comparative studies will provide detailed information about the current trends in the field.

Information on the methodology of the research, sampling type, and data analysis methods should be strengthened in journal publications. The issue of self-citations of authors and the journal can be discussed by the journal editor. A research can be conducted within the extent of self-citation to the journal that measures the awareness of a journal in the field. In the research, the change of the articles published starting from 2016, when the journal was established, until 2021, according to the predetermined parameters by years, has not been examined due to the low number of journal publications. As the number of journal publications increase, a comparative analysis can be made by years in the context of various parameters. In addition, unlike this research, citations in the articles can be analyzed and a cross-section of the sources that direct the field can be identified.

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CONFLICT OF INTEREST STATEMENT

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