

“Trust” Studies in Education: A Bibliometric Analysis

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Abstract

The aim of this study is to analyze research on “trust” in the field of education using bibliometric methods. For this purpose, 957 articles published between 1957 and 2024 were retrieved from the Web of Science (WoS) database and analyzed through the Biblioshiny web application in RStudio. Previous research has demonstrated the significant role of trust in educational outcomes, and examining this concept from a holistic perspective contributes to the existing literature. The findings indicate a noticeable increase in studies on trust in education since the 2000s, with most publications appearing in journals focused on educational administration. The analysis also reveals patterns in author and country productivity, highlighting the dominance of Western scholars and countries in this research area. Additionally, a substantial portion of the studies concentrates on leadership-related topics. Overall, the study offers guidance for researchers planning future studies on trust in education.

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Introduction

Trust has been one of the most extensively studied topics globally for many years (Dirks & de Jong, 2022; Fairfield, 1961; Mellinger, 1956; Poppe et al., 2016; Sümübüll et al., 2024). In the field of education, trust has been a focal point of research, attracting attention from numerous scholars over time (Bechtol et al., 1976; Cheng et al., 2021; Hiatt et al., 2023; Schafer, 1980). Studies have demonstrated that trust significantly impacts educational outcomes. Trust is crucial in teachers' relationships with school leaders (Dami et al., 2022; Elbayaa et al., 2024; Talebizadeh et al., 2021) and colleagues (Ninković et al., 2022; Yao et al., 2024). However, there is a lack of studies that examine trust in education from a comprehensive perspective. To help researchers understand the historical context, approaches, and subtopics related to trust, studies are needed that address the concept of 'trust' in a holistic manner. In this study, research on trust in the field of education was analyzed using the Web of Science database to provide a comprehensive review and to compile global studies into a single resource.

An examination of previous research on trust in education reveals a range of focus areas: creating environments of trust (Chiong & Dimmock, 2020; Williams & Richardson, 2023), the role of teachers in fostering well-being (Liu et al., 2024), the importance of trust in leadership (Baxter & Ehren, 2023), educational settings that build student confidence (Adams & Adigun, 2021), strategies to enhance teachers' sense of safety (Dulfer et al., 2023), leader trust in teachers (Dedering & Pietsch, 2023; Weinstein et al., 2020), and trust among colleagues (Kolleck et al., 2021; Ninković et al., 2022). These studies demonstrate that trust influences every stage and outcome in education. Each has contributed to educational progress by informing practice and fostering improvement. However, no bibliometric analysis has yet unified these studies on trust in education from past to present.

Many studies emphasize the importance of trust in education (Adams & Forsyth, 2009; Cosner, 2009; Handford & Leithwood, 2013; Tschanen-Moran, 2014b). Research has shown that trust plays a crucial role for all stakeholders in education, influencing relationships between teachers, students, parents, and administrators (Elbayaa et al., 2024; Ninković et al. 2022). Trust is widely recognized as a key factor in fostering collaboration, improving school climate, and enhancing educational outcomes. The increasing number of studies on trust highlights the need for a comprehensive and systematic evaluation of the existing literature. Therefore, we chose to focus on trust in this study, aiming to present a holistic perspective by synthesizing research findings through

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bibliometric analysis. By doing so, we seek to provide a deeper understanding of the role of trust in education and its implications for future research and practice. While there are bibliometric studies on trust in the broader literature (Arnott, 2007; Palácios et al., 2021; Zhang et al., 2021), no such study exists specifically on trust within the field of education. Although bibliometric analyses have been increasingly conducted in education (Dao et al., 2023; Huang et al., 2020; Li & Wong, 2022), as well as in other fields (science, social sciences), there is a gap in bibliometric research on trust in literature. A bibliometric study is necessary to outline the general trends in research on this topic and provide a comprehensive overview. Therefore, our aim is to conduct a bibliometric analysis of educational research on "trust" by using the WoS database.

Within this framework, we seek to answer the following questions regarding articles on the topic of "trust" in education:

- What are the descriptive characteristics of trust studies in education?
- How is the accumulation of knowledge distributed by year?
- How is the distribution by journals?
- How is the distribution by authors?
- How is the distribution by keywords?
- What are the production trends and interactions across countries?

The OECD (2019) reports a concerning decline in the quality of school education worldwide, which is partly attributed to increasing teacher turnover. This turnover is often linked to teachers' experiences of low support and trust within their school environments. Research underscores that a trusting school environment—characterized by strong, supportive relationships among staff—significantly enhances teachers' subjective well-being (Tsuyuguchi, 2023). Trust within school communities has a powerful impact on teacher retention, satisfaction, and overall school effectiveness. As teachers feel valued and supported through reliable, positive interactions with colleagues and leadership, their commitment and effectiveness improve, fostering a more stable and resilient educational environment (Bryk & Schneider, 2003; Tsuyuguchi, 2023). Developing trust in school settings is increasingly critical, not only for enhancing teachers' well-being but also for sustaining the quality of education on a global scale. Therefore, fostering an environment of trust in schools is crucial for advancing education. In this study, we aimed to guide researchers conducting studies on this topic by analyzing existing research on trust in education. Additionally, we sought to assist policymakers by providing a comprehensive overview of the development of trust in education through a single, unified presentation of relevant studies.

Literature Review

An examination of trust definitions reveals that trust consists of three components: the trusting party, the trusted party, and a sense of vulnerability (Hoff & Bashir, 2015). Trust is generally viewed as a dynamic process that develops over time and is shaped by individual experiences, situational factors, and social norms (Rousseau et al., 1998). The modern concept of trust, originating from the words *traust* and *treysta*, meaning "to make strong and secure", emphasizes a duty of loyalty that includes acting in good faith and with appropriate care, especially within the employment context. These responsibilities are reciprocal, as employees also have a duty of care based on trust towards their employers (Grierson, 2018). In organizations, particularly in employment contexts, trust is crucial for fostering cooperation, enhancing organizational commitment, and improving overall performance (Dirks & Ferrin, 2002). Trust is also associated with a reduced intention to leave the job and increased job satisfaction (Robinson, 1996). Thus, establishing a trusting environment in the workplace is essential for the continuity of employment.

Like other living beings, people cannot survive alone. Humans live in societies and are connected to others through a sense of trust. Individuals who experience trust have a willingness to be vulnerable (Mayer et al., 1995). Trust arises from our inability to control, guarantee, or predict all aspects of life. The uncertainty, complexity, and contingency of our relationships require us to trust others, whether directly or indirectly (Frowe, 2005). Trust also plays a critical role in reducing uncertainty and facilitating coordination in complex work environments. In relationships characterized by high trust, employees are more likely to engage in voluntary behaviors, such as organizational citizenship behaviors, which go beyond their formal job descriptions (Konovsky

& Pugh, 1994). Conversely, a lack of trust can lead to dysfunctions, including conflict, withdrawal, and disengagement from organizational goals (Kramer, 1999).

Specifically, when examining educational organizations, it is evident that trust—an element with distinct importance for all educational outcomes—has been thoroughly studied. Extensive research has been conducted on how to create an environment of trust in education. Hoy and Tschanne-Moran (1999) propose that trust in schools is shaped by five key concepts: benevolence, trustworthiness, competence, honesty, and openness. Administrators who overlook any aspect of trust risk compromising the entire trust relationship (Hoy & Tarter, 2004). Cultivating a trusting environment in schools offers numerous benefits. In schools where trust is established, strong relationships between leaders, teachers, and parents can form; respect will emerge, allowing everyone to voice their opinions freely; teachers' commitment to the school will increase; collaborative efforts will be more productive; and the school will be more open and courageous in embracing change (Bryk & Schneider, 2003; Cosner, 2009).

Method

Research Model

A bibliometric analysis was conducted to examine developments and identify gaps in the field by reviewing studies on "trust" in education. Bibliometric analysis involves classifying and measuring the performance of elements (such as studies, authors, journals, keywords, and countries) within a field of study by using mathematical and statistical methods. It also visualizes the intellectual, conceptual, and social structures that reflect scientific communication in the field through mapping techniques (Öztürk & Gürler, 2021). Bibliometric methods allow us to quantitatively examine and assess the literature that we might otherwise evaluate subjectively (Zupic & Cater, 2015). These methods serve two main purposes: performance analysis and science mapping. Performance analysis aims to evaluate the research and publication productivity of individuals and institutions, while science mapping seeks to reveal the structure and dynamics of scientific fields (Zupic & Cater, 2015). Since our goal was to examine a specific field of study, we conducted a bibliometric analysis focused on science mapping.

Data Collection Process and Analysis

This study aims to provide a comprehensive overview of research on trust in education worldwide, tracing its historical development. For this purpose, studies were accessed through the Web of Science (WoS) database. A search was conducted in the WoS database using the keyword "trust" and restricting the search to titles only. This initial search yielded 55,440 studies. However, criteria were refined in line with the objectives of our study. First, to narrow the focus to education, "Education Educational Research" was selected from the "Web of Science Categories" section. Next, to include only published articles, the search was limited to "Article" in the "Document Types" section. No time limit was set to capture studies from the earliest to the most recent. After applying these limitations, the "Web of Science Index" section was examined to determine the indexes in which the remaining studies were published. These included the Social Sciences Citation Index (SSCI), Emerging Sources Citation Index (ESCI), Book Citation Index—Social Sciences & Humanities (BKCI-SSH), Science Citation Index Expanded (SCI-EXPANDED), Arts & Humanities Citation Index (A&HCI), Book Citation Index—Science (BKCI-S), and Conference Proceedings Citation Index—Social Sciences & Humanities (CPCI-SSH). No additional limitations were deemed necessary, and the study was conducted using the indexes listed. As of the final screening date, August 24, 2024, 996 articles met the selection criteria. The abstracts of 996 articles were analyzed in detail and as a result, 957 articles were selected for analysis, while 39 articles, including those unrelated to trust in education and book chapters, were excluded for not meeting the criteria. In this study, RStudio, Biblioshiny web application tool was used for analysis.

Findings

Descriptive Characteristics of the Literature

Table 1 presents the general structure of studies on "trust" in education. After applying specific criteria, a total of 957 articles published between 1957 and August 2024 were identified. These articles were authored by 2,079 individuals. The average number of citations per article is 12.77, indicating that these articles are impactful studies

with high citation counts. With an average article age of 9.23 years, it can be said that these studies are relatively recent and continue to maintain their relevance.

Table 1

Descriptive Analysis of "Trust" Studies in Education

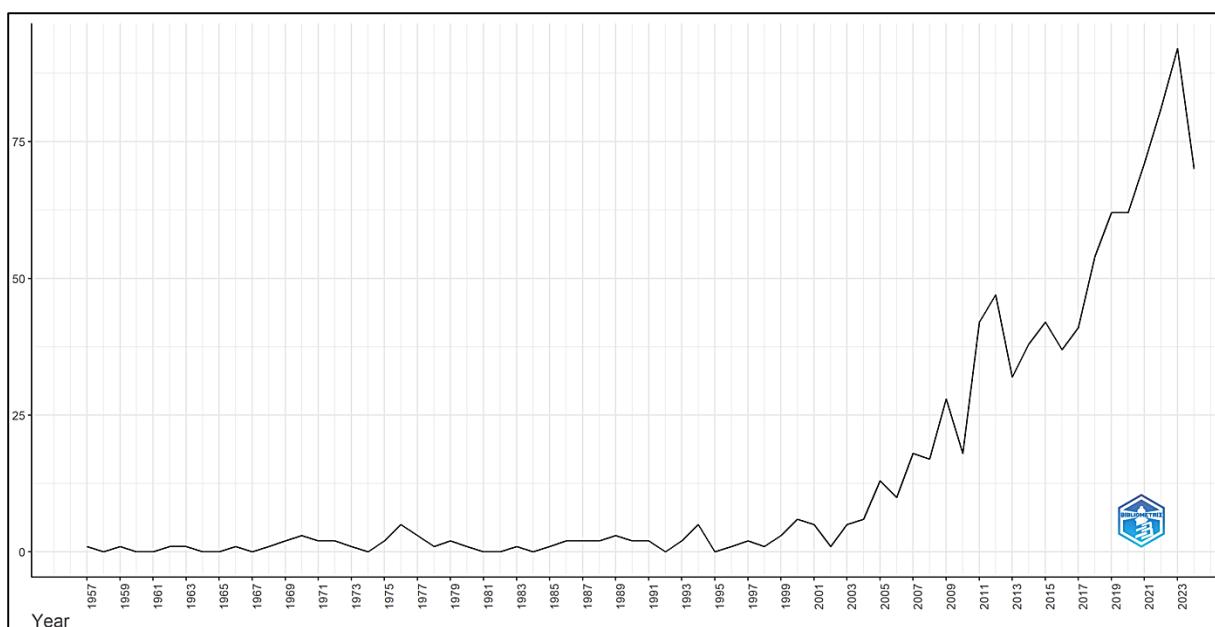
Description	Results
Main information about data	
Timespan	1957:2024
Sources (journals, books etc.)	440
Documents	957
Annual Growth Rate %	6,55
Document Average Age	9,23
Average citations percent documents	12,77
References	36222
Document contents	
Keyword Plus (ID)	1204
Author's Keywords (DE)	2073
Authors	
Authors	2079
Authors of single-authored documents	311
Authors collaboration	
Single-authored documents	337
Co-authors percent documents	2,44
International co-authorships %	13,9

Annual Scientific Production

When the studies on "trust" in the field of education are examined, it is seen that the first study was conducted in 1957. Figure 1 shows the distribution of the articles by year:

Figure 1

Annual Scientific Production of Trust Researches in Education



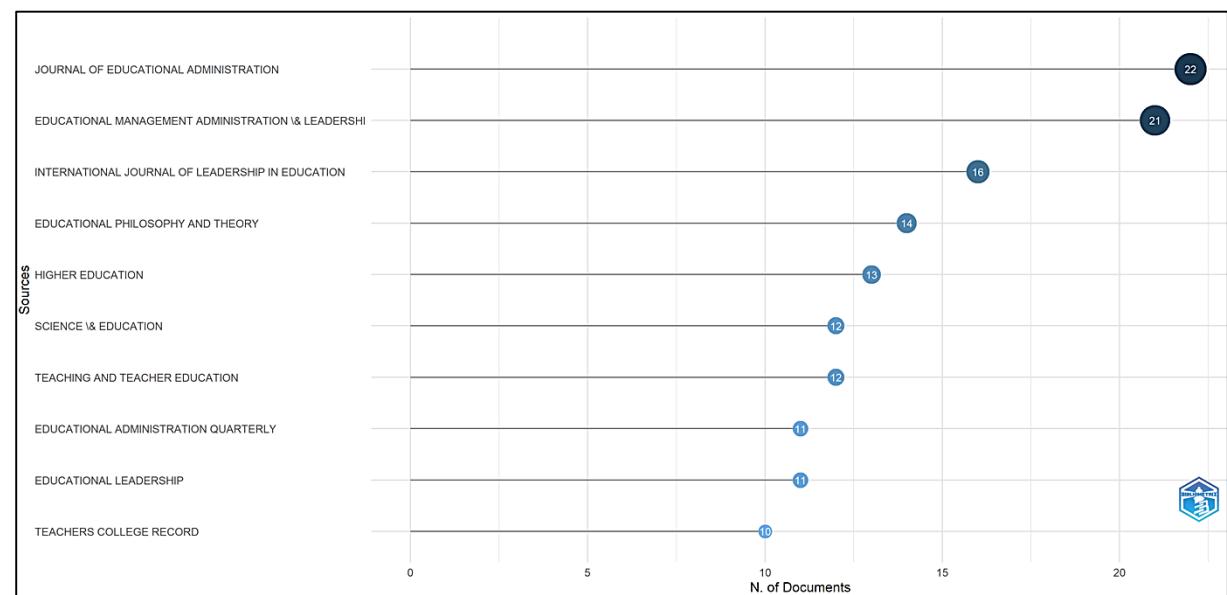
In examining Figure 1, we see that article production on trust in education was initially low, with one or zero articles published annually. Although the number of articles increased slightly, with five published in 1994 and six in 2000, this growth was not sustained. Starting in 2003, however, article production began to increase steadily, with five articles published that year. In 2017, 41 articles were produced, and the trend of annual growth has continued to the present. The peak was reached in 2023, with 92 articles published. By August 2024, 70 articles had already been produced, suggesting that a new record may be reached by the end of the year. An analysis of annual production trends indicates that interest in trust as a research topic has surged over the past decade, with an increasing number of studies published each year. Based on this trend, it is likely that the topic's popularity will continue to grow. "Trust," now a prominent research focus, presents an appealing subject for researchers interested in studying a timely and relevant issue.

Trust in Educational Literature

The 957 articles examined within the scope of the research were published in 500 scientific journals. Figure 2 shows the ten journals in which the articles were published the most:

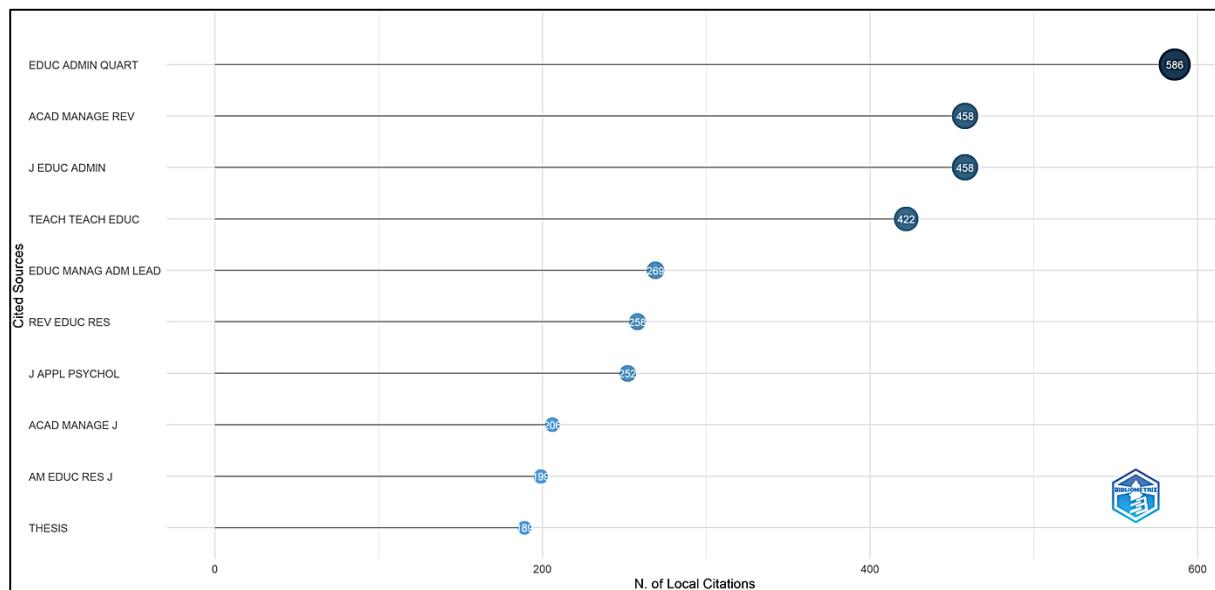
Figure 2

Top Ten Journals



As shown in Figure 2, the journals publishing the most articles on "trust" in education are the Journal of Educational Administration with 22 articles, followed by Educational Management Administration & Leadership with 21 articles, and the International Journal of Leadership in Education with 16 articles. These top three journals are followed by Educational Philosophy and Theory, Higher Education, Science & Education, Teaching and Teacher Education, Educational Administration Quarterly, Educational Leadership, and Teachers College Record. Upon examining the journal rankings, it is notable that the top three journals focus on leadership, and half of the top ten journals are also leadership-focused. This suggests that leadership and trust are frequently studied together, indicating that trust in leadership is a popular and well-explored subject. Researchers interested in studying trust may consider applying the concept of trust to new areas of research, drawing on insights from existing studies on leadership and trust.

As a result of the review, the most cited journals are shown in Figure 3:

Figure 3*Top Ten the Most Cited Journals*

An examination of the most-cited journals in Figure 3 reveals that Educational Administration Quarterly ranks first. Educational Administration Quarterly is a prominent, high-impact journal in the field of leadership. Academy of Management Review ranks second, followed by the Journal of Educational Administration in third place. Notably, the top three journals are again focused on leadership. Considering the findings from Figure 3, it can be concluded that research on trust in education within the literature primarily emphasizes management and leadership in educational contexts.

Figure 4 shows the production performance of the authors:

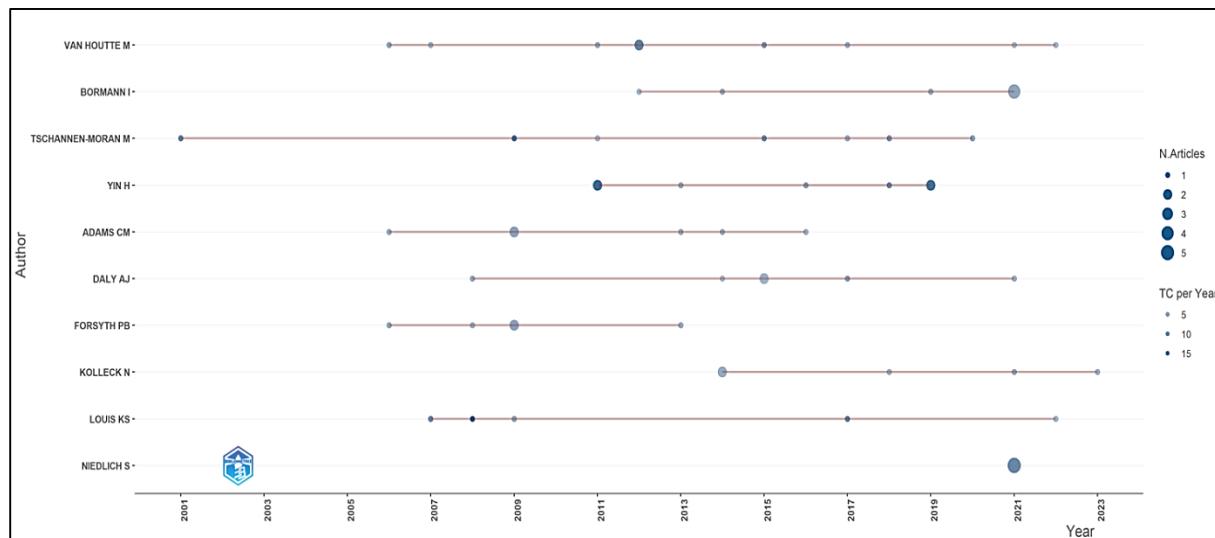
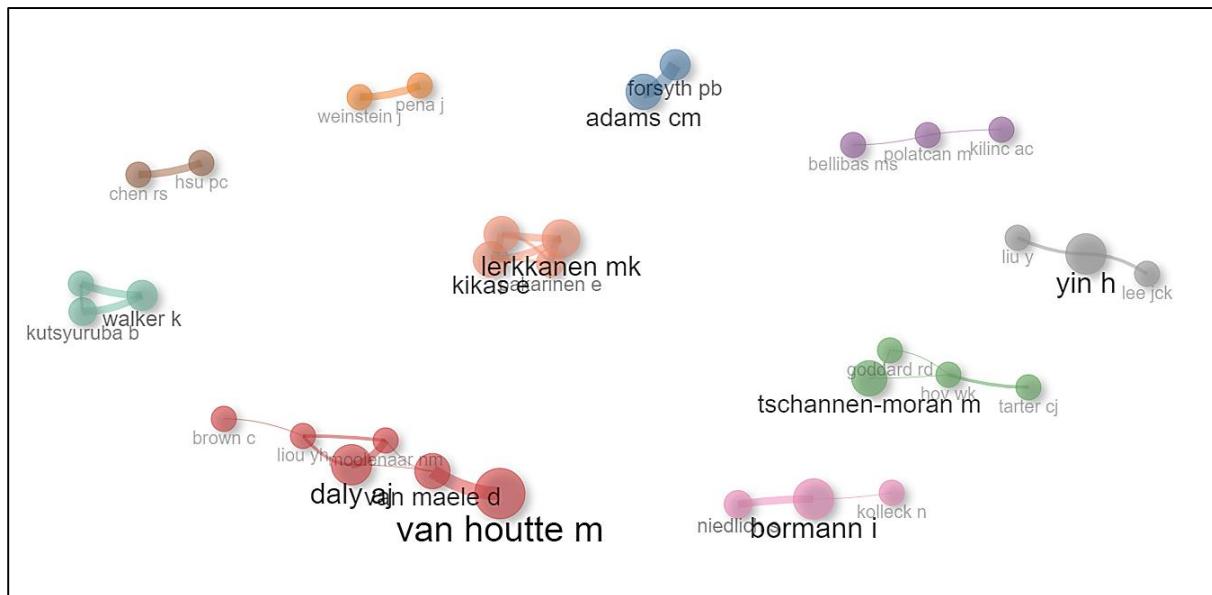
Figure 4*Production Performance of the Authors*

Figure 4 illustrates the publication performance of authors since 2000, with years displayed on the horizontal axis and authors on the vertical axis. In the figure, an increase in the rings indicates higher publication output, while a decrease reflects a decline in output. Examining author productivity since 2000, the top three contributors are Mieke Van Houtte, Inka Bormann, and Megan Tschannen-Moran, each publishing consistently over time. From the early 2000s until 2006, Megan Tschannen-Moran was the sole author publishing on this topic. In 2006, trust in education began to attract more attention, and Mieke Van Houtte, Patrick B. Forsyth, and Curt M. Adams each published an article. By 2010, publications on trust in education had steadily increased, and Hingbiao Yin joined the group of contributing authors. Hingbiao Yin focused on trust in education from 2010 to 2018, maintaining regular publication during these years. Another prominent researcher on this topic, Nina Kolleck, has published consistently on trust since 2014. Notably, Sebastian Niedlich made a significant contribution in 2021 with three publications on trust in education.

Figure 5 shows the authors' collaborative performance:

Figure 5

The Authors' Collaborative Performance



As shown in Figure 5, the analysis of scientific collaboration among authors reveals that certain individuals have formed collaborative groups. The figure indicates that Mieke Van Houtte is the most central and influential scholar in the network. She appears to have a strong collaborative relationship with Dimitri Van Maele, and together they have produced significant work in the areas of school climate, trust, and leadership. The figure also shows that authors such as Hingbiao Yin, Megan Tschannen-Moran, and Inka Bormann are engaged in extensive collaborative activities. Additionally, Ali Çağatay Kılınç, Mahmut Polat, and Mehmet Sükrü Bellibaş are noted for their collaborative work. Overall, this visualization demonstrates that studies on trust in education exhibit a multidimensional structure, particularly shaped by themes such as leadership and school context.

Keywords

Figure 6 shows the most frequently used Keywords plus. Keywords plus are keywords that publishers use to describe the article. 75 most frequently used words were selected for the analysis.

Figure 6*The Authors' Collaborative Performance*

As shown in Figure 6, the most frequently repeated keywords are displayed in the word cloud. The word "education," centrally positioned and in the largest font size, appears most often, with a total of 72 occurrences. The font size of each word decreases as its frequency of use decreases. The top words associated with "trust" studies in education are "performance" with 59 uses, "impact" with 56 uses, "leadership" with 51 uses, "model" with 44 uses, and "perceptions" with 39 uses. The words "school" and "schools" were initially counted separately, placing them in lower ranks individually; however, when combined, they follow "education" closely, with a total of 71 uses. Given that we focused our analysis on trust within the field of education, it is unsurprising that "education" is the most frequently used word in the word cloud. Additionally, terms closely related to education, such as "student," "commitment," and "knowledge," also appear frequently. The prominence of "leadership" suggests that concepts of leadership and trust are closely linked within educational research.

The field visual in Figure 7 shows the relationship between titles, keywords, and authors:

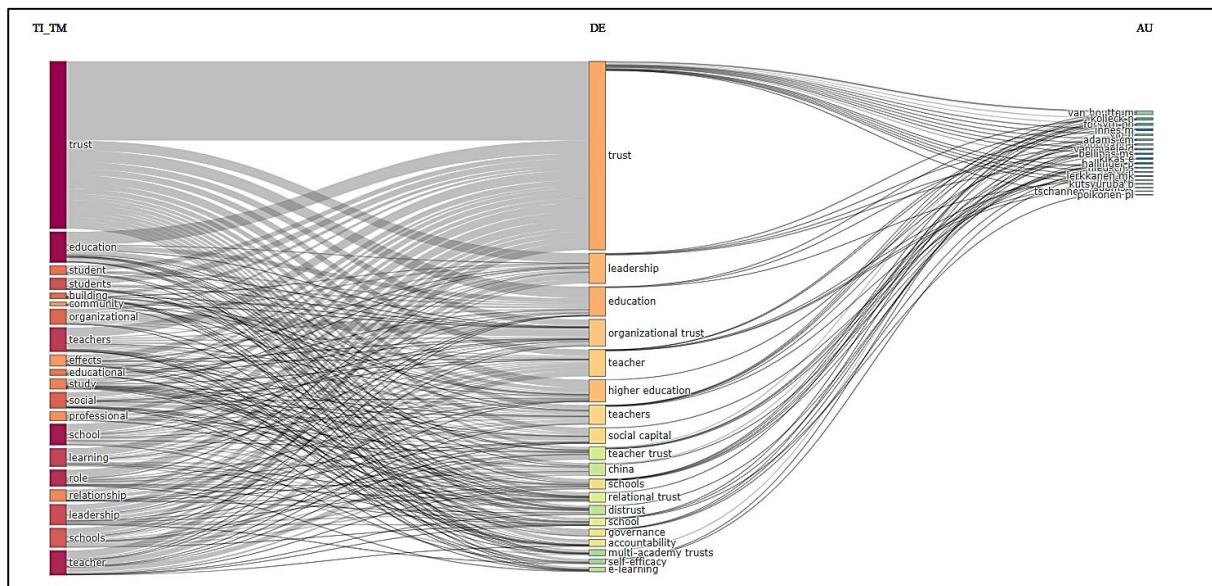
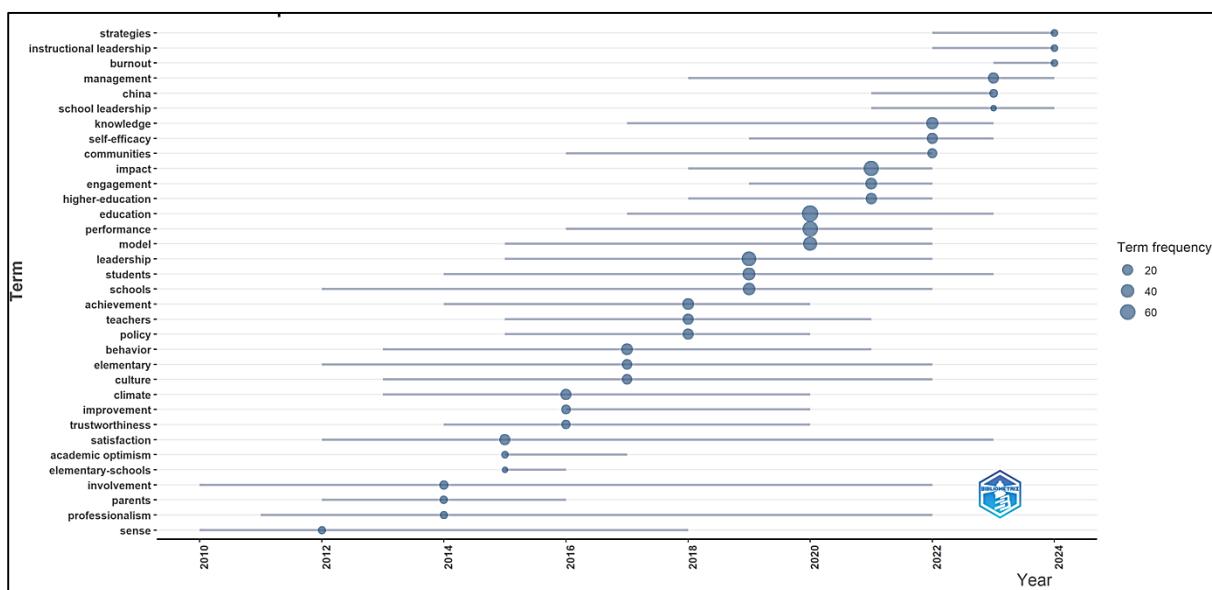
Figure 7*The Relationship between Titles, Keywords, and Authors*

Figure 7 presents a three-field visualization displaying popular keywords, title words, and the relationships among authors, with titles on the left, keywords in the center, and authors on the right. Upon examination, it is evident that the word "trust" appears frequently in both titles and keywords. Additionally, the frequent appearance of "leadership" among keywords suggests a strong connection between studies on "trust" in education and leadership topics. School-related terms, such as "education," "student," and "teacher," are also common in titles. This visual, highlighting the relationships among frequently used keywords, prolific authors, and their title word choices, provides valuable insight for researchers interested in studying trust in education. It is anticipated that this will be a useful guide, particularly for new researchers or those less familiar with the field, by suggesting relevant authors and keywords for further exploration.

Figure 8 shows the historical development graph of the most used keywords by authors:

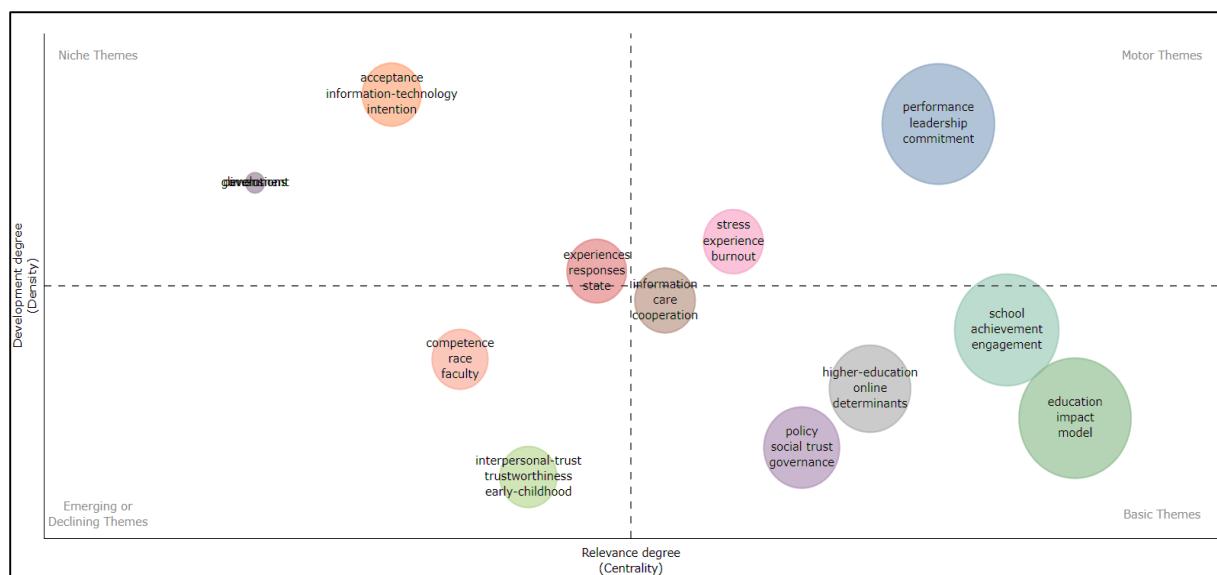
Figure 8*Trend Topic Analysis*

In Figure 8, the horizontal axis represents years, while the vertical axis lists keywords. The lines in the graph illustrate the quantitative development process, and circles indicate a high number of articles published on the corresponding word. This graph helps highlight the trending keywords in the field. In recent years, "strategies," "instructional leadership," and "burnout" have emerged as prominent terms, particularly in 2024. Since 2010, several keywords have risen to prominence in specific years. For example, in 2023, "management," "China," and "school leadership" are notable, suggesting that trust studies have become a focal point in China. In 2020, "education," "performance," and "model" were widely used, while in 2019, "leadership," "students," and "schools" were popular, and in 2018, "achievement," "teachers," and "policy" were commonly featured in studies on "trust" in education. Therefore, the findings clearly indicate that trust studies in education constitute a research area examined within different thematic and contextual frameworks across various periods.

The thematic map in Figure 9 shows the popularity and frequency of use of words:

Figure 9

Thematic Map

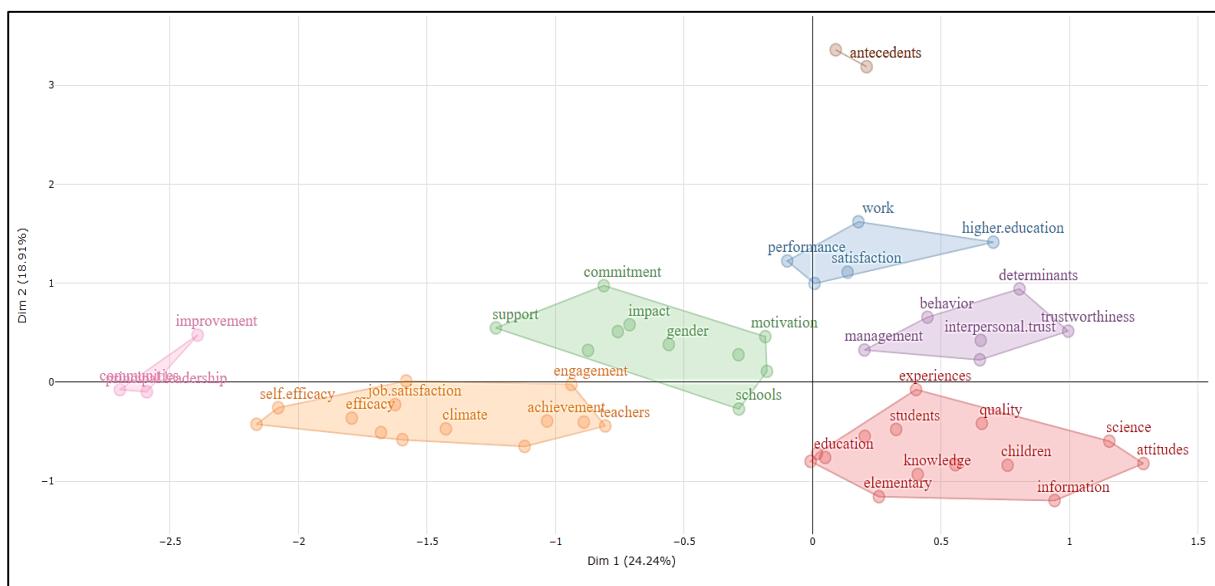


In the thematic map shown in Figure 9, the horizontal axis represents the degree of centrality, while the vertical axis represents the degree of density. The concepts of "interpersonal trust," "trustworthiness," "early childhood," "competence," "race," and "faculty" appear as topics that have recently faded and are less preferred in studies on trust in education. In the lower right quadrant, "higher education," "achievement," and "governance" are frequently studied concepts related to trust in education, indicating areas of potential interest for researchers entering this field. The concepts of "experience," "burnout," "stress," "commitment," "leadership," and "performance" have become popular topics in recent studies on trust in education. Additionally, "acceptance," "information technology," "intention," "adoption," and "user acceptance" stand out as concepts with growth potential and opportunities for further development. By highlighting less-explored topics, areas of existing research focus, currently trending subjects, and emerging opportunities, the thematic map aims to guide researchers working on trust in education towards areas where their contributions may have the greatest impact.

In Figure 10, we performed a factor analysis where we sized the keywords:

Figure 10

Factor Analysis



A factor analysis for keywords was performed in Figure 10, where we grouped keywords into 8 dimensions. Keywords within the same dimension were clustered together, allowing us to identify terms commonly used in conjunction. It was observed that the following groups of words were sized together: "self-efficacy," "job satisfaction," "efficacy," "climate," "achievement," "teachers," and "engagement"; "support," "commitment," "impact," "gender," "motivation," and "schools"; "performance," "work," "satisfaction," and "higher education"; "determinants," "behavior," "management," "trustworthiness," and "interpersonal trust"; and "experiences," "education," "students," "quality," "knowledge," "elementary," "children," "science," "attitudes," and "information." In summary, these keyword clusters provide a thematic overview of research areas in trust in education. They indicate that studies span a range of topics, from teacher motivation and school climate to higher education performance and student experiences, suggesting diverse approaches to understanding the role of trust across different educational levels and contexts.

Figure 11 shows the countries that have conducted studies on trust in education:

Figure 11

The Countries that Have Conducted Studies on Trust in Education

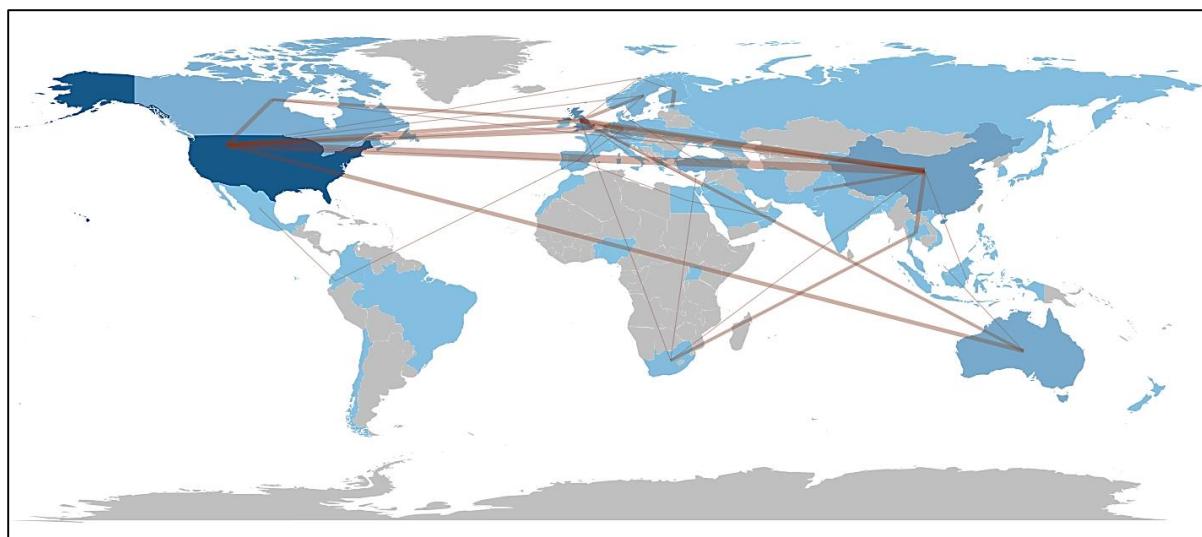


Figure 11 displays countries that have conducted research on trust in education, as well as countries that have established collaborative networks. The studies identified from the WoS analysis are color-coded by country, with no studies observed in countries shaded gray. In blue-shaded regions, the number of studies increases with darker shades of blue. Light red lines indicate collaborative networks between countries, with darker lines representing more frequent collaborations. The United States, the United Kingdom, Australia, Canada, and China have conducted extensive research on trust in education and maintain high levels of interaction with other countries. The United States exhibits strong collaboration networks particularly with the United Kingdom, Australia, and China. Among European countries, Germany, the Netherlands, and Spain are also part of a notable collaboration structure. In Türkiye, researchers have collaborated on trust in education studies with scientists from the United States, Iran, Malaysia, and Denmark. Overall, the field appears to be predominantly shaped by the United States and Western countries, while Asian countries are emerging as increasingly influential contributors.

Discussion

Studies on trust in the field of education have been conducted globally for many years. Recognizing that research on trust in education can benefit from being examined within a broader body of knowledge, we aimed to conduct a study that addresses this topic from a holistic perspective. Accordingly, this study aimed to gather comprehensive data using the WoS database. Based on specific criteria, 957 articles were identified in the WoS database, and the study progressed using this dataset.

Interpretation of the key findings

Examining the descriptive characteristics of studies on trust in education reveals that the first study was published in 1957. A total of 36,222 references were identified across 957 articles that met the specified criteria, authored by 2,079 individuals. The average age of the articles was found to be 9.23 years, indicating that this research field is relatively young. The annual growth rate of publications in this area was determined to be 6.55%, suggesting that research on trust in education continues to expand.

Based on the first research question, the distribution of knowledge accumulation over the years was analyzed. An analysis of studies on trust in education reveals that the first study globally was conducted in 1957. A notable increase in research occurred in 2019, gaining further momentum in 2020. Weinstein (2022) attributes this rise in interest to the COVID-19 pandemic, which heightened the importance of trust as a critical organizational asset in school communities. The pandemic underscored trust's role in addressing the uncertainty and anxiety resulting from disruptions to traditional teaching methods and the need for innovation. Over the last decade, studies on trust in education have gained substantial momentum worldwide, suggesting that this line of research will continue to grow in the coming years.

As part of the bibliometric analysis, another research question was explored by examining the distribution of knowledge across journals. Bibliometric analysis revealed that 957 scientific articles on trust in education have been published in 500 journals. The leading journals were *Journal of Educational Administration* and *Educational Management Administration & Leadership*, with *Education Administration Quarterly* and *Academy of Management Review* being the most cited. Furthermore, the analysis indicated that "leadership" and "management" are frequent focal points in studies on trust in education. Accordingly, it appears that much of the research on trust in education centers on these themes. Burke et al. (2007) emphasized the importance of trust in leadership, noting that trust between leaders and subordinates significantly impacts subordinates' decisions to remain in the institution, perform to their full potential, and communicate effectively. This likely explains the strong interest in trust studies within educational research, given the critical relationship between leadership and trust in management.

Another research question examines the distribution of studies on trust in education based on authorship. An analysis of authors who have conducted studies on trust in education reveals that Mieke Van Houtte, the leading author, has explored this topic from sociological and psychological perspectives (Houtte, 2006; Van Maele & Van Houtte, 2015). Given that trust is a psychological concept, this focus aligns well with Houtte's area of expertise. Inka Bormann, also a psychologist, has concentrated her research on trust in educational settings (Bormann et al., 2021; Bormann & Thies, 2019). Megan Tschanen-Moran, in third place, has conducted studies focused on educational leadership (Hoy & Tschanen-Moran, 2003; Tschanen-Moran, 2014a). Our analyses indicate that trust in education is widely studied within educational administration, as exemplified by Tschanen-Moran's prominence. Collaboration among these authors shows that many are from the same nation or collaborate

under the same institutional affiliation. Mieke Van Houtte, the most prolific researcher in this area, is also the most collaborative, indicating a significant transfer of her expertise to other scientists.

One of the research questions of this study examines how the knowledge in articles on trust in education is distributed based on keywords. The keywords used in articles on trust in education are significant for understanding trends within the field. Word cloud analysis reveals that the most frequently used keyword is "education," followed by "school," likely because studies on trust are predominantly featured in educational research. Numerous studies highlight the importance of trust within school organizations. The emphasis on trust in education found in prior research (e.g., Hong et al., 2020; Park et al., 2005; Rousseau et al., 2009) supports our findings. Additionally, in visuals that integrate keywords and titles, there is a strong overlap between commonly used keywords and titles, suggesting that keywords are often derived from titles. Leadership is prominent in both visuals, emphasizing the importance of trust in relationships among school leaders, teachers, and students. Since schools are social organizations dependent on the quality of interpersonal relationships, trust serves as a crucial social resource that underpins much of a school's capacity (Handford & Leithwood, 2013). The large number of studies in this area highlights the importance of trust within the school environment. A historical analysis of keywords reveals that "instructional leadership" and "school leadership" have been particularly prominent in recent years, suggesting that future researchers should explore the trust relationship in connection with other leadership types.

The final research question explores the distribution of the production graph and the interactions of studies on trust in education across countries. Analyzing the bibliometric data by country reveals that the United States, the United Kingdom, and Australia are the top three countries with the highest number of studies on trust in education. A notable commonality among these countries is their primary language, English. English has become not only the language of science but also the language of wealthier nations at the center of scientific production and of the most prestigious journals (Lillis & Curry, 2013). This linguistic dominance impacts the publishing performance of non-native English-speaking countries, as non-native English authors often face higher rejection rates in high-impact journals (Salager-Meyer, 2014), supporting our findings. Additionally, countries with the highest number of studies tend to have prestigious universities with numerous researchers focusing on trust in education. There is also significant interaction between these countries and others, driven by scientists worldwide who seek to benefit from the expertise of respected and pioneering scholars in this field. This interaction fosters further knowledge exchange and collaboration.

Limitations and future research

In this study, we used bibliometric methods to examine studies on trust in education, aiming to provide guidance for future researchers. By presenting the evolution and current trends in trust research, we hope to help researchers identify gaps in the field. This study conducted a bibliometric analysis of articles on trust in education within the WoS database, and we recommend that future researchers replicate this analysis using additional databases such as Scopus and ERIC. Data in this study were analyzed using the Rstudio biblioshiny program, though future researchers are encouraged to consider additional statistical programs like VOSviewer. Given that trust in education is frequently examined through the lens of leadership, a bibliometric study focused specifically on trust in leadership may also be beneficial.

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Eğitimde “Güven” Çalışmaları: Bir Bibliyometrik Analiz

Öz

Bu çalışmanın amacı, eğitim alanında güven konulu makaleleri bibliyometrik yöntemler kullanarak analiz etmektir. Bu amaçla 1957–2024 yılları arasında Web of Science (WoS) veri tabanında yayımlanan 957 makale RStudio ortamında Biblioshiny web uygulaması aracılığıyla incelenmiştir. Alan yazında güvenin eğitim çıktıları üzerindeki önemli rolü ortaya koymustur. Güvenin bütüncül bir bakış açısıyla incelenmesi, alanda yapılan çalışmalara ayrıca katkı sağlayacaktır. Bulgular, 2000’li yillardan itibaren eğitimde güven konulu çalışmaların belirgin biçimde arttığını ve bu çalışmaların ağırlıklı olarak eğitim yönetimi alanındaki dergilerde yayıldığını göstermektedir. Ayrıca analizler, yazar ve ülke üretenkenliğine ilişkin eğilimleri ortaya koymaktadır. Batılı yazarların ve ülkelerin bu alandaki katkılarını vurgulamaktadır. Bununla birlikte, eğitimde güven konulu çalışmaların önemli bir bölümünün liderlik teması etrafında yoğunluğu görülmektedir. Çalışma, eğitimde güven alanında araştırma yapmayı planlayan araştırmacılar için yol gösterici niteliktedir.

Anahtar kelimeler: güven, eğitim, bibliyometrik analiz