A Thematic Analysis of Articles Published in the Field of Educational Administration in Türkiye and Abroad After The 2000s*

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The purpose of this study is to identify emerging trends and tendencies of educational administration in Turkey and abroad after the 2000s. It is aimed to analyze the articles published in the journals of educational administration from a thematic perspective and to draw comparative results. With the thematic analysis of the articles published in selected journals which are considered important in the field of education administration, it is aimed to reach general assessments of the situation by uncovering the trends in Turkey and the world and examining the similarities and differences in these trends. Leadership as an emerging theme was the most frequently studied category, school improvement, school psychology, administrative structure, and processes followed this. While the themes such as racism, equality, women managers, and gender differences were among the most examined themes in the foreign articles, the situation was the opposite in local articles. In local articles, resolving organizational conflicts and ensuring unity of organization, the members of the organization being attached to the organization, maintaining the order of school and classroom, and ensuring student discipline were underlined. Articles published in the local journal are much more about other educational issues than administration and leadership.

Keywords: Educational Administration, teaching, leadership

INTRODUCTION

Educational administration as a human endeavor is seen as a new branch of science that emerged in the mid-1900s. According to Bush (1999), educational administration is a field of information, thoughts, methods, goals, and boundaries that are essential for managing and maintaining educational organizations. Educational administration, which recently needs research and self-inquiry, is an area that has made progress in theory and practice. Accordingly, educational administration is a field of study where research and practice are inextricably linked and which deals with different issues such as organizational structure, decision-making in organizations, and leadership, is a resource for educational managers working in formal and non-formal education institutions as a field of application. Thus, it is clear that scientific research in the field is a seminal source in creating effective education policies and creating solutions to problems encountered in practice (Aslanargun, 2011; Beycioğlu & Dönmez, 2006; Şimşek, 1997).

Bates (1980) considers educational administration as a process where information is structured and shaped by experiences. Researches in this field are of great importance for the development of educational administration. As a source of education and training, research in educational administration has accrued in recent years. The quality of these researches affecting the quality of educational management is considered to be of great value. The rapid changes and developments in society, especially in recent years, have made the same change and development in the field of educational administration compulsory. Therefore, it can be examined how the research conducted in the field to keep up with current developments and to solve current problems have tracked from past to present. Thus, it will be ensured that the theoretical topics, application areas, and study themes in the field are determined. Therefore, analyzing the research and the information produced in this field is deemed to be substantial in terms of guiding future research by revealing the status of the field (Byrd, 2007; Heck & Hallinger, 2005; Oplatka, 2009).

A paradigm shift has been experienced in educational administration from the past to the present. Especially in studies in the field of educational administration, which has increased since the 1950s, a trend called the "Theory Movement" led by Halpin, which defends that scientific methods used in positive sciences can be adapted in social sciences has occurred. According to this trend, cases in social sciences can be generalized as in natural sciences as well. Considering that educational administration is a remarkable tool employing eliminating the problems experienced in creating and implementing an important educational policy, it has started to become scientific with this movement to form the theoretical basis of the field and guide those who practice in this field. Indeed, in this trend, importance is attached to the accumulation of knowledge and theory in educational administration. Moreover, there should be no disconnection between theory and practice, and establishing this connection is incumbent on researchers (Halpin, 1958).

In the research carried out in line with the positivist paradigms, mostly quantitative research was conducted. Numerical expressions are mentioned in the field of educational administration and quantitative research methods are used more (Greenfield, 1978). Heck and Hallinger researched educational management and leadership between 1990 and 2005 in an attempt to identify trends in past years, understand the current state

of the field and the problems it faces, and designate possible trends in subsequent studies. Accordingly, it has been observed that research concerning educational management with a value-oriented and humanistic perspective has gained more importance. Another result is that there has been an increase in the number of qualitative research in recent years. Byrd, (2007) reinforced this view with his research examining articles published in Educational Administration Quarterly between 1997 and 2006 (Aydın, Erdağ & Sarıer, 2010; Byrd, 2007; Heck & Hallinger, 2005; Şimşek, 1997; Şişman, 1998).

The ethnomethodological approach, which is an alternative to modern approaches in educational administration, has similar characteristics to the phenomenological approach. According to this perspective, it can be said that humans and the society in which they live are in mutual interaction. The interest of it is how members of the social group organize, perceive and load meaning (Şişman, 1998). As it is understood, this approach focuses on how members of the community create and make sense of the contexts they live in (Beatty, 2007a, 2007b). Therefore, educational organizations are seen as social facts that the creators of them agree with socially and perceive uniquely. As a consequence of this, it is considered that the meanings and rules that occur with the interactions of the members that constitute it are unique within the scope of the schools that are regarded not to be regular. In compliance with this perspective, which accepts that the reality is situational, the researcher must know that the research is situation-specific. Hence, it cannot be considered that the result reached in the research can be generalized to every situation. The results of the research conducted at the school are limited to the situation and its members.

The other paradigm valid in educational administration is critical social theory and the development of this theory is based on the work of Habermas (Turan & Şişman, 2001: 577). According to Habermas, states are facing a crisis in rationality, legitimacy, and motivation. In the rationalism crisis, truth differs from value and method completely from results. Likewise, this crisis occurs when discourse is kept away from values, results, and goals. Management activities are evaluated only by solving administrative problems with rational and scientific methods. The rationality gap occurs in consequence of the management being seen only as a technical action. The second crisis arises as a result of the rationality crisis in the field of legitimacy. Rational management decreases the possibility of creating rules that will guide action. With this management approach, the legitimacy of the management processes and cultural traditions that connect the members of the organization are lost because the formation of cultural rules cannot be achieved in this management system. The absence of these cultural rules raises the crisis of legitimacy. Park (1999) states that one of the most important scholars who oppose the traditional and modern education management approach is Bates. According to Bates (2001), it is important to analyze education administration concerning culture since culture is the main source of educational practices.

The cultural values of the society affect the perception of organizational and managerial concepts and management styles, as well as management processes and administrative practices closely (Şişman 1996a). As a consequence of these crises, the third crisis takes place in the field of motivation. Hereunder, members of the organization develop a sense of strangeness, lack of purpose and participation, and a sense of weakness. Individuals cannot participate in reproduction in these matters. For the solution to this crisis, applications related to meaning, truth, rules, and values need to develop. In these practices, cultural values, traditions, desires, and individual participation are required to be discussed under the ethics of communication that takes part in daily life. In this way, free and independent communication and individualization can occur.

This systematic review of the articles reviewed in Turkey and abroad could contribute to the field of educational administration both at home and abroad. First revision of the comparative studies could provide international perspectives to internal studies and help more cross cultural studies reciprocally. Since the educational administration in Turkey hasn't been charged as professional discipline as in most developed countries, it is hoped that cross cultural comparisons of the publication will have positive effects. Second, it is a fact that theory always precedes the practice in science so that articles that theoretically delve in to the educational administration will eventually help it to ground and prosper professionally. Such researches could also help the international researchers to get accurate information of how the studies are running theoretically and practically in local settings.

METHOD

The systematic review is a kind of analysis provide researchers to take close look at findings, and compare and contrast data in a more accountable manner to guide future research to be transparent, various, and qualified (Hallinger, 2017; Oakley, 2002). From this perspective, the study aims to investigate the articles about leadership and try to unveil specific concepts and tendencies in the field of educational administration. This study includes a systematic review of three main journals published in the field of educational administration. In this way, an understanding of the current knowledge base about educational administration in the world is provided. The same method was used in studies similar to this study (Gough, 2007; Hallinger, 2013; Hallinger, 2014; Hallinger & Chen, 2015). The journals analyzed have adopted an internationally focused mission of publication research and applied the scanning method of the blind review (anonymous reviewer). Three journals examined in the study were narrowed to a period of 19 years from 2000 to 2019. It can be said that the purpose of choosing this period is both historical and functional. In recent years, more research is needed regarding educational administration in the world and Turkey and there are comments stating that there is a long way to go in this field of research (Balci, 2008). Therefore, it is thought that the need for comprehensive research dating back to much older years will yield much less than necessary effort.

Table 1. Distribution of the Sample by Years

	Years	EATP	EAQ	EMAL
1	2000	35	25	28
2	2001	38	21	28
3	2002	34	26	25
4	2003	34	24	24
5	2004	32	30	22
6	2005	30	25	24
7	2006	27	28	28
8	2007	28	18	27
9	2008	27	22	29
10	2009	26	26	39
11	2010	25	23	46
12	2011	26	25	47
13	2012	22	24	42
14	2013	24	24	45
15	2014	20	28	62
16	2015	20	23	58
17	2016	23	25	62
18	2017	22	23	57
19	2018	20	25	55
20	2019	10	10	18
Total		523	475	766

503 articles published by Educational Administration: Theory and Practice (EATP) since 2000 (http://www.kuey.net/index), 556 articles published by Educational Administration Quarterly (EAQ) since 2000 (http://journals.sagepub.com), and 980 articles published by Educational Management Administration and Leadership (EMAL) since 2000 (http://journals.sagepub.com). The sample selection was not made in the study and a total of 2034 samples were obtained with 554 articles published by EAQ since 2000 and 977 articles published by EMAL since 2000 and 503 articles published by EATP since 2000. The characteristics of the articles in the sample group are given in Table 1.

When the annual distribution of articles about educational administration published in EATP between 2000-2019 (until the mid. of June 2019), is examined it is seen that the most articles were published in 2001 with 38 articles. It is seen that there are 26 articles on average per year in the sample group. When the annual distribution of the sample group obtained from educational administration articles published in EAQ between 2000-2019 (until the mid. of June 2019), is examined, it is seen that the most articles were in 2004 with 30 articles. It is seen that there are 24 articles on average per year in the sample group. When the annual distribution of the sample group obtained from educational management articles published in EMAL between 2000-2019

(until the mid. of June 2019), is examined, it is seen that the most articles were in 2012 and 2014 with 62 articles. It is seen that there are an average of 38 articles per year in the sample group.

Content analysis which is one of the data collection methods used in the study is the analysis of written materials that contain information about the situation and facts that are desired to be investigated. Documents are effective data sources used in qualitative research. The researcher can obtain the information required in qualitative research without interviews or observation. The content analysis method has certain positive aspects. According to Bailey (1982), these can be listed under seven subtitles: Subjects that cannot be reached easily, sample size, low cost, and quality, lack of responsiveness, and long-term or overtime analysis. Content analysis, which is one of the most used methods of qualitative data analysis types used in the study, is a method mostly used for analyzing written data. In this analysis method, the researcher first forms certain categories based on the research subject. Afterward, he counts the expressions that can be placed under these categories from the data he has researched. While creating the categories, it is significant for the researcher to create the categories that other researchers can access since these researchers may consider conducting different research over the same research texts (Silverman, 2001). Educational Administration: Theory and Practice (EATP) is one of the most popular international journals that published articles about education and administration generally in a Turkish context. Educational Administration Quarterly (EAQ) is well known and prestigious journal worldwide. Educational Management Administration and Leadership (EMAL) is also popular and prestigious journal about education, administration, and leadership. The articles published in these three journals of educational administration have been analyzed and coded depending on the topics, and then classified under main headings that were named category. 1764 articles that had been published from 2000 through 2019 in three journals had been analyzed thematically and the contents of articles were investigated as written data. 1764 articles were analyzed and investigated thematically and 2320 concepts or themes were revealed related to educational administration, and then they were classified under 13 categories that were presented in the following pages. In order to ensure credibility and transferability, the processes of the comparisons and the findings have been displayed briefly and frankly to cover the questions of the audiences. Furthermore, the emergent themes and categories have been discussed and interpreted in the light of the findings to serve the purpose of the study. The generalisations and open ended implications have not been preferred to be in line with qualitative researches.

RESULTS

While making the thematic analysis of the articles in the reviewed journals, the concepts and expressions that came to the fore with the content analysis method were examined under 13 categories. These categories are:

1. Leadership
2. Organizational Behavior
3. Educational Supervision
4. Power and Policy in Schools
5. Organizational Culture and Climate
6. Administrative Structure and Processes
7. Administration and School Psychology
8. School Improvement
9. Finance of Education and Planning
10. Human Resources Management
11. Communication in Schools
12. School and Neighbourhood Relations
13. Teaching-Learning Process

These categories are the basic concepts or expressions that the articles directly or indirectly are written about. Since the name and scope of the journals are related to management, administration, and leadership in education, the articles have been mostly delved into them. Considering three journals, the numbers and percentage of the topics related to the main categories expressed above are classified in Table 2.

Table 2. Main Categories within Three Journals Comparatively

	Categories	EATP (n-%)	EAQ (n-%)	EMAL(n-%)	Total
1	Leadership	45 (7,2)	121 (19,3)	308 (28,5)	**474 (20,2)**
2	Teaching-Learning Process	165 (26,6)	106 (16,9)	149 (13,9)	**420 (18,0)**
3	School Improvement	61 (9,8)	89 (14,1)	110 (10,2)	**260 (11,1)**
4	Administration and School Psychology	67 (10,7)	64 (10,2)	113 (10,5)	**244 (10,4)**
5	Administrative Structure and Processes	63 (10,1)	46 (7,3)	105 (9,8)	**214 (9,1)**
6	Organizational Culture and Climate	43 (6,9)	48 (7,6)	71 (6,6)	**162 (6,9)**
7	Power and Policy in Schools	26 (4,1)	40 (6,3)	69 (6,4)	**135 (5,8)**
8	Organizational Behavior	79 (12,7)	19 (3,03)	26 (2,4)	**124 (5,3)**
9	Communication in Schools	25 (4,0)	24 (3,8)	44 (4,1)	**93 (3,99)**
10	Human Resources Management	15 (2,4)	30 (4,7)	36 (3,3)	**81 (3,48)**
11	Finance of Education and Planning	11 (1,7)	24 (3,8)	20 (1,8)	**55 (2,8)**
12	Educational Supervision	20 (3,2)	7 (1,1)	11 (1,0)	**38 (1,6)**
13	School and Neighbourhood Relations	1 (0,1)	9 (1,4)	10 (0,9)	**20 (0,86)**
	Total	**621**	**627**	**1072**	**2320**

Table 2 shows us that the topic of leadership is mostly investigated in three journals at an average level (471 / 20.2 percent). The articles in EATP journals are not the same as the other two journals' ratings on the leadership topic. The teaching and learning process is the second main topic that EAQ and EMAL journals published articles about it whereas the EATP journal has the biggest issue about it. Detailed info about journal categories and priorities is listed below. Table 3 shows the main categories of EATP journal articles.

Table 3. Main Categories in the journal of EATP in sequence

	Categories	n	%
1	Teaching-Learning Process	165	26,5%
2	Organizational Behavior	79	12,7%
3	Administration and School Psychology	67	10,7%
4	Administrative Structure and Processes	63	10,1%
5	School Improvement	61	9,8%
6	Leadership	45	7,2%
7	Organizational Culture and Climate	43	6,9%
8	Power and Policy in Schools	26	4,1%
9	Communication in Schools	25	4,0%
10	Educational Supervision	20	3,2%
11	Human Resources Management	15	2,4%
12	Finance of Education and Planning	11	1,7%
13	School and Neighbourhood Relations	1	0,1%

EATP journal that is published in the Turkish context has articles mostly about the teaching-learning process (165/26,5 percent). One-quarter of the articles have been published within two decades were about teaching and learning; it is also interesting to note that leadership was the sixth sequence of order in publication. Table 4 shows the main categories of EAQ journal articles.

Table 4. Main Categories in the journal of EAQ in sequence

	Categories	n	%
1	Leadership	121	19.3%
2	Teaching-Learning Process	106	16.9%
3	School Improvement	89	14.1%
4	Administration and School Psychology	64	10.2%
5	Organizational Culture and Climate	48	7.6%
6	Administrative Structure and Processes	46	7.3%
7	Power and Policy in Schools	40	6.3%
8	Human Resources Management	30	4.7%
9	Communication in Schools	24	3.8%
10	Finance of Education and Planning	24	3.8%
11	Organizational Behavior	19	3.03%
12	School and Neighbourhood Relations	9	1.4%
13	Educational Supervision	7	1.1%

EAQ journal as the name it, has been publishing articles mostly about leadership (121 / 19.3 percent), teaching-learning process (106 / 16.9 percent), and school improvement (89 / 14.1 percent). Table 5 shows the main categories of EAQ journal articles.

Table 5. Main Categories in the journal of EMAL in sequence

	Categories	n	%
1	Leadership	305	28.5%
2	Teaching-Learning Process	149	13.9%
3	Administration and School Psychology	113	10.5%
4	School Improvement	110	10.2%
5	Administrative Structure and Processes	105	9.8%
6	Organizational Culture and Climate	71	6.6%
7	Power and Policy in Schools	69	6.4%
8	Communication in Schools	44	4.1%
9	Human Resources Management	36	3.3%
10	Organizational Behavior	26	2.4%
11	Finance of Education and Planning	20	1.8%
12	Educational Supervision	11	1.0%
13	School and Neighborhoods Relations	10	0.9%

EMAL journal articles have mostly been investigating the issue of leadership more than the other two journals (305 / 28.5 percent). As both journals of EAQ and EMAL have discussed leadership issues more than the EATP journal, nearly one-third of the articles of EMAL was about leadership.

Although the frequency of the articles' topics and their sequence have resulted in differences, especially for EATP in Turkey's setting, it is a fact that the topic of the teaching-learning process was the main topic that was delved into most by three journals. It may be the reason that leadership and the teaching-learning process have been inextricably linked with each other in educational settings. In other words, leaders' abilities or expertise in the teaching-learning process were primarily emphasized by scholars academically.

CONCLUSION and DISCUSSION

In this part of the study, it was ensured that the findings obtained as a consequence of examining the articles published in domestic and foreign journals in the field of educational administration, the results of other research in this field were discussed, and the general view of the field was created by examining the studies. It is stated that this style of educational administration research which acquired fame in the United States in the 1980s is not given importance in Turkey and it was pointed out that these studies are important in terms of providing an overview of the field's structure and understanding the knowledge bases (Karadağ, 2009a; Yılmaz, 2018). Balcı (1988b) examined articles written in the field of educational administration in line with this importance. In this study, it was aimed to determine the tendency of the articles published in domestic and foreign journals, which are considered important in the field of educational administration, in terms of the theme, as well as the relational situations such as the similarities and differences they show in these journals. In line with this purpose, a total of 2039 articles, including 503 articles in the Journal of Educational

Administration: Theory and Practice, 556 articles in Educational Administration Quarterly, and 980 articles in Educational Management Administration and Leadership, were examined thematically. It is seen that among the articles examined within the scope of the research, there are not enough studies on educational administration. Similar to this study, studies based on examining the articles published in the field in terms of themes were conducted (Anderson & Jones, 2000; Aypay et al., 2010a; Aypay et al., 2010 b; Okutan & Ekşi, 2007). In consequence of the examination of the findings obtained from these studies, it is seen that the studies carried out in the field of education administration have major mistakes and deficiencies. Although the history of this field is very old, studies focusing on the state of educational administration were not carried out much in the world and Turkey. It is seen that there are few studies dealing with educational administration in foreign journals examined and in the only institutional journal of the field in Turkey, Education Administration: Theory and Practice. The educational administration theme was discussed in 40 articles in three of these journals. These similar results mentioned were also reached in other studies (Aydın et al., 2013; Çelik, 1997; Çınkır, 2016; Grenfield, 2005; Knapp, 1982; Şentürk & Turan, 2012; Yılmaz, 2016; Yılmaz, 2018).

In these studies, it is emphasized that an original theory in the field of educational administration could not be developed, instead, general organizational theories and management theories were used in the studies. It is pointed out that the theory and practice of the field are disconnected from each other. In the studies examined, it was concluded that the current problems of educational administration were included only in a small part and possible problems in the future were not addressed. Even in recent studies, it is seen that the theories used to explain the factories and enterprises are still used. Studies conducted with this point of view are considered incomplete due to the negligence of humanitarian aspects of organizations, human values, thoughts, feelings and behaviors, culture, history, social interaction, the original structure of the organization, human relations, and interaction. From this point of view, human beings are seen only as raw material, it is thought that the processes carried out in educational organizations have only mechanical or technical features and that science can be produced without the need for the existence of social sciences such as psychology, philosophy, sociology, politics. Accordingly, the human being is perceived as a technical phenomenon, just like a production input or a part of a machine. However, it is seen that educational administration researches are more complex than other social sciences research and there are errors in the content of research in this field. This situation is seen as a deficiency in terms of the field. Boyan (1981) stated that there were many problems in the articles on educational administration that he examined in his study, and that few articles were qualified. The first article examining the field of educational administration is the article titled Theory and Research in Educational Administration, written by Balcı (2001). Before this article, no study that closely examined the field of educational administration could be found. In addition, Turan et al. (2016) in their study, which aim to examine the papers presented at the National Education Management Congress and the information obtained in line with these reports concerning various variables and to make inferences about the findings obtained as a result, they formed a category under the name of knowledge bases of educational administration. Concerning the results of the research, it was revealed that there were very few papers in this category. It can be said that one of the biggest problems in the field of educational administration is in the production of knowledge. It is emphasized that the information recently produced in the field is unqualified, ordinary, and insufficient in appealing to the needs of the field and producing solutions to the problems. Scientists show the reasons for this situation as that the information produced in the field is similar to each other, is not original, the knowledge bases of educational administration do not have certain knowledge, and the researchers do not benefit from the studies of other researchers in the field to improve their studies and fill their deficiencies, and they do not give enough importance to these studies, and the scientific knowledge obtained from social, cultural and political events is not permanent since it belongs to the time it was produced. Besides, the main problem of the field and its solution is not only in the sense of research methods. Hence the studies are mostly carried out with the concern of academic promotion, the existence of studies that address western, famous, more easily accepted theories rather than the problems of the society, and the disregarding of the problems of the field, the researches are of little help to researchers in finding solutions to the problems of the field and they make no significant contribution to the knowledge of the field. Educational administration practices and research carried out in Turkey are largely taken from and adapted from western countries. Therefore, educational organizations are mostly evaluated with the rationalist and positivist western belief system, and order, rationality, and objectivity are seen as important in organizations. In conclusion, we are faced with the fact that the scientific knowledge produced in our country is far from original, not specific to

its context, and cannot go beyond imitation. Moreover, it has become impossible to carry out research and teaching activities based on applicable theoretical methods. It is necessary to determine the situation regarding the progress made in the European Union process and how the regulations are made in Turkey and line with these regulations, a system should be improved for the establishment of the necessary structure. Today the EU began to give directions to Turkey's educational institutions with many different projects. However, today, policymakers in education, instead of developing original strategies, are content with presenting ideas under purely ideological ideas (Aslanargun, 2007; 2011; Aydın & Uysal, 2011; Balcı, 1990a; Balcı, 1992; Bridges, 1982; Gorard, 2005; Haas et al., 2007; Haller, 1979; Heck & Hallinger, 2005; Hoy, 1986; Oplatka, 2009; Samier, 2008; Şimşek, 2005; Turan, 2006; Turan, 2014; Türer, 2005).

McCarthy (1986) also emphasized the significance of diversity and specialization in the field of educational administration. To her, expanded boundaries, multiple paradigms, and a wide variety of topics in the field are perceived as a breakdown of the field rather than fragmentation of the field. Aydın, Erdağ, and Sarıer (2010) have reviewed the articles published in Turkey, America, Canada, Australia and thereby stating that similar issues are examined in Turkey and several issues are addressed further in other countries. Turan (1998; 2009; 2007) also stated that it is necessary to conduct research and question these studies with a critical point of view in the field, that educational administration is in crisis and practices based on positivism are insufficient to explain the behavior of individuals who make up the organization and criticized educational administration practices that continue under the influence of modernism. The fact that research in educational administration does not address the current problems and is unable to take into account the problems that the field may encounter in the future is seen as a major deficiency for the field as well. Nonetheless, studies on this issue have been started recently. With this critical perspective that was pioneered by Balcı (1991) in Turkey, the field of educational administration has started to be questioned, albeit a little. Theses written by Örücü (2006) and Demirhan (2015) can be shown as examples of this. Some researchers (Aslanargun, 2012; Aydın & Şengül, 2011; Şahin-Fırat, 2006; Turan & Şişman, 2000) stated that, in compliance with positivist thought, organizational structures are seen as more substantial than their members who make up it and engage in intellectual and operational activities and stated that the quantitative methods used in educational management research in the direction of this paradigm were deprived of understanding human feelings, thoughts, values and characteristics, and that the quantitative methods emphasized by positivism negatively affected the field of educational administration. Nevertheless, qualitative methods were preferred in only 5 percent of doctoral theses made in Ankara University Faculty of Educational Sciences, Department of Educational Management and Planning (Balcı, 1990b). Although there is a decrease in the number, it is seen that quantitative methods continue to be popular nowadays. According to the results of a study conducted by Turan (2016), quantitative methods were preferred in most of the papers (45 percent) in the field of educational administration that he examined. Qualitative methods are preferred relatively less (35 percent). Aydın and Şengül (2011) stated that this situation is different in Turkey and abroad. Studies where qualitative methods are used predominantly (81.7 percent) are carried out abroad.

It is seen that the most discussed theme category in the articles published in domestic and foreign journals examined within the scope of the study is leadership (n.474). However, these are dealt with much more in foreign articles than in domestic articles. Leadership's main category in Educational Administration: Theory and Practice was discussed 45 times in total, 121 times in Educational Administration Quarterly, and 308 times in Educational Management Administration and Leadership. Some researchers (Aydın et al., 2010; Aypay et al., 2010a; Aypay et al., 2010b; Balcı & Apaydın, 2009; Bridges, 1982; Campell, 1979; Karadağ, 2009a, 2009b; Polat, 2010; Uysal, 2013) emphasized that the theme of leadership is a common theme in the field. This theme, concerning foreign countries, is less frequently studied in Turkey. In the articles published in the sum of three domestic and foreign journals examined within the scope of the study, the most discussed leadership theme category was followed by school improvement (n.292), administration and school psychology (n.273), administrative structure and processes (n.221), respectively. As a consequence of the comparison of domestic and foreign articles, the most discussed theme categories in domestic articles are, respectively, organizational behavior (n.79), administration and school psychology (n.77) and administrative structure and processes (n.65), while in the foreign articles, the most discussed theme categories are leadership (n.429), school improvement (n.241), administration and school psychology (n.183) and administrative structure and processes (n.156). As it can be understood from here, in the domestic articles, the themes belonging to the administration and school psychology category, which cover themes such as conflict management,

organizational commitment, and organizational citizenship, while in foreign articles, after the leadership category, the themes belonging to the school improvement category covering themes such as educational change, school development, and accountability were used the most. The categories most addressed in post-graduate thesis in Turkey are teaching and learning process (29.9%), as well as administration and school psychology (14.1%). Following these are organizational behavior (23.8%) and administrative structure and processes (7.7%) categories. According to the results of the research conducted by Ağaoğlu et al. (2008) on school administration, it is seen that the most studied theme is administration practices. Likewise, Balcı and Apaydın (2007) stated that as a result of their research, there was a lot of research on school processes.

Declarations

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Research and Publication Ethics Statement

We as the authors consciously assure that for the manuscript "A Thematic Analysis of Articles Published in the Field of Educational Administration in Türkiye and Abroad After The 2000s" the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

Contribution Rates of Authors to the Article

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