A systematic review of educational leadership and management research in Turkey

Content analysis of topics, conceptual models, and methods

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Abstract

Purpose – While the current knowledge in the field of educational leadership and management (EDLM) has been primarily based on research produced in English-speaking Western societies, there have been significant efforts by other societies to contribute to the knowledge production, especially during the past decade. The purpose of this paper is to identify the contribution of Turkey to the international EDLM literature by investigating the topical focus, conceptual frameworks and research designs of papers published by EDLM scholars from Turkey.

Design/methodology/approach – Descriptive content analysis method was employed to examine 315 empirical, review, conceptual and commentary papers published by Turkish scholars in core educational administration and Web of Science journals. The time period of the review left open-ended. However, in practical terms, it begins in the year 1994 when the first article from Turkey was published in any of the selected sources and ends at the end of 2018. Information relevant to the research was extracted from each article and was coded to facilitate quantitative analysis. Using Excel software, descriptive statistics including frequencies and percentages were provided for each research question.

Findings – Results show that Turkish EDLM scholars mostly rely on survey based quantitative research approach, employing advanced statistical techniques in the analysis of the data. However, mixed method and qualitative studies are relatively less common. Organizational behavior, school leadership and emotions stand out as most frequently used topics, while Turkish scholars are not interested in analyzing the educational outcomes such as student achievement and school improvement. Consistent with the findings related to topical foci, a large number of those who were interested in correlational studies examined the relationship between leadership roles and organizational behaviors.

Research limitations/implications – The data set only included journal articles and excluded conference proceedings, books and theses/dissertations. Nevertheless, the authors believe this review adds significantly to previous reviews of local EDLM journals conducted by Turkish scholars. The authors concluded that the Turkish scholars should direct their future research to exploring and better understanding the practices of Turkish principals in schools by: diversifying their research topics; incorporating more qualitative and mixed-method designs; and taking into account specific features of the culture and educational system in Turkey.

Practical implications – Based on the current higher education context, reducing scholars' teaching load, diversifying research funding opportunities, and modifying access to tenure tracks seem necessary interventions to support EDLM research with strong ties to practice and to the sociocultural context. In addition, policy changes aiming professionalization of administrative positions and establishing some forms of formal training for school principalship are needed. Such changes can help transfer the knowledge produced by the Turkish EDLM researchers to the practice and provide solutions to problems related to school administration.

Originality/value – This paper will add to recent effort to identify how a developing nation outside Western perspective approaches the field, and contributes to the global knowledge base.

Keywords Turkey, Educational administration, Educational leadership, Organizational behaviour, Systematic review, Research design

Paper type Research paper

Educational leadership and management (EDLM) emerged as an academic field at the end of the nineteenth century, based primarily on the exchange of school administrators' practical experiences. Production of knowledge within the field of EDLM accelerated with the emergence of the theory movement in the 1950s and the field has since gradually strengthened as an applied field of study (Eidel and Kitchel, 1968; Oplatka and Arar, 2016). Since the emergence of EDLM as an independent discipline, studies conducted by English-speaking Western societies have dominated the knowledge base. North America and the UK have played a crucial role in the development of the field and the production of related knowledge. However, significant efforts by researchers in non-Western societies have introduced a more international perspective, especially since the turn of the millennium (Hallinger, 2019; Walker and Dimmock, 2002).

Several recent review studies have indicated that Turkey is one of the few non-Western countries to have significantly contributed to the international EDLM literature (Gümüş et al., 2018; Hallinger and Chen, 2015; Mertkan et al., 2017). Therefore, we believe that a review of Turkish EDLM literature can offer vital insights into the strengths and weaknesses of this research, which can help channel future efforts by EDLM scholars, both from Turkey and other countries where EDLM is emerging as a field of research, in the right direction. Furthermore, such a review serves an important purpose in highlighting to an international audience the contribution of a non-Western society at a time when there is an emphasis on developing an international EDLM knowledge base.

The present study employed tools of systematic research review (Cooper and Hedges, 2009) to identify and synthesize features of the Turkish EDLM literature. This review is primarily interested in providing a descriptive profile of the educational administration research in Turkey, rather than detailed synthesis of substantive research findings. The authors therefore compiled a comprehensive database of 315 journal articles published between 1994 and 2018. The review addressed the following research questions:

RQ1. Which research topics predominate in Turkish EDLM research?

RQ2. How are these topical foci organized in terms of conceptual models?

RQ3. What is the distribution of methods, statistical analyses, and data collection tools used in the relevant research?

The Turkish EDLM context
Located at the crossroads of Asia, Europe and the Middle East, Turkey offers a unique and rich cultural, social, and religious context. Despite this diversity, Turkey has adopted a highly centralized and hierarchical education system (Çelik et al., 2017). Therefore, the Ministry of National Education (MoNE) has borne the primary responsibility for the assignment and development of school administrators. Over the years, MoNE's policies in this area have received considerable criticism concerning the lack of consistency over time and the paucity of the requirements for those in administrative positions to complete any formal training, certification or relevant degree (Korkmaz, 2005). In general, school administration is not seen as a profession in Turkey, but is rather perceived as a temporary assignment for teachers (Beycioğlu et al., 2018).

Framing school principalship as a temporary position that all teachers can perform without any additional formal training has led to low demand for EDLM degree programs and therefore limits the influence of universities on the professional development and training of principals. This situation, however, has not prevented the development of EDLM as a research field in Turkey. Several Turkish scholars, most of who had some degree of graduate-level education at universities in North America, introduced the field of EDLM to Turkey in the 1950s and 1960s. Therefore, the impact of the "theory movement" in the USA at that time reinforced the positivist paradigm among Turkish EDLM scholars (Balcı, 2008; Şimşek, 1997). Since then, Turkish

EDLM research has largely been concerned with validating the research findings of Western scholars in a Turkish context, instead of producing culture- and context-specific knowledge.

In general, EDLM programs at universities have predominantly been research-based and practice-oriented approaches have been mostly missing (Sezgin *et al.*, 2011). Accordingly, in contrast to many Western countries, clinical professor positions have not been available (Gök, 2014). The process characterizing the development of EDLM as a field in Turkey and the universities' lack of a role in the preparation of school administrators have limited the links between EDLM scholars and local school leadership practitioners. This lack of a connection between research and practice has been exacerbated by a number of other factors, including a tenure track that prioritizes quantity of academic publications, high teaching loads at the undergraduate level, and insufficient funding to support long-term and practice-based EDLM research (Örücü and Şimşek, 2011).

Conceptual framework

The conceptual framework for this review was developed based on existing review studies in the field of EDLM. While the earlier review studies mostly focused on Western countries (Bridges, 1982; Erickson, 1979; Hall and Southworth, 1997), recent reviews have also paid considerable attention to non-Western contexts (Bush and Glover, 2016; Hallinger and Chen, 2015; Mertkan *et al.*, 2017; Oplatka and Arar, 2017). Three approaches typify these review studies, with some studies combining different approaches. Focusing on the big picture, the first type sets out to reveal the volume, citations, geographical distribution, etc. of the knowledge base (Gümüş *et al.*, 2019; Hallinger and Kovačević, 2019; Wang and Bowers, 2016). The second type, meanwhile, tries to identify the overall content of existing studies by revealing their topical foci, methodological approaches, conceptual models, etc. (Aypay *et al.*, 2010; Castillo and Hallinger, 2018; Ogawa *et al.*, 2000). The final type of review of the EDLM research conducts in-depth synthesis of the findings of existing studies using either a qualitative or a quantitative approach (Boyce and Bowers, 2018; Oplatka and Arar, 2017; Robinson *et al.*, 2008).

For this study, we developed a conceptual framework reflecting the second type of review mentioned above. As seen in Figure 1, our framework consists of three main dimensions: topical foci, conceptual model and methodology. Topical foci refer to the main topics/subjects addressed in the reviewed studies. In order to create a list of topics, we first
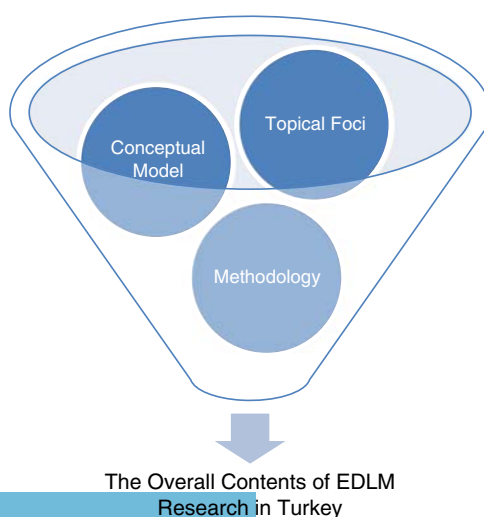

Figure 1.
Conceptual framework
for the review of
EDLM research in
Turkey

identified those that commonly feature in other recent reviews of EDLM research, such as leadership, organizational behaviors, emotions, etc. By adding more topics as necessary in an iterative process, the list of topics was finalized at the end of the analyses.

The second dimension of our framework concerns the conceptual models used in the reviewed studies. To this end, we used four main models developed by Hallinger (2018) based on the past five decades of EDLM research (see Figure 2). The first model, labeled A, refers to either contextual antecedents, such as political, cultural, and organizational features of the educational environment, or personal antecedents of leaders, such as gender, education and experience. Model B refers to leadership and managerial roles and practices, while model C focuses on different organizational dimensions, such as school cultures, teacher work attitudes and teaching. Finally, the fourth model, labeled D, refers to school outcomes, such as student achievement, school improvement and school effectiveness. Based on this categorization, the model AB, for instance, would correspond to a paper that examines the relationship between context variables/principal characteristics and leadership/administration, while model BCD would represent studies linking leadership and management to school outcomes with one or more organizational dimensions.

The final dimension of our conceptual framework is methodology, referring to the methodological approaches and tools used in empirical studies. This dimension includes three sub-dimensions; methodological approach (qualitative, quantitative and mix-method), data collection tools (surveys, secondary data, interviews, observations, etc.) and statistical levels. In order to classify the statistical tests used in quantitative or mixed-method articles, we employed a four-level rubric first proposed by Bridges (1982) in his review of American EDLM literature. Level 1 statistics include descriptive statistics (e.g. mean, standard deviation). Level 2 statistics use single causal factor/correlational statistics (e.g. t-test, Pearson's correlation). Level 3 statistics include single causal factor/correlational statistics with controls (e.g. one-way ANOVA). Finally, Level 4 statistics contain multiple-factor and advanced modeling (e.g. MANOVA, multiple regression, HLM, SEM).

Method

The present paper follows the steps for conducting systematic reviews within the field of EDLM developed by Hallinger (2013). According to this framework, a systematic review study starts by specifying the central topics of interest, research questions and goals; it then draws upon a conceptual perspective to identify, select, evaluate and interpret relevant publications; it clarifies the sources of the data used and the way these data are analyzed and synthesized; and, finally, it discusses findings, limitations and implications.
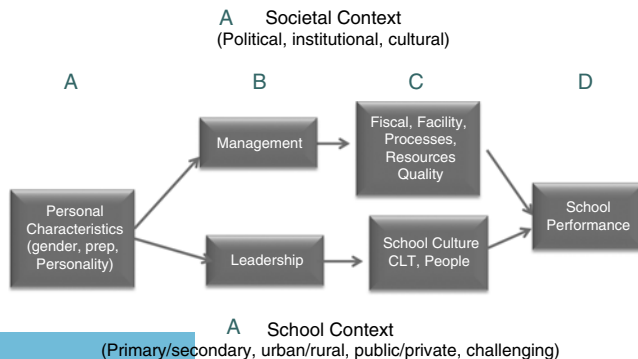

Figure 2.
Conceptual framework for conceptual models used in Turkish EDLM research

Identification of sources
In order to identify the sources for the review, we decided to use eight core international EDLM journals including *Educational Administration Quarterly* (*EAQ*), *Educational Management Administration and Leadership* (*EMAL*), *International Journal of Educational Management* (*IJEM*), *International Journal of Leadership in Education* (*IJLE*), *Journal of Educational Administration* (*JEA*), *Leadership and Policy in Schools* (*LPS*), *School Effectiveness and School Improvement* (*SESI*), and *School Leadership and Management* (*SLAM*), frequently used in previous reviews of EDLM research (Hammad and Hallinger, 2017; Cherkowski *et al.*, 2012; Oplatka and Arar, 2017), as well as the Web of Science (WoS) database. The time period of the review left open-ended. However, in practical terms, it begins in the year 1994 when the first article from Turkey was published in any of the selected sources and ends at the end of 2018. We tried several search strings for the WoS database before settling on the below string as it provided the most representative data set:

TI = (administration OR management OR leader* OR policy OR governance OR reform OR finance OR supervision OR inspection OR principal* OR administrator* OR manager* OR supervisor* OR inspector* OR "school change" OR "school effect*" OR "school improvement" OR organization* OR superintendent* OR district) AND CU = Turkey (Refined by: Web of Science Categories: (Education and Educational Research) And Document Types: (Article OR Review) Timespan: 1900-2018. Indexes: SSCI).

This search produced a total of 424 research and review articles. All of the articles were carefully screened by two researchers to eliminate those not fitting the field. Benefiting from the findings of other recent EDLM reviews (e.g. Hallinger, 2018; Oplatka and Arar, 2017), articles outside the field of EDLM research and primarily concerned with a variety of other disciplines, such as teacher education and school counseling, were identified and excluded from the data set. Consequently, the number of articles in the data set drawn from the WoS database was reduced to 275. We then reviewed the titles and abstracts for each volume of the eight core journals in order to identify articles authored/co-authored by scholars from Turkey during the same period. This process identified 50 articles. After combining the two data sets, ten overlapping articles were eliminated, resulting in a total of 315 articles that were included in the review.

Data extraction
In the data extraction step, information relevant to our research questions was extracted from each of the 315 articles. The data were coded to facilitate quantitative analysis (Gough, 2007) and compiled in a spreadsheet. For example, in the column under "research method," quantitative studies were coded as 1, qualitative as 2 and mixed methods as 3. Two researchers reviewed the content of every article and created separate lists of codes. These two lists were then compared and differences were discussed. In case of disagreement between the two researchers, the opinions of experts in the field were sought in order to determine the best category for each article prior to data analysis.

Data analysis
Data analysis was carried out using Excel software. Descriptive statistics, including frequencies and percentages, were provided for each research question. Data analysis sought to identify modal trends, as well as variability in patterns of knowledge production for the corpus of studies from this emerging region. Although this study was limited to Turkey, we also selectively benchmarked findings identified in this review against trends identified on comparable variables (e.g. topics, methods) in other recent reviews of the EDLM literature around the world.

Results

In this section of the paper, we present our findings in relation to each of the research questions posed at the outset.

Topical distribution in the Turkish EDLM literature

We analyzed the content of each paper in order to gain more detailed information about the topics of research that have attracted the interest of Turkish EDLM scholars. It should be noted that articles typically focused on more than one category of topic, giving a sum greater than 315.

Data presented in Table I show that the most frequently studied topics among Turkish scholars fall into the category of organizational behavior ($n = 114$). This broad category included discrete topics such as organizational citizenship (Göktürk, 2011; Yılmaz and Taşdan, 2009), organizational commitment (Liu and Bellibaş, 2018; Sezgin, 2009), organizational justice (Aydın and Karaman-Kepenekci, 2008; Titrek, 2010), organizational trust (Akın, 2015), organizational culture (İpek, 2010; Yaman, 2010), organizational health (Cemaloğlu, 2011; Güçlü et al., 2014) and teacher self-efficacy (Koşar, 2015; Duyar et al., 2013).

Leadership has also been a frequent topic of study in a Turkish context ($n = 87$). Studies in this category have focused on one or more of a variety of different leadership models/styles. These include instructional leadership (Kalman and Arslan, 2016; Şişman, 2016), distributed/shared leadership (Kondakçı et al., 2016; Kösterelioğlu, 2017), transformational leadership (Balyer and Özcan, 2012; Sağnak, 2010), teacher leadership (Kılınç, 2014; Kurt, 2016), academic leadership (Bellibaş et al., 2016; Hacıfazlıoğlu, 2010) and servant leadership (Cerit, 2010; Ekinci, 2015). We found that many of the studies related to leadership or

Topic	Count
Organizational behavior (OB variables, efficacy, trust, climate/culture)	114
Principals	95
Leadership	87
Emotions (motivation, satisfaction, depression, burnout, stress, etc.)	40
Higher education	37
Vice principals	33
School management and administration roles and practices	33
Human Resources (preparation, selection, learning organization, etc.)	30
Teacher evaluation and supervision	24
Gender	17
Change, reform	17
Values and ethics	16
ICT	16
School effects, improvement, outcomes	12
Social justice and diversity	10
Governance (SBM, decentralization, strategic planning, accountability, etc.)	9
Cultural contexts	6
Curriculum and teaching	7
Parents, community	7
Educational policy	7
Decision making	4
School districts	3
Marketing (PR, services, image, etc.)	3
Quality	2
Theory	2
Economics of education/finance	2

Table I.
Distribution of Turkish EDLM articles by topics

organizational behavior also focused on school principals ($n = 95$), while some studies either included vice principals alongside principals or focused solely on the former ($n = 33$).

Organizational behavior, school principalship, and leadership were followed by several other prevalent topics, including emotions (Aydın *et al.*, 2011), higher education (Akbulut *et al.*, 2015; Kurt *et al.*, 2017; Uslu and Arslan, 2018), and school administration roles and practices (Ağaoğlu *et al.*, 2012; Memduhoğlu, 2015; Tanrıöğen and Savcı, 2011). Human resources (Özgan, 2013; Özcan and Bakioğlu, 2010), values and ethics (Baloğlu, 2012; Polat, 2012) and teacher evaluation/supervision (Ilgan *et al.*, 2015; Yavuz, 2010) were the other most frequently studied topics in Turkish EDLM research. Some underrepresented topics included social justice and diversity (Arar *et al.*, 2017; Özdemir, 2017), cultural contexts (Titrek, 2010), parents and community (Yolcu, 2011) and educational policy (Nir *et al.*, 2018; Akcaoğlu *et al.*, 2015).

Conceptual models
While investigating the conceptual models, we focused solely on empirical and meta-analysis studies, which constitute the overwhelming majority of our data set ($n = 303$). According to Figure 3, the most common approach used in the selected studies is the model C ($n = 79$). Model C studies focus on different organizational dimensions with the potential to mediate the relationship between school leadership/administration and school performance, such as organizational commitment (Cerit, 2010; Sezgin, 2009), organizational hypocrisy (Kılıçoğlu *et al.*, 2019), teacher motivation (Gökçe, 2010), etc. With 78 articles, Model B emerged as the second most studied conceptual model in the literature. This model aims to describe managerial or leadership behaviors/practices of educational administrators (Bektas, 2014; Bellibaş, 2015; Özaslan, 2018).

Model BC studies ($n = 41$) investigate the relationship between leadership/management and organizational behavior variables (Cansoy and Parlar, 2018; Uğurlu and Üstüner, 2011), while model ABC studies ($n = 14$) are likewise concerned with this relationship, but also control for a number of antecedent variables (Duyar *et al.*, 2013; Kalman and Gedikoğlu, 2014). The data set also includes 41 model A studies that focus solely on contextual antecedents of educational environments (Aypay and Kalaycı, 2008; Erdem *et al.*, 2011) or personal antecedents of leaders (Gümüş, 2015; Koşar *et al.*, 2014).

There are 16 model AC articles concerned with how antecedent variables account for the variation in the features of school operations (Doğan and Yurtseven, 2018; Kahveci and Demirtas, 2013) and 22 model AB articles focusing on the relationship between antecedent
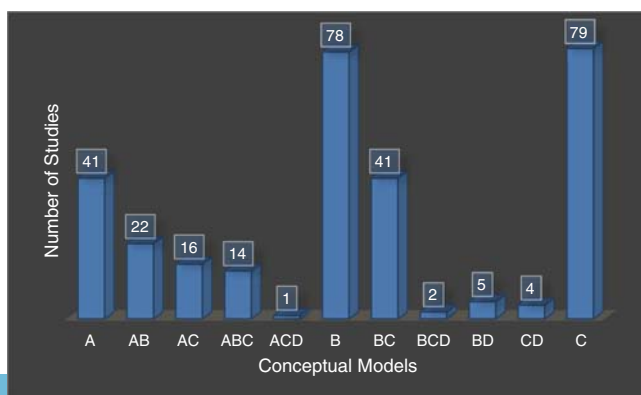

Figure 3.
Distribution
of Turkish
EDLM articles by
conceptual model

variables and leadership/management practices (Hacıfazlıoğlu, 2010; Liu *et al.*, 2018). However, only 12 articles in total include a focus on school outcomes (models ACD, BCD, BD and CD) (Karadağ *et al.*, 2014; Kondakçı and Sivri, 2014).

Methodology

Research approach

We classified the selected articles according to their use of research methods (see Table II), focusing solely on the 293 articles classified as empirical. Approximately two-thirds of these articles were based on quantitative studies (192), with most of the remaining articles presenting qualitative studies (90). Mixed–method approaches featured in only 11 of the selected articles. This pattern shows a considerably greater reliance on quantitative research methods than reported for the Asian EDLM literature as a whole, where Hallinger and Chen (2015) found that the Asian EDLM literature was comprised of 43 percent qualitative, 37 percent quantitative and 20 percent mixed–methods research.

Data collection

Next, we analyzed the data collection tools employed in empirical studies by Turkish EDLM scholars (see Table III). The results here are consistent with the findings in our analysis of research methods with a large proportion of the studies (65 percent) using surveys to collect data. These studies were based on either quantitative or mixed-method research. Some of these studies employed secondary data sets, such as the Teaching and Learning International Survey compiled by OECD (e.g. Bellibaş and Liu, 2017, 2018; Doğan and Yurtseven, 2018). The second most common data collection tool is interviews (30 percent). Almost all qualitative and mixed-method studies used interviews for data collection. However, only few researchers (3 percent) used either observations (Korumaz, 2016) or document analysis (Akbaba-Altun, 2005).

Statistical tests

We also analyzed the statistical tests used by researchers in quantitative and mixed-methods studies. The results were rather surprising. According to data presented in Table IV, 59 percent of the 203 articles based on quantitative and mixed–method studies used advanced Level 4 statistical methods. These include tests such as multiple regression (Cerit, 2009; Sezgin, 2009), structural equation modeling (Karadag *et al.*, 2014; Liu *et al.*, 2018), hierarchical

Method	Count	Percent
Quantitative	192	65
Qualitative	90	31
Mixed methods	11	4
Total	293	100

Table II.
Distribution of Turkish EDLM articles by research method

Statistical level	Count	Percent
Survey	203	65
Interview	96	30
Observation	6	2
Document analysis	3	1
Other	5	2
Total	313	100

Table III.
Distribution of Turkish EDLM articles by data collection tool

linear modeling (Duyar *et al.*, 2013) and factor analysis (Göktürk, 2011). The advantage of such tests lies in their ability to test for multiple factors. Thus, they tend to be used in research that employs more sophisticated conceptual models. However, our earlier analysis shows that many of the selected studies used a single dimension (e.g. B or C) within their conceptual models. This might be because some of the studies that used advanced statistical analyses include teachers' gender, experience, etc., as independent variables in order to analyze a single dimension such as leadership or organizational behavior based on data collected from teachers. As such, Turkish scholars do not use their strength in quantitative research to advance their conceptual models by adding additional dimensions, such as antecedents of educational environments or school administrators.

Discussion and conclusions
With the aim of contributing to current efforts to draw attention to the body of knowledge produced by researchers from non-Western countries within the field of EDLM, this paper presents a systematic review of Turkish EDLM literature based on 315 articles published between 1994 and 2018. Specifically, we analyze the methods, topical foci and conceptual models used in the selected studies. In the following, we discuss limitations of the review, summarize the main findings, and offer recommendations for both policymakers and researchers.

Limitations
The review presented here has two main limitations. First, although we reviewed a substantial number of studies ($n = 315$), there is a significant amount of additional relevant research published by Turkish scholars. Our data set only included journal articles and excluded conference proceedings, books and theses/dissertations. In addition, a large number of national journals, which are generally Turkish-language publications, were excluded from the data set in order to ensure the manageability of the data extraction and analysis process. Nevertheless, we believe this review adds significantly to previous reviews of local EDLM journals conducted by Turkish scholars (e.g. Turan *et al.*, 2014; Yılmaz, 2018).

Second, this review does not provide an in-depth analysis of findings from the reviewed studies. However, it details the methods, conceptual models and topical foci characterizing Turkish EDLM research and thereby highlights currently underrepresented approaches and topics, suggesting potentially fruitful new lines of inquiry for both Turkish and international EDLM scholars. It also enables researchers to compare and contrast EDLM research in Turkey with other emerging societies in Asia (Hallinger and Chen, 2015; Oplatka and Arar, 2017), Africa (Bush and Glover, 2016; Hallinger, 2018) and Latin America (Castillo and Hallinger, 2018).

Discussion
The analysis of the distribution of topics in the Turkish EDLM literature identifies two topics (organizational behavior and leadership) that dominate the research. A significant number of these studies combined both concepts and investigated the influence of

Statistical level	Count	Percent	
Level one	16	8	**Table IV.**
Level two	28	14	Distribution of
Level three	39	19	Turkish EDLM
Level four	120	59	articles by
Total	203	100	statistical level

principals' leadership on teachers' organizational behaviors (model BC). Previous international reviews of EDLM studies (Aypay *et al.*, 2010; Hallinger, 2018; Oplatka and Arar, 2017) support our finding that leadership is one of the most popular topics in EDLM research. However, this result is particularly interesting in the Turkish case since the centralized education system emphasizes principalship more of a managerial position rather than leadership (Yılmaz, 2016). This is because, similar to the research in Arab countries (Oplatka and Arar, 2017), leadership studies in Turkey lack a focus on the impact of social, cultural and organizational factors on principals' practices and behaviors. As a result, knowledge concerning leadership and schools as organizations is primarily based on concepts, theories and associated tools developed in Western societies. Therefore, although a large number of Turkish studies focus on leadership, they have produced little knowledge regarding effective leadership behaviors and practices relevant to Turkish schools' cultural, institutional and social context.

Supporting earlier findings (Balcı and Apaydın, 2009; Aydın *et al.*, 2010), our review also provides evidence that Turkish EDLM scholars have not paid enough attention to certain key topics, including gender, social justice, diversity and culture, which seem highly relevant to the Turkish context. There may be several reasons for this gap in the research. The centralized nature of the Turkish education system emphasizes the MoNE's control over all aspects of education, including funding, curriculum and staff assignment. Despite a diverse population, the monotype characteristic of the education system limits the diversity of educational practices within the country (Çelik *et al.*, 2017; Şimşek, 1997). Since the education system does not place much emphasis on the diverse nature of Turkish society, researchers seem reluctant to study issues related to gender, equality and culture. On the other hand, align with the current emphasis on social justice within international EDLM literature, the issue of social justice has recently become more prominent in the literature (Arar *et al.*, 2017; Özdemir, 2017).

Our analysis of the conceptual models used in the studies indicates that Turkish scholars have also largely ignored school outcomes and the influence of leadership and organization on student learning – something which previous international reviews have found in other non-Western societies (Castillo and Hallinger, 2018; Oplatka and Arar, 2017). This suggests that Turkish scholars are mostly interested in understanding the existing operations in schools rather than the outcomes of these operations, which might bring us back to the discussion of context-specific leadership practices. For instance, the available literature provides little knowledge as to which specific leadership practices and behaviors or organizational factors in Turkish schools are important to produce better student outcomes. Future studies focusing on the relationship between leadership and school outcomes could help Turkish scholars initiate their own effective school research and suggest practices relevant to the context. However, the availability of reliable data for such analysis is another issue. Although centralized exams are very common at different stages of the education system in Turkey, obtaining data on student achievement is difficult.

Another key finding that emerged from our analysis of the Turkish EDLM literature is the prevalence of quantitative studies based on advanced-level statistical approaches, indicating a preference for quantitative approaches among Turkish EDLM scholars, as well as their strength in statistical analysis. Earlier reviews of local Turkish EDLM publications confirm this interpretation by indicating an even higher representation of quantitative research approaches within Turkish EDLM literature (Balcı and Apaydın, 2009). Our findings related to research method, however, contrast somewhat with the results of EDLM reviews in other societies, including countries in Asia, Africa and Latin America, where qualitative methods were more equally represented (Hallinger and Chen, 2015; Hallinger, 2018; Castillo and Hallinger, 2018). The dominance of quantitative methods within Turkish EDLM research could be another example of knowledge produced by other societies being

transferred to a Turkish context rather than using qualitative and mixed method approaches to develop concepts and theories derived from the country's social, cultural and institutional dynamics (Balcı *et al.*, 2009).

Regarding methodology, we found that surveys and interviews have been the most commonly used data collection tools in Turkish EDLM research. Relying solely on surveys and interviews while ignoring experimental research, observations and document analyses poses serious questions regarding the quality of the Turkish EDLM research. It seems that Turkish EDLM scholars tend to spend less time and effort in understanding local school practices; instead they are likely to quickly apply surveys developed in Western countries (Şimşek, 1997). There are a number of possible explanations for this tendency. First, tenure tracks at Turkish universities emphasize the quantity rather than the quality of academic publications, which motivates scholars to produce a large number of papers in a short period of time (Özkok, 2016). Second, only very limited funding is available for researchers, who therefore tend to use surveys and interviews as a comparatively easy and cheap way of conducting research (Balcı *et al.*, 2009). Third, the EDLM degree programs are only loosely connected to school practices (Balcı *et al.*, 2009), which limits personal and professional ties between EDLM scholars and schools. High teaching loads at the undergraduate level might also prevent EDLM scholars from working closely with schools and principals, observing the real-world issues they face and designing different types of research (Örücü and Şimşek, 2011).

Conclusions
The results of our analyses suggest that Turkish scholars focus on a narrow range of topics, with most studies using theories and models of leadership and organizational behavior originally developed in Western societies. We recommend that Turkish scholars direct their future research to exploring and better understanding the practices of Turkish principals and teachers in schools by taken into account specific features of the culture and educational system in Turkey (Oplatka and Arar, 2016). By doing this, Turkish EDLM scholars might offer a greater contribution to the theoretical/conceptual discussions in the field of EDLM. We also suggest that Turkish EDLM scholars should diversify their research to include more context-relevant issues, such as gender, diversity, social justice, etc. In terms of the conceptual models, the Turkish EDLM literature, similar to that in many other non-Western societies, lacks a focus on educational outcomes. We suggest that scholars from non-Western societies focus more of their research on the effects of educational leadership, organizational structures, processes, etc. on educational outcomes. This would provide both national and international researchers, policymakers and practitioners with knowledge of practices empirically proven to make a difference in national contexts of school and education. To enable such research, national authorities should create ways for scholars to easily access relevant data.

Unlike the Asian (Hallinger and Chen, 2015) and African research (Hallinger, 2018), Turkish EDLM studies are largely empirical and depend on quantitative methods with advanced-level statistical tests. The current body of studies suffers significantly from the lack of quantitative experimental designs and the scarcity of observational and document analysis techniques in the available qualitative based research. Dealing with various research problems that are relevant to the national school context requires researchers to use alternative research designs, methods and data collection tools (Hallinger, 2018). Therefore, there is a need to develop the capacity of Turkish scholars in using more sophisticated qualitative and mixed-method designs, as well as experimental studies, in order to produce context-specific EDLM knowledge. Based on the current higher education context, reducing scholars' teaching load, diversifying research funding opportunities and modifying access to tenure tracks seem necessary interventions to support EDLM research with strong ties to practice and to the sociocultural context (Balcı *et al.*, 2009; Örücü and Şimşek, 2011).

In addition, policy changes aiming professionalization of administrative positions and establishing some forms of formal training for school principalship are needed. Such changes can help transfer the knowledge produced by the Turkish EDLM researchers to the practice and provide solutions to problems related to school administration.

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