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A CONTENT ANALYSIS OF KEYWORDS USED IN ARTICLES WHICH SCHOOL PRINCIPALS ARE PARTICIPATED OR SUBJECTED: ULAKBIM TR INDEX SAMPLE

ABSTRACT

The school principal is the most important factor in school management, which has roles and responsibilities in increasing students' success in different educational processes. The school principal is the person who provides strategic guidance in the school system. School principals develop a standard curriculum, evaluate teaching methods, monitor student success, encourage parental involvement, review policies and procedures, manage the budget, appoint staff, and supervise the school for physical conditions. Security and emergency response are also the responsibility of school principals. An adequate school principal is a good teacher, a good manager, and a good civil servant. The overall development of a school largely depends on the school principal. This information points to the importance of both scientific studies on school principals and examining these scientific studies. It is also important to examine the keywords in scientific studies about school principals. Knowing which keywords are used in scientific studies about school principals, which is one of the most important study subjects in the field of educational administration, will contribute to understanding the aspects and dimensions of school principals in these scientific studies. The aim of this qualitative research is to determine the sub-dimensions, sub-topics and frequency of use of the keywords in scientific articles in which school principals participate or are the subject, and to group them thematically. The data of the research are limited to the articles published in the journals scanned in the TR Index (developed by TUBITAK ULAKBIM) between 2015-2019. In the research, document review method was used. The data were analyzed using the content analysis technique. In the research, 29 categories / themes and 336 keywords were determined as the main result. Some suggestions about the study were also made.

Keywords: School management, school principal, keyword, content analysis.

OKUL MÜDÜRLERİNİN KATILIMCI OLDUĞU VEYA KONU EDİLDİĞİ MAKALELERDE KULLANILAN ANAHTAR KELİMELERİN İÇERİK ANALİZİ: ULAKBİM TR İNDEKSİ ÖRNEKLEMİ

ÖZET

Okul müdürü, öğrencilerin farklı eğitim süreçlerinde başarısını artırmada rolleri ve sorumlulukları olan okul yönetiminin en önemli faktördür. Okul müdürü, okul sisteminde stratejik rehberlik yapan kişidir. Okul müdürleri standart bir müfredat geliştirir, öğretim yöntemlerini değerlendirir, öğrenci başarısını izler, ebeveyn katılımını teşvik eder, politika ve prosedürleri gözden geçirir, bütçeyi yönetir, personel atar ve okulun fiziksel koşullarını denetler. Güvenlik ve acil müdahale de okul müdürlerinin sorumluluğundadır. Yeterli bir okul müdürü iyi bir öğretmen, iyi bir yönetici ve iyi bir memurdur. Bir okulun genel gelişimi büyük ölçüde okul müdürüne bağlıdır. Bu bilgiler, okul müdürleri ile ilgili bilimsel çalışmaların yanı sıra bu bilimsel çalışmaları incelemenin önemine işaret etmektedir. Okul müdürleri ile ilgili bilimsel çalışmalarda anahtar kelimelerin incelenmesi de önem arz etmektedir. Eğitim yönetimi alanında en önemli çalışma konularından biri olan okul müdürleri ile ilgili bilimsel çalışmalarda hangi anahtar kelimelerin kullanıldığını bilmek, bu bilimsel çalışmalarda okul müdürlerinin hangi yönlerden, hangi boyutlarda ele alındığını anlamaya katkıda bulunacaktır. Nitel yaklaşımlı bu çalışmanın amacı, okul müdürlerinin katılımcı olduğu veya konu edildiği bilimsel makalelerdeki anahtar kelimelerin ilgili olduğu alt boyutları, alt konuları ve bu anahtar kelimelerin kullanım sıklığını belirleyerek bunları tematik olarak gruplandırmaktır. Araştırmanın verileri 2015-2019 yılları arasında TÜBİTAK Ulusal Ağ ve Bilgi Merkezi (ULAKBİM) TR Dizin'de taranan dergilerde yayımlanan makalelerle sınırlıdır. Araştırmada, doküman incelemesi yöntemi kullanılmıştır. Veriler, içerik analizi tekniğiyle analiz edilmiştir. Araştırmada temel sonuç olarak 29 kategori / tema ve 336 anahtar kelime belirlenmiştir. Çalışmayla ilgili bazı önerilerde de bulunulmuştur.

Anahtar Kelimeler: Okul yönetimi, okul müdürü, anahtar kelime, içerik analizi.

1. INTRODUCTION

Management is defined as the process of making common decisions and taking action towards achieving the goals of the organization and the sum of the processes of using capital resources, raw materials, auxiliary resources, human resources and other resources in harmony with each other and increasing their effectiveness in achieving the objectives aimed in organizations or groups that do not have a formal feature (Bratton & Gold, 2000; Eren, 2011; Eryılmaz, 2003; Mullins, 2006; Özden, 2002; Şişman, 2010). According to Bursalıoğlu (2012), management is the structure that coordinates them in harmony with each other by using all the resources of the organization in order to achieve the goals in an organization. In another definition, management is defined as all of the activities related to the systematic and conscious application of skills, principles, concepts, theories, models and techniques related to functions such as problem solving, planning, organizing, coordination and evaluation to achieve organizational goals (Erdoğan, 2008). The determining factor in achieving the goals in management is the manager. The manager is defined as the person trying to achieve the goal with the employees in the organization (Appleby, 1991). Erdoğan (2008) defined the manager as the person who provides the management by using the organizational structure and procedure to achieve the goals of the organization. The Turkish Language Association ([T.L.A], 2020), on the other hand, described the manager as the person who has the power to manage.

Educational organizations are also social organizations that need to be managed. In order for educational organizations to achieve their goals, they need to be operated, developed and innovated (Demirtaş & Güneş, 2002). The effective activities that educational organizations reveal by human and resource interaction are called educational management (Aydoğan, 2015; Çelik, 2002; Taymaz, 2009).

The school is separated from all other educational organizations because it has the power to influence children and young people who will sustain a society (Çelikten, 2008). Schools, whose purpose is to steer the society, are social organizations where all the behaviors desired to be seen in the society are produced (Yıldırım, 2011). School management is to apply education management efficiently in schools in order to achieve the goals (Aydoğan, 2015; Bursalıoğlu, 2012). Achieving the goals set in the schools and solving all the problems can be achieved by acting in harmony with all the elements in the school system. Schools, whose raw materials and products are human, are dynamic structures. The school administrators are the people who will maintain harmony and balance between the elements in the school and maintain this dynamic in schools (Bayar, 2017).

The school principal is responsible for the management of the school in accordance with the predetermined goals, but also for the implementation of these goals and policies as well as the development of the school (Demirtaş, Üstüner & Özer, 2007). It is thought that the biggest share in the success of a school belongs to the school principal (Austin & Holowenzak, 1985; Arnn & Mangieri, 1988; Balcı, 2001; Buluç, 2009; Levine & Lezotte, 1990). Experienced researcher Lawrence Lezotte made this ambitious statement: *“If you see an effective school without an effective school principal, please call me so I can add it to my collection.”* (Cotton, 2003). Having brought the slogan “A school is as good as its principal.” to the literature, Açıkalın (1994) referred to the importance of school principals for the development of the education system.

The school principal is the most important factor in school management, which has roles and responsibilities in increasing the success of its students in different educational processes (Özdemir & Kavak, 2017). The school principal is the person who provides strategic guidance in the school system. School principals develop a standard curriculum, evaluate teaching methods, monitor student success, encourage parental involvement, review policies and procedures, manage the budget, assign staff and supervise the school in terms of physical conditions. Security and emergency response is also the responsibility of school principals. An adequate school principal is a good teacher, a good manager and a good public servant. The overall development of a school largely depends on her / him.

Today, school principals are now seen as school leaders, who accept the achievements of students as a primary goal, provide appropriate learning environments for achieving this goal and unite all staff around this goal (Wilmore, 2002). What is expected of today's school principals is not to know everything in advance and to check whether their subordinates follow the instructions, but to start the

learning processes and support the skills, creativity of the subordinates to realize the goals of the organization (Gümüşeli, 2001). School principals, who can offer alternative solutions to the problems encountered while carrying out routine work at school, are considered qualified and highly aware managers (Bush, 2007; Evers, 2004; Mulford, 2003).

Research reveals that school principals must exhibit participatory, collaborative and leading management characteristics because their workload has increased (Foster, 2007; Grogan & Andrews, 2002; Hess & Kelly, 2005; Morrison, 2007). The main managerial features expected from school principals include leadership, effective communication, organizational learning, staff development and facilitation, motivation, interest, understanding and knowledge sharing (Gümüşeli, 2001; Mombourquette, 2013).

As soon as researchers decide on a general study, they need to identify some “research terms” consisting of words or groups of words that they can use to find basic sources about their work. These types of words or phrases are also called “identifiers”. These are the most important words of the research problem statement (Fraenkel & Wallen, 2003). These words are expressed as keywords in the literature.

Nowadays, increased information in digital media has made it difficult to find a document sought. The way to find an article on the internet is to use search engines or databases. Keywords are written in search engines or databases to narrow the results. Keywords are important for filtering and limiting resources. It is possible to obtain a list of results from a database or search engine using keywords.

The main purpose of using keywords is to facilitate access to the relevant literature. Keywords provide a summarization and abstraction of document content. Keywords reflect the content of a scientific article. Therefore, when the keywords are searched in the database or search engine, it is also easy to find the desired document and article. It is necessary to find and use the right keywords to ensure that a document is ranked higher in a post's search results. Searches using keywords give the researcher the opportunity to identify publications related to her / his work from among many publications. The fact that searches with keywords through search engines enable people to reach desired publications has increased the importance of these words (Tatar & Tatar, 2008).

2. PURPOSE AND IMPORTANCE OF THE STUDY

Examination of research on any subject is important in terms of shedding light and guiding future studies. The aim of this qualitative research is to determine the sub-dimensions, sub-topics and frequency of use of the keywords in scientific articles in which school principals participate or are the subject, and to group them thematically. What makes this research important is that there is no previous study on this subject in the literature. In fact, no keyword analysis study related to the field of educational management was found. This study is thought to be the first in this regard. Keywords are important in terms of showing from which aspect the subject is addressed in a scientific study and from which perspective it is prepared. Keywords are the most important elements that reveal which subject the scientific articles are about and their purpose. Examining the keywords in scientific articles is important in terms of revealing the dimension of a scientific article on a topic or in relation to which variable or variables. Knowing which keywords are used in scientific studies about school principals, which is one of the most important study subjects in the field of educational administration, will contribute to understanding the aspects and dimensions of school principals in these scientific studies. Analyzing the keywords included in scientific studies about school principals is also important in that it will reveal which subtopics are concentrated and which subtopics are not emphasized. The presentation of the categories and themes of the keywords in the scientific articles that the school principals are the subject of or the participant will shed light on the selection of the appropriate keywords for the researchers who will conduct scientific research on the school principals. It will also provide guidance to researchers who are thinking of doing a scientific study on school principals, from which perspective, and from which sub-subject they should consider the subject. The presentation of the keywords under the determined category / themes will also help the researchers to choose the keywords related to the subject of their research. In other words, by creating keyword pools created according to categories / themes, it is to provide a convenience and guidance to researchers who want to conduct scientific studies on school principals in the selection / determination of keywords from these sources.

3. METHOD

3.1. The Pattern of The Study

The aim of this qualitative approach is to determine the sub-dimensions, sub-topics and frequency of use of the keywords in scientific articles in which school principals participate or are the subject, and to group them thematically. Qualitative research can be defined as a research in which qualitative data collection methods such as observation, interview and document analysis are used, and a process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment (Yıldırım & Şimşek, 2016). The research data were obtained through document analysis, which is one of the qualitative research methods, which includes the analysis of written materials containing information about facts and events (Forster, 1994). The main purpose of document review is to analyze written materials that contain information about the phenomenon or facts that are targeted to be investigated (Yıldırım & Şimşek, 2006).

3.2. Source of Data / Data Collection Process

In the study, the criterion sampling method was preferred among purposeful sampling methods. In criterion sampling, observation units may consist of people, events, objects or situations with certain qualities. In this case, units (objects, events, etc.) that meet the criteria determined for the sampling are included in the sampling (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2018). The criterion for determining the articles (documents) to be examined was in which school principals participate or are the subject and to be published in journals scanned in TR Index (developed by TÜBİTAK ULAKBİM) between 2015-2019 (between January 01, 2015, and December 31, 2019).

The data collection process consisted of the following stages:

- Relevant articles were found in the search engine of the specified index.
- Among the accessed articles, those between 01 January 2015 and 31 December 2019 were determined.
- All articles within the specified time period have been downloaded.
- The downloaded articles were examined and it was determined whether they were suitable for the purpose or not.
- Both Turkish and English equivalents of the keywords in the articles that were found to overlap with the purpose of the study were recorded.
- In addition, information about the journals in which the articles were published was also recorded.

Distribution of the articles by years is given in Table 1.

Table 1. Distribution of The Articles by Years

Year	Number of Articles
2015	27
2016	22
2017	30
2018	28
2019	26
TOTAL	133

As seen in Table 1, it is understood that the number of articles published between 2015-2019 was 133 and the year in which most of the studies were published was 2017. Distribution of the articles according to journals is given in Table 2.

Table 2. Distribution of Articles According to Journals

	Name of The Journal	Number of Articles
1	Kastamonu Education Journal	10
2	Turkish Studies, International Periodical or The Languages, Literature and History of Turkish / Turkic	8
3	Elementary Education Online	7
4	Educational Administration: Theory and Practice	6
5	Mersin University Journal of the Faculty of Education	6
6	Bolu Abant İzzet Baysal University Journal of Faculty Of Education	5
7	İnönü University Journal of the Faculty of Education	5
8	Kırşehir Faculty of Education Journal	5
9	National Education	5
10	Eurasian Journal of Educational Research	4
11	Journal of Qualitative Research in Education	4
12	Marmara University Atatürk Education Faculty Journal of Educational Sciences	4
13	Mustafa Kemal University Journal of Social Sciences Institute	4
14	Turkish Studies, Educational Sciences	4
15	Cumhuriyet International Journal of Education	3
16	Mehmet Akif Ersoy University Journal of Education Faculty	3
17	Ondokuz Mayıs University Journal of Faculty of Education	3
18	Yüzüncü Yıl University Journal of Education Faculty	3
19	Atatürk University Journal of Social Sciences Institute	2
20	Bursa Uludağ University Journal of Education Faculty	2
21	Education and Science	2
22	Ege Journal of Education	2
23	Electronic Journal of Social Sciences	2
24	Gazi University Journal of Gazi Educational Faculty	2
25	Iğdır University Journal of Social Sciences	2
26	Journal of Administrative Sciences	2
27	Mediterranean Journal of Educational Research	2
28	Turkish Online Journal of Qualitative Inquiry	2
29	Adıyaman University Journal of Social Sciences Institute	1
30	Ankara University Faculty of Educational Sciences Journal of Special Education	1
31	Balıkesir University Journal of Social Sciences Institute	1
32	Bingöl University Journal of Social Sciences Institute	1
33	Education Science Society	1
34	EKEV Academy Journal	1
35	Fırat University Journal of Engineering Science	1
36	Fırat University Journal of Social Science	1
37	Gümüşhane University Journal of Social Sciences Institute	1
38	Hacettepe University Journal of Education	1
39	International Journal of Eurasia Social Sciences	1
40	International Journal of Society Researches	1
41	Istanbul Commerce University Journal of Social Sciences	1
42	Journal of Education and Humanities	1
43	Journal of Human and Social Science Researches	1
44	Journal of Social Sciences of Muş Alparslan University	1
45	Kafkas University Journal of the Institute of Social Sciences	1
46	Kahramanmaraş Sütçü İmam University Journal of Social Sciences	1
47	Kalem International Journal of Education and Human Sciences	1
48	Manas Journal of Social Studies	1
49	Pamukkale University Journal of Social Sciences Institute	1
50	Trakya University Journal of Social Sciences	1
51	Turkish Journal of Business Ethics	1
52	Turkish Studies, Social Sciences	1
TOTAL		133

From Table 2, it can be seen that the scientific articles in which school principals are participants or subject are published in 52 different journals. It was determined that most of the articles included in the sample were published in Kastamonu Education Journal. This journal is followed by Turkish Studies, International Periodical or The Languages, Literature and History of Turkish or Turkic and Elementary Education Online, respectively.

3.3. Analysis of The Data

During the analysis of the data, the content analysis method was adopted, and the data of the study were subjected to content analysis by another researcher as well as the researcher. The purpose of content analysis is to define the document and the message in the document within a system. Content analysis embraces not only reading a discourse or a document plainly and simply, but also revealing in-depth

and implicit content. It makes a prediction, estimation or inference by trying to reveal the structure that affects the individual, almost hidden and behind the door (Bilgin, 2006). In qualitative studies, content analysis is used in the examination of documents (Merriam, 1998). Content analysis is a form of interpretation that provides generalization from qualitative to quantitative for the structuring and classification of meanings that are important in order to reveal the common aspects of a large number of textual contents (Gökçe, 2006). The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and to organize and interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2006). In this study, the content analysis of the data was carried out by following these steps:

- The English equivalents of the keywords in the articles (English equivalents determined by the author / authors themselves) were collected in a pool, and the frequency of each keyword was determined at this stage.
- Keywords that fall into the same concept / subject area are gathered together, thereby creating categories / themes.
- The names of the group / category / theme were found by considering the literature, the concepts and terms in the literature to the keywords decided to be in the same category / theme.

In order to ensure the validity of the research, each keyword was transferred to the research report without making any changes in the English equivalents in the articles (based on the assumption that the article authors correctly determined the English equivalents of the Turkish keywords), (Maxwell, 1992).

After the categories / themes related to the keywords were determined and all the keywords were classified under these categories / themes (Some keywords were evaluated under multiple categories / themes.), another researcher was informed about the research process and asked to review the evaluation. This was done to measure consistency between evaluators. This method, also known as an inter-rater agreement, is used to examine the reliability of the scores given by two or more independent researchers (Linn & Gronlund, 1995). It can be said that as the scores given by the researchers for the same objects / situations approach each other, reliability will increase (Büyükoztürk et al., 2018). After the two evaluations, the categories / themes and the keywords classified under them (29 categories / themes and 336 keyword classifications, 365 evaluations in total) were placed in the consistency formula.

Percentage of Consistency= Number of Reconciliation / (number of reconciliation + number of disagreements) = 365 / (365 + 13) = 0.97

The value obtained is 0.97. Since the result was above the 70% limit in Miles and Huberman's (1994) formula, it was concluded that the review of the articles was reliable.

4. FINDINGS

The number of categories / themes determined by analyzing the keywords is 29. These categories / themes are as follows:

- Keywords Describing School Stakeholders
- Keywords Defining Education Managers or Related to Education Managers
- Keywords Related to Education, Teaching and Learning
- Keywords About School Organization, School Management and School Features
- Keywords Showing Personal Development Dimensions, Skills or Competencies
- Keywords Related to Organization and Organizational Management (Management) Concepts
- Keywords Defining Any Problem (Organizational / Individual) / Negative, Undesirable Factor and Expressing a Solution to the Problem
- Keywords Expressing School or Education Types or Education Levels
- Keywords Related to Leadership or Leadership Styles
- Keywords on Personal Affairs, Personal Rights and Legislation
- Keywords About Education as a System, Education Management and Education Policies
- Keywords Related to Measurement, Evaluation, Selection Concepts or Types

- Keywords Regarding Employee Characteristics, Employee Development and The Effects of Organizations (Schools) on Employees
- Keywords Expressing Concepts Related to Supervision or Supervision of Education
- Keywords Related to Communication or Interpersonal Communication
- Keywords Describing Management Processes
- Keywords Expressing Scientific Research Terms
- Keywords About Democracy, Components of Democracy or Democratic Management
- Keywords Related to Teachers, Expressing Teacher Features and Types of Teaching
- Keywords Expressing a Positive Variable, Factor
- Keywords Related to Gender Variable, in which Gender Variable is Determinant
- Keywords Expressing Country, City, Nationality or an International Organization
- Keywords Expressing Attitude, Perception, Status and Opinion Regarding Any Variable
- Keywords Related to Guidance and Psychological Counselling
- Keywords Related to Students
- Keywords Related to the Education of School Administrators
- Keywords Related to Education Unions
- Keywords Expressing Various Role and Job Positions
- Keywords Related to Social Problems

The keywords and total frequency of keywords under each category / theme are as follows:

“Keywords Describing School Stakeholders” are given in Table 3.

Table 3. Keywords Describing School Stakeholders

	Keywords	f
1	School principal / headteacher	42
2	School administrator / school manager	41
3	Teacher	22
4	Parent	2
5	Educational administrator / director	2
6	Assistant principal	1
7	Student	1
8	School personnel	1
9	Shareholders	1
	TOTAL	113

As seen in Table 3, the number of keywords describing school stakeholders is 9, the total frequency of these keywords is 113. It can be seen in Table 3 that the most used keyword is “School Principal / Headteacher” (f=42). It was determined that this keyword is the most used one among all the keywords found in this study.

It was determined that the frequency / number of use of keywords (113) defining school stakeholders was more than one-third of all keywords identified. It was understood that among all articles examined, keywords were mostly included in this category.

“Keywords Defining Education Managers or Related to Education Managers” are given in Table 4.

Table 4. Keywords Defining Education Managers or Related to Education Managers

	Keywords	f
1	School principal / headteacher	42
2	School administrator / school manager	41
3	Educational administrator / director	2
4	Assistant principal	1
5	Manager profile	1
6	Ideal principal	1
7	Hostel managers	1
8	Trust in school principal	1
9	Administrator reputation	1
	TOTAL	91

As seen in Table 4, the number of keywords defining education managers or related to education managers is 9, the total frequency of these keywords is 91. It can be seen in Table 4 that the most used keyword is “School Principal / Headteacher” (f =42). It was determined that this keyword is the most used one among all the keywords found in this study.

“Keywords Related to Education, Teaching and Learning” are given in Table 5.

Table 5. Keywords Related to Education, Teaching and Learning

	Keywords	f		Keywords	f
1	Education	5	18	Science exhibition	1
2	Curriculum	4	19	Science fair	1
3	Multicultural education / teaching	2	20	School project	1
4	Science education	2	21	Science activities	1
5	Achievement	2	22	Drawing	1
6	Physics curriculum	1	23	Project-based studies	1
7	Physics laboratories	1	24	New trends in science education	1
8	Physics education	1	25	Gifted education	1
9	Computer usage in education	1	26	Resource room	1
10	Leisure time activities	1	27	Supporting and training courses	1
11	Primary school curriculum	1	28	Problems of curriculum	1
12	Quality of education	1	29	Teaching application	1
13	Web based learning	1	30	Academic life	1
14	Problem based learning	1	31	Pedagogical formation	1
15	TUBITAK 4006	1	32	School experience	1
16	Action learning	1	33	EU educational programs	1
17	Project activity	1		TOTAL	43

As seen in Table 5, the number of keywords related to education, teaching and learning is 33, the total frequency of these keywords is 43. It can be seen in Table 5 that the most used keyword is “Education” (f = 5).

“Keywords About School Organization, School Management and School Features” are given in Table 6.

Table 6. Keywords About School Organization, School Management and School Features

	Keywords	f		Keywords	f
1	School management / administration	10	13	School finance	1
2	School	6	14	Ideal school	1
3	School improvement	4	15	Safe school	1
4	School culture	3	16	School climate	1
5	School effectiveness / effective school	3	17	School justice	1
6	School governance	1	18	Creative school	1
7	Computer usage in school administration	1	19	Board of teachers' studies	1
8	School system	1	20	School experience	1
9	School autonomy	1	21	Parent involvement	1
10	School rules	1	22	Daily affairs	1
11	Successful school	1			
12	Success in school	1		TOTAL	43

As seen in Table 6, the number of keywords about school organization, school management and school features is 22, the total frequency of these keywords is 43. It can be seen in Table 6 that the most used keyword is “School Management / Administration” (f = 10).

“Keywords Showing Personal Development Dimensions, Skills or Competencies” are given in Table 7.

Table 7. Keywords Showing Personal Development Dimensions, Skills or Competencies

	Keywords	f		Keywords	f
1	Communication skills	3	14	Conflict management	1
2	Communication	3	15	Administrators competence	1
3	Professional development	3	16	Social intelligence	1
4	Self efficacy belief	2	17	Managerial resourcefulness	1
5	Teacher competencies	1	18	Crisis management	1
6	Principals' sense of efficacy	1	19	Crisis management skill	1
7	Self efficacy	1	20	Interpersonal communication	1
8	Principal's self efficacy	1	21	Emphatic approach	1
9	Emotional intelligence	1	22	Creativity	1
10	Managerial competence	1	23	Personal development	1
11	Computer usage sufficiency	1	24	Professional learning	1
12	Sociability	1	25	Speaking skill	1
13	Management of personality clash	1		TOTAL	32

As seen in Table 7, the number of keywords showing personal development dimensions, skills or competencies is 25, the total frequency of these keywords is 32. It can be seen in Table 7 that the most used keywords are “Communication Skills, Communication, Professional Development” (f=3).

“Keywords Related to Organization and Organizational Management (Management) Concepts” are given in Table 8.

Table 8. Keywords Related to Organization and Organizational Management (Management) Concepts

	Keywords	f		Keywords	f
1	Governance	2	15	Management demands	1
2	Conflict	2	16	Bureaucracy	1
3	Change	2	17	Government	1
4	Organizational commitment	2	18	Administrative challenges	1
5	Total quality management	1	19	Management style	1
6	New public management	1	20	Cooperative management	1
7	Privatization	1	21	Authoritarian management	1
8	Marketization	1	22	Resistance to change	1
9	Decentralization	1	23	Tendency towards change	1
10	Accountability	1	24	Organization	1
11	Quality	1	25	Organizational power	1
12	Control	1	26	Organizational silence	1
13	Managerial	1	27	Organizational justice	1
14	Managerial behavior	1		TOTAL	31

As seen in Table 8, the number of keywords related to organization and organizational management (management) concepts is 27, the total frequency of these keywords is 31. It can be seen in Table 8 that the most used keywords are “Governance, Conflict, Change, Organizational Commitment” (f= 2).

“Keywords Defining Any Problem (Organizational / Individual) / Negative, Undesirable Factor and Expressing a Solution to the Problem” are given in Table 9.

Table 9. Keywords Defining Any Problem (Organizational / Individual) / Negative, Undesirable Factor and Expressing a Solution to the Problem

	Keywords	f		Keywords	f
1	Violence in school / school violence	2	15	Solutions	1
2	Problems of curriculum	1	16	Principal problems	1
3	Corporate career barriers	1	17	Parental pressure	1
4	Uncertainty	1	18	Crisis	1
5	Glass ceiling	1	19	Problems in hostels	1
6	Implicit stereotype	1	20	Problem	1
7	Unwanted student behaviors	1	21	Nepotism	1
8	Ethical dilemma	1	22	Advocacy	1
9	Administration process anxiety	1	23	Favouritism	1
10	Workload anxiety	1	24	Cronyism	1
11	Violence	1	25	Patronage	1
12	Types of violence	1	26	Carrier barriers	1
13	Reasons of violence	1			
14	Solution offers to violence	1		TOTAL	27

As seen in Table 9, the number of keywords defining any problem (organizational / individual) / negative, undesirable factor and expressing a solution to the problem is 26, the total frequency of these keywords is 27. It can be seen in Table 9 that the most used keyword is “Violence in School / School Violence” (f= 2).

“Keywords Expressing School or Education Types or Education Levels” are given in Table 10.

Table 10. Keywords Expressing School or Education Types or Education Levels

	Keywords	f		Keywords	f
1	Primary / elementary school / education	7	7	High school	1
2	Secondary school / education	3	8	Early childhood education	1
3	Preschool educational institutions / kindergartens	3	9	Boarding school	1
4	Vocational school / education	2	10	Vocational and technical anatolian high school	1
5	Preschool education	2	11	Public school	1
6	Special education	2		TOTAL	24

As seen in Table 10, the number of keywords expressing school or education types or education levels is 11, the total frequency of these keywords is 24. It can be seen in Table 10 that the most used keyword is "Primary / Elementary School / Education" (f=7).

"Keywords Related to Leadership or Leadership Styles" are given in Table 11.

Table 11. Keywords Related to Leadership or Leadership Styles

	Keywords	f		Keywords	f
1	Instructional leadership	6	10	Strategic leadership	1
2	Leadership	2	11	Transformational leader	1
3	Distributed leadership	2	12	Transformational	1
4	Leader	1	13	Transactional leader	1
5	School leader	1	14	Leadership styles	1
6	Servant leadership	1	15	Woman leader	1
7	Shared leadership	1	16	Leader-member interaction	1
8	Cultural leadership	1			
9	Principal leadership	1		TOTAL	23

As seen in Table 11, the number of keywords related to leadership or leadership styles is 16, the total frequency of these keywords is 23. It can be seen in Table 11 that the most used keyword is "Instructional Leadership" (f = 6).

"Keywords on Personal Affairs, Personal Rights and Legislation" are given in Table 12.

Table 12. Keywords on Personal Affairs, Personal Rights and Legislation

	Keywords	f		Keywords	f
1	Teacher trainee	4	9	Principal candidate	1
2	Assigning school administrators	2	10	Legislation for assignment of principal	1
3	Task fit	1	11	Principal appointment	1
4	Rotation	1	12	Assistant principal appointment	1
5	Appointment	1	13	Appointing administrator	1
6	Displacement	1	14	Legislation	1
7	Seniority	1	15	Delegating headteachers	1
8	Task priority	1		TOTAL	19

As seen in Table 12, the number of keywords personal affairs, personal rights and legislation is 15, the total frequency of these keywords is 19. It can be seen in Table 12 that the most used keyword is "Teacher Trainee" (f = 4).

"Keywords About Education as a System, Education Management and Education Policies" are given in Table 13.

Table 13. Keywords About Education as a System, Education Management and Education Policies

	Keywords	f		Keywords	f
1	Education policy	5	8	Social policies	1
2	Quality of / in education	2	9	2023 Education Vision	1
3	Educational change	1	10	Turkish Education System	1
4	Education management information system	1	11	Education reform	1
5	Educational system	1	12	Politic	1
6	Compulsory education for 12 years	1	13	Neoliberal policies	1
7	4+4+4 system	1		TOTAL	18

As seen in Table 13, the number of keywords about education as a system, education management and education policies is 13, the total frequency of these keywords is 18. It can be seen in Table 13 that the most used keyword is "Education Policy" (f = 5).

"Keywords Related to Measurement, Evaluation, Selection Concepts or Types" are given in Table 14.

Table 14. Keywords Related to Measurement, Evaluation, Selection Concepts or Types

	Keywords	f		Keywords	f
1	Principal selection / Selecting managers	3	7	Selection examination	1
2	Evaluation	3	8	Oral examination	1
3	Performance assessment	3	9	Administrator election	1
4	Administrator qualifications	2	10	Candidacy criterion	1
5	TALIS (Teaching and Learning International Survey)	1	11	Programme evaluation	1
6	PISA (Programme of International Student Assessment)	1		TOTAL	18
				TOTAL	18

As seen in Table 14, the number of keywords related to measurement, evaluation, selection concepts or types is 11, the total frequency of these keywords is 18. It can be seen in Table 14 that the most used keywords are “Principal Selection / Selecting Managers, Evaluation, Performance Assessment” (f =3).

“Keywords Regarding Employee Characteristics, Employee Development and The Effects of Organizations (Schools) on Employees” are given in Table 15.

Table 15. Keywords Regarding Employee Characteristics, Employee Development and The Effects of Organizations (Schools) on Employees

	Keywords	f
1	Five Factor Personality Treat	2
2	Professional development	2
3	Work performance / performance	2
4	Commitment	1
5	Power	1
6	Emotional state	1
7	Empowerment	1
8	Teacher empowerment	1
9	Motivation	1
10	Career choice	1
11	Psychological and structural empowerment	1
12	Contentment level	1
13	Career stages	1
	TOTAL	16

As seen in Table 15, the number of keywords regarding employee characteristics, employee development and the effects of organizations (schools) on employees are 13, the total frequency of these keywords is 16. It can be seen in Table 15 that the most used keywords are “Five Factor Personality Treat, Professional Development, Work Performance / Performance” (f = 2).

“Keywords Expressing Concepts Related to Supervision or Supervision of Education” are given in Table 16.

Table 16. Keywords Expressing Concepts Related to Supervision or Supervision of Education

	Keywords	f
1	Instructional / educational supervision	4
2	Course supervision	3
3	Supervisor	2
4	Educational inspector	2
5	Educational supervisor	1
6	Supervisor of city education	1
7	Supervision	1
8	School supervision	1
9	Teacher supervision	1
	TOTAL	16

As seen in Table 16, the number of keywords expressing concepts related to supervision or supervision of education is 9, the total frequency of these keywords is 16. It can be seen in Table 16 that the most used keyword is “Instructional / Educational Supervision” (f =4).

“Keywords Related to Communication or Interpersonal Communication” are given in Table 17.

Table 17. Keywords Related to Communication or Interpersonal Communication

	Keywords	f
1	Communication skills	3
2	Communication	3
3	Interpersonal communication	1
4	Speaking skill	1
5	Communication in schools	1
6	Electronic communication	1
7	Teacher-parent interaction	1
8	Principal-parent interaction	1
9	Leader-member interaction	1
10	Motivational language	1
	TOTAL	14

As seen in Table 17, the number of keywords related to communication and interpersonal communication is 10, the total frequency of these keywords is 14. It can be seen in Table 17 that the most used keywords are “Communication Skills, Communication” (f=3).

“Keywords Describing Management Processes” are given in Table 18.

Table 18. Keywords Describing Management Processes

	Keywords	f
1	Decision making process / decision	6
2	Communication	3
3	Evaluation	3
4	Management processes	1
	TOTAL	13

As seen in Table 18, the number of keywords describing management processes is 4, the total frequency of these keywords is 13. It can be seen in Table 18 that the most used keyword is “Decision Making Process / Decision” (f=6).

“Keywords Expressing Scientific Research Terms” are given in Table 19.

Table 19. Keywords Expressing Scientific Research Terms

	Keywords	f
1	Qualitative research	3
2	Metaphor	2
3	Validity	2
4	Reliability	2

	Keywords	f
5	Scale development	1
6	Data mining methods	1
7	Classification	1
	TOTAL	12

As seen in Table 19, the number of keywords expressing scientific research terms is 7, the total frequency of these keywords is 12. It can be seen in Table 19 that the most used keyword is “Qualitative Research” (f=3).

“Keywords About Democracy, Components of Democracy or Democratic Management” are given in Table 20.

Table 20. Keywords About Democracy, Components of Democracy or Democratic Management

	Keywords	f
1	Governance	2
2	Democracy	1
3	Distributive justice	1
4	Recognitional justice	1
5	Justice and equality	1
6	Social justice	1

	Keywords	f
7	Distributive justice	1
8	Multiculturalism	1
9	Cultural difference	1
10	Ethic	1
	TOTAL	11

As seen in Table 20, the number of keywords about democracy, components of democracy or democratic management is 10, the total frequency of these keywords is 11. It can be seen in Table 20 that the most used keyword is “Governance” (f=2).

“Keywords Related to Teachers, Expressing Teacher Features and Types of Teaching” are given in Table 21.

Table 21. Keywords Related to Teachers, Expressing Teacher Features and Types of Teaching

	Keywords	f
1	Primary school teacher / classroom teacher	3
2	Physics teachers	1
3	Teacher autonomy	1
4	Preschool teacher	1
5	Trust in teachers	1
6	Preservice teacher	1
7	Teaching profession	1
8	Creative teacher	1
9	Teacher motivation	1
	TOTAL	11

As seen in Table 21, the number of keywords related to teachers, expressing teacher features and types of teaching is 9, the total frequency of these keywords is 11. It can be seen in Table 21 that the most used keyword is “Primary School Teacher / Classroom Teacher” (f=3).

“Keywords Related to Gender Variable, in which Gender Variable is Determinant” are given in Table 22.

Table 22. Keywords Related to Gender Variable, in which Gender Variable is Determinant

	Keywords	f		Keywords	f
1	Women school principals	3	6	Woman leader	1
2	Gender differences	1	7	Woman managers	1
3	Gender roles	1	8	Dress	1
4	Female administrator	1			
5	Woman	1		TOTAL	10

As seen in Table 22, the number of keywords related to the gender variable, in which gender variable is determinant is 8, the total frequency of these keywords is 10. It can be seen in Table 23 that the most used keyword is “Women School Principals” (f = 3).

“Keywords Expressing a Positive Variable, Factor” are given in Table 23.

Table 23. Keywords Expressing a Positive Variable, Factor

	Keywords	f		Keywords	f
1	Usefulness	1	6	Reputation	1
2	Values	1	7	Development	1
3	Solidarity	1	8	Subjective well-being	1
4	Respect	1	9	Positive psychology	1
5	Esteem	1		TOTAL	9

As seen in Table 23, the number of keywords expressing a positive variable, the factor is 9, the total frequency of these keywords is 9. From Table 23, it is possible to see that each keyword has been used once.

“Keywords Expressing Country, City, Nationality or An International Organization” are given in Table 24.

Table 24. Keywords Expressing Country, City, Nationality or an International Organization

	Keywords	f		Keywords	f
1	Turkey	1	6	Giresun	1
2	Azerbaijan	1	7	Diyarbakır	1
3	Canada	1	8	Syrian	1
4	USA	1	9	European Union	1
5	UAE	1		TOTAL	9

As seen in Table 24, the number of keywords expressing country, city, nationality or an international organization is 9, the total frequency of these keywords is 9. It is understood from Table 24 that all keywords in this category are used once.

“Keywords Expressing Attitude, Perception, Status and Opinion Regarding Any Variable” are given in Table 25.

Table 25. Keywords Expressing Attitude, Perception, Status and Opinion Regarding Any Variable

	Keywords	f		Keywords	f
1	School perceptions	1	6	Perception of school principal	1
2	Attitude towards school management	1	7	Social state	1
3	Views of teachers	1	8	Ethical perspectives	1
4	Opinion	1			
5	Ego states	1		TOTAL	8

As seen in Table 25, the number of keywords expressing attitude, perception, status and opinion regarding any variable is 8, the total frequency of these keywords is 8. From Table 25, it is possible to see that each keyword has been used once.

“Keywords Related to Guidance and Psychological Counselling” are given in Table 26.

Table 26. Keywords Related to Guidance and Psychological Counselling

	Keywords	f		Keywords	f
1	Physiological counselor / counselor	2	5	Psychological counseling and guidance service	1
2	Guidance	2	6	Psychological capital	1
3	Mentorship	1			
4	Counselling service	1		TOTAL	8

As seen in Table 26, the number of keywords related to guidance and psychological counselling is 6, the total frequency of these keywords is 8. It can be seen in Table 26 that the most used keywords are “Physiological Counselor / Counselor, Guidance” (f = 2).

“Keywords Related to Students” are given in Table 27.

Table 27. Keywords Related to Students

	Keywords	f
1	Student safety	1
2	Students at the hostel	1
3	Student performance	1
4	Gifted students	1
5	Children ethical behaviors	1
	TOTAL	5

As seen in Table 27, the number of keywords related to students is 5, the total frequency of these keywords is 5. From Table 27, it is possible to see that each keyword has been used once.

“Keywords Related to the Education of School Administrators” are given in Table 28.

Table 28. Keywords Related to the Education of School Administrators

	Keywords	f
1	Training school administrators	2
2	Principal training	1
3	School administrator training	1
4	In-service training	1
	TOTAL	5

As seen in Table 28, the number of keywords related to the education of school administrators is 4, the total frequency of these keywords is 5. It can be seen in Table 28 that the most used keyword is “Training School Administrators” (f = 2).

“Keywords Related to Education Unions” are given in Table 29.

Table 29. Keywords Related to Education Unions

	Keywords	f
1	Education unions	1
2	Union activities	1
3	Effects of unions	1
	TOTAL	3

As seen in Table 29, the number of keywords related to education unions is 3, the total frequency of these keywords is 3. From Table 29, it is possible to see that each keyword has been used once.

“Keywords Expressing Various Role and Job Positions” are given in Table 30.

Table 30. Keywords Expressing Various Role and Job Positions

	Keywords	f
1	University instructor	1
2	Assisted services staff	1
3	Employer	1
	TOTAL	3

As seen in Table 30, the number of keywords expressing various role and job positions is 3, the total frequency of these keywords is 3. From Table 30, it is possible to see that each keyword has been used once.

“Keywords Related to Social Problems” are given in Table 31.

Table 31. Keywords Related to Social Problems

	Keywords	f
1	Migration	1
2	Refugee	1
	TOTAL	2

As seen in Table 31, number of keywords related to social problems is 2, the total frequency of these keywords is 2. From Table 31, it is possible to see that each keyword has been used once.

5. CONCLUSION, DISCUSSION AND SUGGESTIONS

The aim of this qualitative approach is to determine the sub-dimensions, sub-topics and frequency of use of the keywords in scientific articles in which school principals participate or are the subject, and to group them thematically. Knowing which keywords are included in scientific studies on school principals, which is one of the most important study subjects in the field of education management, means knowing in which aspects and in what dimensions school principals are addressed in these scientific studies. Analyzing the keywords included in scientific studies about school principals is also important in that it will reveal which subtopics are concentrated and which subtopics are not emphasized. The presentation of the categories and themes of the keywords in the scientific articles that the school principals are the subject of or the participant will shed light on the selection of the appropriate keywords for the researchers who will conduct scientific research on the school principals. It will also provide guidance to researchers who are thinking of doing a scientific study on school principals, from which perspective, and from which sub-subject they should consider the subject. The presentation of the keywords under the determined category / themes will also help the researchers to choose the keywords related to the subject of their research.

The data of the research are limited to 133 articles published in the journals scanned in the TR Index (developed by TUBITAK ULAKBIM) between 2015-2019.

The fact that there are no studies related to the keywords used in scientific studies on any subject within the scope of educational administration creates a limitation and an obstacle to comparing the results of the present study with the results of other research and discussing the results. Moreover, the number of document review studies on any subject in the field of education management is also low. There was also no document analysis study in which school principals were participants or subjects. It is possible to say that the number of qualitative studies about school principals is not at the desired level. The main results obtained from studies that can be reached among qualitative studies on school principals were determined as follows: In Conca's (2009) study, it was determined that the evaluation of the school principal was a complex effort and several areas where the school principal assessment could be strengthened in order to improve the leadership of the principal were determined. In Yıldırım's (2011) research, it was determined that the school principal has intrinsic and extrinsic sources of motivation. It has been revealed that school principals consider education or educational management researches necessary, but most of them do not rely on an educational research as a basis for their management jobs. It was also found that most school principals did not benefit from educational research. In Balyer's (2013) study, it was concluded that school principals have positive effects on the quality of teaching. In the study of Akan, Yalçın and Yıldırım (2014), it was found that teachers mostly explained their school principals with the metaphors of commander, soldier, computer, pen, and administrator, respectively. In Aslanargun's (2015) study, it was concluded that school principals' behaviors should be shaped by leadership and communication, and whatever their leadership style is, communication, empathy and initiative are the psychological characteristics that school principals should adopt most. In the studies of Armağan and Yıldırım (2015), it was determined that the majority of school principals did not have scientific research education and did not follow a journal about education regularly. The findings of Kartal's (2016) study show that principals have both positive and negative views about the organizational culture of their schools and cultural differences in the school. In Alkutich's (2017) study, school principals' perceptions of effective school leadership were determined. The findings of Alam's (2017) research showed that the principal mostly applied the democratic leadership approach to facilitate learning processes in school, but this style differs under different conditions. In Nasreen's (2019) research, the choices, abilities and current status of middle school principals were determined. In the study of Topuz and Yılmaz (2019), it was determined that the performance evaluation process was accepted by the majority of the participants. The findings obtained in the research of Summak and Kalman (2020) revealed that school principals share similar views on decision-making in times of change and have a similar profile in terms of decision-making and related strategies. It has been observed that the behavioural decision style is the preferred style. In the studies of Stone-Johnson and Miles Weiner (2020), it was determined that school leaders knew little about professionalism, and in the context of current uncertainty, chaos and change, it was understood that the pressure on leaders to stay in the role and to be successful was great. For this reason, it has been determined that it is critical that

school principals accept that some decisions must be made at the county, state and federal levels, behave professionally and have more voice.

Descriptive data including the determined categories / themes, the number of keywords in this category / themes and the total frequencies of all keywords are given in Table 32 in the resulting chart.

Table 32. Descriptive Data Regarding the Distribution of Keywords Used in Scientific Articles that School Principals Participated in or Subject to According to Categories / Themes

	Category / Theme	Number of Keywords	Total Frequency of All Keywords
1	Keywords Describing School Stakeholders	9	113
2	Keywords Defining Education Managers or Related to Education Managers	8	91
3	Keywords Related to Education, Teaching and Learning	33	43
4	Keywords About School Organization, School Management and School Features	22	43
5	Keywords Showing Personal Development Dimensions, Skills or Competencies	25	32
6	Keywords Related to Organization and Organizational Management (Management) Concepts	27	31
7	Keywords Defining Any Problem (Organizational / Individual) / Negative, Undesirable Factor and Expressing a Solution to the Problem	26	27
8	Keywords Expressing School or Education Types or Education Levels	11	24
9	Keywords Related to Leadership or Leadership Styles	16	23
10	Keywords on Personal Affairs, Personal Rights and Legislation	15	19
11	Keywords About Education as a System, Education Management and Education Policies	13	18
12	Keywords Related to Measurement, Evaluation, Selection Concepts or Types	11	18
13	Keywords Regarding Employee Characteristics, Employee Development and The Effects of Organizations (Schools) on Employees	13	16
14	Keywords Expressing Concepts Related to Supervision or Supervision of Education	9	16
15	Keywords Related to Communication or Interpersonal Communication	10	14
16	Keywords Describing Management Processes	4	13
17	Keywords Expressing Scientific Research Terms	7	12
18	Keywords About Democracy, Components of Democracy or Democratic Management	10	11
19	Keywords Related to Teachers, Expressing Teacher Features and Types of Teaching	9	11
20	Keywords Related to Gender Variable, in which Gender Variable is Determinant	8	10
21	Keywords Expressing a Positive Variable, Factor	9	9
22	Keywords Expressing Country, City, Nationality or an International Organization	9	9
23	Keywords Expressing Attitude, Perception, Status and Opinion Regarding Any Variable	8	8
24	Keywords Related to Guidance and Psychological Counselling	6	8
25	Keywords Related to Students	5	5
26	Keywords Related to the Education of School Administrators	4	5
27	Keywords Related to Education Unions	3	3
28	Keywords Expressing Various Role and Job Positions	3	3
29	Keywords Related to Social Problems	2	2

When Table 32 is examined, it is seen that the number of categories / themes formed as a result of the classification of the keywords identified in the articles is 29.

The category / theme with the highest total frequency of all categories / themes is “Keywords Describing School Stakeholders”. This category / theme is followed by “Keywords Defining Education Managers or Related to Education Managers”, “Keywords Related to Education, Teaching and Learning ” and “Keywords About School Organization, School Management and School Features” category / themes.

The category / theme with the most keyword types is “Keywords Related to Education, Teaching and Learning”. This category / theme is followed by “Keywords Related to Organization and Organizational Management (Management) Concepts” and “Keywords Defining Any Problem (Organizational / Individual) / Negative, Undesirable Factor and Expressing a Solution to the Problem” category / themes.

It was determined that the first three keywords with the highest frequency are “School Principal / Headteacher, School Administrator / School Manager, Teacher” in order of frequency.

It can be seen from Table 32 that the types of “Keywords Related to Leadership or Leadership Styles” are 16 and the total usage frequency of these words is 23. The number of keywords in this category / theme also reflects the number of studies performed on this category / theme. During the analysis of the data of the present study, the fact that there are few articles on leadership and leadership styles was determined. Based on this, it can be said that this result is a result that can be evaluated as negative. Because it was expected that the number of studies on leadership and leadership styles would be higher in studies where school principals participated or were the subject. With this result, the present study

differs from the studies of Hatipoğlu, Hıdıroğlu and Tok (2018), Gülmez and Yavuz (2016), Hallinger (2013), İşçi (2013), Bush and Crawford (2012), Örucü and Şimşek (2011). Because in these studies, it has been determined that the most studied subject in the examined articles is “leadership”.

Leadership is a concept that has the functions of directing and determining outputs not only for the school but also within the education system in a broader sense. Nowadays, school administrators are seen as school leaders who consider the achievements of students as their primary goal, provide appropriate learning environments for the realization of this goal, and unite all staff around this goal (Wilmore, 2002). Today, school principals, also known as education leaders, play an important role in creating a learning environment that supports student and school success (Leithwood & Jantzi, 2006). Leaders are the people who have the most important influence on the success of all institutions and organizations of the private and public sector, their sustainable development, and the creation and stable continuation of the organizational culture (Robbins & Judge, 2012). This situation is also valid for educational organizations. As a matter of fact, according to Hoy and Miskel (2010), the increasing expectations of many people and institutions, both inside and outside education, from schools are seen as the most important element that increases the importance of leadership in education. At this point, the role of management and leadership is very critical for the principal and is perhaps the most important feature of the principal (Lunenburg & Ornstein, 2013). Based on the belief and claim that the leadership roles, leadership styles and behaviors of school principals are the most important factor determining the quality of education in the school, it was expected that there would be more studies on the leadership roles, leadership style and behaviors of school principals among the scientific articles in which school principals participated or were the subject.

Another finding that can be evaluated negatively in the present study is that the total frequency of keywords about democracy, components of democracy or democratic management is not very high. The fact that the number of keywords in this category / theme is not high is an indication that there is not much work done on this subject / area and that this subject / area is not given enough attention. During the analysis of the data of the present study, the fact that there are few articles about democracy, components of democracy or democratic management was determined. However, it was expected that there would be more scientific articles on democracy in school and school principals, especially studies dealing with the democratic attitudes of school principals and the duties and responsibilities of school principals regarding the establishment of democracy in the school. Educational institutions have a major role in upbringing the citizens who are sensitive to differences, creative, aware of rights and freedoms; have critical thinking ability and have a higher level of consciousness and are aware of their responsibilities which are the needs of the democracy as a theory of freedom and tolerance (Bakır, 2012; Kocabaş & Çakır 2016; Tamer, 2011). Upbringing individuals who understand democracy and adopt the democratic lifestyle in society is the responsibility of the educational institutions, namely the schools. Schools should also transmit the culture of democracy as they are performing the function of cultural transmission (Hotaman, 2010). Being both the leader of the school’s internal components and the person who will make the aims of the school real, keep its structure alive, cherish its climate and develop its qualities, the school principal is an important factor in the formation of a democratic environment (Ünal, 2002). If it is wanted to settle democratic values in the society, these values should be habituated in the daily work. This subject is important for the administrations of all types of institutions but especially for the school administrators (Bäckmen & Trafford, 2007). As being the most important role model for students and teachers, school principal’s democratic attitude and application of democratic values in his / her life will be the determinant of the peaceful and confident school environment and effective and efficient school management. The democratic approach of school principals to the students and the teachers will increase the success of the education and the level of the harmony in the school (Okutan, 2003). Based on this information that emphasizes the importance of democracy and democratic governance at school, it is thought that it is important to prepare more scientific articles on democracy at school, democratic school management, and the duties and responsibilities of school principals in ensuring democracy at school.

5.1. Suggestions

In addition to the study of examining and categorizing the keywords used in the articles on a different sub-topic related to the field of education management / school management, studies that will examine / categorize the title / subject / main purpose or main results of the articles in question can also be conducted.

In parallel with this study, which examines the keywords used in scientific articles in which school principals are the subjects or participants, the keywords in master's and doctoral thesis studies can also be examined.

In studies aiming to examine the keywords in scientific studies related to any sub-field of educational administration, data can be obtained from larger data groups.

The number of scientific articles on the leadership characteristics, leadership styles, leadership behaviors of school principals, as well as the duties and responsibilities of school principals regarding democratic school management, democratic attitudes and behaviors can be increased.

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