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ARTICLES

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The trajectories of educational administration in Türkiye: The production and dissemination of the field knowledge

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Abstract: The primary objective of applied scientific research is to contribute novel dimensions to the existing theoretical knowledge within a relevant field and its adjacent domains. This serves to guide scholars and practitioners in addressing real-world challenges, fostering a clearer understanding, and establishing a robust foundation for policymaking. This study focuses on profiling Turkish academics engaged in Educational Administration (EA) research and teaching at universities. The aim is to illuminate their educational backgrounds and professional experiences, shaping their researcher identities, whilst unveiling the academic and scientific productivity of the leading professors influencing educational policies. The research delves into the production and dissemination of knowledge within the field, addressing key questions for academic staff: their distribution within EA departments, undergraduate majors, graduate programs, and extramural experiences. Additionally, the study scrutinizes the last five years of academic work for these professors, examining the number and types of manuscripts, books, book chapters, and projects undertaken. The findings underscore the necessity for collaborative efforts in building a theoretical foundation for the field. It contends fostering an egalitarian cooperation amongst all field members, with full professors taking the lead, is crucial for establishing a comprehensive theoretical foundation for EA.

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Keywords: educational administration; field members; academic profiles productivity, dissemination of field knowledge, knowledge production.

I. Introduction

The act of knowing has long preoccupied both the philosophy of science and the sociology of knowledge. In applied fields such as Educational Administration (EA), where the boundaries between academic discourse and professional practice remain porous, these questions become more than philosophical as they shape how the field justifies itself, how it educates its members, and how it intervenes in public life. This paper is situated within these tensions. It intends to explore not only how EA produces and circulates its knowledge, but also how its academic identity is forged, fractured, and contested across conceptual and national terrains.

I.1. Theoretical foundations and knowledge production in educational administration

Understanding and explaining the world through structured knowledge has long been a defining aspiration of scientific endeavor. While the natural sciences often rely on replicable models and stable paradigms, the social sciences, including the field of EA, must contend with fluid, value-laden, and contextually embedded phenomena. Individuals involved in EA research seek to make sense not only of institutional structures, but of human agency, culture, and leadership within educational systems. Science, in this context, serves not merely as a methodological system, but as a refined collective endeavor to produce socially situated understanding.

The applied nature of EA further complicates its epistemological positioning. Although the ultimate aim of applied scientific research is to contribute new dimensions to theoretical knowledge and inform practice and policy, the mechanisms of doing so remain entangled in practical demands and contextual constraints. EA operates within this complexity: it borrows heavily from disciplines such as Public Administration, Sociology, and Management Sciences,[3] yet often struggles to articulate a unified theoretical structure of its own. This has led to what some scholars define as an under-

[3] Ronald Heck and Philip Hallinger, "The Study of Educational Leadership and Management: Where Does the Field Stand Today?," *Educational Management Administration & Leadership* 33, no. 2 (2005): 229–244, https://doi.org/10.1177/1741143205051055.

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theorized field,[4] where borrowed frameworks are continuously adapted, repurposed, or insufficiently synthesized into coherent disciplinary constructs. The question then arises: Have these imported concepts been internalized by the field, or are they temporarily "on loan" from elsewhere?

Another point of tension concerns the epistemic authority and organization of the field. Within the scientific cultures of the social sciences, the distinction between researcher and practitioner, generator and consumer of knowledge, often collapses. As Archer[5] notes, human agency not only reproduces but also reconstructs cultural systems including those of scientific knowledge, making the boundaries of epistemic authority highly contingent. This is especially evident in EA, where knowledge is not solely produced for humans, but also by humans embedded in the very systems they seek to improve. Such intertwined being of subject and object deepens the field's internal ambiguities and raises persistent questions about its autonomy, consistency, and legitimacy.

Knorr Cetina[6] further challenges the conventional understanding of context in scientific practice, asserting context is not an external influence on scientific procedures, but an integral part of their very formation. In the case of EA, this implies that leadership, learning, policy, and organizational culture cannot be studied in isolation from the local, political, and institutional environments in which they are situated. These dynamics, in turn, affect how knowledge is produced, transmitted, and legitimized across different academic settings.

Responding to this complexity, several scholars have emphasized the importance of coherence in theory development. Evers and Lakomski's[7] "coherence criteria": comprehensiveness, consistency, and simplicity, offer a framework to evaluate and build epistemic unity in EA. Bush,[8] on the other hand, highlights the interdependence of policy, research, practice, and theory

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[4] Ruth McGinity, Amanda Heffernan, and Steven Courtney, "Mapping Trends in Educational-Leadership Research: A Longitudinal Examination of Knowledge Production, Approaches and Locations," *Educational Management Administration & Leadership* 50, no. 2 (2022): 217–232, https://doi.org/10.1177/17411432211030758.

[5] Margeret S. Archer, "Structure, Culture and Agency," in *The Blackwell Companion to the Sociology of Culture*, ed. Mark Jacobs and Nancy Weiss Hanrahan (Oxford and Malden, MA: Blackwell, 2005), 17–34.

[6] K. Knorr Cetina, "Epistemic Cultures: Forms of Reason in Science," *History of Political Economy* 23, no. 1 (1991): 105–122

[7] Colin Evers and Gabriele Lakomski, "Science in Educational Administration: A Postpositivist Conception," *Educational Administration Quarterly* 32, no. 3 (1996): 379–402, https://doi.org/10.1177/0013161X96032003005

[8] Tony Bush, "Theories of Educational Management," *International Journal of Educational Leadership Preparation* 1, no. 2 (2006): 1–25.

as the core pillars of educational leadership. Yet, in many national contexts, including Türkiye, these elements have yet to coalesce into a stable epistemic culture. Institutional structures, role multiplicity, and uneven research traditions continue to fragment the field's intellectual landscape.

Against this backdrop, the present study seeks to investigate how academic knowledge in EA is constructed, circulated, and institutionalized within the scholarly community. Whereas the empirical focus is on the case of Türkiye, the underlying aim is to contribute to broader discussions on disciplinary identity, epistemic cultures, and the academic-professional interface in EA. The specific national dynamics shaping these questions will be discussed in a dedicated section that follows the conceptual analysis.

I.2. Conceptual challenges in educational administration: Knowledge types, theory–practice divide, and identity

The field of (EA) continues to evolve under the dual pressures of academic theorization and applied practice. EA aspires to offer systematic and evidence-informed leadership in education, but it oftentimes operates without a consolidated epistemological foundation. Balcı[9] suggests the field is grounded in three overlapping types of knowledge: practical knowledge, gained through everyday experience and interaction with educational settings; professional knowledge, rooted in institutional standards and legal-pedagogical frameworks; and academic knowledge, built through scientific inquiry and theoretical formulation. However, these domains do not always interact in productive ways. Instead, their misalignment frequently exposes tensions between scholarly aims and managerial expectations.

Despite an increasing volume of empirical research, the field has been persistently criticized for its theoretical underdevelopment. McGinity et al.[10] note although methodologies have diversified and publications proliferated, the field remains insufficiently theorized. Many studies continue to draw upon externally sourced frameworks rather than developing contextually grounded theory. Bush[11] emphasizes the interdependence of four foundational elements as policy, research, practice, and theory. But in reality, these dimensions often

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[9] Ali Balcı, "Evolution of Educational Administration as a Scientific Discipline in Turkey," *Educational Administration: Theory and Practice* 14, no. 54 (2008): 181–209.

[10] McGinity, Heffernan, and Courtney, "Mapping Trends in Educational-Leadership Research," 219.

[11] Tony Bush, "Editorial: The Significance of Leadership Theory," *Educational Management Administration & Leadership* 38, no. 3 (2010): 266–270, https://doi.org/10.1177/1741143210362304

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remain siloed. This fragmentation both limits the cumulative development of knowledge and further complicates the field's disciplinary status.

A number of scholars have pointed to this condition as an epistemic crisis. Özdemir[12] associates the problem with a lack of consensus on the field's theoretical core, Waite[13] refers to "paradigm warfare," and Griffiths[14] identifies "intellectual confusion." These metaphors underline the extent to which EA's boundaries remain unsettled. In several contexts, EA is perceived more as a professional practice or an "art" than as a scientific discipline.[15,16] Boyan[17] even questions its eligibility as a research field, given the absence of universally recognized theoretical tenets. These debates raise fundamental concerns about the field's ability to sustain coherent knowledge structures across diverse national and institutional settings.

Contributing to this instability is the persistent theory/practice divide. Numerous scholars argue educational research frequently fails to inform administrative action in schools.[18,19] Academic staff, especially those distanced from everyday school operations, often lack the professional proximity required to produce relevant, grounded knowledge.[20,21] The result is a pattern of partial and unstable identity formation among EA scholars, many of whom oscillate between roles as researchers, lecturers, advisors, and field practitioners, without a unified epistemic framework to anchor their work.

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[12] Murat Özdemir, "Archeology of Epistemic Crisis in Educational Administration," *Educational Administration: Theory and Practice* 23, no. 2 (2017): 281–304.

[13] Duncan Waite, "The Paradigm Wars in Educational Administration: An Attempt at Transcendence," *International Studies in Educational Administration* 30, no. 1 (2002): 66–81.

[14] Daniel E. Griffiths, "Intellectual Turmoil in Educational Administration," *Educational Administration Quarterly* 15, no. 3 (1979): 43–65.

[15] Izhar Oplatka, "The Field of Educational Administration: A Historical Overview of Scholarly Attempts to Recognize Epistemological Identities, Meanings and Boundaries from the 1960s Onwards," *Journal of Educational Administration* 47, no. 1 (2009): 8–35, https://doi.org/10.1108/09578230910928061

[16] Pat Thomson, "Move over Rover! An Essay/Assay of the Field of Educational Management in the UK," *Journal of Education Policy* 15, no. 6 (2000): 717–732.

[17] Norman J. Boyan, *Handbook of Research on Educational Administration* (New York: Longman, 1988).

[18] Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professorate* (San Francisco: Jossey-Bass, 1990), The Carnegie Foundation for the Advancement of Teaching, https://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf

[19] Thienhuong Hoang, "Recognizing Each Others' Faces in Educational Leadership's Scholarship and Practice," *Essays in Education* 17, no. 1 (2006): 4.

[20] Bush, "Theories of Educational Management," 10.

[21] Fenwick English, "The Point of Scientificity, the Fall of the Epistemological Dominos, and the End of the Field of Educational Administration," *Studies in Philosophy and Education* 21, no. 2 (2002): 109–136.

This complexity is even deepened by the fluid nature of academic identity in higher education. Beauchamp and Thomas[22] argue identity is constructed through interaction with institutional norms, peer groups, and professional expectations. Clarke et al.[23] emphasize identity in academia is shaped through socialization processes, collaborative relationships, and evolving role definitions. In EA, where individuals often combine teaching, supervision, consultancy, and administrative leadership, identity formation becomes a continuous negotiation. As Olsen[24] and Day et al.[25] underline, professional identity is neither static nor wholly individual since it is conditioned by institutional structures and social experiences.

In sum, the field of EA remains conceptually unstable, marked by unresolved tensions between its applied function and its academic aspirations. The need for theoretical consolidation is widely acknowledged, still difficult to achieve given the field's structural fragmentation, paradigm ambiguity, and institutional role diffusion. Contemplating how these challenges manifest in specific national contexts is vital to advance both the theorization and the professional legitimacy of EA. These structural tensions take on distinct forms in specific national contexts. The case of Türkiye offers a compelling example, as examined in the following section.

I.3. The case of Türkiye: Institutionalization, fragmentation, and identity Struggles

The development of EA in Türkiye reflects a complex interplay of institutional efforts, external influences, and evolving academic expectations. Even though the first graduate-level training programs for educational administrators began in the mid-twentieth century, a lack of sustained undergraduate pathways and disciplinary autonomy hindered the formation of a stable academic foundation. In the absence of a unified epistemic

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[22] Catherine Beauchamp and Lynn Thomas, "Understanding Teacher Identity: An Overview of Issues in the Literature and Implications for Teacher Education," *Cambridge Journal of Education* 39, no. 2 (2009): 175–189, https://doi.org/10.1080/03057640902902252

[23] Marie Clarke, Abbey Hyde, and Jonathan Drennan, "Professional Identity in Higher Education," in *The Academic Profession in Europe: New Tasks and New Challenges*, ed. Barbara Kehm and Ulrich Teichler (Dordrecht: Springer, 2013).

[24] Brad Olsen, "How Reasons for Entry into the Profession Illuminate Teacher Identity Development," *Teacher Education Quarterly* 35 (2008): 23–40.

[25] Christopher Day, Alison Kington, Gordon Stobart, and Pam Sammons, "The Personal and Professional Selves of Teachers: Stable and Unstable Identities," *British Educational Research Journal* 32, no. 4 (2006): 601–616, https://doi.org/10.1080/01411920600775316.

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tradition, the field has relied heavily on conceptual imports and borrowed legitimacy from neighboring disciplines like Educational Sciences.

The earliest efforts at formalizing EA as a professional and academic territory in Türkiye were closely tied to state-led modernization and bureaucratic reforms. The training programs initiated under the auspices of the Turkish Institute of Public Administration for the Middle East (*TODAİE*) in the 1950s provided a foundational yet bureaucratically framed entry point for the field. It was not until the 1960s that more institutionally integrated academic programs began to emerge. These efforts were further advanced by the establishment of specialized graduate schools and doctoral programs housed within education faculties. Despite these developments, EA in Türkiye has struggled to gain full academic recognition. Until recently, the absence of peer-reviewed journals and professional associations limited scientific/scholarly visibility. The publication of field-specific journals like Theory and Practice in Educational (1995) and Research in Educational Administration and Leadership (2016), and the foundation of associations like *EYAK*, *EYUDER*, and *EYED-DER* (paralleled by events such as *EYK*, *EYFOR,* and *EDK* congresses), represent the attempts to consolidate the field and foster a research-oriented scholarly community. These structures also signal the attempts to create professional platforms for engagement across academia and school leadership. That said, these institutional gains have not fully resolved the field's internal fragmentation. Persistent dependency on external paradigms and a lack of consensus on foundational concepts continue to obscure the field's disciplinary boundaries. Moreover, EA academics in Türkiye are frequently tasked with multiple, often conflicting roles: delivering graduate instruction, advising educational policy, supervising school leaders, and producing research. This multiplicity, being reflective of the field's applied nature, often results in partial or ambiguous professional identities. Ayyıldız and Özdemir[26] emphasize such role fluidity not only dilutes the theoretical focus but also complicates institutional cohesion across and beyond academic and practical domains.

In this sense, the Turkish case illustrates how disciplinary uncertainty, epistemic hybridity, and institutional overload interact to shape the knowledge culture of EA. Rather than viewing Türkiye as an exception, the unique dynamics observed here point to broader structural tensions within the field such as tensions that manifest differently across national systems but share a common concern with epistemic legitimacy and academic autonomy.

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[26] Pınar Ayyıldız and Murat Özdemir, "Knowledge Production About Educational Management in Türkiye: Lecturer Perspectives," *Kastamonu Education Journal* 30, no. 3 (2022): 609–620, https://doi.org/10.24106/KEFDERGI-2021-0037.

I.4. Purpose

The scholarly members of EA, particularly those working within universities and other higher education institutions, bear a critical responsibility in shaping the future of the profession hence the field. They are not only expected to train educational leaders but also to cultivate intellectual autonomy within the field via guiding research that is original, contextually grounded, and theoretically informed. Ideally, these academics are positioned to formulate theory-based responses to administrative challenges at both micro and macro levels, integrate their results/findings into policy discourses, and model the application of knowledge within their own institutional settings. As Oplatka and Arar[27] emphasize, the identity of a field is closely tied to the backgrounds, practices, and scholarly influence of its members. In this regard, the present study struggles to map the academic profiles of Turkish EA scholars currently engaged in teaching and research across higher education institutions. It inspects how their educational trajectories and professional experiences shape their researcher identities, and how senior academics, especially full professors, contribute to the field's knowledge production and its influence on educational policy.

To this very end, the paper addresses the following for the academic staff in question:

- How are they distributed across EA departments in T4,233ürkiye?
- What are their undergraduate majors and graduate training backgrounds?
- What types of extramural (non-university) professional experiences have they acquired?

In addition, the study examines the scholarly production of these academics over the past five years, focusing on:

- The quantity and types of published journal articles,
- The number and genres of books and book chapters authored,
- The nature and scope of research projects they have conducted.

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[27] Izhar Oplatka and Khalid Arar, "The Field of Educational Administration as an Arena of Knowledge Production: Some Implications for Turkish Field Members," *Research in Educational Administration and Leadership* 1, no. 2 (2016): 161–186, https://doi.org/10.30828/real/2016.2.1.

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II. Method

This study, which investigates the profiles of academics in the field of EA, deploys the general survey model. Surveys typically collect information from a large population based on response options specified by the researcher. In most cases, in such studies, researchers are more interested in how the opinions and characteristics of the individuals in the sample are distributed rather than why they occurred in this wat.[28] Thereupon, the present study was carried out in Türkiye and delved into the profiles and productivity of the academics of EA through an analysis of their educational and professional background and checking their academic labor.

II.1. Data collection and analysis

In the current study, the background information that pertains to the relevant academics was accessed through the Higher Education Academic Search of Türkiye (YÖKAKADEMİK, https://akademik.yok.gov.tr/). Several attempts were made to fill in the missing information referring to the website of the institution that the academic in question is affiliated with. Resultantly, the study did not involve any of the academics appointed to professorship or retired after the given date. Four professors, one of whom passed away, and three faculty members whose data could not be obtained, were excluded from the process.

The data obtained were analyzed using descriptive statistics. Descriptive statistics is a type of statistics used to describe the subject under study and make complex and scattered data understandable and systematic. In analyzing the data, the distribution of the lecturers according to their titles, degree information, and according to their experience outside university was reviewed using the methods of descriptive statistics. Besides, the manuscripts published by the professors in the field during 2016-2021 were classified in conformity with the indexes they were scanned against, the books were categorized as translation books, scientific/academic books and textbooks, and the projects were grouped as the ones funded by European Union (EU) and as the ones funded by The Scientific and Technological Research Council of Türkiye (*TÜBİTAK*), also as the ones funded by the relevant higher education institution and all the rest was grouped as 'other projects'.

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[28] Jack Fraenkel and Norman Wallen, *How to Design and Evaluate Research in Education*, 6th ed. (New York: McGraw-Hill, 2006).

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III. Findings and interpretation

In June 2021, 377 academics were recorded as working in the field of EA in Türkiye. The academic staff consists of 111 professors (29.4%), 99 associate professors (26.2%), 98 assistant professors (25.9%), 63 research assistants (16.7%), and 7 lecturers (1.8%). These figures suggest there is a relatively balanced distribution of faculty members, put differently, in the form of professors, associate professors, and faculty members with PhDs.

Undoubtedly, the educational background of the faculty should be considered as well. Accordingly, Chart 1 below shows the degrees of academics working in the field of EA.

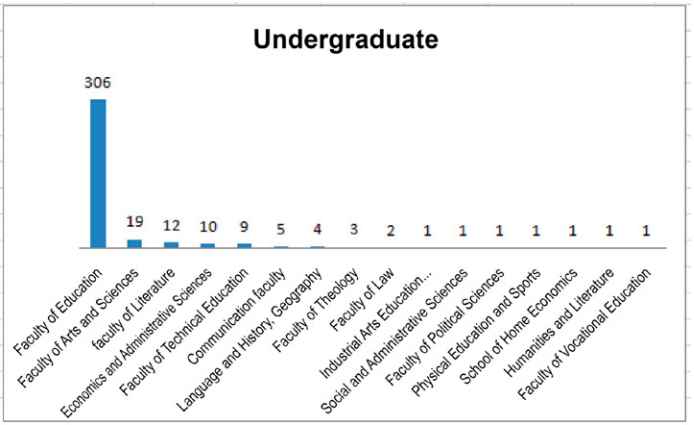


Chart 1

The majors of the academics in the field

Chart 1 demonstrates that the majority of academics in the field of educational administration graduated from the Faculty of Education. With this in mind, another noteworthy issue is the diversity of the faculties from which the graduates earned their degrees. The academics who graduated from 16 different faculties, such as Theology, Communication, Physical Education and Sports, must have continued their postgraduate education in a different program. The information about the post graduate degree, which is considered the starting point of an academic career, is presented in Chart 2. For sure, this does have an impact on the epistemic thinking that is pertinent to the field of EA.

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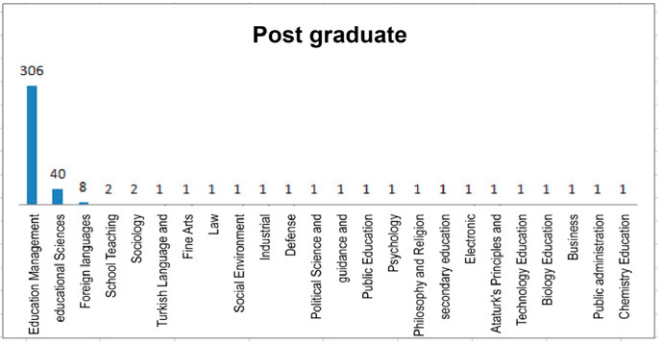
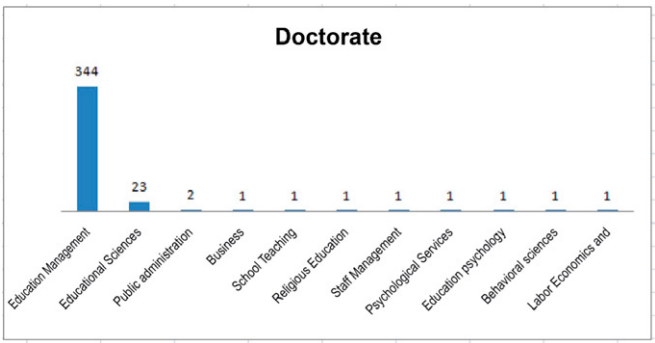


Chart 2

The areas the graduate degrees obtained

It appears that most graduates are from the field of EA, and 19% earned their degrees in 24 different fields. This opens up the discussion about the autonomous being of the field of EA-is it a 'curse or a blessing' for the knowledge produced and disseminated?



Degree	Faculty of education	Educational management	Others
Undergraduate	306	-	71
Post-graduate	-	306	71
Doctorate	-	344	33

Chart 3

The areas the doctoral degrees obtained

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The information on the doctoral degrees, which is the formal final step in the educational process of an academic career, is outlined in Chart 3.

344 of 377 academics as the field members of EA seemed to have received their doctorate from an EA program. Although there is a smaller number (33) of academics from other programs, which are still located under the umbrella; the 'scientific roof' of Educational Sciences, the fact that the individuals who earned their doctorate in other fields such as Business Administration, Religious Education, Psychological Services, and Labor Economics may mean that the number can get higher in time and this must have its own impact on the production and transmission of the knowledge of the field of EA.

The other factors that are eminent in forming a professional identity like the impact of formal education, the informal learning resources being exposed to in time, such as the workplace, development, socialization, getting together with professional learning groups, gaining an awareness of organizational norms, and adaptation deserve attention too. In fact, work experience can be utilized as a concept that is overarching the others. Table 1 illustrates the professional experiences of the academic staff who are members of the field of EA.

Table 1

Work experience of the academics in the field of EA

Professional Duty	f*	%*
No Outside Experience	128	33.9
Teacher	218	57.8
Inspector/Deputy Inspector	43	11.4
School Administrator (Principal/Vice Principal)	33	8.7
Education Specialist/Deputy Education Specialist	12	3.1
Senior Manager at Ministry of National Education (Assistant Undersecretary, General Manager, Provincial/ District Manager/Branch Manager/Assistant)	10	2.6
Other Education Sector	12	3.1
Outside the Education Sector	26	6.8

*Please note that the frequency and percentage values are higher than the total number of the individuals recruited because each individual has work experience in more than one area, and each of these areas is shared.

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Table 1 evidences about one-third of the academics are without any professional experience. That being said, all the experiences mentioned are somewhat based on an academic life. The most common form of professional experience of the remaining two-thirds is teaching, followed by working as an inspector or deputy inspector, as a school administrator, as an education specialist, as a manager in the central or provincial organization of the Ministry of Education, and acting as a professional in varying service areas again of the education areas. Looking at the degrees, this can be found normal. Nonetheless, perhaps the most 'striking' information in Table 1 is that 26 academics worked in non-educational fields prior to their academic careers. Of these, a fair number belongs to the areas that are not directly connected to EA like Health, Banking, Military and Media.

In the second place, the study strived to inquire into the academic and scientific productivity of the professors who are the field members of EA, and who are believed to play a big role in shaping the academic structure in universities alongside having the links to the field at the ministerial level within the last five years then. The academic/scientific productivity was evaluated through the number and type of manuscripts indexed in Web of Science (SSCI), in the National Index (TR Index) and in the field indexes; for the books as books and book chapters that are scientific/academic and as the translated books and lastly, as the number of projects carried out as supervisors for the projects.

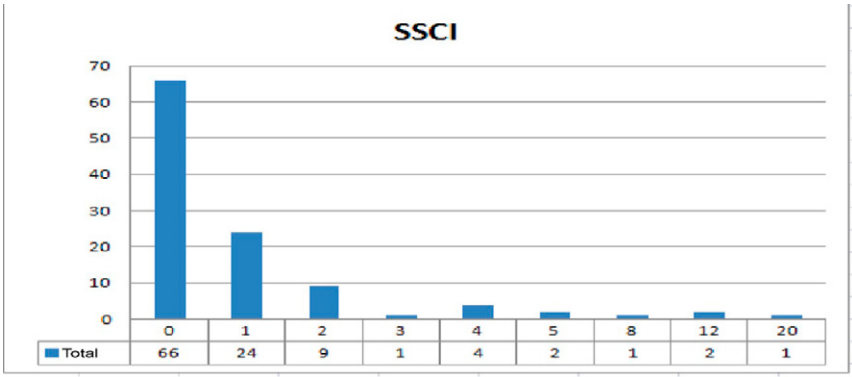


Chart 4

Manuscripts indexed in Web of Science (SSCI) by professors in the last five years

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As can be understood from Chart 5, 111 professors published a total of 123 SSCI-indexed manuscripts in the last five years then. Taking the average of these last five years, the number of manuscripts per professor is 1.1. The number of professors who had not yet published any SSCI-indexed manuscripts then is 66. Another 'surprising' piece of information given in Chart 4 is 3 professors authored 36% of the publications alone. Provided these 3 academics are excluded from the system, the average publication drops to 0.7. On a final note, it might be relevant to note down 2 of the 3 professors with the highest number of SSCI-indexed manuscripts are with no extramural experience.

The figures for the manuscripts indexed in the National Index (TR Index) are presented at Chart 5.

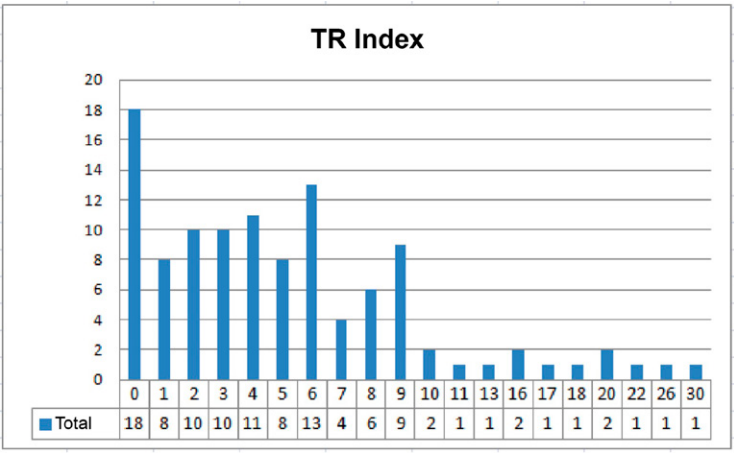


Chart 5

Manuscripts indexed in the National Index (TR Index) by professors in the last five years

Chart 5 exemplifies the professors who published 606 publications in the last five years then actually published an average of 5.5 publications, or about one publication per year. The data sheds light on the fact the quantitative clustering is in the direction of publishing fewer than 10 articles in 5 years. Glancing at the opposite direction, that is, the productivity of the professors with more than 20 publications in the last five years then, it becomes clearer that the average drops to 4.3 for these five years, which hints at that to less than one manuscript per year.

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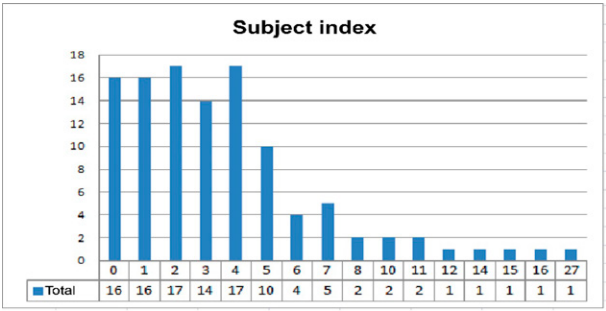


Chart 6

Manuscripts indexed in the Subject Indexes by professors in the last five years

To understand the value and function of the subject indexes for the Turkish academic community is a prerequisite to grasp the situation with Chart 6. It is also significant to first recall that producing subject-indexed work is indeed a must for academic/institutional appointments and promotions in Türkiye. As is made available in Chart 6, 111 professors published 411 manuscripts of this sort in the last five years then. This represents an average of 3.7, and 47 professors' publishing above this average accounts for the 85% of the publications. To put differently, the professors who are in the minority sign the majority of the publications, similar to what was valid for the other indexes.

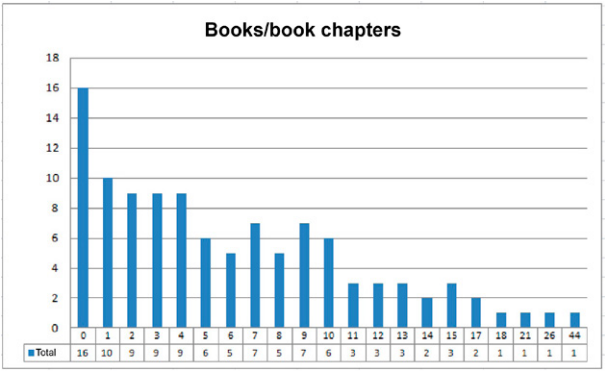


Chart 7

Books/book chapters by professors in the last five years

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The authorship of an entire academic book or book chapter is also a central variable for scientific productivity. Charts 7 and 8 below help understand the productivity of the professors in this regard.

The average number of the professors in the field, in which 688 books/book chapters were authored, is 6.3. The rather uneven distribution recorded for the manuscripts reappears here. The number of professors with no or below-average publications is quite high compared to all. With this being said, according to Chart 7, 16 professors seemingly are without a single book/book chapter for the last five years then, which is just as prominent as that one professor produced 44 books/book chapters.

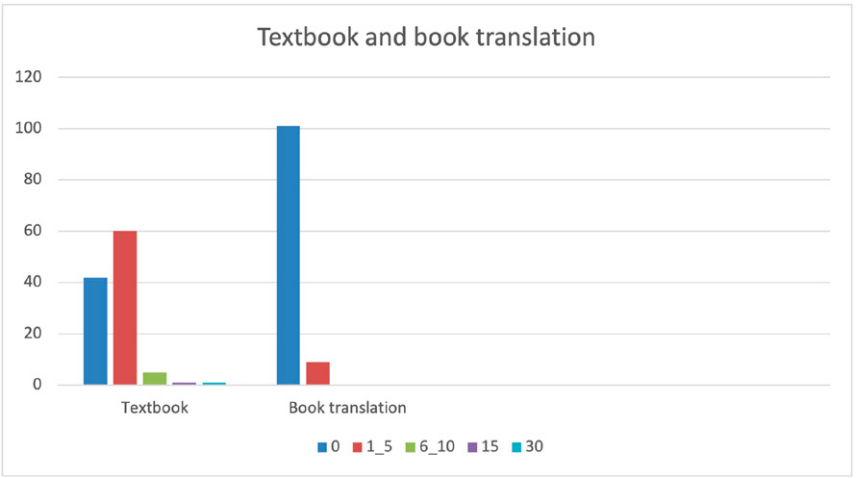


Chart 8

Textbooks and translated books by professors in the last five years

Chart 8 helps us with an overview of 223 textbooks that were written in the last five years then. The average here is 2.04. The lowest productivity was 'achieved' in the translation books. The average of the five years in which 18 books were published is only 0.16. As can be seen from the graph, just 9 academics published works against this background.

The area where the scientific productivity of the professors is the lowest is projects. The number and type of projects in this setting are detailed in Chart 9.

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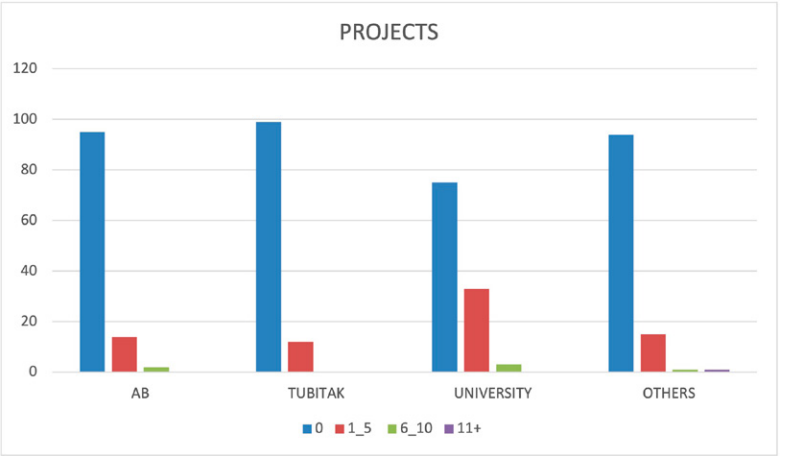


Chart 9

Projects by professors in the last five years

The total number of EU-funded projects in which the professors partook is 31. For these EU projects, where the average is 0.2, it can be grasped 95 faculty members were not involved in any of the projects in the last five years then. Whereas the total number of TÜBITAK-funded projects is 15, the project average is 0.13. At this very low average, 11 professors took part in a TÜBITAK project. University-funded projects attained the highest ratio in all the project types, averaging 0.7 and 78 projects. But for all that, 75 professors did not participate in any project. For the joint projects with other parties like the Development Agency, Ministries and other bodies, the number was 38. In this project venue, the average is 0.3. It should not be forgotten these figures were reported mainly because one professor signed in total 13 projects in the last five years then.

IV. Discussion and conclusion

In our study that investigates the academic profiles of Turkish field members of EA situated in universities, through a number of parameters, to wit, the educational background and professional experiences that are considered as impactful factors on researcher identities, academic productivity, particularly that of those entitled full professorship are interpreted in line with the ongoing epistemic/scientific work within the relevant spheres in Türkiye.

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The first layer checked pertaining to the educational background is the majors of the academics. It is crystal clear even though the graduates cluster mostly under Faculty of Education, there exist dissimilar schools, to illustrate, Faculty of Political Sciences. One can speculate on this situation in changing ways. For instance, having graduates of varying faculties together with the ones from Faculty of Education can indeed be a 'blessing' for the production and dissemination of the knowledge of EA in Türkiye taking into account the potentially enriched viewpoints to be integrated in the epistemic processes. Nonetheless, what has been accentuated recently: "over the last 50 years, the proportion of empirical research has increased and methodological approaches (of data generation and analysis) have diversified, yet the field is persistently under-theorised"[29] implies possessing a rather heterogenous pool of scientific thinking and-doing, which may also be due to owning distinct educational backgrounds, can interfere with 'speaking the same language' that would otherwise pave the way for a harmonious act toward theory making. It is worth noting herein that since the scientific development of the field in Türkiye began relatively later than the West, specifically than the US, striving for a solid theoretical basis for the knowledge of the field is of utmost importance towards a consensus on the knowledge base[30] eschewing an epistemic crisis,[31] refraining from a paradigm warfare,[32] or what Griffiths[33] defines as an intellectual confusion.[34]

The second layer studied in relation to the educational backgrounds of the field members is the areas they received their graduate degrees. The majority seem to be the graduates of the field, yet some others again hold a diversified portfolio. Taking into consideration field-specific knowledge development is merely possible with having a postgraduate degree in the field, especially in Türkiye where there is no undergraduate degree offered for EA, and the fact that there exist field members with degrees from other areas, it might be argued the realms of the field that are mostly handled through the courses given as part of the graduate programs can actually be

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[29] McGinity, Heffernan, and Courtney, "Mapping Trends in Educational-Leadership Research," 218.

[30] Kadir Beycioğlu and Burhaneddin Dönmez, "Issues in Theory Development and Practice in Educational Administration," *Educational Administration: Theory and Practice* 47, no. 47 (2006): 317–342.

[31] Özdemir, "Archeology of Epistemic Crisis," 290.

[32] Waite, "The Paradigm Wars in Educational Administration," 74.

[33] Griffiths, "Intellectual Turmoil in Educational Administration," 50.

[34] Hazal Takmak, "The Originality and Autonomy Problem of Educational Administration," *Ege Journal of Education* 20, no. 1 (2019): 113–126, https://doi.org/10.12984/egeefd.452705.

'missed out'. More radically speaking, a question needs to be posed: Are these field members without a graduate degree in the field "outsiders as epistemic subjects in scientific work" that can be "called both as assets and problems"?[35] What is more, this may result in the "borrowed standpoints"[36] for Türkiye this time, which was raised as an issue around two decades ago for the knowledge production and dissemination of the field of EA.

The third layer is the areas the doctoral degrees obtained. Most field members appear to have received a doctoral degree in EA, but the remaining have done so in other fields, for which one may still think as the neighboring ones though. It is noteworthy to revisit the rather miscellaneous being of the field knowledge as to what these field members with a doctoral degree 'outside the field' bring to the knowledge base. On top of this, since each graduate school has its authentic paradigm on the salient issues about obtaining and internalizing the field knowledge, this may even result from and result in "power differences and political domination"[37] and there is also the likelihood that "there are significant differences in the ways in which scholars create and disseminate new knowledge, and scholars' material practices are shaped by the prevailing epistemic culture"[38] because of what is called as the "human factor",[39] which is extremely interwoven with altering identities and the worldviews.

Another aspect referred to as a check point in this study is the snapshot of the professional profiles of the field members, which lays out their professional backgrounds. Majority used to be teachers and a considerable number is without any previous experience, where the rest is with some experience in the areas that can be named as the sub-areas of the field knowledge entailing the wisdom of practicum. It is still a hot debate that there is a discrepancy between the theoretical and practical knowledge[40,41]

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[35] Dick Kasperowski and Thomas Hillman, "The Epistemic Culture in an Online Citizen Science Project: Programs, Antiprograms and Epistemic Subjects," *Social Studies of Science* 48, no. 4 (2018): 565, https://doi.org/10.1177/0306312718778806.

[36] Heck and Hallinger, "The Study of Educational Leadership and Management," 240.

[37] Göran Collste, "Cultural Pluralism and Epistemic Injustice," *Journal of Nationalism, Memory & Language Politics* 13, no. 2 (2019): 1–12, https://doi.org/10.2478/jnmlp-2019-0008.

[38] Blaise Cronin, "Scholarly Communication and Epistemic Cultures," *New Review of Academic Librarianship* 9, no. 1 (2003): 1–24.

[39] Sedat Gumus, Sukru Bellibas, Emine Gumus, and Philip Hallinger, "Science Mapping Research on Educational Leadership and Management in Turkey: A Bibliometric Review of International Publications," *School Leadership & Management* 40, no. 1 (2020): 23–44, https://doi.org/10.1080/13632434.2019.1578737.

[40] Boyer, *Scholarship Reconsidered*, 12.

[41] Hoang, "Recognizing Each Others' Faces," 4.

which may be adding on the plight on the field. This 'gap' between theory and practice occurring on account of academics' being far away from the system[42,43] can be an(other) outcome of the knowledge produced with the lack of personal experience to be gained 'on site'.

As for the scientific/academic publishing by the field members who are full professors; the indexed manuscripts, books and book chapters, one can think the average numbers are not as high as expected. It would be meaningless to speak again about the role and place of manuscripts and books toward the expansion and deepening as well as the internationalization of the knowledge base of the field of EA as is the case with any other discipline. Remembering the report of Gulbenkian Commission[44] pinpointing the organization of the field members as an invaluable criterion for institutionalizing a branch of science, the vital function of such publishing necessitates a careful enquiry. On account of the fact that the field members, who are the target group, are at the same time the instructors and administrators in their organizations, aside from acting as researchers, their productivity can be impeded by these dynamically changing roles, tasks and duties. However, since a blockage to the 'expected' academic/scientific productivity may be valid about time constraints, the instructor and administrator identities of the field members are valuable assets to the field knowledge that concentrates on education and its management. This is specifically true about the richness/depth of the knowledge base that can be freed from the never-ending dichotomy of theory and practice.

With regard to the field professors' getting involved in academic and scientific projects, it is witnessed the numbers are not satisfactory essentially for Türkiye where the field knowledge is still being shaped and refined amid discussions of innumerable sort. Further, Bush[45] earlier claimed that EA is the total of study and practice focusing on the healthy functioning of schools and educational institutions and it was counted as a professional field of practice involving developmental areas.[46] In consideration of all these, project work comes into view as yet another scientific and academic domain which also meets theory and practice with its inherent being that lays the foundations of theory and practice.

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[42] Bush, "Theories of Educational Management," 20.

[43] English, "The Point of Scientificity," 133.

[44] Gulbenkian Commission, *Open the Social Sciences* (Istanbul: Metis, 1998).

[45] Bush, "Theories of Educational Management," 21.

[46] Nestor R. Balmores, "The Characteristics and Theoretical Orientations of the Knowledge Base of Educational Administration in Journal Articles, 1965–1987: A Content Analysis Study" (PhD diss., University of Cincinnati, 1988).

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V. Implications and recommendations

This paper pursues answers to these questions: (1) How can the scientific knowledge of EA can take up the role of a source of wisdom and become more influential in guiding the decision-making processes taking place in the application of scientific knowledge? (2) (How) can the understanding that dictates the larger division of labor in knowledge production and transmission is by scientists as the generators of knowledge where lay people act as the consumers of knowledge[47] be changed into one spotlighting an equitable approach underlining the ever-lasting dichotomy of EA known as the disparity-if not conflict-between theory and practice? Before reviewing these questions, for the prospective researchers "who would like to go sailing on a non-linear ship to know, to explore and to do educational administration and leadership" [48] we would like to recommend to go for a detailed probe that may permit digging into the topics studied, into the course content offered in the graduate programs of EA in Türkiye also collating the views of the field members and perhaps to deploy a mixed method direction to further ponder over the production and dissemination of the knowledge of the field. Hence, this question deserves to be remembered here: "May it be that those concerned with educational administration have the patience, in other words, and the wisdom to continue a sometimes-troubling conversation and to elude the preemptive epistemic resolutions that are ultimately of less significance than the many?"[49]

When it comes to providing answers to the first question above: "How can the scientific knowledge of EA can take up the role of a source of wisdom and become more influential in guiding the decision-making processes taking place in the application of scientific knowledge?" there are a couple of recommendations that can be made. Speaking of Türkiye, the theoretical basis of the field knowledge can be strengthened by 'all' the field members taking an egalitarian stance. For the scientific productivity of all the members in the field, graduate students, scholars, and the practitioners can start to work jointly toward this aim. As a matter of fact, doing so will be conducive to the production of more realistic and even tangible forms of knowledge within the field while assisting in bridging the existing gap between theory

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[47] Ze Hong and Joseph Henrich, "The Cultural Evolution of Epistemic Practices," *Human Nature* 32 (2021): 622–651, https://doi.org/10.1007/s12110-021-09408-6

[48] Kadir Beycioğlu, "Will Evers & Lakomski Be Able to Find Leadership's Holy Grail?," *KEDI Journal of Educational Policy* 9, no. 2 (2012): 358.

[49] Martin Barlosky, "A Rejoinder to Evers and Lakomski," *Curriculum Inquiry* 25, no. 4 (1995): 473, https://doi.org/10.2307/1180022.

and practice. Albeit this attempt will underscore the contextual/situational field knowledge for Türkiye, over time, internationalization of the knowledge of the field can be possible in this way.

For the latter of the questions directed: "(How) can the understanding that dictates the larger division of labor in knowledge production and transmission is by scientists as the generators of knowledge where lay people act as the consumers of knowledge[50] be changed into one that spotlights an equitable one underlining the ever-lasting dichotomy of EA known as the disparity-if not conflict-between theory and practice?" there is the need to 'amplify' the voices of the immediate-yet often not very much heard-shareholders of the field: teachers, school principals, parents and students with the addition of those of the decision maker bodies and the other managerial parties as the 'users' and producers of the field knowledge.

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[50] Hong and Henrich, "The Cultural Evolution of Epistemic Practices," 624.

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