

# Educational Leadership Study Positioning

*By* Fatkul Anam

# Educational Leadership Study Positioning: A Bibliometric Perspective (1938-2019)

FatkulAnam

UniversitasWijaya Kusuma Surabaya  
Surabaya,60225, Indonesia

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**Abstract**-This research aims to review the position of study status in the field of "educational leadership" at the global level. Data were obtained from the Scopus database and analyzed using the bibliometric approach with the analyze search results service from Scopus and the VOSviewer application. This survey studied articles related to educational leadership as many as 2,460 academic documents published from 1938 to December 2019. The results of research related to educational leadership studies show that the most dominant country was the United States, the most productive institutional affiliation was the University of Manchester, the individual authors with the most publications are Hallinger, P., and the most intensive field of study was a social science. There are five research keyword groups and five author collaboration networks related to educational leadership studies. Management in Education became a scientific journal with the most articles published, 265 documents. The number of studies published on educational leadership every year shows an increasing trend with the peak of publication in 2019 of 214 documents.

**Keywords:** Educational Leadership, Education, Scopus, VOSviewer, Bibliometric.

## Introduction

Education has a major contribution to the progress of all nations and civilizations (Aldhaheeri). The quality of human resources in a country is determined by the quality of education owned by the country (Istiyono et al.). Schools are the most important part of absorbing education directly. Talent, interest, level of intelligence, learning characteristics, and methods used by teachers in learning are very important to use and do tests to find out the extent of students' understanding (Iskandar et al.; Ahida Suci et al.). Because teachers interact directly with students, teachers at school can be called street-level bureaucrats (Lipsky). The role of school leaders and teachers is very important because they are social actors who meet children early on at the school level (Arar et al.). School failure is often associated with the failure of leadership or management of the school, especially its leadership in education (Bush). True education from the community, by the community and for the community.

Educational leadership has an important role in the dynamics of change that occurs in society. A leader's behavior is the main requirement for effective change to occur (Waheed et al.). So, there is a need for special learning intended for leadership in schools (Haseeb et al., 2020). Educational leadership is individuals who have a duty to influence the motivation, knowledge, and practices of others to facilitate teaching and learning (Spillane and Diamond). For leaders to succeed with their leadership, educational leaders need to challenge discrimination and develop strong bonds based on trust, respect, equality, and justice (Leithwood and Riehl). Leadership styles such as task orientation affect the attitudes, motivations, and behaviors of subordinates (Wirawan et al.). Leadership studies are basically motivational studies (Ford et al.). Democratic leadership functions as a means to produce compliance from those led so that the desired goals can be realized (Woods).

Educational leadership with educational management has differences and interrelationships. In a study conducted by Alhosani, Singh, and Nahyan it was said that students' academic achievement was influenced by educational leadership, school climate, and how much parental involvement with these students (Alhosani et al.). If educational leadership is an act of influence in achieving goals, then education management is a practice in the assignment for the functioning of a system in educational institutions (Connolly et al.).

Educational leadership and education management and is a basic concept in the organization of educational institutions. However, there are not many concepts and research results that explain and review these differences between practitioners and academics (Connolly et al.), and the relationship between the two. In general, educational leadership research is only limited to research at the school, area or country level (Heikka and Waniganayake; McGrath-Champ et al.; Ford et al.). There are not many studies on educational leadership that provide a big picture visualized from year to year with data from all countries. Also, there is no research that specifically addresses the relationship between authors, affiliations, and the impact of the research they do. Therefore, this research aims to review the position of study status in the field of "educational leadership" at the global level. We observe growth

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\*Corresponding Author: FatkulAnam, Email: fatkulanam@yahoo.co.id

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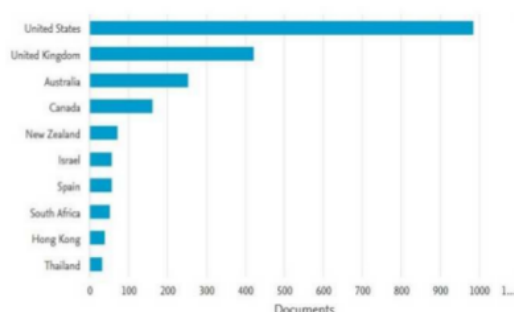
data on the number of academic documents related to the topic of educational leadership that have been published and indexed by Scopus from 1938 to December 2019.

## Method

This research reviews the position of study in the field of "educational leadership" visually at the international level. Study data were obtained from the Scopus database using the document search service in January 2020. The study used a bibliometric approach and analyzed research data using the analyze search results service from Scopus and the VOSviewer application (Setyawati et al.; van Eck and Waltman). The VOSViewer tool was used to build and visualize bibliometric approaches, namely the growth in the number of studies, researchers, academic affiliations, countries, fields, keywords and author collaboration (Ranjbar-Sahraei and Negenborn). This survey identified keywords related to educational leadership to find and identify related articles in the Scopus database for 2,460 academic documents published from 1938 to December 2019 at the global level. The query command that was applied when mining data in Scopus is TITLE-ABS-KEY ("educational leadership") AND PUBYEAR < 2020).

## Result and Discussion

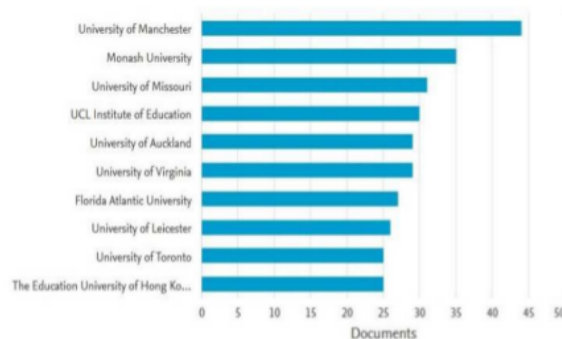
### The Most Common Country Affiliations of Educational Leadership Studies



**Figure 1.** Country Number of Educational Leadership Per Year

The country that has the largest contribution and conducts a study in the field of educational leadership shown in Figure 1 is the United States with a total of 984 documents. Followed by the United Kingdom, Australia, Canada, New Zealand, Israel, Spain, South Africa, Hong Kong, and Thailand.

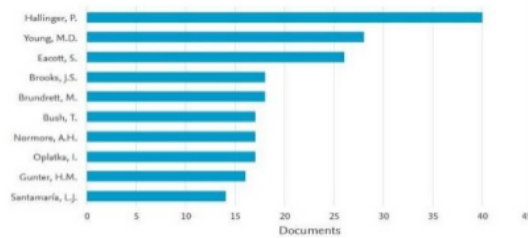
### Most Common Institutional Affiliations of Educational Leadership Studies



**Figure 2.** Affiliation Number of Educational Leadership In Year

The top 10 research institutions in educational leadership studies were the University of Manchester with 44 documents. Then followed by Monash University, University of Missouri, UCL Institute of Education, University of Auckland, University of Virginia, Florida Atlantic University, University of Leicester, University of Toronto, and The Education University of Hong Kong as shown in Figure 2.

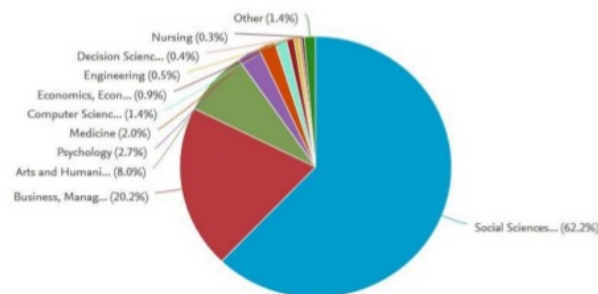
### Most Individual Writers in Educational Leadership



**Figure 3.** Most Individual Authors of Educational Leadership

The author with the most studies in the field of educational leadership was Hallinger, P with 40 documents. Followed by Young, M.D., Eacott, S, Brooks, J.S., Brundrett, M., Bush, T., Normore, A.H., Oplatka, I., Gunter, H.M., and Santamaria, L.J.

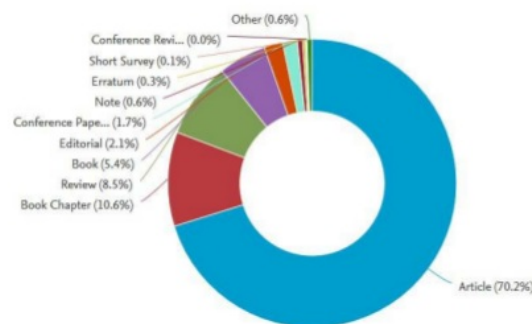
### Most Frequency of Educational Leadership Studies by Subject



**Figure 4.** Most Frequency of Educational Leadership Research by Subject Area

The most subject area in educational leadership studies was social science with 2,280 documents (62.2%), followed by business, management & accounting with 742 documents (20.2%), arts & humanities with 294 documents (8%), psychology with 99 documents (2.7%), medicine with 75 documents (2%), computer science with 51 documents (1.4%), economics, econometrics & finance with 32 documents (0.9%), engineering with 20 documents (0.5%), and decision sciences with 13 documents (0.4%).

### Most Frequent Type Document of Educational Leadership Studies



**Figure 5.** Most Frequent Type Document of Educational Leadership Publication

The most frequent type document in educational leadership studies was article (70.2%) with 1,727 documents, then book chapter (10.6%) with 260 documents, review (8.5%) with 209 documents, book (5.4%) with 132 documents,

editorial (2.1%) with 51 documents, conference paper (1.7%) with 41 documents, note (0.6%) with 14 documents, erratum (0.3%) with 8 documents, and short survey (0.1%) with 3 documents,

#### Year Documents Based on Sources of Educational Leadership Studies

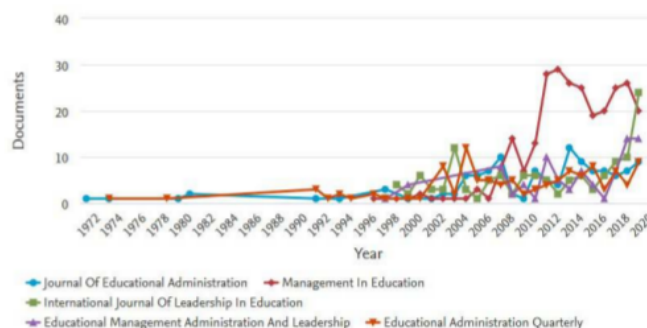


Figure 6. Number of Documents Each Year Based on Sources from the Field of Educational Leadership. The number of documents each year based on sources in international journals in the field of educational leadership was Management In Education with 265 documents. Followed by the International Journal of Leadership in Education with 129 documents, Journal of Education Administration with 121 documents, Educational Administration Quarterly with 113 documents and Educational Management Administration and Leadership with 85 documents.

#### Documents per Year of Educational Leadership Studies

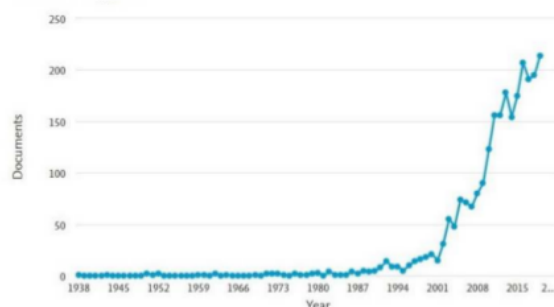


Figure 7. Documents per Year of Educational Leadership Studies

Studies on educational leadership that pass-through peer review have been published since 1938. In general, the number of international publications on educational leadership has shown an increasing trend every year. This can be seen in Figure 7, the highest study peak in 2019 with 214 documents.

#### Document Cited of Educational Leadership Studies

No	Document Title	Authors	Year	Source	Cited by
1	Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice	Chankova, N.V., Creswell, J.W., Stick, S.L.	2006	Field Methods 18(1), pp. 3-20	449
2	Social Justice Educational Leaders and Resistance: Toward a Theory of Social Justice Leadership	Theoharis, G.	2007	Educational Administration Quarterly 43(2), pp. 221-258	289
3	Handbook of Research on Student Engagement (Book)	Christenson, S.L., Wylie, C., Reschly, A.L.	2012	Handbook of Research on Student	277

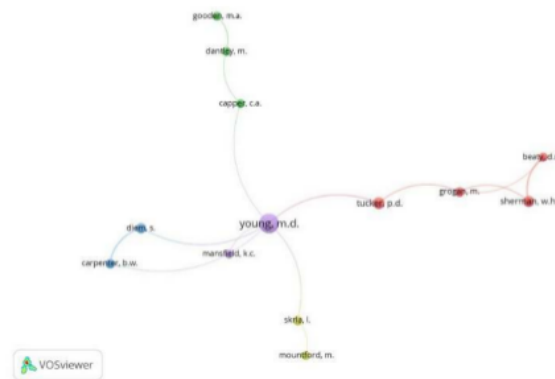


	5			Engagement 231-840	
4	Educational Leadership and Student Achievement: The Elusive Search for an Association	Witziers, B., Bosker, R.J., Kruger, M.L.	2003	Educational Administration Quarterly 39(3), pp.398-425	271
5	The New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform (Book)	Gronn, P.	2003	The New Work of Educational Leaders: Changing Leadership Practice in an Era of School Reform pp. 1-176	271
6	Dismantling Contemporary Deficit Thinking: Educational Thought and Practice (Book)	Valencia, R.R.	2010	Dismantling Contemporary Deficit Thinking: Educational Thought and Practice 7. 1-223	265
7	The (Racially Neutral) Politics of Education: A Critical Race Theory Perspective	Lopez, G.R.	2003	Educational Administration Quarterly 39(1), pp. 68-94	206
8	Dialogic Leadership for Social Justice: Overcoming Pathologies of Silence	Shields, C.M.	2004	Educational Administration Quarterly 40(1), pp. 111-134	202
9	Performing and Reforming Leaders: Gender, Educational Restructuring, and Organizational Change (Book)	Blackmore, J., Sachs, J.	2007	Performing and Reforming Leaders: Gender, Educational Restructuring, and Organizational Change pp. 1-310	151
10	The Emotional Politics of Teaching and Teacher Development: With Implications for Educational Leadership	Hargreaves, A.	1998	International Journal of Leadership in Education 1(4), pp. 315-336	147

**Figure 8.** Number of citations from studies in the field of Educational Leadership

The top 10 most cited publications were shown in Figure 8. The most cited international studies in the educational leadership studies as a form of academic impact were the work of Ivankova, NV, Creswell, JW, and Stick, SL in 2006 entitled "Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice" cited





**Figure 10.** Authorship Network

## Conclusion

From the results of this study, we can find out the position of study status in the field of "educational leaders<sup>22</sup> at the global level. Research productivity was still dominated by developed countries in a row from the highest such as the United States, United Kingdom, Australia, and Canada. The study was also dominated by the productivity of universities in developed countries, namely the University of Manchester. The author who participated the most in the educational leadership studies was Hallinger, P. The most intensive subject area in educational leadership studies was social science with 2,280 documents (62.2%). The most cited type of document was an article. Management in Education became a scientific journal with the most articles published, 265 documents. The number of studies published on educational leadership each year shows an upward trend with a peak in 2019 publication of 214 documents. The study with the most citations was "Using Mixed-Methods<sup>12</sup> uential Explanatory Design: From Theory to Practice" with the number of citations reaching 449 documents by Ivankova, N.V., Creswell, J.W., Stick, S.I. in 2006. There were 5 groups of research keywords related to the educational leadership studies with dominated leadership and educational leadership keyword. There was a five-group collaboration network between researchers in educational leadership studies. Future research is to analyze the contribution and impact of research by measuring citations based on a combination of Scopus & WoS data.

## Acknowledgments

We would like to thank my parents, family, Nahdlatul Ulama, and Indonesia.

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## **Biography**

**FatkulAnam** is an Associate Professor, and Faculty Member of the Mathematics Education Department in Universitas Wijaya Kusuma Surabaya, Indonesia. He earned Bachelor's in Mathematics Education from IKIP Surabaya, Indonesia, Masters in Mathematics from Universitas Gadjah Mada, Indonesia and Doctor in Educational Management from Universitas Negeri Malang, Indonesia. He has published journal, conference papers, and books. His research interests include educational management, primary education, Islam, mathematics, and technology. He is Rector of Universitas Nahdlatul Ulama Sidoarjo, Indonesia.

# Educational Leadership Study Positioning

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