



Exploring Educational Perspectives: Examining Postgraduate Theses on Authentic Leadership in the Field of Education in Turkey (2000-2022)

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Abstract

The purpose of this study is to comprehensively analyze postgraduate theses related to authentic leadership in the field of education in Turkey between the years 2000 and 2022. The study has been designed using a qualitative research method, particularly employing document analysis. In the process of identification of the sources, some criteria have been utilized for selecting the postgraduate theses to be included within the scope of the study. In this context, the scope of this study encompasses twenty-three postgraduate theses related to authentic leadership in the field of education, written between 2000 and 2022, as present in the YÖK [The Council of Higher Education-CoHE] National Thesis Database. The data has been collected by using a data collection tool which is based on the thesis examination form developed by Tosuntaş et al. (2019). Categories that do not align with the study's objectives have been excluded from the analysis, and a category for the variables addressed in the theses has been added by the researcher. Content analysis technique has been utilized in the study to examine the current status of postgraduate theses on authentic leadership in the field of education, from the perspective of different variables. As a result, it has been observed that the number of postgraduate theses related to authentic leadership in the field of education is limited. A significant portion of the theses are master's theses. Data is generally collected from teachers, and in terms of thesis design, quantitative research methods are more commonly employed. Furthermore, when evaluating statistical analyses, quantitative methods are found to be predominantly favored in the theses.

Keywords: Authentic leadership, authentic leadership research, document analysis, content analysis

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1. Introduction

Authentic leadership has emerged as a leadership approach that is progressively gaining attention in the field of leadership studies. Concerns that arose in the 2000s about leaders' ethical behaviors play an important role in the genesis of the authentic leadership approach, which is based on values (Avolio et al., 2004). Luthans and Avolio (2003) conceptualize authentic leadership as a process in which leaders engage in leadership based on their inner values, self-awareness, and honesty. They emphasize that authentic leadership within organizations is rooted in positive psychological capacities, resulting in positive behaviors both from leaders and followers, and thereby positively impacting personal development. Similarly, Walumbwa et al. (2008) explain that authentic leadership is a leadership style based on both positive psychological capacities and the fostering of a positive ethical environment.

The theoretical foundations of authentic leadership are grounded in positive organizational behavior, according to Luthans and Avolio (2003). Also considered as a foundational concept underpinning other positive leadership approaches (Avolio & Gardner, 2005), authentic leadership has numerous positive effects on organizational processes by influencing employees' attitudes (Avolio et al., 2004; Hassan & Ahmed, 2011). Furthermore, authentic leadership contributes to fostering a healthy work environment where each individual is respected for their contributions, feels trusted, and is appreciated for their efforts (Blake et al., 2012). Authentic leadership, based on humanistic values (Wong & Cummings, 2009), is regarded as a fundamental factor in constructing a thriving work environment. This leadership approach offers an effective model for creating a supportive atmosphere within the organization and establishing a positive climate (Avolio et al., 2004).

Authentic leaders' actions are founded on their values and beliefs (Yukl, 2010). Consequently, they are conscious of their value judgements, both strengths and weaknesses, and have a personality that prioritizes ethical ideals (Avolio & Gardner, 2005). It is stated that authentic leadership has a four-dimensional structure: (i) self-awareness, (ii) balanced processing, (iii) internalized moral perspective, and (iv) relational transparency (Walumbwa et al., 2008). Self-awareness is the awareness of one's own way of understanding the world and how it impacts one perceives oneself over time (Kernis, 2003) and how leaders are conscious of their own motives, limitations, and strengths, as well as the perceptions of others about their leadership (Walumbwa et al., 2010). Before making a choice, leaders engage in balanced processing, which involves objectively evaluating every relevant detail. Moreover, authentic leaders consider viewpoints that go against their embedded convictions (Gardner et al., 2005). Internalized moral perspective denotes that authentic leaders are motivated by their own moral principles and ideals rather than outside influences when acting (Walumbwa et al., 2008). Lastly, relational transparency involves a leader expressing genuine thoughts and emotions, thereby reflecting their true self to others (Walumbwa et al., 2008).

Authentic leadership plays a critical role within educational environments, encompassing various elements (Yue et al., 2021). In the context of educators, authentic leadership offers a distinct perspective for effective school leadership by fostering positive attitudes and behaviors among teachers, thereby creating a conducive learning

environment (Feng, 2016). Begley (2001) also suggests that authentic leadership can be utilized as a metaphor, particularly in the field of educational management. In this regard, authentic leadership can be regarded as a leadership approach that positively influences employees' levels of psychological capital and contributes to the establishment of a favorable working environment, especially for school principals (Purushothaman, 2020). The authentic leadership approach can bring a more meaningful, supportive, and effective leadership experience to educational settings, thus contributing to the positive development of students, teachers, and all stakeholders.

It has been observed that the number of studies related to authentic leadership has been increasing in fields such as educational administration and business administration in Turkey. Examining studies on authentic leadership thematically and methodologically helps us to understand the focal points of the literature, the prevalent methodologies, and potential future research directions. Such analyses are essential for enhancing the effectiveness of research. In this context, this comprehensive study that analyzes postgraduate theses related to authentic leadership in the field of education in Turkey between 2000 and 2022 holds critical significance for educational management and leadership. Scrutinizing postgraduate works from a broad perspective will provide a profound insight into how authentic leadership is understood, implemented, and its outcomes within the Turkish education system. Furthermore, systematically and comprehensively examining postgraduate theses related to authentic leadership in the Turkish educational context will establish a solid foundation for future research by identifying gaps in the literature.

Aim of the Study

The aim of this study is to comprehensively examine postgraduate theses related to authentic leadership in the field of education in Turkey between the years 2000 and 2022. Through this research, an integrated perspective has been taken to explore the methods, types, populations and samples, focal areas of these postgraduate theses, as well as the statistical techniques. The study aims to reveal trends and changes in these works throughout the years. In this context, the following questions have been addressed:

Regarding postgraduate theses related to authentic leadership in the field of education conducted between 2000 and 2022 and found in the CoHE National Thesis Center:

1. How are they distributed across the years?
2. How are they distributed by types?
3. How are they distributed by institutes?
4. How are they distributed by academic disciplines?
5. How are they distributed by research methods?
6. How are they distributed by research designs?
7. How are they distributed by sampling methods?
8. How are they distributed by sample group?
9. How are they distributed by data collection tools?
10. How are they distributed by data analysis techniques?
11. How are they distributed by main variables?

2. Method

2.1. Research design

This study, which aims to comprehensively examine postgraduate theses conducted in the field of education in Turkey related to authentic leadership between the years 2000 and 2022, has been designed using a qualitative research design. According to Creswell (2003), qualitative research involves the organized collection, analysis, and interpretation of textual or visual data to understand and explain a phenomenon or problem. Qualitative research represents a methodological approach that employs qualitative data collection techniques such as observation, interviews, and document analysis. In this study, the examination of postgraduate theses related to authentic leadership in the field of education in Turkey between the years 2000 and 2022 necessitates the use of a document analysis method. Document analysis is a methodical process for studying or evaluating documents, both printed and electronic (Bowen, 2009).

Like other methods used in qualitative research, document analysis is also used to make sense of the relevant subject. It also requires the examination and interpretation of data to develop empirical knowledge (Corbin & Strauss, 2008). Document analysis involves a detailed investigation of written materials that provide information about the phenomenon or phenomena under investigation and is considered a significant source of information in qualitative research (Yıldırım & Şimşek, 2011). The goal of document analysis is to obtain independently verified data and information by reviewing existing sources such as documents, reports, data files, and other textual products (Watkins et al., 2012).

2.2. Identification of sources

The data sources of this study consist of postgraduate theses written in the field of education in Turkey related to authentic leadership between the years 2000 and 2022, available in the CoHE National Thesis Center database. The thesis search was conducted using the keywords "authentic" and "leader," with the options "appear in the thesis title" and "appear in the abstract." As a result of the search, a total of 109 postgraduate theses were identified. Subsequently, these theses were scanned by considering the criteria such as the theses being written between 2000 and 2022, publicly accessible, and falling within the scope of education and teaching subject area. The cutoff date for inclusion in the study was set as January 2023. Twenty-four theses that fit the study's goals were included as a result of the exclusion of those theses that did not match the criteria. The included theses were then subjected to a detailed examination, and a conclusion was reached that a thesis conducted on individuals in managerial positions within businesses did not align with the educational context. Therefore, this particular thesis was excluded from the study. Following these processes, the scope of the study was defined by twenty-three postgraduate theses conducted in the field of education in Turkey related to authentic leadership between the years 2000 and 2022.

The postgraduate theses constituting the data source of the study were analyzed using the categories from the thesis examination form developed by Tosuntaş et al. (2019),

which were deemed suitable for the study's purpose. In addition, a category related to the variables addressed in the theses, deemed relevant to the study's objectives, was added. This form includes categories such as year, type, institute, academic discipline, research method, research design, sampling method, sample type, data collection tools, statistical techniques, keywords, and more.

2.3. Data analysis

Content analysis technique was utilized for the analysis of the postgraduate theses included in the scope of the study. Content analysis involves systematically categorizing findings obtained in qualitative research into specific themes and codes for explanatory purposes (Cohen et al., 2007). Content analysis enables researchers to uncover the content of a source, allowing them to analyze text and document contents through charts or tables (Neuman, 2013). In this context, categorical content analysis was employed to assess the current status of the postgraduate theses in terms of various variables. Categorical content analysis is a method where existing content is assigned to predetermined categories and analyzed. This approach aims to classify data under specific themes, topics, or concepts and understand the characteristics of the content based on these categories (Krippendorff, 2018). The sub-problems of the study were treated as categories, and the coding was conducted within the context of these categories. This process aligns with one of the three coding types identified by Strauss and Corbin (1990), which involves coding based on predefined concepts.

2.4. Validity and reliability

In order to ensure the validity and reliability of the study, all processes within the study, including data collection and analysis, have been elaborately described. By employing the thesis review form, both data loss has been prevented and relationships between categories and coding have been controlled. The postgraduate theses, which constitute the data source of the study, have been saved in PDF format for verification. Moreover, each thesis was independently coded by an expert in the field of educational management holding a doctoral degree, besides the researcher. Subsequently, comparisons were made concerning the codings.

3. Findings

In this study, aimed at a comprehensive examination of postgraduate theses related to authentic leadership in the field of education between 2000 and 2022 in Turkey, the data gathered from the thesis review form was assessed in the context of the study's sub-problems. The findings resulting from the analyses were presented in tabular form, depicting frequencies and percentages. The discrepancies between the total number of theses and certain variables stem from the fact that some theses employed multiple research designs, sampling techniques, data collection instruments, and data analysis methods. The headings for the findings obtained from the analyses are as follows:

3.1. Distribution of Theses by Publication Years

When Table 1 regarding the distribution of theses according to publication years is examined, it is seen that the most thesis was made in 2015 and the least thesis was in 2013. 2013 is the year in which the first postgraduate thesis study in the field of education on authentic leadership was encountered. In 2014 and 2021, there was no postgraduate thesis study in the field of education on authentic leadership. In addition, there is no significant increase or decrease in the number of theses over the years.

Table 1. Distribution of Theses by Publication Years

Year	f	%
2013	1	4
2015	6	26
2016	2	9
2017	2	9
2018	4	17
2019	3	13
2020	2	9
2022	3	13
Total	23	100

3.2. *Distribution of Theses by Types*

When examining Table 2, which presents the distribution of theses by their types, it is evident that a significant portion of the theses are master's theses, with a limited number of doctoral theses being observed.

Table 2. Distribution of Theses by Types

Type	f	%
Master's thesis	15	65
Doctoral thesis	8	35
Total	23	100

3.3. *Distribution of Theses by Institutes*

When examining the distribution of theses according to institutes in Table 3, it can be observed that the majority of theses were conducted under the Institute of Education Sciences, the number of theses conducted under the Institute of Education Sciences and the Institute of Social Sciences is relatively close to each other.

Table 3. Distribution of Theses by Institutes

Institute	f	%
Institute of Education Sciences	12	52
Institute of Social Sciences	10	44
Institute of Graduate Education	1	4
Total	23	100

3.4. *Distribution of Theses by Academic Disciplines*

When examining the distribution of theses according to academic disciplines in Table 4, it is evident that postgraduate thesis studies related to authentic leadership in the field of education have predominantly been conducted within the realm of educational

administration. Upon analyzing the content of the theses in the Field of Primary Education and Business Administration, it is observed that these theses are also related to the field of educational management. Theses on the topic of authentic leadership typically address the authentic leadership behaviors of school principals, while the thesis conducted in the Field of Primary Education focuses on the authentic leadership traits of classroom teachers. Upon visiting the website of the university where the thesis in the Business Administration field was conducted, no academic discipline related to education sciences was found.

Table 4. Distribution of Theses by Academic Disciplines

Academic Discipline	<i>f</i>	%
Educational Administration	8	35
Educational Administration, Inspection, Planning and Economy	7	31
Educational Administration and Supervision	5	22
Educational Administration and Planning	1	4
Primary Education	1	4
Business Administration	1	4
Total	23	100

3.5. *Distribution of Theses by Research Methods*

The distribution of research methods used in postgraduate thesis studies related to authentic leadership in the field of education is presented in Table 5. Upon examining Table 5, it can be observed that the majority of postgraduate theses produced in the field of education regarding authentic leadership are predominantly designed using quantitative research methods, with qualitative research and mixed methods being less commonly utilized.

Table 5. Distribution of Theses by Research Methods

Research Method	<i>f</i>	%
Quantitative	19	82
Qualitative	2	8
Mixed	2	8
Total	23	100

3.6. *Distribution of Theses by Research Designs*

When the distribution table of the research designs used in the postgraduate thesis studies on authentic leadership is examined, it can be observed that a significant majority of the studies utilize the survey design. It can be said that qualitative research designs such as case studies and phenomenological studies are relatively scarce in these investigations.

Table 6. Distribution of Theses by Research Designs

Research Design	<i>f</i>	%
Relational survey*	13	52
Survey	4	16
Relational	2	8

Case study	2	8
Phenomenology	2	8
Comparative	1	4
Not specified	1	4
Total	25	100

* This pattern, frequently used in Turkey, requires relational analysis. Therefore, due to its reliance on relation analysis, it can be considered a relational design in international literature.

3.7. *Distribution of Theses by Sampling Methods*

When the distribution table of the sampling methods used in the postgraduate thesis studies on authentic leadership is examined, it is evident that cluster sampling method is predominantly employed. In one study, the entire population was reached, while in four others, no information regarding the sampling method was provided.

Table 7. Distribution of Theses by Sampling Methods

Sampling Method	<i>f</i>	%
Cluster sampling	6	25
Simple random sampling	4	17
Stratified sampling	4	17
Maximum variation sampling	2	8
Multi-stage sampling	2	8
Quota sampling	1	4
Complete population coverage	1	4
Not specified	4	17
Total	24	100

3.8. *Distribution of Theses by Sample Group*

When the distribution of postgraduate theses made in the field of education on authentic leadership according to the sample group is examined, it is seen that the studies are mostly carried out with teachers. The number of studies conducted with school administrators is less than the number of studies conducted with teachers. interventions were studied, detail all important adverse events (events with serious consequences) and/or side effects in each intervention group.

Table 8. Distribution of Theses by Sample Group

Sample Group	<i>f</i>	%
Teachers	19	25
School administrators	6	75
Total	24	100

3.9. *Distribution of Theses by Data Collection Tools*

When Table 9, where the distribution is given according to the data collection tool used in the theses, is examined, it is observed that scales are the most commonly used as tools. While there are four theses that collected data through interview forms, fewer theses were conducted using observation forms and questionnaires.

Table 9. Distribution of Theses by Data Collection Tools

Data Collection Tool	<i>f</i>	%
Scale	20	74
Interview form	4	14
Observation form	1	4
Questionnaire	1	4
Grade point average	1	4
Total	27	100

3.10. *Distribution of Theses by Data Analysis Techniques*

When examining Table 10, which presents the distribution of data analysis techniques used in the theses, it is evident that descriptive statistics, used for compiling and summarizing numerical data, are the most commonly utilized. This is followed by ANOVA, factor analysis and correlation analysis, respectively. When statistical analyzes are evaluated, it can be said that quantitative methods are preferred more in theses.

Table 10. Distribution of Theses by Analysis Techniques

Data Analysis Technique	<i>f</i>	%
Descriptive statistics	17	15
t test	17	15
ANOVA	16	14
Factor analysis	13	12
Correlation	12	11
Mann Whitney U	7	6
Regression	7	6
Kruskal Wallis H	6	5
Structural equation model	5	4
Content analysis	4	3
Scheffe	3	2
Other	8	7
Total	115	100

3.11. *Distribution of Theses by Main Variables*

When Table 11, where the distribution is given according to the variables dealt with by the theses, is examined, it is seen that the most used variables are organizational citizenship, psychological capital, motivation, organizational commitment and job satisfaction.

Table 11. Distribution of Theses by Main Variables

Variables	<i>f</i>	%
Organizational citizenship	4	11
Psychological capital	3	9
Motivation	3	9
Organizational commitment	3	9
Job satisfaction	2	5
Conflict management	1	3
Life satisfaction	1	3
Perceived social support	1	3
Teacher's voice	1	3
Organizational identification	1	3
Emotional intelligence	1	3

Academic optimism	1	3
Organization cynicism	1	3
Work related flow	1	3
School achievement	1	3
Trust	1	3
Openness to change	1	3
Organizational justice	1	3
Organizational happiness	1	3
Crisis management skills	1	3
Coaching competencies	1	3
Holistic leadership	1	3
Machiavellianism	1	3
Johari window	1	3
Total	34	100

4. Discussion and Conclusion

In this study, postgraduate theses conducted on the topic of authentic leadership in the field of education in Turkey between 2000 and 2022 were comprehensively examined in terms of year, type, institute, field of study, research method and design, sampling method and population, data collection tools, data analysis techniques, and variables considered. According to the results of the study, it is noteworthy that the publication year of the first postgraduate thesis in the field of education on authentic leadership was 2013. When the distribution of theses according to publication years is examined, it is seen that more theses were written in 2015 compared to other years, and the least thesis was written in 2013. Gümüş et al. (2018), point out that some leadership approaches such as strategic leadership, authentic leadership, visionary leadership and servant leadership have emerged in educational research over the last two decades. Ahmed (2023) also states that Educational Management Administration & Leadership published a special issue on authentic leadership in 2007, indicating that the year 2007 is quite remarkable for that reason. However, as a result of this study, it has been revealed that there has not been a significant increase or decrease in the number of theses over the years. In the light of all this information, it is possible to say that the authentic leadership approach is not sufficiently included as a research topic in graduate thesis studies.

This situation can be caused by a variety of factors. Firstly, since authentic leadership is a very new and emerging leadership strategy, it may not be favoured by postgraduate students. Postgraduate students may be tempted to select topics that have previously been investigated and provide a rich source of data. On the other side, a lack of information and awareness about the concept of authentic leadership may be one of the reasons it was not chosen as a thesis topic. However, it is expected that as understanding and awareness of authentic leadership grow, it will become more prevalent in postgraduate theses in the education sector. Another finding of the study is that postgraduate thesis studies connected to authentic leadership in education are mainly produced at the master's level, with a relatively low number of doctorate theses. As observed by Tosuntaş et al. (2019), this could be related to the limited number of PhD programs and the acceptance of only a few students into these programs. On the other

hand, the disparities in academic interests and focuses of postgraduate students might also contribute to this situation.

When examining the distribution of theses among institutes, it is observed that postgraduate thesis studies related to authentic leadership in the education field are predominantly conducted within the Institute of Educational Sciences. There are also theses conducted within the Institute of Social Sciences. The organizational structure of universities and institutes can vary from one another. In universities where the Institute of Educational Sciences is not established, postgraduate theses in the field of educational sciences are housed under the Institute of Social Sciences. The reason for this is the inclusion of educational sciences within the category of social sciences. When analyzing the distribution of theses according to academic disciplines, it can be noted that despite terminological differences in the names of disciplines, the theses are primarily carried out in fields related to educational management.

Another finding of this study is that quantitative research methods are predominantly used in postgraduate theses produced in the field of authentic leadership in education. The majority of the theses that constitute the data source of the study have been designed using quantitative research methods, while qualitative and mixed methods are less preferred. Similarly, Uçkun (2022) states that quantitative research methods are more preferred in their study, attributing this to the increase in statistical software usage. Additionally, when examining the results of research conducted by Aydın et al. (2018) on classroom management, Koşar's theses on organizational citizenship (2018) and organizational trust (2020), a similar pattern emerges where quantitative research methods are more commonly used. Aydın et al. (2010) mention that positivist tradition is dominant in the field of educational management. Given that authentic leadership is a topic studied in educational management, this tradition seems to persist in this area as well. The prevalent use of quantitative research methods, which reflect the positivist tradition, in postgraduate theses related to authentic leadership in education has also influenced the choice of data collection instruments. Among these instruments, scales are found to be the most commonly used. Similarly, in the study conducted by İşçi (2013), it was concluded that scales are the most frequently used data collection instrument in postgraduate theses. Triangulation (Denzin, 2007), which refers to the application and combination of various research methodologies in examining a situation, should be used more in postgraduate theses on authentic leadership in order to evaluate and make sense of the results obtained in research from different dimensions (Yıldırım & Şimşek, 2011).

When the data analysis techniques in the theses are examined, it is observed that analyzes such as descriptive statistics, t-test, ANOVA, correlation in quantitative research are commonly used in quantitative research, while content analysis is used in qualitative research. İşçi (2013) also highlights that the most frequently used statistical methods in social sciences and educational research are ANOVA, t-test, and simple correlation analyses. Moreover, a significant portion of national studies in educational management relies on basic statistical techniques, with descriptive statistics, t-test, or ANOVA being among the frequently preferred single-variable methods. To obtain original findings and gain in-depth insights, the utilization of advanced statistical methods is recommended in educational research. Employing such methods could enable more comprehensive and effective research endeavors in the field of education.

The limited incorporation of qualitative and mixed methods in the theses related to authentic leadership in the field of education can be considered as a deficiency. Qualitative research focuses on understanding real-life events and people's experiences, while mixed methods provide a better understanding of research problems (Creswell, 2007). The utilization of these methods in postgraduate theses can offer a different perspective on authentic leadership. When examining the distribution of research designs based on the adopted research methods, it is evident that the relational survey design is the most preferred. Similarly, in the study by Ömer and Türkoğlu (2020), it was observed that the survey design from quantitative methods was most frequently used in postgraduate theses. On the other hand, an examination of the methodology sections of these theses revealed certain naming errors. This observation aligns with the presence of naming errors, one of the analytical error types in doctoral theses in the field of educational sciences (Karadağ, 2009).

Another finding of the study pertains to the distribution of sampling methods in the theses. According to this distribution, it is observed that cluster sampling is the most commonly used method in the theses. Simple random and stratified sampling are also notable preferences for other sampling methods. It can be inferred that probability sampling methods are more frequently employed in postgraduate theses related to authentic leadership in education. In one study, the entire population was reached, while some theses lacked information regarding the sampling method. This situation can adversely affect the validity and generalizability of these studies. Neuman (2013) emphasizes the importance of ensuring validity and reliability in research to achieve accurate and trustworthy results, which in turn enhances the quality of research findings.

When examining the sampling population of postgraduate theses related to authentic leadership in education, it becomes evident that the studies predominantly involve teachers. In some studies, both school administrators and teachers are included as participants. School administrators are recognized as leaders due to their critical role in managing the school organization, fostering a positive educational environment, motivating stakeholders, enhancing the school climate, and achieving educational goals (Benoil et al., 2020; Hotak, 2018; Okutan, 2014). Therefore, it is expected that research on the authentic leadership behaviors of school administrators would involve collecting data from teachers.

Upon examining the variables addressed in postgraduate theses conducted in the field of authentic leadership in education, it is evident that authentic leadership is frequently studied in conjunction with concepts such as organizational citizenship, psychological capital, motivation, organizational commitment, and job satisfaction. Organizational citizenship, motivation, organizational commitment, and job satisfaction are all related to organizational behavior topics. In this context, it can be asserted that authentic leadership is explored within the realm of organizational behavior. This situation can be attributed to Luthans and Avolio's (2003) grounding of the theoretical foundations of authentic leadership in positive organizational behavior. Authentic leadership can also be regarded as a reflection of positive organizational behavior (Öztekin Bayır, 2018). Hence, the frequent combination of authentic leadership with concepts like psychological capital is expected. On the other hand, when examining the literature in the field of

educational management in Turkey, it is observed that that negative concepts such as stress, conflict, psychological violence, and burnout are commonly addressed in studies (Aydın et al., 2013). However, this study's findings, which analyze postgraduate theses in the field of authentic leadership in education across various variables, highlight positive concepts such as organizational citizenship, psychological capital, motivation, organizational commitment, and job satisfaction. This circumstance offers a different perspective and establishes a foundation for diverse studies.

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