



*Citation for published version:*

Tian, M & Huber, SG 2019, 'Mapping the international knowledge base of educational leadership, administration and management: a topographical perspective', *Compare*. <https://doi.org/10.1080/03057925.2019.1585757>

*DOI:*

[10.1080/03057925.2019.1585757](https://doi.org/10.1080/03057925.2019.1585757)

*Publication date:*

2019

*Document Version*

Peer reviewed version

[Link to publication](#)

This is an Accepted Manuscript of an article published by Taylor & Francis in *Compare: A Journal of Comparative and International Education* on 19/03/2019, available online:  
<https://www.tandfonline.com/doi/full/10.1080/03057925.2019.1585757>

## University of Bath

### General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

### Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.



**Mapping the International Knowledge Base of Educational Leadership, Administration and Management: A Topographical Perspective**

Journal:	<i>Compare: A Journal of Comparative and International Education</i>
Manuscript ID	CCOM-2018-0097.R3
Manuscript Type:	Original Article
Keywords:	educational leadership administration & management, literature review, bibliometric analysis, science mapping, Content Analysis < Methodology
Abstract:	<p>This study mapped the international knowledge base of educational leadership, administration and management (EdLAM) from a topographical perspective. Altogether 1,651 publications from 18 peer-reviewed English journals published between 2007 and 2016 were reviewed. Combining bibliometric and content analyses, we identified 55 countries and regions that produced EdLAM publications. About half of the publications came from five Anglo-Saxon countries, a quarter from Europe and a quarter from four emerging regions (Asia, Middle East, Africa and Latin America). In each cluster of countries, key EdLAM research themes were identified and illustrated with reviewed literature. The overall development trends of EdLAM research include the continuous theorisation and empirical investigation of EdLAM, the increasing critical voices against Neoliberalism and the New Public Management in education, the growing awareness of contextualising EdLAM research locally, and the rising value of comparative studies.</p>

SCHOLARONE™  
Manuscripts

1  
2  
3 **Mapping the International Knowledge Base of Educational Leadership, Administration**  
4 **and Management:**  
5

6  
7 **A Topographical Perspective**  
8  
9

10  
11 Meng Tian<sup>ab\*</sup> (corresponding author)  
12

13  
14 *<sup>a</sup> Department of Education, University of Bath, Bath, the U.K.*  
15

16  
17 mt2017@bath.ac.uk +44 7947 981281  
18

19  
20 *<sup>b</sup> Institute for the Management and Economics of Education, University of Teacher Education*  
21 *Zug, Zug, Switzerland*  
22

23  
24  
25  
26  
27 Stephan Gerhard Huber  
28

29  
30 *Institute for the Management and Economics of Education, University of Teacher Education*  
31 *Zug, Zug, Switzerland*  
32

33  
34 stephan.huber@phzg.ch  
35  
36

37  
38 Dr. Meng Tian is a Lecturer/Assistant Professor at the Department of Education, University of  
39 Bath, the U.K. Her research interests cover distributed leadership, leadership for social justice  
40 and school leaders' professional development. She has conducted several systematic reviews on  
41 mapping the development of educational leadership, administration and management research  
42 during the past two years when working as a senior researcher at the University of Teacher  
43 Education Zug, Switzerland.  
44  
45

46  
47  
48 Professor Dr. Stephan Gerhard Huber is the Head of the Institute for the Management and  
49 Economics of Education (IBB) at the University of Teacher Education Zug, Switzerland,  
50 Coopted Member of the Erfurt School of Education (ESE) University of Erfurt, Senior Research  
51 Fellow Hong Kong Institute of Education, and Adjunct Professor Institute for Education  
52 Research Griffith University Brisbane.  
53  
54  
55  
56  
57  
58  
59  
60

## **Mapping the International Knowledge Base of Educational Leadership, Administration and Management:**

### **A Topographical Perspective**

This study mapped the international knowledge base of educational leadership, administration and management (EdLAM) from a topographical perspective. Altogether 1,651 publications from 18 peer-reviewed English journals published between 2007 and 2016 were reviewed. Combining bibliometric and content analyses, we identified 55 countries and regions that produced EdLAM publications. About half of the publications came from five Anglo-Saxon countries, a quarter from Europe and a quarter from four emerging regions (Asia, Middle East, Africa and Latin America). In each cluster of countries, key EdLAM research themes were identified and illustrated with reviewed literature. The overall development trends of EdLAM research include the continuous theorisation and empirical investigation of EdLAM, the increasing critical voices against Neoliberalism and the New Public Management in education, the growing awareness of contextualising EdLAM research locally, and the rising value of comparative studies.

Keywords: Educational leadership administration & management, literature review, bibliometric analysis, content analysis, science mapping

## Introduction

Past decades have witnessed a rapid development of educational leadership, administration and management (EdLAM) research. Since the 1980s, most EdLAM studies were conducted by Anglo-Saxon researchers and were about the Anglo-Saxon contexts (Hallinger and Bryant 2013a; Walker and Hallinger 2015). In the 1990s, publications from and about non-English-speaking countries started to increase (e.g., Gumus et al. 2018; Hallinger and Hammad 2017). Between 2015 and 2018, literature from Asia, Africa and Latin America had comprised over 40% of the full corpus in nine core EdLAM journals (Hallinger 2019).

Despite of the expansion of EdLAM knowledge base, only few systematic reviews have synthesised the knowledge production and research themes from a topographical perspective. Following the post-modernist tradition, mapping the geographic spread of a research field enables us to acquire a better understanding of scholars' choices of research questions and their interpretation of findings (Soja 1989). A review study also presents researchers' explicative, comparative and heterogeneous academic discourses (Paulston and Liebman 1994). In this article, we aimed to map the EdLAM international knowledge base from a topographical perspective.

## Method

This review employed the mixed-methods design, combining bibliometric and content analysis methods. In the Education Resources Information Centre (ERIC) database, we searched for peer-reviewed journal articles published in 2007-2016 that contained the keywords *educational leadership*, *educational administration* or *educational management* in titles, keywords or abstracts. From the 3,243 search results, 18 journals with a specific focus on EdLAM research and had published at least 20 articles were selected. The journals' *h*-index ranged from seven to

1  
2  
3 87, suggesting a broad spectrum of research impact (Lacasse, Hodge, and Bean 2011). Then we  
4 refined the research context to K-12 education, excluding EdLAM publications about early  
5 childhood, higher, adult, special or vocational education. The whole literature review corpus  
6 contained 1,651 articles (Figure 1).  
7  
8  
9  
10  
11

12 <Insert Figure 1 here>  
13

14 The data analysis started with exporting the bibliometric information (i.e. author(s),  
15 publication year, title, journal, keywords and abstracts) from the ERIC database to a reference  
16 management software, Zotero. The bibliometric analysis identified the countries that had been  
17 empirically studied and the corresponding publications (Diem and Wolter 2013). Nations and  
18 regions with distinct education systems (e.g. England, Scotland, China and Hong Kong) and all  
19 the participating countries in comparative studies were counted separately. Based on the research  
20 production, countries were divided into clusters.  
21  
22  
23  
24  
25  
26  
27  
28  
29

30 To identify research themes related to each cluster of countries, the bibliometric  
31 information was processed in the VOSviewer software (version 1.6.5). Based on the Kullback-  
32 Leibler divergence theory, keywords with a stronger connection had a higher chance to co-occur  
33 in publications (Van Eck and Waltman 2011). Keywords that were frequently shown together in  
34 publications suggested a research theme. In this review, the minimum occurrence threshold was  
35 set at five, meaning a keyword had to appear at least five times to be included in the analysis  
36 (Van Eck and Waltman 2013). The correlation strengths of the keywords were calculated and  
37 visualised in VOSviewer. Research themes were synthesised on the basis of keywords  
38 correlations.  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 Lastly, articles under each theme were examined using the content analysis method.  
4  
5 Articles' research questions, contexts and key findings were coded and synthesised. To illustrate  
6  
7 various research themes, key studies were presented in the Findings as examples.  
8  
9

## 10 11 **Findings**

### 12 13 14 *Knowledge production: the changing dynamics among Anglo-Saxon countries,* 15 16 *European countries and emerging regions*

17  
18 From the 1,651 reviewed articles, altogether 55 countries and regions were empirically  
19  
20 researched in 2007–2016 (Table 1). According to their knowledge production in EdLAM, the  
21  
22 bibliometric analysis yielded three clusters of countries: five Anglo-Saxon countries, various  
23  
24 European countries and four emerging regions.  
25  
26

27  
28 <Insert Table 1 here>  
29  
30

31  
32 The statistics confirmed the five Anglo-Saxon countries (i.e. The U.S., Australia, England,  
33  
34 Canada and New Zealand) to be the most productive countries that contributed 51% publications  
35  
36 to the whole corpus. The U.S. was leading with 354 articles. Australia and England yielded 171  
37  
38 and 194 articles respectively, followed by Canada with 69 and New Zealand with 54 articles.  
39  
40

41  
42 Various European countries in total contributed about 25% to the corpus. Countries in the  
43  
44 Northern and Western Europe (e.g. Denmark, Norway, Sweden, the Netherlands, Scotland and  
45  
46 Wales) were relatively more productive than the ones in Southern and Eastern Europe (e.g. Italy,  
47  
48 Malta, Portugal, Russia, Serbia and Spain).  
49

50  
51 Countries in Asia (n= 166 articles, accounted for 10% of the total corpus), Middle East  
52  
53 (n= 117, 7%), Africa (n= 64, 4%) and Latin America (n= 56, 3%) formed four EdLAM emerging  
54  
55 regions. Surprisingly, publications from Hong Kong, Israel and South Africa have surpassed  
56  
57  
58  
59  
60

1  
2  
3 most European countries during the past decade. Singapore and Turkey followed closely.  
4  
5 Furthermore, articles from Hong Kong, Thailand and Malaysia were often co-authored by  
6  
7 Anglo-Saxon and indigenous researchers (e.g., Walker and Kwan 2012; Othman and Muijs  
8  
9 2013; Jones et al. 2015), suggesting scholars' international collaboration has largely contributed  
10  
11 to the EdLAM knowledge co-production and exchange.  
12  
13  
14  
15

### 16 ***Knowledge content: Mapping research themes within country clusters***

#### 17 18 19 ***Five Anglo-Saxon countries***

20  
21 The first research theme in five Anglo-Saxon countries was the impact of EdLAM on students,  
22  
23 teachers and schools. In New Zealand, school improvement and accountability were examined in  
24  
25 relation to students' access to education, academic achievement and achievement gaps (e.g.,  
26  
27 Fletcher et al. 2011; Robinson, McNaughton, and Timperley 2011). In Australia, studies  
28  
29 measured the impact of instructional leadership on school's finance, school-based management  
30  
31 and teachers' job satisfaction (e.g., Eacott and Norris 2014; McShane 2012). In many U.S. states,  
32  
33 legislation had mandated students' academic achievement data to be used in teacher and  
34  
35 principal evaluations. Several studies questioned its ethical foundation and measurement biases  
36  
37 that affected schools' personnel decisions and strategic planning (e.g., Shatzer et al. 2014; Urick  
38  
39 2016). Also, except for Asian-American students, white students outperformed other ethnic  
40  
41 minority students on all standardised tests in the U.S. (e.g., Marx and Larson 2012; Templeton  
42  
43 2011). Meanwhile, schools with white students were better funded than the schools with multi-  
44  
45 ethnic students. Scholars worried about the achievement-based funding system to further  
46  
47 widened the performance gap (Rojas-LeBouef and Slate 2011).  
48  
49  
50  
51  
52

53 The second research theme dealt with school leaders' traits, leadership styles and values.  
54  
55 Urick and Bowers (2014) found that American principals practised several leadership styles  
56  
57  
58  
59  
60



1  
2  
3 simultaneously to match their school contexts. Other studies suggested instructional leadership  
4 and transformational leadership to be two desirable leadership approaches (e.g., Boberg and  
5 Bourgeois 2016; Mette and Scribner 2014). In England, studies revealed that the success or  
6 failure of a school reform largely depended on the school leader's organisational capital  
7 management skills and networking competence with external stakeholders (e.g., Close 2016;  
8 Hargreaves 2011). Publications from the International Successful School Principal Project  
9 (ISSPP) scrutinised school leaders' personal traits such as integrity, high energy, sensitivity,  
10 enthusiasm and persistence in Australia and England. Findings underlined that the meaning of  
11 successful principals had been expanded from enhancing students' academic achievement to  
12 turning around under-performing schools and sustaining the achieved success (e.g., Drysdale and  
13 Gurr 2011; Ewington et al. 2008).

14  
15 The third theme centred on different collective forms of leadership such as teacher  
16 leadership and distributed leadership. Studies from the U.S. agreed that extending leadership to  
17 more people entailed a complex change process (e.g., Bredeson 2013; McKenzie and Locke  
18 2014). In Australia, positive correlations between teacher leadership and teachers' job  
19 satisfaction as well as organisational commitment were found (De Nobile and McCormick  
20 2008). Another multi-case study confirmed principal's critical role in enabling senior executive  
21 teams' leadership potentials, although it was challenging to synchronise principal's leadership  
22 and distributed leadership in one context (Barnett and McCormick 2012).

23  
24 The fourth research theme scrutinised EdLAM in the era of neoliberalism and the New  
25 Public Management. In the U.S., educational policies such as the *No Child Left Behind Act 2001*,  
26 *Race to the Top*, *Common Core State Standards* and *Elementary and Secondary Education Act*  
27 were heavily debated in academic discourses (e.g., Shanahan 2013; Williams 2015). When  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 facing the increasing competition and high-stakes accountabilities, not all the reforms had  
4  
5 brought positive results. American principals often felt poorly prepared for their work (Cravens,  
6  
7 Goldring, and Penaloza 2012). In England, neoliberalism affected education privatisation, school  
8  
9 choices, inspection and educational leaders' political attitudes. Alternative forms of schools such  
10  
11 as Academies and free schools led to uneven development of schools' visions, quality and ethos  
12  
13 (e.g., Czerniawski 2012; Wilkins 2015). English principals constantly faced power tensions with  
14  
15 local authorities, sponsors, parents and teachers (Salokangas and Chapman 2014). In Australia,  
16  
17 the increasing competition between private and public schools appeared to widen the inequalities  
18  
19 in resource provision and distribution (Smyth 2008). Against this background, researchers sought  
20  
21 for different funding systems to bridge the gap. Nir (2007) suggested a needs-based funding  
22  
23 system to enhance schools' pedagogical potentials. In Bandaranayake's (2013) study, a formula-  
24  
25 based funding system for public schools was explored.  
26  
27  
28  
29

30  
31 The fifth theme on school leaders' well-being, resilience and spirituality was drawn from  
32  
33 studies in Canada and New Zealand (e.g., Fitzgerald 2009; Stephenson 2013). Along with the  
34  
35 societal changes, female principals in Catholic schools started to gain more leadership  
36  
37 responsibilities to negotiate with religious authorities in a traditionally male-dominant work  
38  
39 environment (Collins 2014). Another study confirmed principals' spirituality to enhance their  
40  
41 resilience at work (A. Gibson 2014). School leaders' self-awareness, critical self-reflection,  
42  
43 relational trust and personal resiliency also contributed to school leaders' well-being (Notman  
44  
45 2012; Notman and Henry 2011).  
46  
47  
48  
49

### 50 51 *Various European countries*

52  
53 From the research conducted in Europe, the first theme problematised the EdLAM quality  
54  
55 assessment and quality control. In Germany, to better support principals' leadership work,  
56  
57  
58  
59

internally generated data appeared more useful than external data produced by international student assessments and school inspections (Demski and Racherbäumer 2015). In the Netherlands, some school leaders found the school quality report to increase transparency while others perceived it to stimulate dishonesty and cheating (Hofman, de Boom, and Hofman 2010). Quality assurance and evaluation had been dominating the Danish education policy-making in recent years. Andersen, Dahler-Larsen and Pedersen (2009) criticised this policy for yielding unreliable results and arousing tensions. A Swedish study perceived quality to be an elusive concept and questioned the existing evaluation tools for not being grounded in theories (Flygt 2009).

The second theme centred on school leaders' job satisfaction and coping strategies. In Cyprus, principals' leadership autonomy seemed to affect their job satisfaction and work-related stress. In an ideal autonomy model, principals had the autonomy to decide on academic, managerial, financial and personnel issues, while educational authorities managed teaching materials, teacher placements, promotions, payroll and dismissals (Nicolaidou Solomou and Pashiardis 2016). In Germany, excessive administrative tasks had burdened principals and extended their working hours. To ease principals' workload, an obligatory legal frame for regulating leadership responsibilities, rights, duties and work time allocation was proposed (Brauckmann and Schwarz 2015). Another German study found that vice-principals' perceived competence and the meaning of work predicted job satisfaction. Hence, providing cross-mentoring with experienced principals and meaningful leadership work would enhance vice-principals' job satisfaction (Schermuly, Schermuly, and Meyer 2011).

A study in Scotland reported excessive paperwork and multiple accountabilities to raise principals' stress. In response, Scottish principals applied coping strategies including dutiful

1  
2  
3 compliance, cautious pragmatism, quiet self-confidence, bullish self-assertion and defiant risk-  
4 taking (MacBeath, O'Brien, and Gronn 2012). A Greek study identified seven key factors behind  
5 principals' job satisfaction, including the superior's role, salary and financial rewards, job  
6 satisfaction, cooperation among educators, school environment, promotion opportunities and  
7 school goals (Saiti and Fassoulis 2012).

8  
9  
10  
11  
12  
13  
14  
15 The third research theme focused on school leaders' impact on teachers' collaboration,  
16 participation in decision-making and job satisfaction. When comparing primary and secondary  
17 school teachers' collaboration in the Netherlands, Honingh and Hooge (2014) found that  
18 principal's support was essential for both groups. However, primary school teachers also sought  
19 for active participation in curricular and instructional decisions. In Greek schools, principals  
20 tended to let teachers decide more on student and teacher-related issues but less on school  
21 administration. Even so, teachers' job satisfaction was only weakly and indirectly linked to their  
22 actual participation in decision-making and this impact was mediated by school climate  
23 (Sarafidou and Chatziioannidis 2013). In Belgium, Hulpia, Devos and Rosseel (2009) found that  
24 teachers' organisational committed increased when the leadership team provided cohesive  
25 support, shared goals and clear roles. Mediated by the organisational commitment, teachers' job  
26 satisfaction was enhanced as the result of distributed leadership. In Swedish schools, Liljenberg  
27 (2016) discovered that depending on school leaders' design, three teacher leadership modes were  
28 applied: coordinating, change-focused and learning-facilitating. These modes supplemented the  
29 existing teacher leadership findings from the Anglo-Saxon contexts.

30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49 The fourth theme surfaced challenges faced by school leaders. School mergers in the  
50 Netherlands brought communication problems to high schools. Zwijze-Koning and de Jong  
51 (2009) suggested school leaders to institutionalise participative decision-making and bottom-up  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 management, develop strong empathy and show more appreciation to teachers. One Italian study  
4  
5 uncovered that in the era of the New Public Management, private school principals' strategic  
6  
7 decisions and autonomy were strongly directed by tests results (Agasisti, Bonomi, and Sibiano  
8  
9 2012). Meanwhile, public schools in Switzerland started to standardise its daily management  
10  
11 work following a quality management framework (Hangartner and Svaton 2013). As part of the  
12  
13 change, giving Swiss principals more leadership responsibilities was a new phenomenon, which  
14  
15 challenged the school governing body as a traditional decision-maker (Huber 2011).  
16  
17  
18

19         The fifth theme derived from several international successful school principal studies. In  
20  
21 Denmark, one study showed that accountability, contracts and networks-based school  
22  
23 governance had changed principals' role from proactively setting school directions to reactively  
24  
25 translating external expectations (Moos and Kofod 2009). Another Danish study explored how  
26  
27 successful school principals had developed students' academic competence and creativity  
28  
29 simultaneously (Moos 2015). In Sweden, researchers revisited the case schools. Despite of the  
30  
31 change of principals, they found that the teachers had sustained schools' high performance by  
32  
33 maintaining the culture of trust, dialogue and collaboration (Hoog, Johansson, and Olofsson  
34  
35 2009). Another study compared leadership in Swedish and American schools (Merchant et al.  
36  
37 2012). The findings revealed different philosophies about social responsibility and individualism  
38  
39 in the two countries, although both systems aimed to achieve social justice in schools. One  
40  
41 Norwegian study confirmed that successful principals positively enhanced teachers' motivation,  
42  
43 commitment and school development, although they faced constant contradictory external  
44  
45 expectations (Moller et al. 2009). In Cyprus, one study summarised the successful school  
46  
47 principals in rural schools to have the features of practising people-centred leadership, sharing  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 values and visions, emphasising learning, using external networks and managing competing  
4 values (Pashiardis et al. 2011).  
5  
6  
7

### 8 9 ***Emerging regions***

#### 10 *Asia*

11  
12 In Asia, instructional leadership was at the core of many EdLAM studies. A Japanese study  
13 explored how a principal turned around a low-performing school using lesson study to set  
14 learning as school's top priority, to involve teachers and to integrate cognitive learning with  
15 social development (Saito and Sato 2012). An Indonesian study surfaced two pre-conditions for  
16 instructional leadership, school personnel transcending the leader-teacher boundaries and  
17 working collaboratively for enhancing students' achievement (Sofa, Fitzgerald, and Jawas 2012).  
18  
19  
20  
21  
22  
23  
24  
25

26  
27         Instead of directly importing the Western concepts and tools of instructional leadership,  
28 Asian scholars tried to incorporate local contexts in their theorisation. In Taiwan, due to the lack  
29 of legal authority, principals often executed instructional leadership indirectly by creating a  
30 supportive working environment for teachers (Pan, Nyeu, and Chen 2015). By contrast, Chinese  
31 principals appeared to have more power to directly supervise teachers' teaching, but their  
32 instructional leadership was externally measured by educational authorities and inspectors  
33 (Walker, Hu, and Qian 2012). Another Chinese study revealed the curriculum reform had  
34 brought three conflicting cultural values to school leaders, the compliance culture, the  
35 examination culture and the new pedagogic culture (Yin, Lee, and Wang 2014). In India, non-  
36 indigenous principals working in indigenous schools appeared to struggle more with the  
37 instructional time, mandated external curricula and locally developed curricula (Blakesley 2012).  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52 Similar challenges were faced by school leaders in Thailand. Since the 1999 educational reform,  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 little had changed in Thai principals' roles and behaviours due to the lack of systemic  
4  
5 instructional leadership training (Hallinger and Lee 2014).  
6

7  
8 The second shared theme revealed the challenges brought by educational governance and  
9  
10 reforms. A Chinese study discovered that less-efficient schools tended to use fiscal resources less  
11  
12 effectively. To improve schools' sustainability, scholars have been exploring different financial  
13  
14 management models for public education (Hu, Zhang, and Liang 2009). A Malaysian study  
15  
16 uncovered that the differences between urban and rural schools did not lie in educational  
17  
18 resources or parental involvement but in teachers' perceptions on school climate. Rural school  
19  
20 teachers tended to experience the school climate more negatively when they were dissatisfied  
21  
22 with students' low socio-economic backgrounds (Othman and Muijs 2013). Other challenges  
23  
24 including inconsistent educational policies, conflicts between old and new values, discrepancies  
25  
26 between the reform goals and implementation and the lack of professional preparation of school  
27  
28 leaders were discussed in the articles from Indonesia (Parker and Raihani 2011), Thailand  
29  
30 (Maxcy, Sungtong, and Nguyen 2010), Taiwan and South Korea (Lo and Gu 2008).  
31  
32  
33  
34

35 Distributed leadership was the third popular theme. A quantitative study in Taiwan  
36  
37 confirmed distributed leadership to positively affect teachers' academic optimism, and through  
38  
39 which, to indirectly enhance students' learning (Chang 2011). In China, one study explored the  
40  
41 co-principalship model applied by international schools operating in multicultural contexts  
42  
43 (Bunnell 2008). A Malaysian study found that distributed leadership manifested in the principal  
44  
45 selecting teacher leaders while the principal's formal authority was never questioned.  
46  
47  
48 Consequently, teachers had a low readiness to take up extra leadership responsibilities (Tahir et  
49  
50 al. 2016). A study in Singapore discovered that different leadership was distributed to different  
51  
52 leaders. Senior management team performed transformational leadership, while middle  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 management team provided instructional leadership. Both leadership teams exercised emotional  
4 leadership and strategic resource management (Seong and Ho 2012). In Indonesia, school-based  
5 management devolved power and authority, which challenged school council members' role as  
6 the decision-maker. To successfully implement distributed leadership, Bandur (2012) called for  
7 more training to develop principals' strategic leadership and more clarification on power,  
8 authority and responsibility with the council members.  
9

10  
11 The fourth key theme centred on principals' leadership in successful schools. One  
12 Pakistani study summarised similar features of successful principals like in other countries, such  
13 as developing a shared school vision, promoting a collaborative culture, distributing leadership  
14 and maintaining good interpersonal relationships (Salfi 2011). Pisapia and Pang (2013)  
15 compared how principals in Hong Kong, mainland China and the U.S. used their influence. They  
16 concluded that managing and transforming were the two commonly used strategies across these  
17 countries, while bonding, bridging and bartering were used differently in each context. Local  
18 values appeared more important than societal values in determining which influence actions the  
19 principals adopted. Raihani (2008) presented an Indonesian case and found that schools'  
20 continuous success was based on the Islamic values and principals' leadership capacity in setting  
21 a shared vision and strategies, developing teachers and establishing networks. A study in  
22 Vietnam confirmed that besides principal's leadership, teachers' faith in their profession and  
23 school's good reputation also sustained the success (Saito, Khong, and Tsukui 2012).  
24  
25

26  
27 Although fewer Asian studies discussed social justice leadership, several studies provided  
28 important findings. In India, Richardson and Sauers (2014) found that principals regarded human  
29 rights as the foundation for social justice, with poverty and gender inequality the two major  
30 concerns. Principals from affluent schools exercised social justice leadership by teaching  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60



1  
2  
3 empathy and humility to the students. By contrast, principals leading schools in extreme poverty  
4 offered learning opportunities to marginalised students. In Hong Kong, Szeto (2014) followed a  
5 principal's personal development from an administrative leader to a leader of social justice. He  
6 concluded that social justice leadership entailed a sense-making process and its impact went  
7 beyond the school level. In Vietnamese schools, Jazzar and Hamm (2007) developed a social  
8 justice leader's guide, highlighting the importance of understanding ethnic minority students'  
9 needs, and based on which, making concrete and consistent policies.  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19

### 20 21 *Middle East*

22 Firstly, EdLAM research from the Middle East tended to adopt alternative research perspectives  
23 to illuminate under-studied phenomena. Different from the assumption, Shapira-Lishchinsky  
24 (2009) discovered that to enhance Israeli teachers' teamwork, the mentoring style should be  
25 different from rather than similar to the team culture. This misfit better stimulated teachers'  
26 innovative thinking. In Israel, Oplatka and Tamir (2009) investigated female deputy principals'  
27 career aspiration and found their low readiness to become principals. The dichotomy of  
28 principalship versus deputyship appeared to match the dichotomy of masculine versus feminine  
29 leadership. Hence, female leaders found the deputy principals' position to better match their  
30 gender role. Cerit's (2009) study concluded that principals' servant leadership positively and  
31 significantly affected teachers' job satisfaction in Turkish schools. Looking beyond the causal  
32 relationship between leadership and test scores, several Israeli studies measured students'  
33 academic achievement in relation to school leaders' capacities in managing school finance,  
34 conflicts and parental participation (e.g., Gavish and Oplatka 2012; Shaked 2016).  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51

52 Secondly, studies from the Middle East provided ground-breaking findings related to  
53 local cultures. Against the background of the Israel-Arab conflict, Arar and Oplatka (2016)  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 compared one Arab-Muslim principal's and one Jewish principal's perceptions on social justice.  
4  
5 They found that principals' personal history, education, status and culture had shaped their  
6  
7 national awareness and political stances on social justice. Against the same background, another  
8  
9 Israeli study discovered that female principals faced challenges of being culturally and  
10  
11 professionally accepted by the Arab education system, although their contributions to the schools  
12  
13 were significant (Shapira, Arar, and Azaiza 2011).  
14  
15

16  
17 In the United Arab Emirates, principals' professional standards and evaluation were  
18  
19 newly introduced. Stringer and Hourani (2016) criticised the new principal appraisal system to  
20  
21 treat low-performing school principals unfairly because it evaluated principals' performance  
22  
23 according to teachers' teaching performance. In Turkey, the highly centralised education system  
24  
25 assigned much authority to district governors. However, due to the lack of financial resources  
26  
27 and the pressure from national and regional authorities, district governors had to creatively  
28  
29 exercise their leadership to support local schools (Erdem et al. 2011). Also in Turkey, Aydin and  
30  
31 Karaman-Kepenekci (2008) conducted a ground-breaking study on social justice leadership.  
32  
33 They found that teachers constantly monitored their principal's actions and reacted when  
34  
35 injustice took place. Another Turkish study discovered that the tolerance between teachers and  
36  
37 school leaders had a limit. Principals or teachers being overly tolerant towards each other tended  
38  
39 to become intolerant to their own roles in school (Karaman-Kepenekci and Aypay 2009).  
40  
41  
42  
43  
44  
45

#### 46 *Africa*

47  
48 Africa comprises many countries with distinct sociocultural and political contexts. As to EdLAM  
49  
50 research, however, this review found most publications from South Africa and only some from  
51  
52 Ghana, Kenya and Tanzania. Literature from other African countries seemed scarce.  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 One prevalent research theme from the South African literature dealt with leading schools  
4 with multiple deprivations. Ngcobo and Tikly (2010) summarised key dimensions of effective  
5 leadership in South African schools. Besides having a strong focus on teaching, effective  
6 principals tended to spend more time on incorporating different cultural values, mobilising  
7 resources in local community, creating a safe learning environment and supporting the most  
8 disadvantaged students. Another South African study underlined that effective school leaders had  
9 a strong focus on instruction, staff stability, high parental involvement and a collective culture  
10 (Maringe, Masinire, and Nkambule 2015). A third South African study discovered that leading  
11 with school's internal assets such as the learning philosophy, time, commitment and  
12 accountability appeared more effective rather than relying on external assets (Chikoko, Naicker,  
13 and Mthiyane 2015).  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27

28 The second shared theme discussed the challenges faced by school leaders. In Kenya,  
29 bureaucratic regulations and educational authorities tightly controlled school leaders and  
30 teachers. The lack of policy consistency, resources and good practices caused leaders' and  
31 teachers' frustration at work (Wanzare 2012). Bisschoff (2009) investigated how the mandated  
32 law-based school reform in South Africa went wrong. He uncovered the challenges such as the  
33 lack of skills, the gap between knowing and doing, the teacher-student tension and bureaucratic  
34 red tape. In Tanzania, a study revealed that most novice principals only received ad hoc  
35 apprenticeship with more experienced principals. Consequently, the lack of professional training  
36 led to principals' limited roles in schools (Onguko, Abdalla, and Webber 2012).  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48

49 The third shared research theme centred on inclusion and exclusion. In South Africa,  
50 principals in disadvantaged schools tended to prevent teachers from implementing inclusion  
51 policy due to the fear of losing power (Oswald and Engelbrecht 2013). A comparative study  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 investigated ethnically diverse schools in England and South Africa. The findings suggested that  
4  
5 because ethnic minorities tended to cover insecurity by showing colour blindness in educational  
6  
7 discourses, they failed to acknowledge their own identities in the two systems (Lumby and  
8  
9 Heystek 2012). Gender-based leadership was another key topic related to inclusion in the articles  
10  
11 from Ghana and South Africa. In Ghana, a study found that female principals tended to use more  
12  
13 transformational leadership and creative thinking than their male counterparts at school (Agezo  
14  
15 2010). Facing both gender and cultural challenges, two South African studies showed that female  
16  
17 leaders relied on their own spiritual, moral and maternal values to shape their roles. Like their  
18  
19 Ghanaian counterparts, they also demonstrated a more relational, inclusive and compassionate  
20  
21 leadership style than male principals (e.g., Diko 2014; Faulkner 2015).  
22  
23  
24  
25  
26  
27

### 28 *Latin America*

29 Latin America in this study is defined as all the countries south of the United States in the  
30  
31 Americas. In this region, the first research theme examined the impact of EdLAM on school  
32  
33 effectiveness. In Chile, a study on improving students' academic achievement in a challenging  
34  
35 school proved two leadership strategies useful: nurturing teachers' high expectations and sharing  
36  
37 a common vision (Ahumada, Galdames, and Clarke 2016). Another Chilean study found that  
38  
39 teachers used assessment standards to support reflection and instructional leadership (Rucinski et  
40  
41 al. 2009). In Ecuador, a study discovered that incorporating moral leadership in leadership  
42  
43 training had transformed school leaders and benefit the community at large (Menking 2008). All  
44  
45 these findings echoed the literature from other parts of the world.  
46  
47  
48  
49

50 Besides these positive impacts, EdLAM leaders also faced problems in practices. In  
51  
52 Jamaica, leadership resources congregated in the hands of school principals. However, when  
53  
54 teachers facing the challenges of overcrowding, absenteeism and poor teaching resources, they  
55  
56  
57  
58  
59  
60

1  
2  
3 received little support from the principals (Hutton 2016). In Argentina, Meo (2015) discovered  
4 that because principals were both the actors and subjects of the inclusion policy, their limitations  
5 in policy interpretation sometimes led to inequality in education. In Chile, researchers criticised  
6 the managerial culture for using test-based teacher incentives to sabotage teachers' trust and  
7 collegiality (Montecinos et al. 2014).  
8  
9  
10  
11  
12  
13

14  
15 The second research theme on EdLAM policy benchmarking and comparison derived  
16 from comparative studies. Weinstein and Hernandez (2016) scrutinised school leadership  
17 policies in Argentina, Brazil, Chile, Colombia, Ecuador, Mexico, Dominican Republic and Peru.  
18 They criticised policy makers for translating Anglo-Saxon policies uncritically into Latin  
19 American contexts, which led to the lack of knowledge about local school leaders' needs and the  
20 poor internal policy coherence. Another comparative study examined how school principals in  
21 Mexico, Central America, Colombia and the Caribbean perceived school mission statements.  
22 Findings showed that most principals operationalised their mission statements in daily work,  
23 while a minority reported the mission statements useless and not reviewed in their accreditations  
24 (Fayad and Yoshida 2014).  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38

### 39 **Discussion**

40  
41  
42 Taking a topographical perspective, this study mapped the EdLAM knowledge production and  
43 themes between 2007 and 2016. The five Anglo-Saxon countries contributed about half of the  
44 publications to the whole corpus. About one quarter of the articles came from various European  
45 countries and the rest from four EdLAM emerging regions. The uneven research production can  
46 be explained by two reasons. Firstly, English, as a *lingua franca* in academia, gives Anglo-Saxon  
47 scholars the advantage to publish in international peer-reviewed journals. Secondly, these Anglo-  
48 Saxon countries have a longer EdLAM research tradition and more scholars. Echoing several  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

1  
2  
3 EdLAM regional reviews (Hallinger and Chen 2015; Walker and Hallinger 2015; Hallinger and  
4 Hammad 2017), we identified the increasing number of publications from Hong Kong, Israel,  
5 South Africa, Mexico and Chile had contributed to the rapidly EdLAM developed during the  
6 past decade. Hallinger and colleagues underlined that the growing investment and the supportive  
7 academic culture in the higher education systems can boost the local EdLAM research  
8 development (Hallinger and Bryant, 2013; Hallinger and Chen, 2015). On top of this, this review  
9 study found other underlying reasons. For instance, the increasing cross-national research  
10 projects (e.g. ISSPP, PISA) and scholars' international mobility created more comparative  
11 studies and joint publications. In general, the traditional Western versus Eastern division of  
12 scholarship continued to blur.

13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26 Drawing on the identified research themes presented in the Findings, we synthesised the  
27 following EdLAM research development trends. Firstly, scholars have further developed  
28 EdLAM theories on instructional, transformational, distributed and system leadership by viewing  
29 leadership as a complex process (e.g., McKenzie and Locke 2014; Halverson and Clifford 2013).  
30 The transformation from a leader-centric to a practice-centric perspective was observed. When  
31 investigating the impact of EdLAM, researchers started to look beyond the causal relationships  
32 between leadership and test scores. More studies examined how EdLAM affected leaders' and  
33 teachers' wellbeing, job satisfaction and organisational commitment (e.g., Kose and Lim 2010;  
34 Margolis and Huggins 2012).

35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47 The second EdLAM development trend was the increasing critical voice from scholars.  
48 Neoliberalism and the New Public Management brought privatisation, marketisation,  
49 competition, standardisation and high-stakes accountability to many education systems around  
50 the world. On the one hand, scholars criticised the ongoing educational reforms for having a  
51

1  
2  
3 narrow focus on performativity, eroding school leaders' professional autonomy and creating  
4  
5 unhealthy competition between schools (Serpieri, Grimaldi, and Vatrella 2015). On the other  
6  
7 hand, Hall et al. (2013) warned that many EdLAM studies produced under the paradigm of New  
8  
9 Public Management conceptually lacked the capacity to challenge this paradigm. In this review  
10  
11 study, we found both critical voices worth listening. They revealed the risks of education  
12  
13 globalisation that spread the same sets of standards and norms worldwide uncritically.  
14  
15

16  
17 Although at the policy-making level, similar educational policies and reform attempts  
18  
19 were found across different countries. The third EdLAM development trend, in fact, indicated  
20  
21 the local scholars had become more aware of the local contexts. Instead of blindly applying  
22  
23 many Western EdLAM concepts, theories or models, indigenous researchers conceptualised and  
24  
25 theorised their EdLAM understandings in relation to the local societal changes and school  
26  
27 demographics. Many findings had challenged some long-standing assumptions in the field or  
28  
29 enriched the knowledge base with more substantial evidence.  
30  
31

32  
33 Lastly, comparative studies in EdLAM played a key role in sustaining and expanding the  
34  
35 research field. The reviewed corpus contained about 10% (155 articles) comparative studies.  
36  
37 Both large-scale international research projects and small-scale transnational studies brought  
38  
39 overarching research frameworks, designs and questions and produced valuable context-  
40  
41 independent and context-specific findings. Being part of the comparative research, many  
42  
43 traditionally under-represented countries had been investigated, and their unique contexts and  
44  
45 findings became visible for international readers.  
46  
47  
48  
49

### 50 **Implications and limitations**

51  
52  
53

54 This study has several implications. For researchers, mixing bibliometric and content analyses  
55  
56 allowed researchers to classify a large number of publications by clusters of countries and then  
57  
58  
59  
60

1  
2  
3 by research themes. With the increasing number of EdLAM studies, science mapping as a  
4 method has great potentials (Hallinger 2019). For policy-making, Hallinger and Bryant (2013b)  
5 worried about policymakers overly relying on research findings from the Western contexts.  
6  
7 Indeed, our review detected some educational ideologies that had travelled around the world and  
8 caused shared challenges in practice. Therefore, this review is expected to inform policymakers  
9  
10 about the critical voices from academia. For school leaders and teachers, from this study they  
11 could find some best practices from other contexts as well as many shared problems across  
12  
13 different countries.  
14  
15  
16  
17  
18  
19  
20

21  
22 Lastly, this study had three limitations. Different from several reviews that used an  
23 exhaustive search method (Hallinger and Bryant 2013b; Walker and Hallinger 2015), this review  
24 used keywords search in the ERIC database to extract a larger number of articles from a wider  
25 selection of journals. Our selected journals had a specific focus on educational leadership,  
26 administration and management. Hence, the data selection may have excluded literature that did  
27 not contained the exact search keywords or published in other important educational journals  
28 such as *Compare*, *Comparative Education Review* and *Comparative Education*. This review was  
29 limited to the empirical EdLAM studies in K-12 education and excluded studies on higher,  
30 vocational, early childhood, adult and special education. Lastly, being limited to peer-reviewed  
31 articles published English, this review did not cover articles in other languages. To make  
32  
33 indigenous research and regional scholarship more visible to international readers, we encourage  
34  
35 scholars with language competences to publish in English as well as in their native languages.  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60



## References

- Agasisti, Tommaso, Francesca Bonomi, and Piergiacomo Sibiano. 2012. 'Do the Managerial Characteristics of Schools Influence Their Performance?' *International Journal of Educational Management* 26 (6): 593–609.
- Agezo, Clement Kwadzo. 2010. 'Female Leadership and School Effectiveness in Junior High Schools in Ghana'. *Journal of Educational Administration* 48 (6): 689–703.
- Ahumada, Luis, Sergio Galdames, and Simon Clarke. 2016. 'Understanding Leadership in Schools Facing Challenging Circumstances: A Chilean Case Study'. *International Journal of Leadership in Education* 19 (3): 264–79.
- Andersen, Vibeke Normann, Peter Dahler-Larsen, and Carsten Strombaek Pedersen. 2009. 'Quality Assurance and Evaluation in Denmark'. *Journal of Education Policy* 24 (2): 135–47.
- Arar, Khalid Husny, and Izhar Oplatka. 2016. 'Making Sense of Social Justice in Education: Jewish and Arab Leaders' Perspectives in Israel'. *Management in Education* 30 (2): 66–73.
- Aydin, Inayet, and Yasemin Karaman-Kepenekci. 2008. 'Principals' Opinions of Organisational Justice in Elementary Schools in Turkey'. *Journal of Educational Administration* 46 (4): 497–513.
- Ball, Stephan. 2012. *Global Education Inc: New Policy Networks and the Neo-Liberal Imaginary*. Abingdon: Routledge.
- Bandaranayake, Bandara. 2013. 'Formula-Based Public School Funding System in Victoria: An Empirical Analysis of Equity'. *International Journal of Educational Leadership Preparation* 8 (2): 191–207.
- Bandur, Agustinus. 2012. 'School-Based Management Developments: Challenges and Impacts'. *Journal of Educational Administration* 50 (6): 845–73.
- Barnett, Kerry, and John McCormick. 2012. 'Leadership and Team Dynamics in Senior Executive Leadership Teams'. *Educational Management Administration & Leadership* 40 (6): 653–71.
- Bisschoff, Tom. 2009. 'Mandated Change Gone Wrong? A Case Study of Law-Based School Reform in South Africa'. *International Journal of Educational Management* 23 (4): 336–47.
- Blakesley, Simon. 2012. 'Juggling Educational Ends: Non-Indigenous Yukon Principals and the Policy Challenges That They Face'. *International Journal of Education Policy and Leadership* 7 (3): 1–14.
- Boberg, John Eric, and Steven J. Bourgeois. 2016. 'The Effects of Integrated Transformational Leadership on Achievement'. *Journal of Educational Administration* 54 (3): 357–74.
- Brauckmann, Stefan, and Alexandra Schwarz. 2015. 'No Time to Manage? The Trade-off between Relevant Tasks and Actual Priorities of School Leaders in Germany'. *International Journal of Educational Management* 29 (6): 749–65.
- Bredeson, Paul V. 2013. 'Distributed Instructional Leadership in Urban High Schools: Transforming the Work of Principals and Department Chairs through Professional Development'. *Journal of School Leadership* 23 (2): 362–88.
- Bunnell, Tristan. 2008. 'The Yew Chung Model of Dual Culture Co-Principalship: A Unique Form of Distributed Leadership'. *International Journal of Leadership in Education* 11 (2): 191–210.

- 1  
2  
3 Cerit, Yusuf. 2009. 'The Effects of Servant Leadership Behaviours of School Principals on  
4 Teachers' Job Satisfaction'. *Educational Management Administration & Leadership* 37  
5 (5): 600–623.
- 6 Chang, I-Hua. 2011. 'A Study of the Relationships between Distributed Leadership, Teacher  
7 Academic Optimism and Student Achievement in Taiwanese Elementary Schools'.  
8 *School Leadership & Management* 31 (5): 491–515.
- 9 Chikoko, Vitallis, Inbanathan Naicker, and Sipiwe Mthiyane. 2015. 'School Leadership  
10 Practices That Work in Areas of Multiple Deprivation in South Africa'. *Educational*  
11 *Management Administration & Leadership* 43 (3): 452–67.
- 12 Choi, Daniel. 2011. 'Accountability and Alignment under No Child Left Behind: Multi-Level  
13 Perspectives for Educational Leaders'. *International Journal of Educational Leadership*  
14 *Preparation* 6 (1): 9.
- 15 Close, Paul. 2016. "'System Leader" Consultancy Development in English Schools: A Long-  
16 Term Agenda for a Democratic Future?' *School Leadership & Management* 36 (1): 113–  
17 32.
- 18 Collins, Jenny. 2014. 'Creating Spaces in a Male Domain: Sister Principals in Catholic Schools,  
19 1850-1974'. *Journal of Educational Administration and History* 46 (1): 74–92.
- 20 Cravens, Xiu Chen, Ellen Goldring, and Roberto Penaloza. 2012. 'Leadership Practice in the  
21 Context of U.S. School Choice Reform'. *Leadership and Policy in Schools* 11 (4): 452–  
22 76.
- 23 Czerniawski, Gerry. 2012. 'Repositioning Trust: A Challenge to Inauthentic Neoliberal Uses of  
24 Pupil Voice'. *Management in Education* 26 (3): 130–39.
- 25 De Nobile, John J., and John McCormick. 2008. 'Organizational Communication and Job  
26 Satisfaction in Australian Catholic Primary Schools'. *Educational Management*  
27 *Administration & Leadership* 36 (1): 101–22.
- 28 Demski, Denise, and Kathrin Racherbäumer. 2015. 'Principals' Evidence-Based Practice--  
29 Findings from German Schools'. *International Journal of Educational Management* 29  
30 (6): 735–48.
- 31 Diem, Andrea, and Stefan C. Wolter. 2013. 'The Use of Bibliometrics to Measure Research  
32 Performance in Education Sciences'. *Research in Higher Education* 54 (1): 86–114.
- 33 Diko, Nolutho. 2014. 'Women in Educational Leadership: The Case of Hope High School in the  
34 Eastern Cape Province, South Africa'. *Educational Management Administration &*  
35 *Leadership* 42 (6): 825–34.
- 36 Drysdale, Lawrie, and David Gurr. 2011. 'Theory and Practice of Successful School Leadership  
37 in Australia'. *School Leadership & Management* 31 (4): 355–68.
- 38 Eacott, Scott, and Judith Norris. 2014. 'Managerial Rhetoric, Accountability, and School  
39 Leadership in Contemporary Australia'. *Leadership and Policy in Schools* 13 (2): 169–  
40 87.
- 41 Eck, Nees Jan van, and Ludo Waltman. 2011. *Text Mining and Visualization Using VOSviewer*  
42 (version 1.6.5). The Netherlands: Centre for Science and Technology Studies, Leiden  
43 University.
- 44 Erdem, Mustafa, Inayet Aydin, Murat Tasdan, and Ugur Akin. 2011. 'Educational Problems and  
45 Solutions in Turkey: The Views of District Governors'. *Educational Management*  
46 *Administration & Leadership* 39 (2): 242–56.
- 47 Evans, Andrea. 2009. 'No Child Left Behind and the Quest for Educational Equity: The Role of  
48 Teachers' Collective Sense of Efficacy'. *Leadership and Policy in Schools* 8 (1): 64–91.
- 49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

- 1  
2  
3 Ewington, John, Bill Mulford, Diana Kendall, Bill Edmunds, Lawrie Kendall, and Halia Silins.  
4 2008. 'Successful School Principalship in Small Schools'. *Journal of Educational*  
5 *Administration* 46 (5): 545–61.  
6  
7 Eyal, Ori, Izhak Berkovich, and Talya Schwartz. 2011. 'Making the Right Choices: Ethical  
8 Judgments among Educational Leaders'. *Journal of Educational Administration* 49 (4):  
9 396–413.  
10  
11 Faulkner, Caroline. 2015. 'Women's Experiences of Principalship in Two South African High  
12 Schools in Multiply Deprived Rural Areas: A Life History Approach'. *Educational*  
13 *Management Administration & Leadership* 43 (3): 418–32.  
14  
15 Fayad, Juan David, and Roland K. Yoshida. 2014. 'Making Mission Statements Operational:  
16 Perceptions of Principals from Tri-Association Schools'. *Journal of School Leadership*  
17 24 (2): 336–56.  
18  
19 Fitzgerald, Tanya. 2009. 'The Tyranny of Bureaucracy: Continuing Challenges of Leading and  
20 Managing from the Middle'. *Educational Management Administration & Leadership* 37  
21 (1): 51–65.  
22  
23 Fletcher, Jo, Janinka Greenwood, Michael Grimley, and Faye Parkhill. 2011. 'Raising Literacy  
24 Achievement in Reading: How Principals of 10- to 12-Year-Old Students Are Making  
25 This Happen'. *International Journal of Leadership in Education* 14 (1): 61–83.  
26  
27 Flygt, Erland. 2009. 'Investigating Architectural Quality Theories for School Evaluation: A  
28 Critical Review of Evaluation Instruments in Sweden'. *Educational Management*  
29 *Administration & Leadership* 37 (5): 645–66.  
30  
31 Gavish, Tali, and Izhar Oplatka. 2012. 'Educational Leadership in the Era of Mass Media: State,  
32 Consequences and Repercussions'. *School Leadership & Management* 32 (1): 73–89.  
33  
34 Gibson, Alaster. 2014. 'Principals' and Teachers' Views of Spirituality in Principal Leadership  
35 in Three Primary Schools'. *Educational Management Administration & Leadership* 42  
36 (4): 520–35.  
37  
38 Gumus, Sedat, Mehmet Sukru Bellibas, Murat Esen, and Emine Gumus. 2018. 'A Systematic  
39 Review of Studies on Leadership Models in Educational Research from 1980 to 2014'.  
40 *Educational Management Administration & Leadership* 46 (1): 25–48.  
41  
42 Hall, David, Helen Gunter, and Joanna Bragg. 2013. 'Leadership, New Public Management and  
43 the Re-Modelling and Regulation of Teacher Identities'. *International Journal of*  
44 *Leadership in Education* 16 (2): 173–90.  
45  
46 Hallinger, Philip. 2019. 'Science Mapping the Knowledge Base on Educational Leadership and  
47 Management from the Emerging Regions of Asia, Africa and Latin America, 1965-2018'.  
48 *Educational Management Administration & Leadership*.  
49  
50 Hallinger, Philip, and Darren Bryant. 2013a. 'Mapping the Terrain of Educational Leadership  
51 and Management in East Asia'. *Journal of Educational Administration* 51 (5): 618–37.  
52  
53 Hallinger, Philip, and Darren A. Bryant. 2013b. 'Review of Research Publications on  
54 Educational Leadership and Management in Asia: A Comparative Analysis of Three  
55 Regions'. *Oxford Review of Education* 39 (3): 307–28.  
56  
57 Hallinger, Philip, and Junjun Chen. 2015. 'Review of Research on Educational Leadership and  
58 Management in Asia: A Comparative Analysis of Research Topics and Methods, 1995–  
59 2012'. *Educational Management Administration & Leadership* 43 (1): 5–27.  
60  
61 Hallinger, Philip, and Waheed Hammad. 2017. 'Knowledge Production on Educational  
62 Leadership and Management in Arab Societies: A Systematic Review of Research'.  
63 *Educational Management Administration & Leadership*.

- 1  
2  
3 Hallinger, Philip, and Moosung Lee. 2014. 'Mapping Instructional Leadership in Thailand: Has  
4 Education Reform Impacted Principal Practice?' *Educational Management  
5 Administration & Leadership* 42 (1): 6–29.
- 6 Halverson, Richard, and Matthew Clifford. 2013. 'Distributed Instructional Leadership in High  
7 Schools'. *Journal of School Leadership* 23 (2): 389–419.
- 8 Hangartner, Judith, and Carla Jana Svaton. 2013. 'From Autonomy to Quality Management:  
9 NPM Impacts on School Governance in Switzerland'. *Journal of Educational  
10 Administration and History* 45 (4): 354–69.
- 11 Hargreaves, David H. 2011. 'System Redesign for System Capacity Building'. *Journal of  
12 Educational Administration* 49 (6): 685–700.
- 13 Hatcher, Richard. 2008. 'System Leadership, Networks and the Question of Power'.  
14 *Management in Education* 22 (2): 24–30.
- 15 Highfield, Camilla. 2010. 'Disparity in Student Achievement within and across Secondary  
16 Schools: An Analysis of Department Results in English, Maths and Science in New  
17 Zealand'. *School Leadership & Management* 30 (2): 171–90.
- 18 Hofman, Roelande H., Jan de Boom, and H. W. Hofman. 2010. 'Quality Control in Primary  
19 Schools: Progress from 2001-2006'. *School Leadership & Management* 30 (4): 335–50.
- 20 Honingh, Marlies, and Edith Hooge. 2014. 'The Effect of School-Leader Support and  
21 Participation in Decision Making on Teacher Collaboration in Dutch Primary and  
22 Secondary Schools'. *Educational Management Administration & Leadership* 42 (1): 75–  
23 98.
- 24 Hoog, Jonas, Olof Johansson, and Anders Olofsson. 2009. 'Swedish Successful Schools  
25 Revisited'. *Journal of Educational Administration* 47 (6): 742–52.
- 26 Hu, Yongmei, Zhi Zhang, and Wenyan Liang. 2009. 'Efficiency of Primary Schools in Beijing,  
27 China: An Evaluation by Data Envelopment Analysis'. *International Journal of  
28 Educational Management* 23 (1): 34–50.
- 29 Huber, Stephan Gerhard. 2011. 'School Governance in Switzerland: Tensions between New  
30 Roles and Old Traditions'. *Educational Management Administration & Leadership* 39  
31 (4): 469–85.
- 32 Hulpia, Hester, Geert Devos, and Yves Rosseel. 2009. 'The Relationship between the Perception  
33 of Distributed Leadership in Secondary Schools and Teachers' and Teacher Leaders' Job  
34 Satisfaction and Organizational Commitment'. *School Effectiveness and School  
35 Improvement* 20 (3): 291–317.
- 36 Hutton, Disraeli Montgomery. 2016. 'The Rating of High-Performing Principals' Performance  
37 on Their Leadership Dimensions by Senior Administrators, Middle Managers and  
38 Classroom Teachers'. *Research in Comparative and International Education* 11 (2):  
39 194–207.
- 40 Jazzar, Michael, and Carl Hamm. 2007. 'A School Leader's Guide to Improving the  
41 Achievement, Assimilation, and Involvement of Montagnard Children'. *International  
42 Journal of Educational Leadership Preparation* 2 (1): 12.
- 43 Jean-Marie, Gaetane. 2013. 'The Subtlety of Age, Gender, and Race Barriers: A Case Study of  
44 Early Career African American Female Principals'. *Journal of School Leadership* 23 (4):  
45 615–39.
- 46 Jones, Michelle, Donnie Adams, Mabel Tan Hwee Joo, Vasu Muniandy, Corinne Jaqueline  
47 Perera, and Alma Harris. 2015. 'Contemporary Challenges and Changes: Principals'  
48 Leadership Practices in Malaysia'. *Asia Pacific Journal of Education* 35 (3): 353–65.
- 49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

- 1  
2  
3 Jorgensen, Robyn, Lynne Walsh, and Richard Niesche. 2009. 'Reforming Schools: A Case Study  
4 of New Basics in a Primary School'. *International Journal of Leadership in Education* 12  
5 (2): 115–33.  
6  
7 Karaman-Kepeneci, Yasemin, and Ahmet Aypay. 2009. 'Teachers' Perceptions of Tolerance in  
8 Teacher-Administrator Relationships in Turkey'. *International Journal of Leadership in*  
9 *Education* 12 (1): 51–71.  
10  
11 Kose, Brad W., and Eun Young Lim. 2010. 'Transformative Professional Development:  
12 Relationship to Teachers' Beliefs, Expertise and Teaching'. *International Journal of*  
13 *Leadership in Education* 13 (4): 393–419.  
14  
15 Lacasse, Jeffrey R., David R. Hodge, and Kristen F. Bean. 2011. 'Evaluating the Productivity of  
16 Social Work Scholars Using the H-Index'. *Research on Social Work Practice* 21 (5):  
17 599–607.  
18  
19 Liljenberg, Mette. 2016. 'Teacher Leadership Modes and Practices in a Swedish Context--A  
20 Case Study'. *School Leadership & Management* 36 (1): 21–40.  
21  
22 Lima, Jorge Avila de. 2008. 'Department Networks and Distributed Leadership in Schools'.  
23 *School Leadership & Management* 28 (2): 159–87.  
24  
25 Lo, William Yat Wai, and Ja Oek Gu. 2008. 'Reforming School Governance in Taiwan and  
26 South Korea: Empowerment and Autonomization in School-Based Management'.  
27 *International Journal of Educational Management* 22 (6): 506–26.  
28  
29 Loveless, Tom. 2013. 'The Common Core Initiative: What Are the Chances of Success?'  
30 *Educational Leadership* 70 (4): 60–63.  
31  
32 Lumby, Jacky, and Jan Heystek. 2012. 'Leadership Identity in Ethnically Diverse Schools in  
33 South Africa and England'. *Educational Management Administration & Leadership* 40  
34 (1): 4–20.  
35  
36 MacBeath, John, Jim O'Brien, and Peter Gronn. 2012. 'Drowning or Waving? Coping Strategies  
37 among Scottish Head Teachers'. *School Leadership & Management* 32 (5): 421–37.  
38  
39 Margolis, Jason, and Kristin Shawn Huggins. 2012. 'Distributed but Undefined: New Teacher  
40 Leader Roles to Change Schools'. *Journal of School Leadership* 22 (5): 953–81.  
41  
42 Maringe, Felix, Alfred Masinire, and Thabisile Nkambule. 2015. 'Distinctive Features of  
43 Schools in Multiple Deprived Communities in South Africa: Implications for Policy and  
44 Leadership'. *Educational Management Administration & Leadership* 43 (3): 363–85.  
45  
46 Marx, Sherry, and Larry L. Larson. 2012. 'Taking off the Color-Blind Glasses: Recognizing and  
47 Supporting Latina/o Students in a Predominantly White School'. *Educational*  
48 *Administration Quarterly* 48 (2): 259–303.  
49  
50 Maxcy, Brendan D., Ekkarin Sungtong, and Thu Su'ong Thi Nguyen. 2010. 'Challenging  
51 School Leadership in Thailand's Southern Border Provinces'. *Educational Management*  
52 *Administration & Leadership* 38 (2): 164–83.  
53  
54 McKenzie, Kathryn Bell, and Leslie Ann Locke. 2014. 'Distributed Leadership: A Good Theory  
55 but What If Leaders Won't, Don't Know How, or Can't Lead?' *Journal of School*  
56 *Leadership* 24 (1): 164–88.  
57  
58 McShane, Ian. 2012. 'Learning to Share: Australia's "Building the Education Revolution" and  
59 Shared Schools'. *Journal of Educational Administration and History* 44 (2): 105–19.  
60  
Menking, Cornell. 2008. 'Leadership Is the Key to Sustainable Community Development in  
Ecuador'. *International Journal of Educational Leadership Preparation* 3 (1): 12.

- 1  
2  
3 Meo, Analía Inés. 2015. 'Something Old, Something New. Educational Inclusion and Head  
4 Teachers as Policy Actors and Subjects in the City of Buenos Aires'. *Journal of*  
5 *Education Policy* 30 (4): 562–89.  
6  
7 Merchant, Betty, Helene Arlestig, Encarnacion Garza, Olof Johansson, Elizabeth Murakami-  
8 Ramalho, and Monika Tornstren. 2012. 'Successful School Leadership in Sweden and the  
9 US: Contexts of Social Responsibility and Individualism'. *International Journal of*  
10 *Educational Management* 26 (5): 428–41.  
11  
12 Mette, Ian M., and Jay P. Scribner. 2014. 'Turnaround, Transformational, or Transactional  
13 Leadership: An Ethical Dilemma in School Reform'. *Journal of Cases in Educational*  
14 *Leadership* 17 (4): 3–18.  
15  
16 Moller, Jorunn, Gunn Vedoy, Anne Marie Presthus, and Guri Skedsmo. 2009. 'Successful  
17 Principalship in Norway: Sustainable Ethos and Incremental Changes?' *Journal of*  
18 *Educational Administration* 47 (6): 731–41.  
19  
20 Montecinos, Carmen, Mauricio Pino, Javier Campos-Martinez, Rosario Domínguez, and Claudia  
21 Carreño. 2014. 'Master Teachers as Professional Developers: Managing Conflicting  
22 Versions of Professionalism'. *Educational Management Administration & Leadership* 42  
23 (2): 275–92.  
24  
25 Moos, Leif. 2015. 'Leadership for Creativity'. *International Journal of Leadership in Education*  
26 18 (2): 178–96.  
27  
28 Moos, Leif, and Klaus Kasper Kofod. 2009. 'Sustained Successful School Leadership in  
29 Denmark'. *Journal of Educational Administration* 47 (6): 709–18.  
30  
31 Ngcobo, Thandi, and Leon Paul Tikly. 2010. 'Key Dimensions of Effective Leadership for  
32 Change: A Focus on Township and Rural Schools in South Africa'. *Educational*  
33 *Management Administration & Leadership* 38 (2): 202–28.  
34  
35 Nicolaidou Solomou, Galatia, and Petros Pashiardis. 2016. 'An Effective School Autonomy  
36 Model: Examining Headteachers' Job Satisfaction and Work-Related Stress'.  
37 *International Journal of Educational Management* 30 (5): 718–34.  
38  
39 Nir, Adam E. 2007. 'The Effect of School-Based Management on Schools' Culture of  
40 Consumption'. *International Journal of Leadership in Education* 10 (4): 421–36.  
41  
42 Notman, Ross. 2012. 'Intrapersonal Factors in New Zealand School Leadership Success'.  
43 *International Journal of Educational Management* 26 (5): 470–79.  
44  
45 Notman, Ross, and Annie D. Henry. 2011. 'Building and Sustaining Successful School  
46 Leadership in New Zealand'. *Leadership and Policy in Schools* 10 (4): 375–94.  
47  
48 Onguko, Brown Bully, Mohamed Abdalla, and Charles F. Webber. 2012. 'Walking in  
49 Unfamiliar Territory: Headteachers' Preparation and First-Year Experiences in  
50 Tanzania'. *Educational Administration Quarterly* 48 (1): 86–115.  
51  
52 Oplatka, Izhar, and Vered Tamir. 2009. "'I Don't Want to Be a School Head": Women Deputy  
53 Heads' Insightful Constructions of Career Advancement and Retention'. *Educational*  
54 *Management Administration & Leadership* 37 (2): 216–38.  
55  
56 Oswald, Marietjie, and Petra Engelbrecht. 2013. 'Leadership in Disadvantaged Primary Schools:  
57 Two Narratives of Contrasting Schools'. *Educational Management Administration &*  
58 *Leadership* 41 (5): 620–39.  
59  
60 Othman, Mariam, and Daniel Muijs. 2013. 'Educational Quality Differences in a Middle-Income  
Country: The Urban-Rural Gap in Malaysian Primary Schools'. *School Effectiveness and*  
*School Improvement* 24 (1): 104–21.

- 1  
2  
3 Pan, Hui-Ling Wendy, Fong-Yee Nyeu, and June S. Chen. 2015. 'Principal Instructional  
4 Leadership in Taiwan: Lessons from Two Decades of Research'. *Journal of Educational*  
5 *Administration* 53 (4): 492–511.
- 6 Parker, Lyn, and R. Raihani. 2011. 'Democratizing Indonesia through Education? Community  
7 Participation in Islamic Schooling'. *Educational Management Administration &*  
8 *Leadership* 39 (6): 712–32.
- 9 Pashiardis, Petros, Vassos Savvides, Eleni Lytra, and Kakia Angelidou. 2011. 'Successful  
10 School Leadership in Rural Contexts: The Case of Cyprus'. *Educational Management*  
11 *Administration & Leadership* 39 (5): 536–53.
- 12 Paulston, Rolland G., and Martin Liebman. 1994. 'An Invitation to Postmodern Social  
13 Cartography'. *Comparative Education Review* 38 (2): 215–32.
- 14 Pisapia, John, and Nicholas Sun-Keung Pang. 2013. 'Influence Actions of School Principals in  
15 Hong Kong, Mainland China and the United States: A Cross-Cultural Perspective'.  
16 *School Leadership & Management* 33 (1): 26–42.
- 17 Printy, Susan M., Helen M. Marks, and Alex J. Bowers. 2009. 'Integrated Leadership: How  
18 Principals and Teachers Share Transformational and Instructional Influence'. *Journal of*  
19 *School Leadership* 19 (5): 504–32.
- 20 Raihani. 2008. 'An Indonesian Model of Successful School Leadership'. *Journal of Educational*  
21 *Administration* 46 (4): 481–96.
- 22 Richardson, Jayson W., and Nicholas J. Sauers. 2014. 'Social Justice in India: Perspectives from  
23 School Leaders in Diverse Contexts'. *Management in Education* 28 (3): 106–9.
- 24 Robinson, Viviane M., Stuart McNaughton, and Helen Timperley. 2011. 'Building Capacity in a  
25 Self-Managing Schooling System: The New Zealand Experience'. *Journal of*  
26 *Educational Administration* 49 (6): 720–38.
- 27 Rojas-LeBouef, Ana, and John R. Slate. 2011. 'The Achievement Gap between White and Non-  
28 White Students: A Conceptual Analysis'. *International Journal of Educational*  
29 *Leadership Preparation* 6 (4): 1–20.
- 30 Rucinski, Daisy Arredondo, Josefina Beas Franco, Viviana Gomez Nocetti, Paulina Thomsen  
31 Queirolo, and Gloria Carranza Daniel. 2009. 'Conceptual Change among Teachers  
32 Involved in Educational Reform'. *International Journal of Leadership in Education* 12  
33 (2): 155–69.
- 34 Saiti, Anna, and Konstantinos Fassoulis. 2012. 'Job Satisfaction: Factor Analysis of Greek  
35 Primary School Principals' Perceptions'. *International Journal of Educational*  
36 *Management* 26 (4): 370–80.
- 37 Saito, Eisuke, Thi Diem Hang Khong, and Atsushi Tsukui. 2012. 'Why Is School Reform  
38 Sustained Even after a Project? A Case Study of Bac Giang Province, Vietnam'. *Journal*  
39 *of Educational Change* 13 (2): 259–87.
- 40 Saito, Eisuke, and Masaaki Sato. 2012. 'Lesson Study as an Instrument for School Reform: A  
41 Case of Japanese Practices'. *Management in Education* 26 (4): 181–86.
- 42 Salfi, Naseer Ahmad. 2011. 'Successful Leadership Practices of Head Teachers for School  
43 Improvement: Some Evidence from Pakistan'. *Journal of Educational Administration* 49  
44 (4): 414–32.
- 45 Salokangas, Maija, and Christopher Chapman. 2014. 'Exploring Governance in Two Chains of  
46 Academy Schools: A Comparative Case Study'. *Educational Management*  
47 *Administration & Leadership* 42 (3): 372–86.
- 48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60

- 1  
2  
3 Sarafidou, Jasmin-Olga, and Georgios Chatziioannidis. 2013. 'Teacher Participation in Decision  
4 Making and Its Impact on School and Teachers'. *International Journal of Educational*  
5 *Management* 27 (2): 170–83.
- 6  
7 Schermuly, Carsten C., Rene A. Schermuly, and Bertolt Meyer. 2011. 'Effects of Vice-  
8 Principals' Psychological Empowerment on Job Satisfaction and Burnout'. *International*  
9 *Journal of Educational Management* 25 (3): 252–64.
- 10  
11 Seong, David Ng Foo, and Jeanne Marie Ho. 2012. 'How Leadership for an ICT Reform Is  
12 Distributed within a School'. *International Journal of Educational Management* 26 (6):  
13 529–49.
- 14  
15 Serpieri, Roberto, Emiliano Grimaldi, and Sandra Vatrella. 2015. 'School Evaluation and  
16 Consultancy in Italy. Sliding Doors towards Privatisation?' *Journal of Educational*  
17 *Administration and History* 47 (3): 294–314.
- 18  
19 Shaked, Haim. 2016. 'Parental Participation Fees in School Expenses in Israel'. *International*  
20 *Journal of Educational Management* 30 (1): 63–75.
- 21  
22 Shanahan, Timothy. 2013. 'The Common Core Ate My Baby and Other Urban Legends'.  
23 *Educational Leadership* 70 (4): 10–16.
- 24  
25 Shapira, Tamar, Khalid Arar, and Faisal Azaiza. 2011. "'They Didn't Consider Me and No-One  
26 Even Took Me into Account": Female School Principals in the Arab Education System in  
27 Israel'. *Educational Management Administration & Leadership* 39 (1): 25–43.
- 28  
29 Shapira-Lishchinsky, Orly. 2009. 'Israeli Teachers' Perceptions of Mentoring Effectiveness'.  
30 *International Journal of Educational Management* 23 (5): 390–403.
- 31  
32 Shatzer, Ryan H., Paul Caldarella, Pamela R. Hallam, and Bruce L. Brown. 2014. 'Comparing  
33 the Effects of Instructional and Transformational Leadership on Student Achievement:  
34 Implications for Practice'. *Educational Management Administration & Leadership* 42  
35 (4): 445–59.
- 36  
37 Shields, Carolyn M., and Amy Warke. 2010. 'The Invisible Crisis: Connecting Schools with  
38 Homeless Families'. *Journal of School Leadership* 20 (6): 789–819.
- 39  
40 Smyth, John. 2008. 'Australia's Great Disengagement with Public Education and Social Justice  
41 in Educational Leadership'. *Journal of Educational Administration and History* 40 (3):  
42 221–33.
- 43  
44 Sofo, Francesco, Robert Fitzgerald, and Umiati Jawas. 2012. 'Instructional Leadership in  
45 Indonesian School Reform: Overcoming the Problems to Move Forward'. *School*  
46 *Leadership & Management* 32 (5): 503–22.
- 47  
48 Soja, Edward W. 1989. *Postmodern Geographies: The Reassertion of Space in Critical Social*  
49 *Theory*. Verso.
- 50  
51 Somech, Anit. 2008. 'Managing Conflict in School Teams: The Impact of Task and Goal  
52 Interdependence on Conflict Management and Team Effectiveness'. *Educational*  
53 *Administration Quarterly* 44 (3): 359–90.
- 54  
55 Stephenson, Maxine. 2013. 'The Third Sector and the Governance of Education'. *Journal of*  
56 *Educational Administration and History* 45 (4): 370–84.
- 57  
58 Stringer, Patricia, and Rida Blaik Hourani. 2016. 'Transformation of Roles and Responsibilities  
59 of Principals in Times of Change'. *Educational Management Administration &*  
60 *Leadership* 44 (2): 224–46.
- Szeto, Elson. 2014. 'From Recipient to Contributor: The Story of a Social Justice Leader in a  
Hong Kong Primary School'. *Management in Education* 28 (3): 116–19.



- 1  
2  
3 Tahir, Lokman Mohd, Sui Liang Lee, Mohammed Borhandden Musah, Hadijah Jaffri, Mohd  
4 Nihra Haruzuan Mohamad Said, and Mohd Hanafi Mohd Yasin. 2016. 'Challenges in  
5 Distributed Leadership: Evidence from the Perspective of Headteachers'. *International*  
6 *Journal of Educational Management* 30 (6): 848–63.  
7  
8 Templeton, Nathan R. 2011. 'Understanding Social Justice: Improving the Academic  
9 Achievement of African American Students'. *International Journal of Educational*  
10 *Leadership Preparation* 6 (2): 8.  
11  
12 Urick, Angela. 2016. 'Examining US Principal Perception of Multiple Leadership Styles Used to  
13 Practice Shared Instructional Leadership'. *Journal of Educational Administration* 54 (2):  
14 152–72.  
15  
16 Urick, Angela, and Alex J. Bowers. 2014. 'What Are the Different Types of Principals across the  
17 United States? A Latent Class Analysis of Principal Perception of Leadership'.  
18 *Educational Administration Quarterly* 50 (1): 96–134.  
19  
20 Van Eck, Nees Jan, and Ludo Waltman. 2013. *VOSviewer Manual*. VOSviewer 1.5.4. Leiden:  
21 University of Leiden, Earasmus University of Rotterdam. www.vosviewer.com.  
22  
23 Walker, Allan, and Philip Hallinger. 2015. 'A Synthesis of Reviews of Research on Principal  
24 Leadership in East Asia'. *Journal of Educational Administration* 53 (4): 554–70.  
25  
26 Walker, Allan, Rongkun Hu, and Haiyan Qian. 2012. 'Principal Leadership in China: An Initial  
27 Review'. *School Effectiveness and School Improvement* 23 (4): 369–99.  
28  
29 Walker, Allan, and Paula Kwan. 2012. 'Principal Selection Panels: Strategies, Preferences and  
30 Perceptions'. *Journal of Educational Administration* 50 (2): 188–205.  
31  
32 Wanzare, Zachariah. 2012. 'Instructional Supervision in Public Secondary Schools in Kenya'.  
33 *Educational Management Administration & Leadership* 40 (2): 188–216.  
34  
35 Weinstein, José, and Macarena Hernández. 2016. 'Birth Pains: Emerging School Leadership  
36 Policies in Eight School Systems of Latin America'. *International Journal of Leadership*  
37 *in Education* 19 (3): 241–63.  
38  
39 Wilkins, Andrew. 2015. 'Professionalizing School Governance: The Disciplinary Effects of  
40 School Autonomy and Inspection on the Changing Role of School Governors'. *Journal of*  
41 *Education Policy* 30 (2): 182–200.  
42  
43 Williams, Sheneka M. 2015. 'The Future of Principal Preparation and Principal Evaluation:  
44 Reflections of the Current Policy Context for School Leaders'. *Journal of Research on*  
45 *Leadership Education* 10 (3): 222–25.  
46  
47 Yin, Hongbiao, John Chi-Kin Lee, and Wenlan Wang. 2014. 'Dilemmas of Leading National  
48 Curriculum Reform in a Global Era: A Chinese Perspective'. *Educational Management*  
49 *Administration & Leadership* 42 (2): 293–311.  
50  
51 Zwijze-Koning, Karen H., and Menno D. de Jong. 2009. 'Auditing Management Practices in  
52 Schools: Recurring Communication Problems and Solutions'. *International Journal of*  
53 *Educational Management* 23 (3): 227–36.  
54  
55  
56  
57  
58  
59  
60

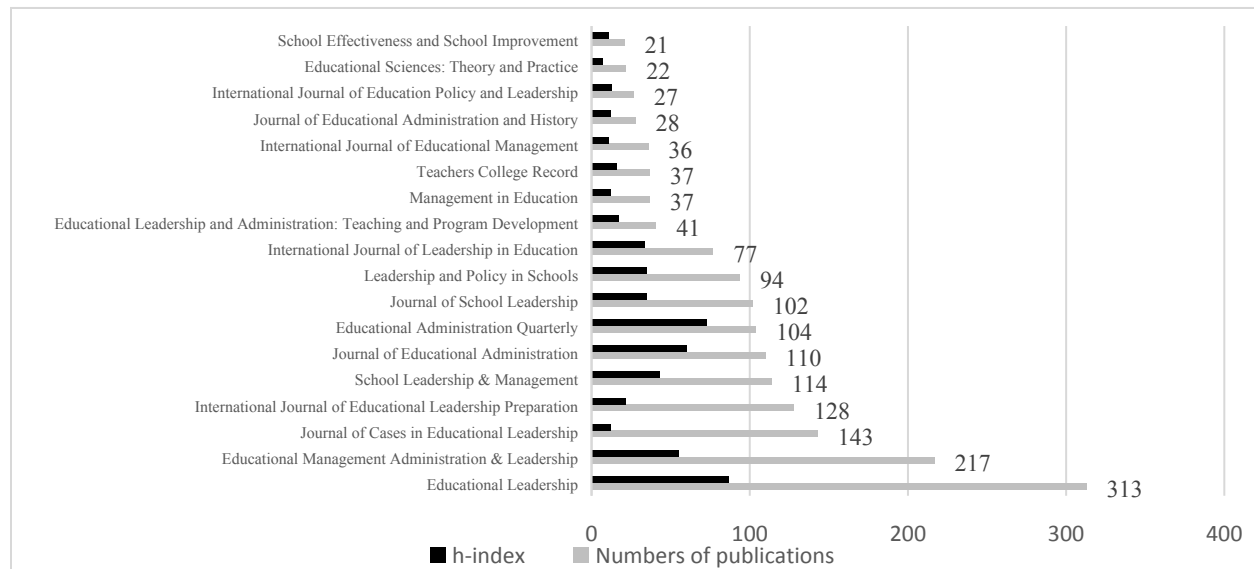


Figure 1. Eighteen core journals, the numbers of publications and h-index, 2007—2016.

Table 1. Fifty-five countries and their publication volumes in the 18 core journals 2007-2016

<b>Publication volumes</b>	<b>Countries</b>
Above 300	The U.S.
100–200	Australia, England
50–100	Canada, Hong Kong, Israel, New Zealand
25–50	South Africa
10–25	Cyprus, Denmark, Germany, Greece, Mexico, Norway, Singapore, Sweden, the Netherlands, Scotland, Turkey, Wales
5–10	Belgium, Chile, China, Finland, India, Japan, Malaysia, Northern Ireland, Taiwan
Below 5	Egypt, Ghana, Indonesia, Iran, Ireland, Italy, Jamaica, Jordan, Kenya, Luxembourg, Malta, Morocco, Pakistan, Portugal, Qatar, Romania, Russia, Saudi Arabia, Serbia, South Korea, Spain, Switzerland, Tanzania, Thailand, United Arab Emirates, Vietnam