Research on Authentic Leadership in Türkiye: A Descriptive Content Analysis Study

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Abstract

This research aims to determine the trends in the studies on authentic leadership carried out between 2010 and 2022 in Türkiye. Descriptive content analysis, one of the systematic review types, was applied in the research. As a result of the reviews made based on the research criteria, 144 studies were obtained. The "Authentic Leadership Publication Classification Form" developed by the researcher was utilised as the data collection tool. Data was analysed using frequencies, percentages, tables and figures (graphs). As a result of the research, it was determined that the studies on authentic leadership were mainly single-author articles and written by male researchers. It was observed that theses on authentic leadership were mostly written at Hacettepe University and İstanbul Sabahattin Zaim University, while the articles were mostly published in the Journal of Academic Social Sciences and the Journal of Procedia-Social and Behavioural Sciences. It was determined that the highest number of studies on authentic leadership were carried out in 2019, the number of studies published in the Turkish language and the field of business administration was higher, and the most studied topics along with authentic leadership were psychological capital, organisational commitment, innovation, organisational citizenship and job satisfaction, respectively. It was also identified that the quantitative method and relational screening model were frequently applied in the research and that the participants mainly consisted of the employees of the companies and enterprises. The sampling method was not mentioned in most of the research, but the studies specifying the sampling method mostly benefited from the random and convenience sampling methods. Moreover, it was noticed that the studies were mostly conducted with varying numbers of participants, ranging from 201 to 300, using surveys and scales as the data collection tools and SPSS as the statistical software.

Keywords: Authentic, authentic leadership, descriptive content analysis, leadership

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Introduction

Historically, approaches to leadership and the meanings attributed to leadership have varied from society to society (Barker, 2001). While the leadership concept mostly refers to strong individuals who have shaped the destinies of nations, the perspectives of societies and individuals towards leadership and their expectations about leadership have not been the same (Yukl, 2010). In this direction, the concept of leadership, in general, is defined as the process of influencing others (Hoy & Miskel, 2012), mobilising a group of people to achieve common goals (Northouse, 2019; Sears et al., 2007), leading and motivating an organisation towards success (House et al., 1999), and one's guiding, encouraging and incentivising of their followers with the characteristics one possesses (Lunenburg & Ornstein, 2013). Considered as a whole, it is understood that leadership is the ability to persuade, influence, encourage and direct others and to lead them to achieve a goal. However, the scandals that broke out in organisations worldwide and in the late 20th century have led to the perspective on leadership and definitions of leadership being called into question once again. Organisations began to occupy the agenda with scandals, and efforts to prevent scandals in the organisations accelerated (Eagly, 2005; Sexton, 2007). On the other hand, technological, political and economic developments in organisations revealed the need for leaders who attach importance to their values, respect others' values, and attribute meaning to the lives of the employees (Smith et al., 2008). This led to the requirement for new positive leadership approaches, much beyond the classical leadership approaches (Gardner & Schermerhorn Jr, 2004). Moreover, as a critical component of positive leadership approaches, authentic leadership has begun attracting researchers' and organisations' attention in the literature (Clapp Smith et al., 2009). Authentic leadership attracts the attention of researchers and organisations since it is seen as a leadership approach that is effective on individual and organisational outcomes (Wong & Laschinger, 2013). Accordingly, attaching importance to self-belief and to leadership based on values, an authentic leadership approach ensures a trust-based interaction among the members of the organisation (Ayça, 2016; Kiersch & Peters, 2017), has a positive impact on employees' behaviours (Erkutlu & Chafra, 2017), prevents possible unethical behaviours in the organisations (Sendjaya et al., 2016), hinders professional burn-out (Datta, 2015), enhances leader-member interaction and organisational justice practices (Hirst et al., 2016), establishes effective business dialogues (Xiong & Fang, 2014) and contributes to personal developments of the members of the organisation (Luthans & Avolio, 2003). At the same time, an authentic leadership approach arouses positive feelings such as hope, confidence and optimism (Toor & Ofori, 2008), enables employees to realise their own shortcomings (Gedik, 2020), develops desired attitudes and perceptions towards the work in the organisation (Walumbwa et al., 2008, Walumbwa et al., 2010), provides employees with responsibility, job satisfaction, self-discipline and self-awareness (Hassan & Forbis, 2011; Luthans & Avolio, 2003), supports members of the organisation in diversifying their psychological capital (Rego et al., 2016), decreases the tendency to quit (Laschinger & Fida, 2014; Taşlıyan & Hırlak, 2016), motivates employees towards their work (Topaloğlu & Özer, 2014) and establishes a solid and internalised organisational culture among the employees (Goffee & Jones, 2005; George, 2003).

Although the authentic leadership approach is a relatively new leadership style, it has been addressed from various points in research in the literature in recent years. Examining the national and international literature, it is observed that some of the research on authentic leadership are academic or theoretical studies (Arda et al., 2016; Avolio & Gardner, 2005; Baykal, 2017; Dirik & Seren İntepeler, 2019; Gardner et al., 2011; George et al., 2007; Shamir & Eilam, 2005; Terzi Çoban & Tutar, 2020; Yetgin, 2020), while some focus on its relation with

individual or organisational outputs (Akgündüz, 2012; Avcı, 2022; Başaran & Kıral, 2020; Başer, 2022; Boateng et al., 2018; Boz, 2016; Clapp Smith et al., 2009; Demirdağ, 2015; Hannah et al., 2011; Iqbal et al., 2018; Keser, 2013; Leroy et al., 2012; Mammadova, 2022; Nelson et al., 2014; Özkan, 2017; Park & Seo, 2016; Rego et al., 2016; Topaloğlu & Özer, 2014; Ünal, 2019; Walumbwa et al., 2008; Walumbwa et al., 2010; Wang et al., 2014; Yener, 2018; Yıkılmaz & Sürücü, 2021; Yurtsever, 2022). The previous research indicates the availability of comprehensive literature on authentic leadership and that authentic leadership is one of the main topics addressed by the researchers in Türkiye. In other words, it may be claimed that Türkiye has extensive literature on authentic leadership. Therefore, it may be asserted that there is a need in Türkiye to collect, synthesize, entirely review and interpret the studies on authentic leadership. On the other hand, there is a scarce number of studies in Türkiye on the tendencies and differences of studies on authentic leadership. Thus, only one study in the literature aims to determine the tendency of authentic leadership in Türkiye (Akyürek, 2021). However, Akyürek's study (2021) only covers the articles carried out in educational sciences between 2014 and 2020. Yet, the first study on authentic leadership was published in 2010 in Türkiye (Gündoğdu, 2010). Therefore, this research is considered important as it identifies the studies on authentic leadership carried out between 2010 and 2022 in Türkiye and reveals information about the course and trend of authentic leadership in Türkiye. Accordingly, this research aims to determine the trends in the articles, master's and doctoral theses on authentic leadership written between 2010 and 2022 in Türkiye.

Authentic Leadership

Before explaining authentic leadership, it would be helpful to discuss ethical leadership because these two types of leadership are considered leadership styles complementary to each other (Luthans et al., 2001). As known, the network of relationships in social life becoming more complicated has caused people to be more protective and prejudiced against each other (Turhan, 2007). The legal rules proving inadequate at this point have paved the way for introducing ethical rules and ethical leadership practices in social and organisational life (Martin et al., 2009). Truthfulness, respect, honesty and reliability lie at the focus of ethical rules and leadership practices. In this context, ethical leadership is defined in the literature as acting within the framework of the principles of honesty, fairness, trust and justice (Brown & Trevino, 2006), exhibiting leadership behaviours in accordance with values (Trevino et al., 2003), making fair and honest decisions with correct actions without ethical violations (Peterson & Seligman, 2004), and rewarding ethical behaviours and protecting ethical standards (Tu & Lu, 2013). Therefore, ethical leadership is acting according to normative behaviours (Borown et al., 2005; Wright & Quick, 2011). The scope of ethical leadership is a type of leadership directly related to authentic leadership behaviours (Avolio et al., 2005), which includes being transparent and honest in value judgements, ethical reasoning and attitudes. In other words, since trust, morality, and honesty form the basis of both ethical and authentic leadership, they are considered two closely related leadership types (Ertürk, 2017). For this reason, authentic leadership is seen as a subtype of ethical leadership and is accepted among leadership approaches that include positive organisational behaviour (Luthans, 2002).

The roots of the word authentic date back to the Ancient Greeks. As an English word, "authentic" means sincere, original, and genuine; a person's knowing and being honest with themselves (Kaplan, 2017; Shamir & Eilam, 2005; Walumbwa et al., 2008). Similarly, the word authentic also means being consistent with one's feelings and thoughts and acting in

accordance with one's true self (Michie & Gooty, 2005). Authentic leadership is a leadership approach that became the central component of positive leadership by being conceptualised in the late 1970s and spread widely in the fields of education, sociology and philosophy by the 1990s (Demirdağ, 2015). The adverse situations arising from the mismanagement of organisations and the scandals emerging in organisations, in particular, have made authentic leadership the focus of attention in recent years (Lorenzi, 2004; Sexton, 2007). For example, it was brought to the agenda that the financial problems experienced by well-known and reliable organisations such as Freddie Mac, Enron and Fannie Mae could be overcome with the positive leadership characteristics offered by authentic leadership. At the same time, the Authentic Leadership Development (ALD) conference organised by the Gallup Leadership Institute at the University of Nebraska-Lincoln in 2004 and the publication of presentations and articles on authentic leadership from this conference in a special issue of The Leadership Quarterly was also influential on the emergence of authentic leadership (Yammarino et al., 2008), the theoretical foundations of which were laid by Luthans and Avolio (2003) (Avolio & Gardner, 2005; Copeland, 2014). Finally, it is known that the studies of researchers such as Ilies et al. (2005), Shamir & Eliam (2005), Klenke (2007) and Walumbwa et al. (2011) were influential in the theoretical conceptualisation and development of authentic leadership approach.

In positive psychology, "authentic" is defined as "a person's knowing and being true to oneself in line with their characteristics" (Harter, 2002). In organisational terms, authentic leadership is expressed as leaders' self-awareness, being coherent and consistent in their ideas and value judgements, and approaching employees with positive feelings (Avolio et al., 2004; Novicevic et al., 2006). Goffee and Jones (2005) considered authentic leadership a leadership style aiming to serve people and social interests by setting aside personal interests. Similarly, Avolio and Gardner (2005) expressed authentic leadership as the performance of administrative processes in clarity and transparency; Walumbwa et al. (2008) as the adoption of moral values and acting accordingly in organisations; and Caza et al. (2010) as employees' knowing themselves and acting naturally and freely without any pressure. Nonetheless, Ilies et al. (2005) regarded authentic leadership as a set of actions focusing on optimism, hope, flexibility and trust. As a whole, authentic leadership is the leaders' ability to act naturally in line with their own values and beliefs or to lead based on self-awareness.

We may mention some generally accepted features distinguishing authentic leadership from other leadership approaches. Accordingly, authentic leaders are those with self-awareness and knowledge of what to believe, those who can make ethical analyses and syntheses (Shamir & Eilam, 2005), who act in coherence with their feelings and values, act naturally and sincerely, communicate with their employees properly based on trust and self-discipline (George, 2003). In comparison with other leadership styles, authentic leadership enables multivocality and an ethical atmosphere enhances positive psychological capital and contributes to the moral development of the employees (Hsiung, 2012). Based on these features, it is asserted that the authentic leadership approach forms the basis for leadership styles described to be favourable or positive (Shirey, 2006; Wong & Cummings, 2009) and that it is a leadership style that needs to be applied for a successful organisation (Peterlin et al., 2013).

It is known that there are different components of authentic leadership in the literature. For example, Kernis (2003) examines the components of authentic leadership under the headings of *awareness, unbiased processing, action and relationality*; Ilies et al. (2005) under

self-awareness, unbiased processing, authentic behaviour/acting and authentic relationship orientation; Gardner et al. (2005) under *self-awareness, balanced processing, authentic behaviour and relational transparency*, and Walumbwa et al. (2008) under *self-awareness, balanced processing, internalised moral perspective and relational transparency*. Below are the most widely accepted explanations of Walumbwa et al. (2008) in the literature regarding the components of authentic leadership:

Self-Awareness: Self-awareness, determinative of psychological health, is the awareness of one's own characteristics. In other words, self-awareness means one's understanding of their character, abilities, strengths and weaknesses (Kernis, 2003). Self-awareness, regarded as the main component of authentic leadership, enables leaders to be role models for their employees and pioneer their authentic development (Avolio & Gardner, 2005). Individuals who have developed self-awareness act according to their own inner world and beliefs, not under the direction of others. In other words, the individual's awareness of their value judgements, expectations and personality traits are evaluated within the scope of this dimension (Kernis, 2003; Sparrowe, 2005).

Balanced Processing: This component of authentic leadership means objectively assessing incoming information to the organisation, far from personal values (Öcal & Barın, 2016). In other words, authentic leaders analyse all the information concerning the organisation's decision-making processes based on the objectivity principle (Fortin et al., 2018). This component of authentic leadership enables the managerial processes to be executed without prejudice and in line with the principles of justice (Corner, 2015). In this component, the individual objectively evaluates the information about themselves without distortion. Authentic leaders are leaders who, when deciding on a subject, take care to act objectively and fairly without ignoring any details (Avolio & Gardner, 2005).

Internalised Moral Perspective: This component, which corresponds to sincere acceptance of moral beliefs and values and acting in accordance with adopted beliefs and values, means that the behaviour of authentic leaders is consistent with moral principles (Shamir & Eilam, 2005). Leaders with an internalised moral perspective act based on moral principles and value judgements instead of others' imposition (Tabak et al., 2010). Leaders with an internalised moral perspective act according to their own value judgements, make decisions in the face of moral dilemmas related to an issue according to their own internalised moral perspective, and exhibit behaviour following their own moral principles, being free from social pressures (Gardner et al., 2005).

Relational Transparency: This component means the leader's transfer of their real opinions and requirements in a directly comprehensible way in interaction with the organisation's members (Kernis, 2003). By acting transparently, authentic leaders pave the way for establishing trust in the organisation (Bennis & Thomas, 2002). Authenticity in relationships is the process of individuals explaining and expressing themselves well to each other. Thanks to transparency in relationships, individuals develop a sense of trust and sincerity between them. For this reason, individuals who are transparent in their relationships with others become capable of seeing each other's good or bad aspects (Goldman & Kernis, 2002).

Purpose of the Study

This research mainly aims to determine the research trends in the articles, master's and doctoral theses on authentic leadership, written between 2010 and 2022 in Türkiye. Accordingly, answers to the following questions were sought in the research:

1-How is the research distributed according to bibliographic information (type of publication, number of authors, gender of authors, name of the publishing university or journal, date of publication and language of publication)?

2-In which fields (area of disciplines) have the studies been conducted, and which topics have been studied the most frequently along with authentic leadership?

3-What are the methods and models (designs) used in the research?

4-How is the sampling information (sampling groups/study groups, sampling methods and sampling sizes) of the research distributed?

5-Which data collection tools and statistical software were used in the research?

Method

Research Model

This research, aiming to determine the research trends in the articles, master's and doctoral theses on authentic leadership, written between 2010 and 2022 in Türkiye, was modeled as a systematic review study. Systematic reviews provide information on the status of studies on a specific topic (Petticrew & Roberts, 2008). Systematic reviews are grouped under three main headings: descriptive content analysis, meta-synthesis and meta-analysis (Bellibaş & Gümüş, 2018). Descriptive content analysis, as one of the systematic review types, was used in this research. Descriptive content analysis examines quantitative and qualitative research and attempts to identify general trends in research (Çalık & Sözbilir, 2014). Moreover, descriptive content analysis was preferred in this research as it aims to determine the general trends in the articles, master's and doctoral theses on authentic leadership written between 2010 and 2022 in Türkiye.

Scope and Process of the Research

Studies to be included in the research were determined by searching the keywords "otantik liderlik" and "authentic leadership" in Turkish and English in "Google Scholar (Academic), Scopus, DergiPark, TR Dizin, ERIC, EBSCOHost, Web of Science, ULAKBİM and CoHE National Thesis Center" databases. Based on the review of the mentioned databases, it was found that the first study on authentic leadership was carried out in 2010 in Türkiye. Therefore, research data covers the years between 2010 and 2022. Studies to be included in the research were determined according to the criteria that:

•The studies concern authentic leadership and were carried out in Türkiye between 2010 and 2022,

•The research was published as (master's/doctoral) theses or articles in academic journals,

•The full texts of articles are accessible,

•The (master's/doctoral) theses are accessible at the CoHE National Thesis Center.

The last review for the research was made on 15 November 2022 at 16:00. Figure 1 displays the flow diagram of the research.

Figure 1

Flow Diagram of the Research Process
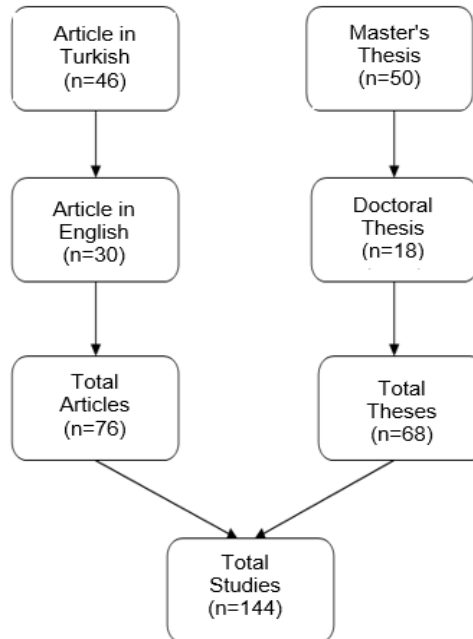
As seen in Figure 1, 144 studies, including 46 Turkish articles, 30 English articles, 50 master's theses and 18 doctoral theses, were reached as a result of the reviews made according to the research criteria. In these reviews, it was observed that only one of the doctoral theses is not accessible. However, as the required information was obtained from the author of this non-accessible thesis, the research was carried out with a total of 144 studies.

Data Collection Tool

To include the studies on authentic leadership carried out in Türkiye between 2010 and 2022 and whose full text is accessible, the researcher developed a content analysis form titled "Authentic Leadership Publication Classification Form (Appendix-1)". Content analysis form was developed by benefiting from the similar publication forms in the literature (Çalık & Sözbilir, 2014; Çiltaş et al., 2012; Göktaş et al., 2012; Ozan & Köse, 2014; Saraç & Kunt, 2016; Saraç, 2017). The data collection tool is composed of these main headings: "bibliographic information of the research, the subject area of the studies (field of discipline), variables with which the authentic leadership is examined, research method, research model (design), sample (study group), sample size, the sampling method, the data collection tool and the statistical software used".

Data Analysis

In the analysis of the research data, content analysis and coding methods were utilised (Krippendorff, 2004). Content analysis and coding methods are suitable for determining the patterns and trends of the examined texts or documents and are based on the classification and coding of the data (Stemler, 2001; Tavşancıl & Aslan, 2001). Studies obtained accordingly were numbered separately in a different file and transferred to Microsoft Word according to the codes (main headings) identified in the data collection tool. In the research process, each study was registered into the relevant section of the data collection tool and coded. When encountered, new codes were added to the data collection form. Following the establishment of all the codes, Microsoft Excel and SPSS were utilised to calculate the frequencies and percentages, as well as to display data in graphics and tables, and Voyant Tools was used to form word clouds.

Validity and Reliability

Qualitative approaches were observed to ensure the validity and reliability of the research data. Accordingly, the main and sub-objectives of the research were presented in line with the research subject, methods and techniques complying with the research type were utilised, and the research results were reported in a clear, simple and detailed way (Yıldırım & Şimşek, 2013). To prevent data loss in the research, the researcher developed a data collection tool. Moreover, the criterion sampling method, one of the purposeful sampling methods, was preferred, and the transferability and limits of the research were determined. In the research, a coder other than the researcher was used for each data analysis, and the consistency coefficient between the coders [Reliability = Agreement / (Agreement+ Disagreement)] was calculated as 96% (Miles & Huberman, 2014). On the other hand, discrepancies and differences among the coders were solved through joint assessments reached by exchanging ideas. Lastly, research data was converted into numeric data, and figures (graphics) and tables promoted a better understanding of the results.

Ethical Issues

This article is for the descriptive content analysis studies accessed through open access. Therefore, it does not require an ethics committee permit. All responsibility for ethical issues belongs to the author.

Findings

The research findings were presented under main headings according to the "Authentic Leadership Publication Classification Form (Appendix-1)" and the research objectives.

Findings regarding the Bibliographic Information of the Research

Findings regarding the bibliographic information of the research were examined according to their publication type, number of authors, gender of authors, publishing university or journal, year of publication and language of publication. Accordingly, Figure 2 displays the data regarding the distribution of research by publication type.

Figure 2

Distribution of Research by Publication Type
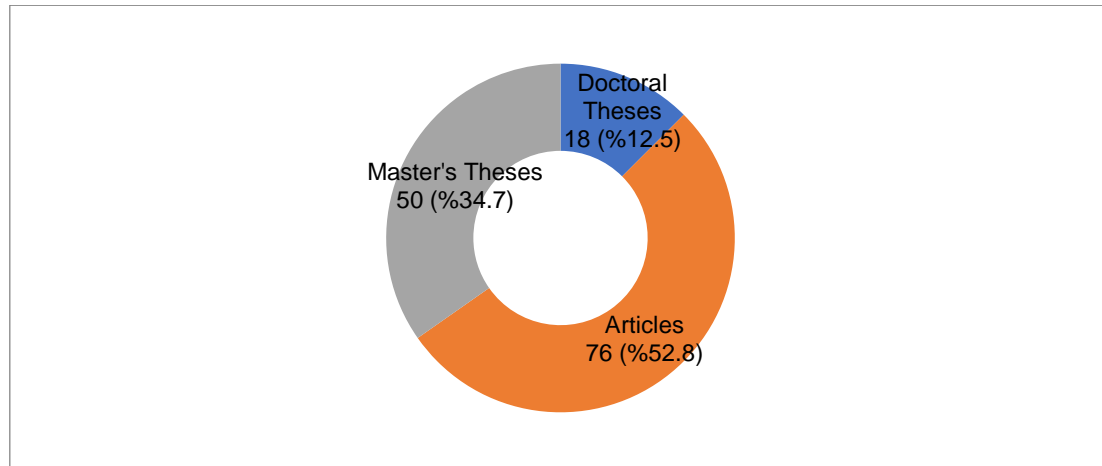
As seen in Figure 2, 76 (52.8%) of the studies on authentic leadership are articles, 50 (34.7%) are master's theses, and 18 (12.5%) are doctoral theses. In other words, the studies on authentic leadership in Türkiye were carried out as articles, master's theses and doctoral theses, respectively, from relatively the most common to the least.

Figure 3 displays the distribution of research published on authentic leadership by the number of authors.

Figure 3

Distribution of the Research by the Number of Authors

	One Author	Two Authors	Three Authors	Four Authors	Five Authors
■ Seri1	84	47	8	3	2
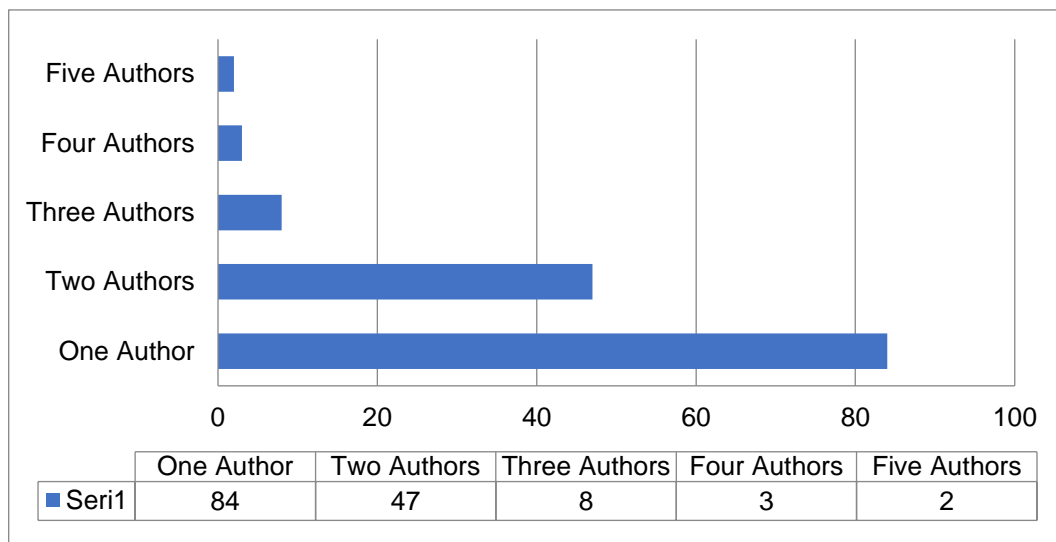
Figure 3 shows that studies on authentic leadership in Türkiye have mostly one (f=84; 58.3%) and two (f=47; 32.6%) authors. It was noticed that the number of studies with three authors is 8 (5.6%), with four authors is 3 (2.1%), and with five authors is 2 (1.4%). Accordingly, it was identified that the number of studies with one and two authors is the highest, while the number of studies with three, four and five authors is relatively lower.

Figure 4 displays the distribution of research on authentic leadership by the gender of authors.

Figure 4

Distribution of Research by the Gender of Authors
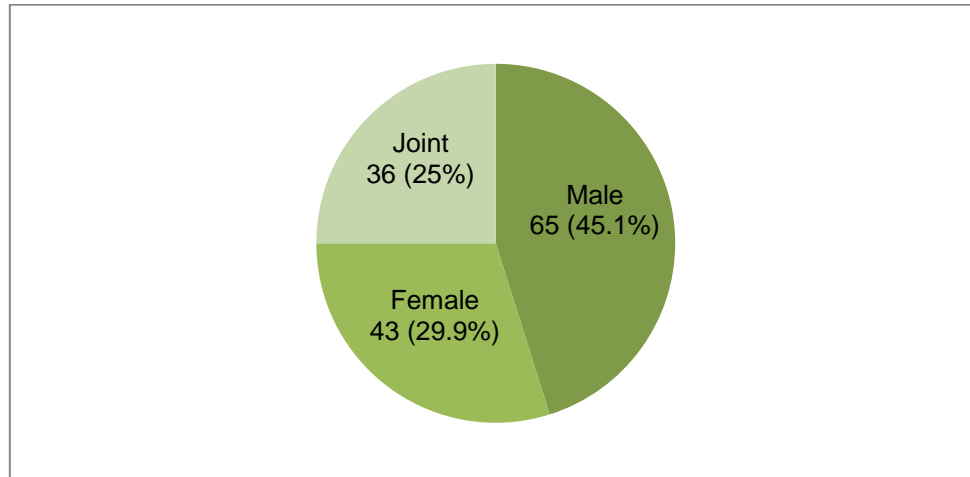
As can be seen in Figure 4, the studies on authentic leadership in Türkiye were mostly drafted by male authors (*f*=65; 45.1%). While the number of female researchers was 43 (29.9%), the number of studies carried out jointly by both male and female authors was 36 (25%). Based on Figure 4, it was noticed that male researchers studied the topic of authentic leadership more than female researchers.

Table 1 displays the distribution of theses by the publishing university (Studies are displayed in the tables separately as theses and articles)

Table 1

Distribution of Theses by the Publishing University

Name of the University	*f*	%	Name of the University	*f*	%
Adnan Menderes University	1	1.47	İstanbul Gelişim University	1	1.47
Afyon Kocatepe University	1	1.47	İstanbul Sabahattin Zaim University	4	5.88
Akdeniz University	1	1.47	İstanbul Ticaret University	1	1.47
Anadolu University	1	1.47	İstanbul University	1	1.47
Atatürk University	1	1.47	İzmir Ekonomi University	1	1.47
Aydın Adnan Menderes University	1	1.47	Kafkas University	2	2.94
Bahçeşehir University	2	2.94	Kahramanmaraş Sütçü İmam University	1	1.47
Biruni University	1	1.47	Turkish Military Academy	2	2.94
Boğaziçi University	1	1.47	Karadeniz Technical University	1	1.47
Bolu Abant İzzet Baysal University	1	1.47	Karamanoğlu Mehmet Bey University	1	1.47
Çanakkale 18 Mart University	2	2.94	Kırşehir Ahi Evran University	1	1.47
Çukurova University	1	1.47	Koç University	1	1.47
Dicle University	1	1.47	Maltepe University	1	1.47
Dokuz Eylül University	2	2.94	Marmara University	2	2.94
Erzincan University	1	1.47	Mehmet Akif Ersoy University	1	1.47
Fırat University	3	4.41	Muğla Sıtkı Koçman University	1	1.47
Gazi University	1	1.47	Nevşehir Hacı Bektaş Veli University	2	2.94

Table 1

(Continue)

Name of the University	f	%	Name of the University	f	%
Hacettepe University	4	5.88	Osmaniye Korkut Ata University	1	1.47
Hacı Bayram Veli University	1	1.47	Sakarya University	1	1.47
Haliç University	2	2.94	Toros University	1	1.47
Hasan Kalyoncu University	1	1.47	University of Turkish Aeronautical Association	2	2.94
Işık University	1	1.47	Yeditepe University	1	1.47
İskenderun Technical University	1	1.47	Zirve University	2	2.94
İstanbul Aydın University	1	1.47	Zirve and Kahramanmaraş Universities (Joint)	2	2.94
İstanbul Bilgi University	1	1.47			
Total				68	100

Note: *f*=Frequency, %=Percentage

As seen in Table 1, theses on authentic leadership were mainly published by Hacettepe University (*f*=4; 5.88%) and İstanbul Sabahattin Zaim University (*f*=4; 5.88%). Moreover, it was found that 3 (4.41%) theses on authentic leadership were published by Fırat University; 2 (2.94%) by Bahçeşehir University, Çanakkale 18 Mart University, Dokuz Eylül University, Haliç University, Kafkas University, Turkish Military Academy, Marmara University, Nevşehir Hacı Bektaş Veli University, University of Turkish Aeronautical Association, Zirve University, and Zirve and Kahramanmaraş University (joint), and 1 (1.47%) thesis in each remaining university.

Table 2 displays the distribution of articles on authentic leadership by the journals.

Table 2

Distribution of Articles by The Publishing Journals

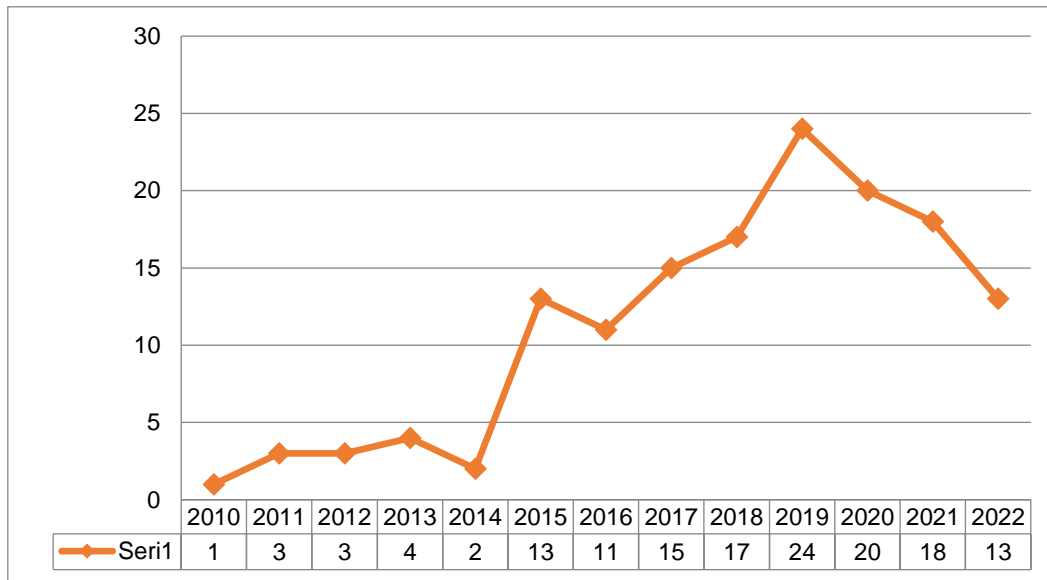| Name of the Journal	f	%	Name of the Journal	f	%
Uluslararası İktisadi ve İdari Bilimler Dergisi	1	1.32	Journal of Management & Organization	1	1.32
"İş, Güç" Endüstri İlişkileri ve İnsan Kaynakları Dergisi	1	1.32	Journal of Nursing Management	1	1.32
Ahi Evran Academy	1	1.32	Journal of Tourism and Gastronomy Studies	1	1.32
Akademik Bakış Dergisi	1	1.32	Journal of Health and Nursing Management	1	1.32
Akademik Sosyal Araştırmalar Dergisi	3	3.95	Kafkas Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	1	1.32
Anadolu Eğitim Liderliği ve Öğretim Dergisi	2	2.63	Kahramanmaraş Sütçü İmam University İİBF Dergisi	1	1.32
Anemon Sosyal Bilimler Dergisi	1	1.32	Kastamonu Education Journal	1	1.32
Bartın Üniversitesi İİBF Dergisi	1	1.32	Kuram ve Uygulamada Eğitim Yönetimi	1	1.32
Business & Management Studies: An International Journal	1	1.32	Leadership & Organization Development Journal	2	2.63
Çağdaş Yönetim Bilimleri Dergisi	1	1.32	Lefke Avrupa Üniversitesi (LAÜ) Sosyal Bilimler Dergisi	1	1.32
Çukurova University Sosyal Bilim Enstitüsü Dergisi	1	1.32	Management Research Review	1	1.32
Economic Research	1	1.32	Mehmet Akif Ersoy Eğitim Fakültesi Dergisi	1	1.32
Eğitim Yönetimi ve Politikaları Dergisi	1	1.32	Milli Folklor Dergisi	1	1.32

Table 2

(Continue)

| Name of the Journal	f	%	Name of the Journal	f	%
Erciyes University İİBF Dergisi	1	1.32	ODÜ Sosyal Bilimler Araştırmaları Dergisi	1	1.32
Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	1	1.32	Organizacija	1	1.32
Gaziantep University Journal of Social Sciences	1	1.32	Ömer Halisdemir Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi	1	1.32
Hacettepe Sağlık İdaresi Dergisi	1	1.32	Pressacademia Procedia (Pap)	1	1.32
Hacettepe University Eğitim Fakültesi Dergisi	1	1.32	Procedia - Social and Behavioral Sciences	3	3.95
Hospital Topics	1	1.32	Procedia Computer Science	1	1.32
International Journal of Educational Leadership and Management	1	1.32	Sağlık ve Hemşirelik Yönetimi Dergisi	1	1.32
International Journal of Commerce and Finance	1	1.32	Selçuk University Sosyal Bilimler Meslek Yüksekokulu Dergisi	2	2.63
International Journal of Contemporary Educational Research	1	1.32	Siirt Üniversitesi Sosyal Bilimler Enstitüsü Dergisi	1	1.32
International Journal of Contemporary Hospitality Management	1	1.32	Social Sciences (Nwsaens)	1	1.32
International Journal of Occupational Safety and Ergonomics	1	1.32	Southeast European Journal of Economics and Business	1	1.32
International Journal of Organizational Analysis	1	1.32	Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi	1	1.32
International Journal of Organizational Leadership	1	1.32	Trakya Üniversitesi Sosyal Bilimler Dergisi	1	1.32
International Journal of Social Science	1	1.32	Turkish Studies	1	1.32
İstanbul Gelisim University Journal of Social Sciences	1	1.32	Türk Turizm Araştırmaları Dergisi	1	1.32
İşletme Araştırmaları Dergisi	1	1.32	Uluslararası Finansal Ekonomi Ve Bankacılık Uygulamaları Dergisi	1	1.32
Journal of Applied Tourism Research	1	1.32	Uluslararası Hukuk ve Sosyal Bilim Araştırmaları Dergisi	1	1.32
Journal of Business Research-Turk	1	1.32	Uluslararası Liderlik Çalışmaları Dergisi: Kuram ve Uygulama	1	1.32
Journal of Business Research-Turk	1	1.32	Uluslararası Liderlikte Mükemmellik Arayışı Dergisi	1	1.32
Journal of Hospitality and Tourism Issues	1	1.32	Uluslararası Toplum Araştırmaları Dergisi	1	1.32
Journal of International Education and Leadership	1	1.32	Universal Journal of Educational Research	2	2.63
Total				76	100

Note: *f*=Frequency, %=Percentage

Table 2 shows articles on authentic leadership were mostly published in the Journal of Academic Social Sciences (*f*=3; 3.95%) and the Journal of Procedia - Social and Behavioural Sciences (*f*=3; 3.95%). Moreover, it was determined that 2 (2.63%) articles on authentic leadership were published in the Anatolian Journal of Educational Leadership and Instruction, Journal of Leadership & Organisation Development, Selçuk University Journal of Social Sciences Vocational School and Universal Journal of Educational Research, and 1 (1.32%) in each remaining journal.

Figure 5 displays the research on authentic leadership by the years of publication.

Figure 5

Distribution of the Research by Years

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Seri1	1	3	3	4	2	13	11	15	17	24	20	18	13

As seen in Figure 5, studies on authentic leadership were mostly published in 2019 (f=24; 16.7%), 2020 (f=20; 13.9%) and 2021 (f=18; 12.5%), and at least in 2010 (f=1; 0.7%), 2014 (f=2; 1.4%), 2011 (f=3; 2.1%), 2012 (f=3; 2.1%) and 2013 (f=4; 2.8%). In other words, 13 (9%) of the studies on authentic leadership were published between 2010 and 2014, while the remaining 131 (91%) were published between 2015 and 2022.

Figure 6 displays the distribution of research on authentic leadership by the publication language.

Figure 6

Distribution of Research by the Publication Language
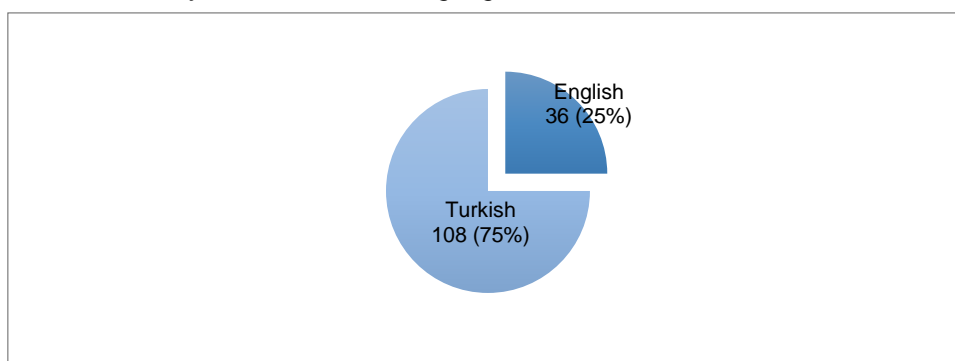
As seen in Figure 6, 108 (75%) of the studies on authentic leadership were published in Turkish and 36 (25%) in English. In other words, studies on authentic leadership drafted in Turkish constitute three-quarters of the total number of studies

Findings Regarding the Fields of Study (Fields of Discipline) of the Research and the Most Commonly Repeated Words in the Research Titles

Figure 7 displays the findings regarding fields of study (fields of discipline) of the research on authentic leadership in Türkiye.

Figure 7

Distribution of the Research by the Fields of Study (Fields of Discipline)
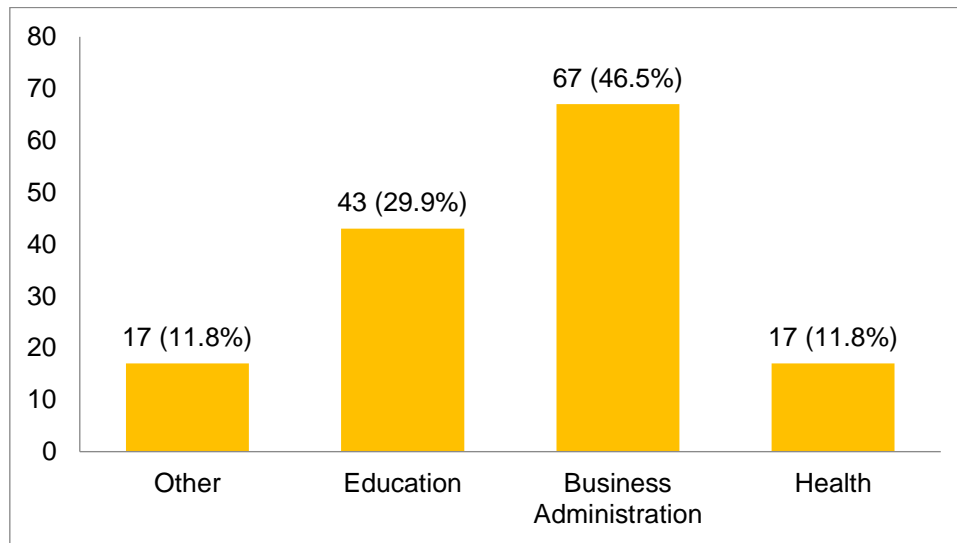
As seen in Figure 7, a significant part of the studies on authentic leadership in Türkiye was carried out in the field of business administration (*f*=67; 46.5%). Besides, 43 (29.9%) studies on authentic leadership were carried out in the field of education; and 17 (11.8%) in the field of health and other fields of discipline.

Figure 8 contains data on the topics most frequently studied with authentic leadership.

Figure 8

*Data on Topics Most Frequently Studied with Authentic Leadership*

As can be seen in Figure 8, the topics most frequently studied with authentic leadership occupy more space in the word cloud, while those studied the least frequently occupy less space. Accordingly, it was determined that psychological capital (f=23), organisational commitment (f=19), innovation (f=10), organisational citizenship (f=9) and job satisfaction (f=8) were the topics most studied frequently with authentic leadership.

Findings regarding the Method and Model (Design) utilised in the Research

Figure 9 displays the findings on the distribution of the methods used in the research.

Figure 9

Distribution of the Research by the Methods Used

	Mixed	Quantitative	Qualitative
■ Seri1	1	130	13
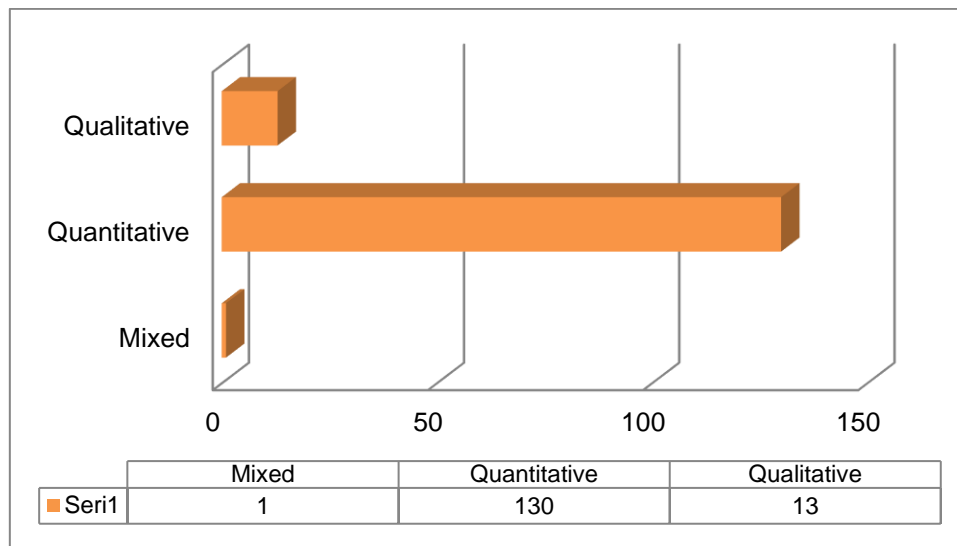
As seen in Figure 9, mostly quantitative methods (f=130; 90.3%) were applied in the research on authentic leadership, while qualitative methods were applied only in 13 (9%) research and mixed methods in 1 (0.7%) research.

Figure 10 displays the information on the models (designs) used in the research on authentic leadership.

Figure 10

Distribution of the Research by Models (Designs)
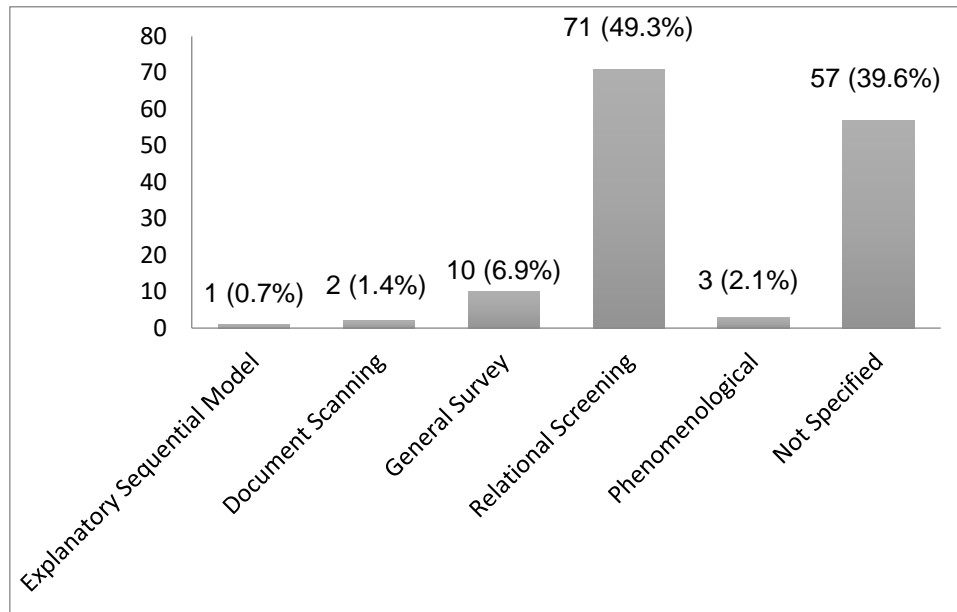
As seen in Figure 10, the relational screening model (*f*=71; 49.3%) is the most commonly used research model that benefited in the studies on authentic leadership. However, it was determined that 10 (6.9%) studies were carried out with the general survey model, 3 (2.1%) with the phenomenological model, 2 (1.4%) with the document scanning model, and 1 (0.7%) with the explanatory sequential model. On the other hand, models (designs) used were not reported in 57 (39.6%) studies.

Findings regarding the Sampling Information (Sample Groups/Study Groups, Sampling Methods and Sample Sizes) of the Research

Table 3 displays the distribution of the research on authenticity in Türkiye by the sample groups (study groups).

Table 3

Information Related to the Sample Groups of the Research

| Participants	*f*	%
Employees of the Banks/Financial Organisations	5	3.5
Public Employees	5	3.5
School Principals and Teachers	6	4.2
School Principals	4	2.8
Teachers	26	18.1
Healthcare professionals	18	12.5
Employees of the Companies and Enterprises	55	38.2
Academic and Administrative Staff of the University	5	3.5
Administrative Staff of the University	3	2.1
Academicians	3	2.1
Other	14	9.7
Total	144	100

Note: *f*=Frequency, %=Percentage

As seen in Table 3, studies on authentic leadership were mostly carried out among the employees of companies and enterprises (*f*=55; 38.2%) as participants, while the studies carried out among the administrative staff (*f*=3; 2.1%) of the universities and academicians (*f*=3; 2.1%) are fewer. Teachers (*f*=26; 18.1%) and healthcare professionals (*f*=18; 12.5%) are also among the participants that the researchers mostly studied. Concerning research participants, school principals and teachers were represented by 6 (4.2%) persons, while the employees of the banks/financial organisations, public employees, academic and administrative staff of the universities were each represented by 5 (%3.5) persons and school principals with 4 (%2.8) persons. Moreover, it was determined that 14 (9.7%) studies with a frequency of 1 were carried out with different participant groups under the title "other".

Figure 11 displays the distribution of research on authenticity in Türkiye by sampling methods.

Figure 11

Distribution of the Research by Sampling Methods
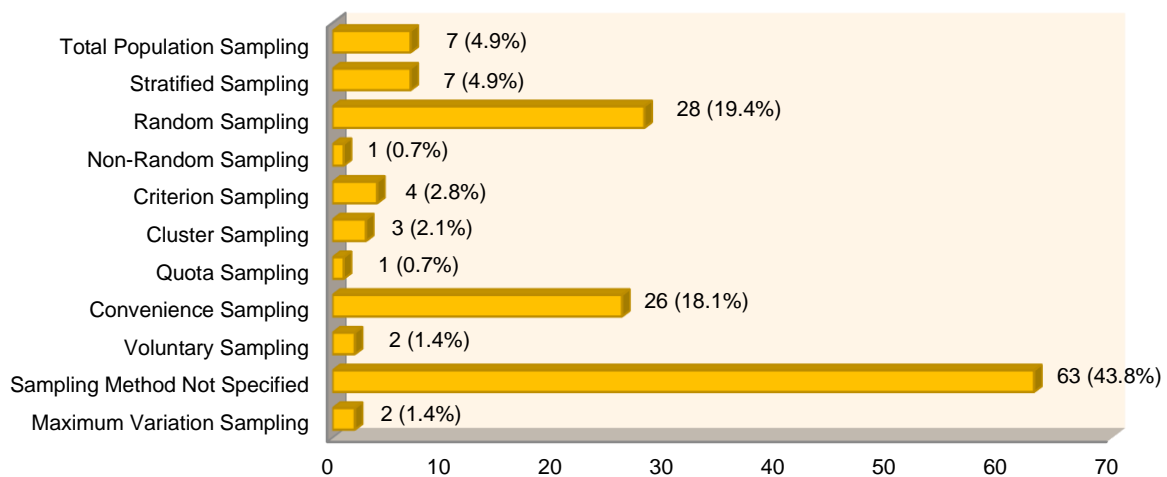
As seen in Figure 11, random sampling (*f*=28; 19.4%) and convenience sampling methods (*f*=26; 18.1%) are the most common methods applied in the research on authenticity in Türkiye. It was determined that total population sampling and stratified sampling methods were applied 7 (4.9%) times while criterion sampling 4 (2.8%) times, cluster sampling 3 (2.1%) times, voluntary sampling and maximum variation sampling methods 2 (1.4%) times, and quota sampling and non-random sampling methods were applied 1 (0.7%) time. The number of studies with no specified sampling method was 63 (43.8%).

Figure 12 displays the distribution of the research on authentic leadership in Türkiye by the sample sizes.

Figure 12

Distribution of the Research by the Sample Sizes

	13-30	60-96	100-200	201-300	301-400	401 ve üzeri	Belirtilmemiş
Seri1	3	3	22	46	28	32	10
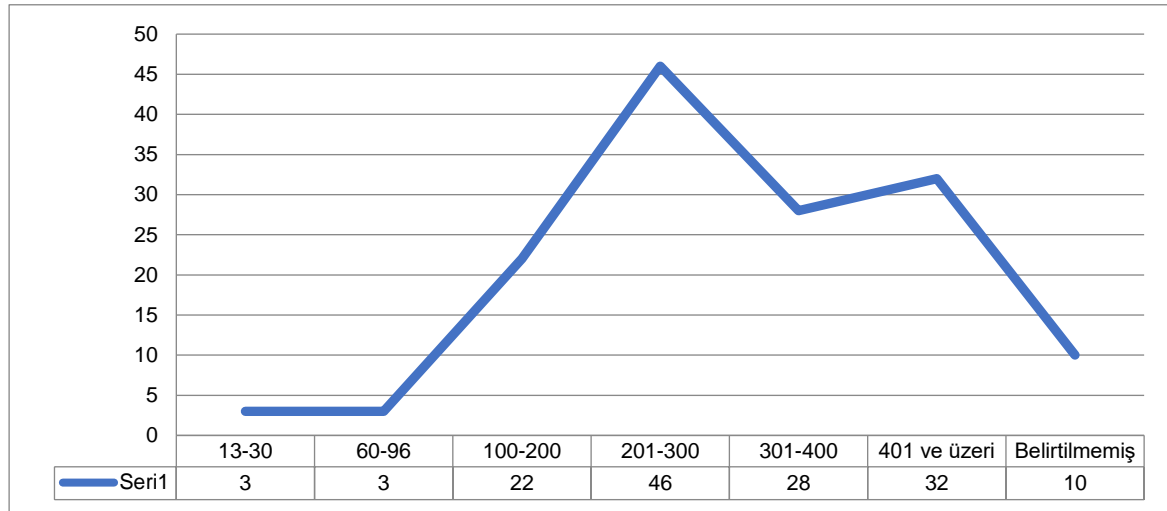
According to Figure 12, among the research on authentic leadership in Türkiye, there are 46 (31.9%) studies with 201-300 participants, 32 (22.2%) with 401 and above, 28 (19.4%) with 301-400, and 22 (15.3%) with 100-200 participants. The number of studies whose number of participants varied between 13-30 and 60-96 was 3 (2.1%) for each, while the number of studies not specifying the number of participants was 10 (6.9%). Accordingly, it was found out that the research was mostly carried out with 201-300 (*f*=46; 31.9%) participants and with 13-30 (*f*=3; 2.1%) and 60-96 (*f*=3; 2.1%) at least.

Findings regarding the Distribution of Data Collection Tools and Statistical Software Used in the Research

Figure 13 displays the distribution of the studies on authenticity in Türkiye by the data collection tools. (As the terms survey and scale are used interchangeably in most studies, they were used together.) Moreover, in one research, more than one data collection tool was used.

Figure 13

Distribution of the Research by the Data Collection Tools
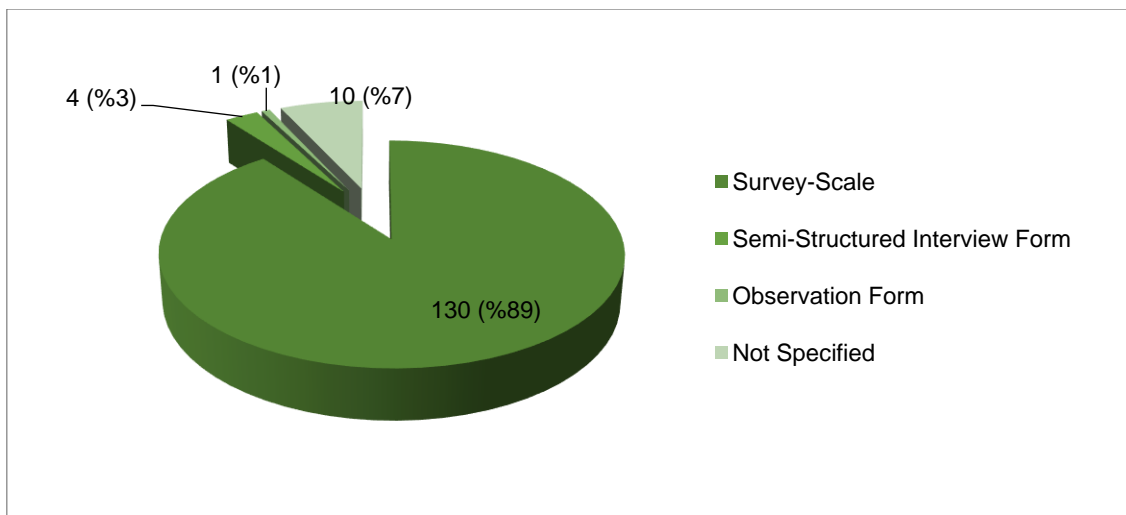
As seen in Figure 13, the survey scale (f=130; 89%) is the most common tool used in the studies on authentic leadership in Türkiye. In addition, the number of studies using semi-structured interview forms was determined as 4 (3%), and those using observation forms as 1 (1%). There was no information regarding the data collection tools in 10 (7%) studies.

Table 4 displays the distribution of the statistical software used in the research on authenticity in Türkiye (More than one statistical software was used in some of the studies).

Table 4

Distribution of the Statistical Software Used in the Research

Statistical Software Used	f	%
SPSS	96	57.1
AMOS	17	10.1
LISREL	11	6.5
HLM	3	1.8
NVİVO	2	1.2
G*POWER	2	1.2
MAXQDA	1	0.6
PROCESS MACRO	2	1.2
SMART PLS	1	0.6
Not Specified	33	19.6
Total	168	100

Note: f=Frequency, %=Percentage

As seen in Table 4, the SPSS (f=96; 57.1%) statistical software is the most common software used in the research on authentic leadership in Türkiye. Moreover, AMOS (f=17; 10.1%) and LISREL (f=11; 6.5%) statistical software are preferred relatively higher than other software. In the research, HLM statistical software was used 3 (1.8%) times, while NVİVO, G*POWER and PROCESS MACRO were used 2 (1.2%) times. In 33 (19.6%) research, there was no information on the statistical software used.

Conclusion, Discussion and Implications

This research mainly aims to determine the research trends in the articles, master's and doctoral theses on authentic leadership, written between 2010 and 2022 in Türkiye. In line with this objective, the research was examined according to their bibliographic information, fields of study, most common words used in the titles of the studies, methods and models used, sample information, data collection tools and the statistical software used. Research data were analysed with the "Authentic Leadership Publication Classification Form (Appendix-1) developed by the researcher. Assessing the research results as a whole, it was concluded that authentic leadership has begun to be addressed as a research subject in recent years in Türkiye and generally studied in the fields of education, health and business, in compliance with the quantitative approaches.

The research determined that the studies on authentic leadership were mostly published as articles. Authentic leadership has been the subject of at least doctoral thesis

studies. In various systematic review research, it was determined that the number of doctoral theses on the subject matters examined is fewer (Daşdemir et al., 2018; Gündüzalp & Göktaş, 2022; Koşar, 2020; Özenç & Özenç, 2018; Saraç, 2017; Temel et al., 2014). Authentic leadership has begun to be addressed in research since 2010, which is a relatively recent time. Because of this, authentic leadership might be studied more as articles rather than master's and doctoral theses, which can be considered to have a greater volume. Moreover, improving the related knowledge in Türkiye might have paved the way for addressing authentic leadership as the subject matter of the theses.

The research results also revealed that the research on authentic leadership in Türkiye is mostly single-authored. Systematic studies carried out by Akaydın and Çeçen (2015), Saban et al. (2010), Sönmez and Doğan (2022), Sezgin and Sönmez (2018) highlighted that the number of single-authored research is higher. Among the scientific studies, the number of single-authored articles may have increased due to initiatives to support postgraduate education in Türkiye, the introduction of postgraduate programmes in almost all universities, and the higher scores granted to single-authored research in academic promotions.

It was determined in the research that male researchers had addressed the topic of authentic leadership more than female researchers. Based on the data of the Higher Education Information Management System, there are 76550 male and 62878 female academicians in Türkiye (Higher Education Information Management System, 2002). The higher number of male academicians might explain the higher number of male researchers addressing authentic leadership at the universities compared to female researchers. However, results of some systematic review and content analysis studies in the literature point to a higher number of female researchers (Kurtuluş Üstün & Oğuz Namdar, 2022; Özenç & Özenç, 2013; Ünal and Arık, 2016). It is considered that the diverse curiosities, interests, and issues of importance lead to differences in the research according to the gender of the authors.

Another significant result revealed by the research is that the theses on authentic leadership were mostly published by Hacettepe University and İstanbul Sabahattin Zaim University, while the articles were mostly published in the Journal of Academic Social Sciences and the Journal of Procedia-Social and Behavioural Sciences. In the study by Akyürek (2021), it was determined that the studies on authentic leadership were mostly published in the Journal of Educational Management Administration & Leadership (EMAL). Yet, this high number of articles on authentic leadership published in EMAL might result from the fact that Akyürek's study (2021) addressed authentic leadership in the field of educational sciences and took the articles reviewed in the Web of Science database as a benchmark. The higher number of studies on authentic leadership in Hacettepe University and İstanbul Sabahattin Zaim University might be explained by Hacettepe's being the oldest and most established university of Türkiye and Sabahattin Zaim's being established in 2010 (Wikipedia, 2022) when the authentic leadership began to be studied in Türkiye. A systematic review study by Duman (2021) on another topic reported that theses are published more in old and established universities. Articles on authentic leadership were published more in the Journal of Academic Social Sciences, and the Journal of Procedia-Social and Behavioural Sciences as both of these journals concern social behavioural sciences and cover the topic of authentic leadership in their contents.

It was determined that the number of research on authentic leadership had constantly increased between 2010 and 2022, except for 2014 and 2016, but displayed a constant decrease after 2019. Moreover, Akyürek's study (2021) also revealed that the number of

studies on authentic leadership was highest in 2019 in the period between 2014 and 2020. Accordingly, this research's results are consistent with Akyürek's (2021). The decrease in the number of studies on authentic leadership after 2019 is considered to be the result of the excessive number of studies carried out on authentic leadership up to that date and researchers' tendency to address other new topics emerging in the management and leadership literature.

The research determined that the number of studies on authentic leadership in Turkish is higher than in English. A content analysis study by Günay and Aydın (2015) found that Turkish is the most preferred language in the studies. In fact, this can be considered an expected result. Yet, an international publication necessitates a good knowledge of English. Naturally, the researchers' English language competencies might have prevented them from publishing their studies in English. On the other hand, it is estimated that the moral values, beliefs, and general assumptions prevailing in society are among the reasons for the relatively high number of, or the importance given to, authentic leadership studies in Türkiye. In other words, *the importance attached to being true to oneself and acting sincerely, free from posturing in Turkish social life* may have led to an increase in studies on authentic leadership in Türkiye. As a matter of fact, the sayings "*Either seem as you are or be as you seem.*" by Mevlana and "*Knowledge should mean a full grasp of knowledge; knowledge means to know yourself, heart and soul; if you have failed to understand yourself; then all of your reading has missed its call*" by Yunus Emre, with their aspects that emphasise being authentic, support this inference.

A significant part of the studies on authentic leadership in Türkiye was carried out in the field of business administration. Moreover, the research also determined that there is a significant number of studies on authentic leadership in the field of education. Human resource is intense in organisations of business and education. The effect of leadership behaviours on motivating the staff and gathering them around organisational goals might have encouraged the researchers to conduct studies on fields such as business administration and education.

One of the critical results of the study is that authentic leadership is more frequently studied with topics of psychological capital, organisational commitment, innovation, organisational citizenship and job satisfaction. In their study of systematic review, Alp and Şen (2021) also concluded that the concepts of commitment and job satisfaction are widely studied in educational administration and supervision. The fact that authentic leadership practices are related to organisational behaviour and organisational life may have led to authentic leadership being frequently studied with topics such as "psychological capital, organisational commitment, innovation, organisational citizenship and job satisfaction".

Most studies on authentic leadership in Türkiye were conducted using quantitative methods and designed in a relational screening model. Researchers might have tended to benefit from quantitative methods as positivism is a paradigm dominating the research processes worldwide and in Türkiye, and as the quantitative methods enable the researchers to reach more participants. Indeed, this conclusion is supported by Akyürek's (2021) finding that authentic leadership has mostly been studied with quantitative methods. In the literature, some systematic review studies also revealed that the researchers mostly prefer quantitative methods (Agbo et al., 2021; Çiltaş, 2012; Gökçek et al., 2013; Karadağ, 2010; Klingenberg et al., 2020; Kurtuluş Üstün & Oğuz Namdar, 2022; Miyauchi, 2020; Selçuk et al., 2014; Şahin, 2019; Sönmez & Doğan, 2022; Yavuz and Yavuz, 2017) and survey model (Alp & Şen, 2021; Duman, 2021; Ozan & Köse, 2014; Sönmez & Doğan, 2022). However, the fact that some

systematic studies (Eryılmaz Ballı & Dönmez Yapucuoğlu, 2021) were mostly carried out with qualitative methods might be related to the need to analyse the issues in more detail with qualitative methods due to their content. The need to prove the effect of authentic leadership on other variables might have led to the widespread use of a relational screening model suitable for quantitative research methods. On the other hand, it is remarkable that the research model was not reported in many authentic leadership studies. The failure to report the research model in the studies might be interpreted as an important shortcoming for the analysis of the studies to be carried out on authentic leadership and for their scientific evaluation.

Studies on authentic leadership carried out between 2010 and 2022 in Türkiye mainly addressed the employees of companies and enterprises, teachers and healthcare workers, respectively. Studies on authentic leadership might have addressed the employees in these organisations more as the organisational behaviours and variables might prevail more in organisations hiring company and enterprise employees, teachers and healthcare professionals. Besides, this research has also revealed that among the studies on authentic leadership, the number of those whose sampling method was not specified and those carried out with random sampling and convenience sampling methods are higher and that these studies were generally carried out with a varying number of participants between 201 and 300. Research on authentic leadership did not mention sampling methods, which might be considered a disadvantage and limitation regarding the research quality. Moreover, other sampling methods might have been less preferred than random sampling, and convenience sampling methods are easy, quick and economical. However, conducting the research with varying numbers of participants, between 201 and 300, might be considered sufficient in terms of the representation of the population by the sample. Systematic and content analysis studies addressing different topics in the literature also pointed out that in some studies, sampling methods were not specified (Gökmen et al., 2017; Gündüzalp & Göktaş, 2022; Kandal et al., 2022; Sezgin & Sönmez, 2018), the random sampling method was frequently used, and participants were teachers (Alp & Şen, 2021; Duman, 2021; Koşar et al., 2017; Koşar, 2018; Sarı, 2011; Sert et al., 2012; Sönmez & Doğan, 2022; Yalçın et al., 2015), and that the number of participants varied between 201 and 300 (Alp & Şen, 2021; Duygulu & Sezgin, 2015). A similar systematic review study on authentic leadership (Akyürek, 2021) reported that the number of participants varies mostly between 301 and 1000. The varying number of participants might be explained by the human resources potential of the organisations and institutions where the research was conducted.

In the research, it was determined that survey and scale are the most commonly used data collection tools, while the SPSS package software (Statistical Package for the Social Sciences) is the most widely used statistical software. In their research, Akyürek (2021), Turgut and Varlı Denizalp (2021) determined that the semi-structured interview form was the most commonly used data collection tool. This result might be explained by the tendency of the researchers to use qualitative and mixed methods in the field of educational sciences. However, it is known that data collection tools such as surveys and scales are generally used in many systematic studies (Alp & Şen, 2021; Bağcı, 2012; Erdoğmuş & Çağıltay, 2016; Gündüzalp & Göktaş, 2022; Koşar, 2018; Koşar, 2020; Küçükoğlu & Ozan, 2013; Sönmez & Doğan, 2022; Uysal, 2013). It is considered that the common use of quantitative methods and models in studies on authentic leadership might have caused the data collection tools such as survey and scale and SPSS package software to be preferred more. The research carried out by Özenç and Özenç (2013), Kurtuluş Üstün and Oğuz Namdar (2022) also determined that

SPSS is the most common package software. However, for a comprehensive and detailed understanding of authentic leadership, data collection tools such as interviews and observations suitable for qualitative or mixed methods might be needed.

Certain limitations might be listed for the research. For example, the research only covers the studies carried out in Türkiye between 2010 and 2022, excluding the ones presented at scientific meetings and congresses. Besides, various suggestions might be made based on the research results. For example, it may be suggested to focus on qualitative or mixed methods in studies on authentic leadership, to carry out longitudinal studies rather than cross-sectional ones, to address authentic leadership more in doctoral theses and examine it with different data collection tools such as interviews and observation, to benefit from statistical package software such as HLM, Mplus and R which provide more robust parameter estimations, to attach importance to reporting information on the research model and sampling methods, and to publishing the studies in English to enable them to appear in international literature. Moreover, meta-analysis studies addressing the relationship between authentic leadership and psychological capital, organisational commitment, organisational trust and organisational support, which have been studied commonly together with authentic leadership, can also contribute to the literature.

Statement of Conflict of Interest

The author declares that there is no conflict of interest related to the publication of this article.

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Appendix-1: Authentic Leadership Publication Classification Form

A-) Bibliographic Information of the Research
Title of the Research:
Author/s:
Publication Type of the Research: Article (….)   Master's Thesis (….)   Doctoral Thesis (….)
Number of Authors of the Research: (………….)
Genders of the Authors: All Male (….)   All Female (….)   Both Male and Female Authors (Mixed) (….)
Name of the University Publishing the Theses or Journal Publishing the Articles: (……………………………………….……………)
Publication Year of the Research: (………….)
Publication Language of the Research: Turkish (….)   English (….)   Other (….)
B-) Field of Study of the Research (Field of Discipline)

Education (….)	Business Administration (….)	Health (….)	Other (….)	

C-) Variables Co-Examined with Authentic Leadership: (Variable co-examined with authentic leadership will be written in parentheses)

Available (….)	Not Available (….)

D-) Research Method: Quantitative (….)   Qualitative (….)   Mixed (….)   Not Specified (….)
E-) Research Model (Design):

Quantitative Models	*Qualitative Models*	*Mixed Models*	*Other*
Experimental (….)	Phenomenological (….)	Parallel/Convergent (….)	Literature Review (….)
General Survey (….)	Case study (….)	Explanatory Sequential (….)	Systematic Review (….)
Casual Comparative (….)	Ethnography (….)	Exploratory Sequential (….)	Not Specified (….)
Relational (….)	Grounded Theory (….)	Triangulation (….)	
	Action Research (….)	Multistage (….)	
	Discourse Analysis (….)		
	Biographical Analysis (….)		
	Concept Analysis (….)		

F-) Research Sample (Study Group): (……………………………………………………………….………)
G-) Sample Size: The number of research participants will be written in parentheses (………………………………)   Sample Size, Not Specified (….)
H-) Sampling Method of the Research:
Simple Random Sampling (….)   Stratified Sampling (….)   Cluster Sampling (….)   Purposive Sampling (….)

Convenience Sampling (….)
Total Population Sampling Method (….)
Not Specified (….)
Other (….)

I-) Data Collection Tool of the Research: Survey (….)   Scale (….)   Interview (….)

Observation (….) Document Review (….)   Not Specified (….) Other (….)

J-) Statistical Software Used in the Research: SPSS (….)   AMOS (….)   LISREL (….)

SMART PLS (….)   G*POWER (….)   NVİVO (….)   HLM (….)   MAXQDA (….)

Not Specified (….)