CONTENT ANALYSIS ON SCHOOL MANAGEMENT AND ACADEMIC PERFORMANCE

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Abstract

This study sought to analyze 255 articles published in various journals and indexed in Scopus database within the year 2010 to May 2020, limited to only social science discipline, with keywords; school, management and academic performance and 80 articles were reached. The scrutiny was based on the year of publication, the journals in which they were published, number of authors, countries or regions in which the research was conducted, data collection method, number of keywords and the research type. The content analysis method was used in this research and it was noticed that; most articles were published in the year 2019, South Africa being the country with the highest publications, Mediterranean Journal of Social Sciences leading in number of articles published and Quantitative method of research was frequently used compared to the other research methods. Bearing in mind that 2020 has not yet come to an end, it was necessary to be included in the analysis and considered as a year for the sake of current information.

Keywords: School, management, and academic performance.

1. Introduction

When we talk about academic performance, we are referring to the result that is produced by an educational institution or a school. — the extent to which a student, teacher or institution has achieved their educational goals (Bhagat 2013). Education institutions are institutions that provide education as their main purpose. There can be elementary, secondary, high schools, universities or vocational institutions. They can be owned by individuals, religious bodies, communities or governments of countries for profitable as well as non-profitable reasons.

The academic performance of an institution is influenced by so many factors (Tsereteli, Martskvishvili & Aptarashvili 2011) carried out a research related to this which revealed that, there are so many factors that influence the academic performance of schools. Apparently among which the management of the school seems to be the most influential. School management involves the management of the school resources, human and non-human. Educational institutions require management to plan, direct, organize, control and evaluate

day to day activities to accomplish institution goals through coordination of educational and non-educational personals with the allocated budgets.

Generally, the academic performance of a school is measured from the results established during public exams or the quality of services rendered by the students after graduation.

To improve students' performance head teachers are required first to improve the management of the schools (Langher, Caputo, and Ricci 2017).

"Education is the most powerful weapon which you can use to change the world."

Nelson Mandela. speech, Madison Park High School, Boston, 23 June 1990

With the inspiration of the words from Late Nelson Mandela, we were interested in how school management can influence academic performance and this pushed us to evaluate the interest of writers in this domain by analyzing the content of articles published in Scopus Database from 2010 to May 2020 related to the Keywords; school, management and academic performance.Content analysis is a research method for the subjective interpretation of the content of text datathrough the systematic classification process of coding and identifying themesor patterns(Brinegar 2015).Content analysis is any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings.(Carlson 1998).

1.1. The Objectives and Significance of the Research

This research aims to analyze the articles published in Scopus database within the time interval of 2010 to May 2020 on 'school, management, and academic performance' and to smoothen the pave for future related research.

During this analysis, the following information was extracted:

• The journal in which the article was published, the year in which it was published, and the country in which the research was conducted.

• The number of keywords and authors of the article.

• The data collection tools and their search type.1.1.1. Level 3 heading indented non-bold sentence case

2. Method

Content analysis is way of analyzing text-based, qualitative data for example newspaper articles, children's books, interview transcripts and advert or film scripts. Content analysis can be quantitative or qualitative. Quantitative researchers may simply search for specific words, phrases or ideas in the data and count them up, qualitative researchers will attempt to extract "meaning" through a search for themes in the data.(Egmir, Erdem, and Kocyigit 2017).

2.1. Research Model

Within the research, 80 studies related to "school, management and academic performance" which have been made available in the Scopus database have been analyzed and these studies have been assessed by means of content analysis. (Neuendorf & Kumar 2015) argues that content analysis is equally valuable and valid in emphasizing a text and also identifying its scope.

2.2. Data Collection and Analysis

The data collection tool of this research was a table that requested for; journals in which the articles were published, the year of publication, the country in which the research was carried out, the number of keywords and authors of the articles, the data collection tools and the research type.

The abstract of articles available in the Scopus database between the year 2010 to May 2020 was examined in line with the key words. Later on, the full text of the various articles selected were reached and scrutinized in line with the table of request.

Most of the articles provided the information requested by the table of request while some full text could not be reached due to some reasons such text present in other languages other than English Language that could not be translated. These articles which were not available in English language were kept out of the analysis.

The data was analyzed using the content analysis method and descriptive analysis method. Content analysis is a research method which allows the qualitative data collected in research to be analyzed systematically and reliably so that generalizations can be made from them in relation to the categories of interest to the researcher (Teaching, 2007).

Descriptive analysis characterizes the world or a phenomenon—answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. No matter how significant a researcher's findings might be, they contribute to knowledge and practice only when others read and understand the conclusions. Part of the researcher's job and expertise is to use appropriate analytical, communication, and data visualization methods to translate raw data into reported findings in a format that is useful for each intended audience (Loeb et al. 2017).

2.3. Study Group

In this research, 255 articles made available on Scopus database between 2010 and 2020 have been screened for "school, management and academic performance" and 80 articles have been selected through sampling method. Scopus has been preferred as it has the largest database in the world and current.

3. Findings

3.1. Distribution according to Journal

The table (1) below shows the distribution of the 80 articles reached according to journals of publications. It was noticed that the Mediterranean Journal had the highest publications with 8 articles published. PloS one and South Africa Journals came up with 4 articles published each. Procedia- Social and Behavioral Science journal, and Education and Science

journal followed with 3 articles each. We have 8 journals with 2 articles each and the remaining 41 journals had 1 article each.

Table 1. Distribution according to Journal

Journal	Frequency(f)	Percentage%
Academic Medicine	1	1,25
ACM International Conference Proceeding Series	1	1,25
Advances in Health Science education	1	1,25
Asian Social Science	2	2,5
BMC Medical Education	1	1,25
CIRIEC-EspanaRevista de Economia Publica, Social y Cooperativa	1	1,25
Educacao e Pesquisa	1	1,25
Educacion Medica	1	1,25
Education and Science	3	3,75
Educational Review	1	1,25
EstudiosPedagogicos	2	2,5
Eurasia Journal of Mathematics, Science and Technology Education	1	1,25
Evidence-based Complementary and Alternative Medicine)	1	1,25
Frontiers in Pediatrics	1	1,25
Frontiers in Psychology	1	1,25
International Journal For Equity In Health	1	1,25
International Journal of Adolescence and youth	1	1,25
International Journal of Emerging Technologies in Learning	1	1,25
International Journal of Health Geographics	1	1,25
International Journal of Higher Education	1	1,25
International Journal of Learning, Teaching and Educational Research	1	1,25
Japanese Journal of Educational Psychology	1	1,25
JASSS	1	1,25
Jornal da SociedadeBrasileira de Fonoaudiogia	1	1,25
Journal of Accounting Education	1	1,25
Journal of Asian Architecture and Building Engineering	1	1,25
Journal of Innovation and Knowledge	1	1,25
Journal of International Studies	1	1,25
Journal of Nutrition	1	1,25
Journal of Physics: Conference Series	1	1,25
Journal Teknologi (Sciences Engineering)	1	1,25
KuramveUygulamadaEgitimBilimleri	1	1,25
Landscape and Urban Planning	1	1,25
Malaysian Online Journal of Educational Management	1	1,25
Management Science Letters	1	1,25
Mediterranean Journal of Social Sciences	8	10
Nurse Education Today	1	1,25
ObrazovanieiNauka	1	1,25

PLoS ONE	4	5
Problems and Perspectives in Management	1	1,25
Procedia- Social and Behavioral Science	3	3,75
Profesoional de la Informacion	1	1,25
Real Estate Management and Valuation	1	1,25
RevistaBrasileira de Educacao	2	2,5
RevistaComplutense de Educacion	2	2,5
Revista de Psicodidactica	1	1,25
Rigakuryoho Kagaku	1	1,25
SAGE Open	2	2,5
South African Journal of Education	4	5
Sustainability (Switzerland)	2	2,5
TydskrifvirGeesteswetenskappe	2	2,5
Universal Journal of Educational Research	2	2,5
VoprosyObrazovaniya	1	1,25
VyssheeObrazovanie v Rossii	1	1,25
Frontier Architectural Research	1	1,25
Total	**80**	**100**

3.2. Distribution according to Countries

The table below (table 2) shows the distribution of articles respecting the countries in which they were conducted. South Africa came up with 10 researches, America 7 researches, Chile 6 researches, China, Malaysia, Spain with 5 researches, Indonesia, Nigeria, Portugal, Turkey 4 researches each, Brazil, Japan, Russia, 3 researches each, Thailand and UK with 2 researches each and the remaining countries with one research each.

Table 2. Distribution according to Journal

Countries	Frequency (f)	Percentage (%)
South Africa	10	12,5
America	7	8,75
Chile	6	7,5
China	5	6,25
Malaysia	5	6,25
Spain	5	6,25
Indonesia	4	5
Nigeria	4	5
Portugal	4	5
Turkey	4	5
Brazil	3	3,75
Japan	3	3,75
Russia	3	3,75
Thailand	2	2,5

UK	2	2,5
Afghanistan	1	1,25
Australia	1	1,25
Canadian	1	1,25
Greece	1	1,25
Hungary	1	1,25
India	1	1,25
Iran	1	1,25
Kenya	1	1,25
Netherland	1	1,25
New Zealand	1	1,25
Peru	1	1,25
Philippine	1	1,25
Sweden	1	1,25
Total	**80**	**100**

3.3. Distribution according to data collection tools

During the scrutinizing as shown in the table (table 3), it was noticed 62 articles used Questionnaire as their data collection tool, Interview was used in 14 articles and mixed method of collecting data was used in 4 articles. Questionnaire was the highest data collection tool used and mixed method was the least data collection tool used.

Table 3. *Distribution according to data collection tools*

Data Collection tools	Frequency (f)	Percentage %
Questionnaire	62	77,5
Interview	14	17,5
Mixed	4	5
Total	**80**	**100**

3.4. Distribution According to Year of Publication

During the studies, as seen on the table below (table 4) 2019 had the highest number of publications, 17 publications, 2016 seconded with 13 publications, 2018 with 11 publications, 2017 and 2015 with 7 publications each, 2014 had 6 publications, 2011 and 2010 had 4 publications each and 2013 with 3 publications while, there was no publication reached in 2012. Here it should be noted that even though 2020 has not yet come to an end, the analysis included 2020 from January to May so as to make our analysis recent. Even though the year 2020 has not come to an end, 2020 has 8 articles published.

Table 4. Distribution According to Year of Publication

Publication Year	Frequency (f)	Percentage %
2019	17	21,25
2016	13	16,25
2018	11	13,75
2020	8	10
2017	7	8,75
2015	7	8,75
2014	6	7,5
2011	4	5
2010	4	5
2013	3	3,75
2012	0	0
Total	**80**	**100**

3.5. Distribution According to Research Type

The table below (table 5) shows the distribution of articles according to research type. Quantitative method had 34 articles which is the highest method used, followed by mixed method with 27 articles and Qualitative was the least method used with 19 articles.

Table 5. *Distribution According to Research Type*

Research Type	Frequency	Percentage %
Quantitative	34	42,5
Mixed method	27	33,75
Qualitative	19	23,75
Total	**80**	**100**

3.6. Distribution according to number of Authors

The table below (table 6) shows the distribution of articles according to their number of authors. Articles with 2 authors had the highest number of publications of 29, seconded with articles with one author 15, three authors articles were 12, five authors articles 11, four and six authors articles were 5 each, seven, eight and eleven authors articles were the least with one article each.

Table 6. Distribution According to Number of Authors

No. of Authors	Frequency (f)	Percentage %
two authors	29	
		36,25
one author	15	18,75
three authors	12	15
five authors	11	13,75
four authors	5	6,25
six authors	5	6,25
seven authors	1	1,25
eight authors	1	1,25
eleven authors	1	1,25
Total	**80**	**100**

3.7. Distribution according to number of Authors

The last table below (table 7), shows the distribution according to the number of keywords used. 22 articles were published with five key words which is the highest, 15 articles came second with four keywords ,14 articles came third with six keywords,12 articles with three keywords, seven and nine keywords had 2 articles each, two, eight, ten, eleven, and twenty-two keywords were the last with 1 article each. We noticed here that 8 articles had an unidentified number of keywords.

Table 7. *Distribution According to Number of Keywords*

No. of Keywords	Frequency (f)	Percentage %
five Keywords	22	
		27,5
four Keywords	15	18,75
six Keywords	14	17,5
three Keywords	12	15
unidentified	8	10
seven Keywords	2	2,5
nine Keywords	2	2,5
two Keywords	1	1,25
eight Keywords	1	1,25
ten Keywords	1	1,25
eleven Keywords	1	1,25
twenty-two Keywords	1	1,25
Total	**80**	**100**

4. Discussion and Conclusion

Using the Keywords ``Schools", "management" and "academic performance" in this scrutinizing, it was realized that the Mediterranean Journal had the highest publications of 10% of the total number of articles published doubling PloS one and South Africa Journals that came up with 5% each. Procedia- Social and Behavioral Science journal, and Education and Science journal followed with 3,75% each. We have 8 journals with 2,5% each and the remaining 41 journals had the lowest percentage with 1,25% each.

When the screening was done respecting the countries in which the reaches were conducted, it was noticed that South Africa was the highest 12,5%, America came second 8,75%, Chile third with 7,5%, China, Malaysia, Spain came fourth with 6,25% each, Indonesia, Nigeria, Portugal, Turkey we're occupying the fifth position with 5% each, Brazil, Japan, Russia, had the sixth position 3,75% each, Thailand and UK seventh position with 2,5% each and the remaining countries came last with 1,25% each.

Scrutinizing according to data tools, it was noticed that Questionnaire as their data collection tool came first with a percentage of 77,5 Interview second with 17.5%n and mixed method of collecting data was the third with 5%. Examining the articles according to year of publication, it was noticed that 2019 had the highest percentage of 21,25%, 2016 seconded with 16,25%, 2018 third 13,75%, 2020 forth as for publications from January to May with 10%, 2017 and 2015 fifth with the percentage of 8,75% each, 2014 had the sixth position with 7,5%, 2011 and 2010 seventh position with 5% each and 2013 came at the eighth position with 3,75% while, 2012was the last with 0,0%. Studying the articles according to research type, we had the Quantitative method occupying the first position with 42,5%, mixed method second position 33,75% and the Qualitative method was third with 23,75%. During the screening of the articles according to their number of authors. Articles with 2 authors was the first with 36,25%, seconded with articles with one author having 18,75%, three authors articles came third with 15%, five authors fourth with 13,75%, four and six authors articles fifth position with 6,25% each, seven, eight and eleven authors articles were the sixth and last position with 1,25% each.

Finally, studies regarding to distribution of articles according to the number of keywords used, articles published with five keywords had the highest percentage of 27,5%,seconded with four keywords with the percentage of 18,75% , third with six keywords percentage 17,5%, articles with unidentified keywords had the fourth position with 10%, seven keywords and nine keywords had the fifth position with 2.5% each, two, eight, ten, eleven, and twenty two keywords were the eighth and last position with 1,25% each. From the information presented above, we can conclude by say that the research was successfully conducted with the raison d'etre of the term content analysis and the purpose of the research as mentioned above. The papers read for the survey are (A data mining approach for student referral service of the guidance center 2020), (Huang & Shih, 2017),(Cassano, Costa & Fornasari, 2019).

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