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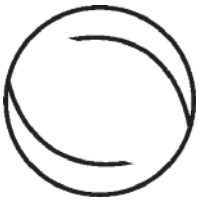

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Abstract

Internationally accessible academic literature in management has been dominated very largely by contributions originating from the USA. Although this state of imbalance has attracted some discussion, little systematic research exists on scholarly activity in a large majority of countries that have limited presence in international academic outlets. To this end, we investigated the academic literature produced in Turkey over the last three decades, as an example of a country located at the periphery of management scholarship and where the management discipline developed under strong US influence. Based on a content analysis of articles published in local and international academic journals, cluster-analytic results indicated that the predominant form of scholarly output comprised a practice-oriented, nonempirical, de-contextualized literature, which served to transport American theories and practices to domestic audiences. The limitedly adopted scientific model manifested marginally greater interest in the local context. Further analysis showed that the type of university in which scholarly activity was carried out was highly significant. Academics working in American-modeled public and private universities were more likely to base their work on the scientific model imported wholesale from the USA. The post-1980 change in the institutional regime geared towards bringing Turkish higher education closer to American models and driving international publications, however, did not appear to have altered the overall panorama of scholarly activity in management, at least over a period of 15 years.

Keywords: scholarly publication, management research, center–periphery, Turkey

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Studies of business scholarship have shown that the production of internationally accessible academic literature (in practice, research that is reported in English) remains unbalanced, skewed heavily towards work originating from the USA (e.g. Trieschmann et al. 2000). US dominance notwithstanding, a small group of countries in western Europe (mainly the UK, Scandinavian countries, France, and the Netherlands) together with a few others (such as Australia and Israel) have been generating a higher proportion of non-American contributions in US journals as well as those based elsewhere (Baden-Fuller et al. 2000; Kirkman and Law 2005). A large majority, on the other hand, in southern and eastern Europe, the Middle East, Asia, South America, and Africa have had very limited or no presence in major academic outlets in business disciplines (see also Eden and Rynes 2003).

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This state of imbalance has been interpreted, mainly by US-based researchers of international business, as a problem of 'entry'. A primary theme in these assessments has been the missed opportunity for expanding business knowledge and making it more global (e.g. Tsui 2004). As one cause of this problem, they have pointed to the less than open-minded approach of US-based outlets in particular. However, except for speculations on possible 'quality' shortcomings and 'style differences' in non-American research (see, e.g., Kirkman and Law 2005), little attention has been paid in these reviews to the nature of scholarly activity within countries with limited international output.

On the other hand, those writing from the perspective of these countries have been more concerned with the ways in which business disciplines have developed locally (Alvarez et al. 1997; Caldas and Wood 1997; Gantman and Parker 2006; Üsdiken 1996). They have typically pointed to material constraints, such as limited funding, low salaries of academics, and heavy teaching burdens as well as diversions from research activity that these conditions may generate (e.g. Lau 2006). Some of the work in this genre has also tended to depict the imbalance in terms of a center–periphery continuum in knowledge production (Alvarez et al. 1997; Arias and Guillén 1998; Gantman and Parker 2006; Ibarra-Colado 2006). The center in this formulation is the major setting for knowledge generation and thus the primary source of influence worldwide (Alatas 2003), a position attributed in business disciplines to the USA in the post-World War II era. Inequality inherent in the center–periphery relationship implies dependence, which in turn conditions local disciplinary development often through passive reception of knowledge produced at the center (Alatas 2003). Despite these conjectures, little empirical investigation exists on the nature of scholarly activity within countries deemed to be at the periphery in this strand of literature as well.

The present study aims to contribute to filling this void by examining the case of Turkey as a country located at the periphery, indicated, for one, by limited contributions to international academic literature in business (see, e.g., Baden-Fuller et al. 2000; Kirkman and Law 2005). We focus on management studies, comprising sub-fields typically labeled as organization theory, organizational behavior, strategy, and human resources (Scandura and Williams 2000). As in many other countries, management emerged as a separate discipline in Turkey under strong US influence, primarily through various aid programs after World War II (Üsdiken and Çetin 2001). Drawing upon previous assessments of research practices in peripheral locations (e.g. Leong and Leung 2004; Meyer 2006) and some of the earlier work on Turkey (e.g. Heper and Berkman 1979; Üsdiken 1996), our central premise is that the Turkish management academia is likely to have taken on, predominantly, a transporting role. We argue that this involves publishing geared primarily towards domestic audiences, based on uncritical importation of management theories, concepts, and practices mainly from the 'center', that is, the USA. It also entails little attention paid to the local context and a preference towards what is regarded as practically useful knowledge due to the presumed contribution that this can make to socio-economic progress. We examine this broad characterization of 'passivity' (cf. Sahlin-Andersson and Engwall 2002) by taking into account two sets of institutional conditions, which form the basis of two research issues addressed empirically in

the study. One of these relates to the plurality of institutional forms within Turkish higher education that emanates from historical roots in both continental European and American traditions (Üsdiken 2003). This, in turn, suggests the possibility of intra-national variety in scholarly orientations associated with the different organizational contexts in which academic activity is embedded. The second factor that is considered is a major change lately in the institutional regime governing higher education in Turkey. In essence, this has involved a more centralized surveillance over universities and a broad turn towards the structural and procedural features of the American university (Öncü 1993). Most notable from the perspective of this study, measures have been introduced to stimulate research and international publications, thus raising the question of what effects they may have had on established forms of scholarly activity within this peripheral setting.

The next section frames the study by considering different types of knowledge in management and their likely reception in countries at the periphery. This is followed by a review of the institutional conditions in the Turkish setting, which provides the basis for the research questions examined through a content analysis of management articles published in national and international academic outlets over the period 1970–1999. The section that follows describes the data and the content-analytic procedures used in the empirical examination. Results are presented in the penultimate section, followed by a discussion of their implications for scholarly activity at the periphery.

Knowledge Production in Management: The 'Center' versus the 'Periphery'

Despite allusions to science, much of the early management literature and teaching consisted of prescriptions based on personal experience or observations of current practice (Goodrick 2002; Bennis and O'Toole 2005). Labeled by Whitley (1988) as the *principle*s model, this form of knowledge creation has since persisted in management both in academic and popular versions. The main concern in this model is either to prescribe general guidelines for managerial action or to offer techniques and methods for improving management effectiveness. Although more academic versions may claim some basis in research evidence, principles and techniques that are advocated are often derived from practical experience (see, e.g., Koontz 1960). Empirical research has no place within this model. The test of the general principles and the techniques is seen as depending ultimately upon their applicability and usefulness in the world of managerial practice (Koontz 1960).

This model began to be challenged in the 1950s, initially in the USA, by an ambition to turn management into a science, as a part of the project to raise the standard of business education (Khurana 2007). The vision at the time was a *practical* (or *professional*) *science* as the alternative form of knowledge production (Bennis and O'Toole 2005). The purpose of generating knowledge that would be useful for managerial practice remained central in this model, too. The change that was envisioned involved the basis of and the procedures employed

for producing such knowledge. Thus, science would be put at the service of managers through empirical research geared towards the development of guidelines and practical methods for problem solving (Goodrick 2002; Khurana 2007). Such research would also be expected to contribute to the advancement of scientific knowledge (Bennis and O'Toole 2005).

Despite the continuing influence of the principles model, by the late 1970s, especially in the USA, the tide turned towards greater scientization (Goodrick 2002). However, the promise of putting science at the service of solving managerial problems was not being upheld in actual scholarly practice (Khurana 2007; Whitley 1988). Research had become decoupled from the post-war vision of a practical science, swaying towards an emergent *scientific* model (Bennis and O'Toole 2005). In this model, the purpose of guiding management practice gave way to scholarly pursuits in which the advancement of scientific knowledge was the primary, if not the sole, aim. Thus, theory development and methodologically rigorous theory testing became ends in themselves, with little attention paid to actual problems confronting managers. It was this particular model that was to become firmly established in the 1980s and the 1990s as the dominant form of knowledge production, most notably in the USA (Rynes 2005).

The expansion of business education and research along this route made the USA a point of reference and a source of learning for other countries (Djelic 1998). This has been based on the often unquestioned assumption that knowledge produced in the USA is likely to be equally valid and useful elsewhere. Indeed, all three forms of knowledge production identified above have been characterized by a central concern to generate universally valid generalizations (Bennis and O'Toole 2005; Koontz 1960; Whitley 1988). Although criticisms of universalistic approaches began to surface in the early 1980s, mainly from outside the USA, American management academia remained very much closed to them until perhaps more recently (Kirkman and Law 2005). They are therefore likely to have had limited influence on peripheral academic communities, due to the predominant tendency at the periphery of looking up to the 'center' and not to research elsewhere (Meyer 2006; White 2002).

This tendency is likely to be buttressed by a prevailing orientation at the periphery towards importing readily available management knowledge deemed to be practically useful. The tendency towards such passive importation rather than engagement with locally inspired research can be due to a number of factors. First, it has to do with the late development of these peripheral countries and the contributions that imported knowledge, practices, and institutions are expected to make to socio-economic change and progress (Leong and Leung 2004). Thus, the academia in these settings becomes ascribed with a 'learning', 'absorbing' (Kim 1995: 672), and 'transporting' (Sahlin-Andersson and Engwall 2002) role to inform domestic audiences. Secondly, late industrialization is often associated with delayed development of the sciences at large as well as a lack of indigenous traditions (Alatas 2003). This is also likely to be associated with the absence of financial support for research, especially in the social sciences (Heper and Berkman 1979). Thirdly, it has to do with the aforementioned factors putting local academics in what Kim (1995: 672) calls a 'subjugated' role,

serving to generate and maintain a tradition of unquestioned acceptance of knowledge produced in more advanced countries, and particularly the 'center'.

Altogether these considerations suggest that amongst management academia at the periphery, overall (a) a practice orientation is likely to be more prevalent relative to a science orientation, and (b) de-contextual approaches to management knowledge are likely to be more preponderant relative to those that are more sensitive to the local context.

Management Studies at the Periphery: The Turkish Case

Similar to other European countries, the origins of business education in Turkey go back to the founding of a higher-level commercial school in the early1880s within what was then the Ottoman Empire (Üsdiken 2003). This was one of the various specialized professional schools founded with the aim of westernizing higher education, for which the French *écoles* served as the main exemplar (Üsdiken 2003). The first and the only Ottoman university, again with the French one as the model, was also established then, resulting in a rudimentary binary system that the new Republic inherited at its founding in 1923.

For the republican elite, the university had a greater priority, and the first group of universities was established (which included the revamping of the single Ottoman university in 1933 and the founding of two others in the 1940s) to constitute the core of higher education. Now, the German university served as the main source of reference (Öncü 1993). Business also became a university subject as two of the universities in the first group incorporated the German 'business economics' discipline into their economics or political science curricula (Üsdiken and Çetin 2001).

A marked deviation from the European roots of Turkish higher education occurred when three new public universities that took American universities as their main model were founded, all including departments of business almost from the outset. This had to do with Turkey's turn politically and economically towards the USA in the aftermath of World War II. Rapprochement between the two countries had occurred due to Turkey's economic and security needs, and its geo-strategic significance for the USA as a neighbor to what was then the Soviet Union. Two of these universities were established in the late 1950s — one as a public university and the other, first as an American college, then to become a Turkish public university in 1971, while the third was founded in the 1960s (Reed 1975). The educational programs, content, and procedures, including instruction in English, were taken wholesale from the USA. Akin to, for example, INSEAD in France (Whitley at el. 1981) in their formative years, these institutions were staffed by visiting American faculty, together with Turkish faculty members with graduate degrees from the USA (Aysan and Kurtuluş 1973).

Intra-national Variety: The Effects of Institutional Models

Management, like other business disciplines, emerged as a separate field in Turkey following the encounter with American business schools in the 1950s

and 1960s. These links were made possible through funds provided by American aid agencies and foundations (see, e.g., Gemelli 1998). The targets in this campaign were both the preexisting institutions of higher education that had some of form of business related curricula and the newly emerging ones that were patterned after the American university models (Üsdiken and Çetin 2001).

Of the preexisting institutions, the earliest commercial school and its three followers established in the 1940s and 1950s had been very much geared towards teaching practical technique with a focus on accounting. They were rooted in and largely represented, within the shadow of the universities, the vocational tradition in Turkish higher education (Üsdiken 2003). The binary system, however, began eroding from the 1960s onwards, as the professional schools increasingly emulated the universities.

The universities did indeed enjoy greater status and ostensibly stayed away from anything that was considered as vocational. In many ways, however, they were not very different from the professional schools. Their main activity, despite the research ambitions espoused, consisted of specialized education in professional areas mainly within a single-tier structure with little attention and resources devoted to advanced study. So the traditional Turkish university evolved into yet another example of what Clark (1995) has labeled the 'applied university'. As Clark (1995) observed with reference to Japan, this was primarily because the universities were perceived as one of the main agents of the modernization-cum-westernization project of the young Republic. This was to be carried out by acquiring, and disseminating locally, western knowledge, institutions, and methods. The work of the small group of business economists (including one German professor) provides one example of this orientation in the early stages of university development. The literature that was produced consisted mainly of textbooks and occasional articles in academic economics and law journals or popular outlets. The entire output was written for a Turkish audience and involved erudite description and practical guidelines, all based on German sources (Üsdiken and Çetin 2001).

The dominant tendency of importing practically oriented knowledge with little attention to the local context is not likely to have changed when Germany and France were replaced by the USA as the source of learning (Üsdiken 1996). This was also the time when it was widely believed that whatever was known in the USA was universally valid and therefore applicable everywhere. That the change is likely to have been confined to turning to the US-based literature is possibly also due to the nature of the links that were established with American business schools. For one, they did not extend beyond the 1950s and 1960s. They were also short-lived and involved visiting American faculty as professors, consultants, and administrators, and short-term stays of Turkish faculty members in the USA (Aysan and Kurtuluş 1973). Most importantly, perhaps, these links were confined to knowledge transfer with the aim of building educational capacities (Aysan and Kurtuluş 1973). The universities and the commercial schools, therefore, remained loyal to their core structural and procedural characteristics. Notably, for example, they continued sourcing their faculty needs through local doctoral programs; indeed, most often by those offered within the same institution (Üsdiken 1996; cf. Clark, 1995).

In their formative years, the departments of business in the American-modeled universities were not subject to US influences that were markedly different from those on other Turkish universities. The modernization and westernization mission that higher education had come to be charged with was also present. So was the first degree emphasis, despite the introduction of masters' degrees (Reed 1975). Neither would the Turkish faculty members have been immune to the country's intellectual heritage of importing foreign knowledge and methods for contributing to socio-economic development. Nevertheless, the American-modeled universities differed from the others in maintaining their ties with the US academia, not least by continuing to hire, almost exclusively, faculty with US doctorates (Aysan and Kurtuluş 1973). With stronger ties to the American business schools, at least some of these faculty members are likely to have stayed closer to the developments in the USA and possibly continued to partake in previously established networks. They were also much more likely to take the American rather than the Turkish academic environment as their main frame of reference (Leong and Leung 2004; White 2002). Since what happened in the USA served as the standard, what these faculty members transported to Turkey is likely to have been the scientific model that the US research quickly drifted towards. The adherence to the scientific model would have been accompanied by an outward orientation in research and publishing, though directed largely at US-based outlets and probably at the expense of an interest in contributing to the domestic literature (Leong and Leung 2004). It is also most likely that the scientific model would have been imported intact, again with no concern for contextualization (Meyer 2006). Also notably, given that the American-modeled universities were in the minority and that only a part of their management academics would have turned towards importing the scientific model, its penetration into Turkey is likely to have been much more limited than the knowledge based on the principles model.

Change in the Institutional Regime

A series of laws passed between late 1981 and 1983 marked the beginning of an institutional overhaul in the Turkish higher education at national-level. The first main change that the new institutional regime brought about was to eradicate the binary structure by converting all professional schools into universities. Secondly, this was accompanied by bringing all universities under a unified form of governance with extensive powers granted to a central council, in contrast to the previous regime where the universities (and to some degree the professional schools) enjoyed considerable administrative and academic autonomy. Thirdly, with respect to the administrative and educational structures, the new regime was inspired by and leaned towards the American model (cf. Öncü 1993). Finally, and as a part of this slant, the new legislation permitted the establishment of private universities.

There was also a surge in the number of universities, such that compared to a dozen or so higher education institutions in the late 1950s, by the late 1990s the number of universities had gone up to 71 (Üsdiken 2003). Of these, 53 were public and 18 were private. The private universities tended to take the extant

American-modeled public universities as their model, though mostly in their educational activities, as they were primarily teaching institutions (Üsdiken 2003). A few better-endowed ones, on the other hand, were even more Americanized than the older American-modeled public universities, as they took the US academic environment almost as their sole frame of reference, especially in their orientation towards research and publication.

Together with the additional amendments that ensued, this top-down institutional intervention also aimed at reshaping scholarly activity in the country in at least two important ways. For one, to foster a stronger research orientation, there was greater pressure on universities to make performance in publication, and publishing in journals in particular, more important in faculty recruitment and promotions. Secondly, and not unconnected, the pressure on the universities and their faculty to become internationally oriented increased (Uzun 1998). Various material incentives were introduced both by the universities and state-funded research bodies to encourage publication in foreign journals (see, e.g., Leung 2007 and Meyer 2006 for similar pressures in Asian countries).

These changes notwithstanding, scholarly publishing based on the principles model would be expected to maintain its prominence in management, suffering only little encroachment by its alternatives. Neither is it likely to have become decoupled from its universalistic presumptions. Arguably, this is in part due to the strong imprint of what was learned during the post-war US encounter. Two sets of factors are likely to have contributed to the perpetuation of the principles model in the face of institutional pressures for change. For one, albeit in more popular and managerially oriented outlets, the continuing existence of knowledge claims based on the principles model in the USA and elsewhere serves to maintain its legitimacy in the academic environments of countries at the periphery (Gantman and Parker 2006). For another, late development and the persistence of a catching-up mentality buttress the central preoccupation with guiding practice amongst management academia (Leong and Leung 2004). Moreover, they do so in a way that continues to rest on the hope of changing organizations and managerial practice through the propagation of ideas and techniques imported from economically more advanced countries (Özen and Berkman 2007). That the same tendency is strongly shared by business circles in these countries further contributes to a definition of scholarly activity along the lines of the principles model (Caldas and Wood 1997).

Despite the continuing dominance of the principles model, some change, albeit limited, is likely to have occurred due to the pressures under the new institutional regime and the developments in management research internationally. More specifically, this could be in two main directions. First, some further strengthening and spread of the scientific model should be expected, though more so among the American-modeled public universities and their research-oriented private companions. This is likely to be accompanied by a strengthening of the tendencies in these universities towards publishing abroad. Indeed, for social sciences at large, Uzun (1998) has shown that between 1987 and 1996, of all the contributions from Turkey to journals indexed by the SSCI, close to a half came from three universities, the two older American-modeled public ones and a private university.

Secondly, it is also possible that some of the research based on the scientific model turned towards contextualization. This corresponds to research that is distinguished by a questioning approach to the theories of the center and an empirical as well as a theoretical interest in the local context (Tsui 2004). Arguably, this latter development is not likely to have occurred indigenously, but rather only after its relatively more recent endorsement and espousal within the USA. Although contextualist approaches emerged earlier (e.g. Hofstede 1980), it was only in the early 1990s that they began to find some resonance in the USA, if only among researchers in international management (Kirkman and Law 2005). Their adoption in Turkey is likely to have followed suit and been largely confined to the American-modeled universities, notably in work published in foreign journals.

Method

The Database

As the focus of the study is on the adoption of models for knowledge production, publications in the form of articles in academic journals were used to construct the database. The selection of articles was based on a definition of the management discipline as comprising four content domains (Scandura and Williams 2000): (1) organization theory, (2) organizational behavior, (3) strategy, and (4) human resources. The time frame for the empirical analysis was 1970–1999. The start date was set as 1970 because the first journals specialized in business (and public) administration began publication in Turkey only in the late 1960s, as an offshoot of the post-war American encounter. The end date of 1999 was specified in order to provide two equal time periods (of 15 years each) for assessing the effects of the overhaul in the early 1980s in the institutional regime governing Turkish higher education.

Articles were selected from two separate data sets. One set consisted of articles sampled from four Turkish academic journals that had business as one of their prime domains. All four journals were geared towards a scholarly audience and the articles they published came almost entirely from academic authors. The four journals were the only ones that had an uninterrupted publication history throughout the time frame of the study. Each was published by an educational institution with a different historical root: the oldest university in the country, a commercial school (turned into a university after 1982), the earliest American-modeled university, and a state-governed institute set up with US aid in the 1950s. Because these journals publish on a broad spectrum of topics in business, three judges (professors of management) were solicited to identify articles in management as defined above. This study sampled from the 467 articles categorized by at least two judges as in management (with an inter-rater reliability of 0.77 calculated using Scott's Pi; Riffe et al. 1998). A stratified random sample of 100 was drawn to ensure representativeness across journals and decades. Articles by authors not affiliated with a professional school or a university and a few by practitioners were eliminated. The remaining sample size was 86 articles.

As the study was also concerned with publications in foreign journals, a second data set compiled by Gülgöz et al. (2002) was used. This data set consisted of articles that appeared in journals indexed by the SSCI in the period 1970–1999 where at least one of the authors was from a Turkish university. This data set contained a total of 1,916 entries covering various materials (articles, letters, book reviews etc.). For the purposes of this study, only full articles, research notes, discussion pieces, and reviews were considered, resulting in 1,575 entries. Of these entries, those published in journals listed under the subject categories of business and management were selected. Each entry was then assessed based on the title, to identify those in management. These criteria yielded a total of 17 articles to be included in this study.

Measurement

Each article was content-analyzed along three dimensions that aimed to assess the model of knowledge production it represented. Of these, the science dimension gauged the degree to which the article was concerned with producing scientific knowledge through critical discussion and/or development of propositions or the exploration of research questions, or the development or testing of theories. The practice dimension assessed the article's concern with guiding managers and managerial practice to enhance organizational effectiveness. Each of these dimensions was coded dichotomously, where 0 indicated that the particular orientation was either of no or weak concern to the article, and 1 indicated that it was a major concern. The third dimension assessed whether or not the article was empirically based, using quantitative or qualitative data (though, as expected, only two of the 34 empirical articles were qualitative). Notably, the coding did not reflect an assessment regarding the success or quality of the fulfillment of the particular orientations or the sophistication of the measurement and data analysis undertaken, but more basically, the explicit or the implicit intention and whether any empirical analysis was involved.

We also assessed each article with respect to a fourth, namely, contextualization dimension. Multiple criteria were employed in gauging contextualization. Firstly, the article was assessed in terms of the emanation of the study topic. This item, which was scored dichotomously, attempted to identify whether or not the article was anchored, at least partly, to a local (i.e. Turkish) frame of reference, such as research problems or management practices pertinent to this context. A second item assessed the basis of knowledge claims in the article. Each article was coded into one of four possibilities on this item: not discernible, predominantly foreign, both foreign and local, and predominantly local. Finally, each article was evaluated with respect to its treatment of management theories or practices. At one extreme, articles could be coded as expressing no or a passing mention of the context in which the study is embedded and treating management theories or practices as universally applicable. At the other extreme, articles could be coded as showing a strong concern with respect to contextualization, treating management theories or practices as an indigenous matter. In between these two extremes, articles could be coded as having a moderate concern

regarding contextualization, approaching extant management theories or practices with a priori or post hoc cultural or institutional arguments. Coding results of these three criteria demonstrated an internal consistency of .67 as measured by Cronbach's alpha, and in view of the construct's breadth and the scale length, we considered it adequate to sum the items into a scale, with higher scores indicating higher levels of contextualization.

To examine the effects of the types of higher education organizations (i.e. university types), the author's (in the case of multiple authorships, the first author's) affiliation at the time of writing was recorded. For analysis purposes, affiliations were recoded into the two main institutional heritages in Turkish higher education, namely, the continental European and the American-based traditions. The former included the older universities, the commercial schools (and their present versions as universities) and the newer state universities largely patterned after the former two. The latter category comprised the three American-modeled public universities as well as the private universities established after the institutional overhaul in the early 1980s.

Each article was also coded for the publication year. The exact dates were collapsed into two time periods, namely, 1970–1984 and 1985–1999, to assess the effects of the change in the institutional regime after the early 1980s. Finally, the articles were coded for the source journal, which was then dichotomously scored as a Turkish (local) or an SSCI (international) journal (as there were no journals in management or business based in Turkey that were indexed by the SSCI in this time period). Each article was also coded as to whether it was co-authored with a collaborator from a foreign institution (with nine of the 11 cases involving US-based co-author(s)).

To assess the reliability of the coding system, 30 articles were chosen at random as a pilot sample and were coded independently by both authors. The coding for the 30 articles was then compared and the percentage agreement was calculated for each coding category to assess inter-rater reliability. All coding dimensions had a satisfactory agreement rate (> 70%; Riffe et al. 1998). The remaining articles were randomly distributed to one of the two authors and each article was then coded independently.

The final coding of all articles was further validated by the reference information in the articles. For every article, we recorded the total number of references, the number of references to journal articles, and to Turkish sources (i.e. references in Turkish and/or on Turkey). It was expected that the total number of references and the ratio of journal articles to the total number of references would positively correlate with a science orientation (So 1988). Bivariate correlations confirmed expectations, indicating that the total number of references and the ratio of journal references to the total number of references were significantly correlated with a science orientation ($r = .45$, $p < .001$ and $r = .47$, $p < .001$, respectively). Both measures were also negatively correlated with a practice orientation ($r = –.21$, $p < .05$ and $r = –.24$, $p < .05$, respectively). Finally, it was expected that the ratio of the number of Turkish references to the total number of references would be positively correlated with higher levels of contextualization; this expectation was also supported ($r = .52$, $p < .001$).

Results

As a primary concern of this study was to identify the prevalent models of knowledge production employed by the academic community in this peripheral setting, the first step in the empirical analysis involved a cluster-analytic approach, which permits the inclusion of multiple variables for the identification of 'configurations' or 'profiles' (Ketchen and Shook 1996). Next, to assess the effects of university types and the change in the institutional regime on the adoption of different forms of knowledge production, Poisson regression was employed using the final two-cluster solution as the dependent variable.

Models of Knowledge Production

Standardized scores for science-orientation, practice-orientation, presence of an empirical base, and contextualization were included as input variables in the cluster analysis, using complete-link hierarchical procedures. An examination of the dendogram revealed five outlier cases, which appeared to be unrepresentative of the general population. As cluster analysis is highly sensitive to outliers (Hair et al. 1998), these aberrant cases were eliminated and the analysis was repeated. The results supported the viability of both five- and two-cluster solutions. As a confirmation, the analysis was reiterated using k-means clustering, which is a nonhierarchical method that partitions cases to a prespecified number of clusters. The results obtained both for the five- and the two-cluster solutions were exactly the same as those obtained from the preceding hierarchical analysis.

Figure 1 presents the profile means obtained for the five-cluster solution. The largest cluster (Cluster 2; n = 43), as expected, approximates the principles model. On average, a weak science orientation, a strong practice orientation,

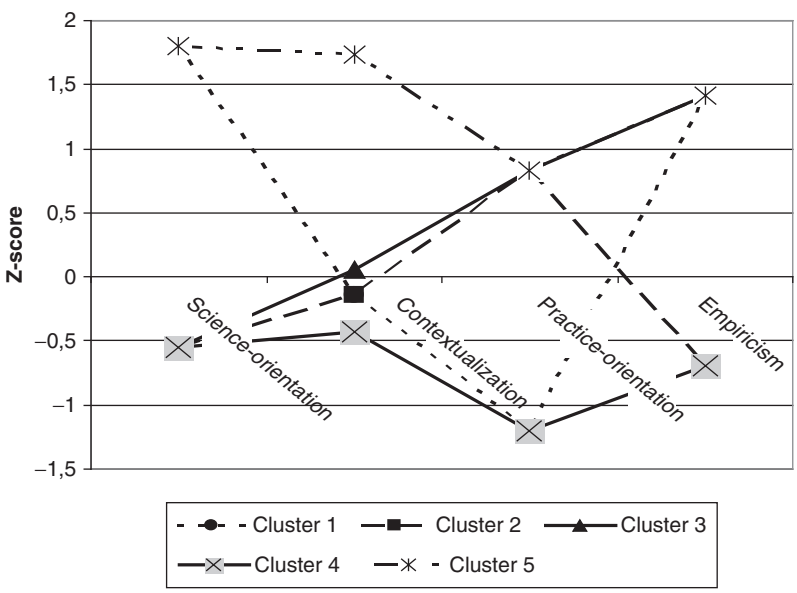

Figure 1. Forms of Knowledge Production (5-cluster solution)

lack of an empirical base, and low contextualization characterize the articles in this cluster. Cluster 4, which notably is the second largest cluster (n = 22), exhibits an unexpected profile as it is lower than average on all four dimensions. This cluster seems to be a variant of the principles model, as it is in many ways similar to Cluster 2, but lacks its practice orientation. It appears to be characterized by a third kind of orientation (other than science and/or practice), which can be labeled as 'teaching'. This involves describing imported concepts and theories, possibly to inform local academic audiences, as yet another example of the passive transporting role that the academia becomes ascribed with in peripheral contexts. Cluster 3 (n = 13) is also different in that it comprises articles that have a weak science and strong practice orientation as well as low contextualization, but with an empirical basis. It may be considered as a practice-oriented empirical model.

Cluster 1, on the other hand, appears to be a replica of the scientific model. It is characterized by a strong science orientation, little concern with practice, an empirical basis, and a de-contextualized approach. Notably, the size of this cluster is larger than expected (n = 17). Cluster 5, which is the smallest (n = 3), is the only one that consists of highly contextualized articles, deviating, however, from a contextualized science model, as it also has a strong practice orientation. What it points to is a localized version of the practical science model widely espoused but limitedly in use in work that gets reported in leading scholarly journals, notably in the USA.

The prevalent forms of scholarly activity also seem to be associated with whether the articles are targeted to domestic or foreign audiences. When only the articles published in the Turkish journals are considered, the principles model, in its practice- and teaching-oriented versions together, accounts for exactly 75% of all the publications. Its extreme opposite, the scientific model, constitutes a mere 10%. The corresponding figures for the articles published in foreign journals are 14% (for the principles model, with no cases of the teaching variant) and 64% (for the scientific model). These findings suggest that locally targeted scholarly activity is even more in line with what was expected. These may also be taken as implying some form of 'autonomy' for the periphery, though clearly not in what is conveyed as knowledge but, perhaps, only in what persists as legitimate scholarly activity.

The two-cluster solution essentially combined Clusters 2, 3, and 4 above into one cluster, and Clusters 1 and 5 into another. Figure 2 shows the profile means for the two-cluster solution. Of the two, Cluster 1 (n = 78) is an amalgam of the principles model (in its practice- and teaching-oriented forms) and the practice-oriented empirical model. Overall, it is characterized by a low science orientation, a strong practice orientation, limited empirical base, and a de-contextualized approach. On the other hand, Cluster 2 (n = 20) comprises the articles that, on average, have opposing features. They are characterized by a much stronger science orientation, little concern with informing practice, an empirical base, and slightly higher contextualization. Given that this solution, in addition to yielding clusters of larger size, was a sufficiently accurate as well as parsimonious depiction of the Turkish context, the analysis on institutional variables was carried out with the two clusters.

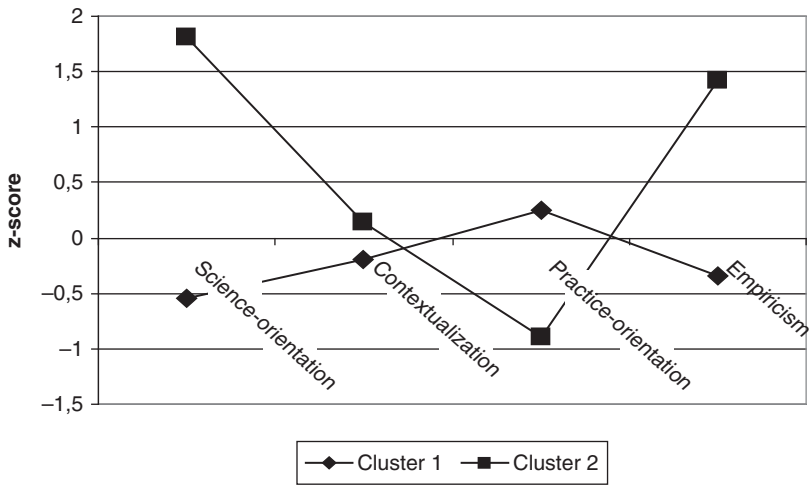

Figure 2. Forms of Knowledge Production (2-cluster solution)

Effects of Institutional Forms and Change in the Institutional Regime

Table 1 reports the results of the Poisson regression in which sampling weights were used to ensure that standard errors were estimated correctly. Types of universities (coded as American = 0, Continental Europe = 1), the periods before (1970–1984) and after (1985–1999) the top-down change in institutional regime (coded 0 and 1, respectively), and an interaction term were the independent variables in the analysis.

As expected, the effect of the type of university in which scholarly activity was carried out was highly significant. Academics working in universities with continental European roots were more likely to engage in knowledge production based on the principles or the practice-oriented empirical model (i.e. as reflected by Cluster 1). Those working in the American-modeled public or a few of the new private universities, in contrast, were more likely to base their work on the scientific model imported intact from the USA and the more marginal localized version of the practical science model. Notably, and in line with this tendency,

Table 1. Results of Poisson Regression Analysis [a]

Variable		
Constant	–.759	(.461)
University types	–2.536*	(1.089)
Institutional regime	.668	(.465)
University types x institutional regime	.109	(1.214)
Wald χ^2	36.400***	
Log likelihood	–140.32	
Number of observations	98	

[a] Unstandardized regression coefficients are shown, with standard errors in parentheses.
* $p < .05$ (two-tailed tests)
** $p < .01$
*** $p < .001$

all but one of the SSCI publications in the data set came from academics working in the latter institutions (about two-thirds of which had foreign co-authors).

On the other hand, the results show that the effects predicted for the change in the institutional regime are not borne out. The change in the legal framework and the actions that followed, although radical in many ways, do not appear to have altered the overall panorama of scholarly activity in management in any major way, at least over a period of 15 years. Neither do the new institutional pressures towards internationalization appear to have led to a significant increase in the number of SSCI publications (an unreported chi-square test for SSCI publications before and after the institutional change showed no relationship). This is notable in that studies on the social sciences at large have shown significant changes in this respect for the post-1985 period (Gülgöz et al. 2002; Uzun 1998).

Finally, Table 1 also shows that there was no interaction between the university type and the institutional regime governing higher education. There is no indication that the institutional restructuring resulted in the strengthening and proliferation of the scientific model through academics affiliated with the American-modeled universities. In fact, somewhat contrary to what was expected, the scientific model had made a relatively strong entry in the period of 1970–1984 through these institutions. It then remained, however, at about the same level of output in the later period. Notably though, all the articles in the marginal cluster (within the five-cluster solution) identified as a localized version of the practical science model were published in the 1985–1999 period and were contributions by academics from the American-modeled universities.

Discussion and Conclusions

This study examined Turkey as a case of a peripheral country where the development of the management discipline has been very much dependent upon the USA throughout the post-war period. Our findings showed that what became institutionalized as the predominant form of knowledge production in this context comprised the principles model that US academia left behind as it moved towards a scientific model in the aftermath of World War II. The prevalence of this particular model implies that the management literature produced in Turkey largely serves as a vehicle for the transportation of American theories, concepts, techniques, and the like, to domestic audiences. The strong prescriptive orientation in a large proportion of this literature also suggests that the American influence culminated in the advocacy of imported perspectives and techniques, with little attention to the local context. The imported empiricism did not appear to alter the prevalent de-contextual and advocacy character of this literature, as the cluster of articles that we dubbed as representing a practice-oriented empirical model showed. The more limitedly adopted scientific model also manifested only marginally greater interest in the local context, as much of the work in this genre appeared to be shaped by reference to the US academic environment.

Our study also showed that that the type of higher education institution in which academic activity was carried out did not matter in the tendency towards

wholesale importation, but did so in the model of knowledge production that was adopted. The distinction made between older educational institutions (and their newer successors), which were originally modeled after universities or professional schools in continental Europe, and the few post-war American-modeled ones (and their newer private followers) pointed to distinctive patterns with respect to the adoption of the principles and the scientific model (and their variants). Academics affiliated with the latter were more likely to be receptive to the turn to scientization in the USA, possibly because of the stronger ties that they maintained. Additionally, they tended to be more internationally and, more specifically, US-oriented in their scholarly output relative to those in other universities. However, the findings also showed that although the American-modeled universities did serve as carriers of the scientific model and an international orientation at the earlier stage, they were not able to build on and expand this early entry. Further examination of the data suggests that this may have had to do with the transient relationship that the academics involved in the early importation of these orientations had with these universities. Their Turkish institutional address appears to have been 'interim', constituting a passage from graduate study or employment in the USA to a more permanent career there. All but one of the Turkish scholars who had authored or co-authored the articles based on the scientific model (and published in SSCI journals) in the 1970–1984 period then moved to the USA, indicating how strong ties with the center may also make peripheral countries vulnerable in retaining the local capacities that they may be building. A new cycle of importation, it seems, began after the mid-1980s, again largely by the same type of universities, but could barely match the levels of output obtained in the preceding period.

Our findings also pointed to the limits to achieving change in scholarly activity through top-down institutional intervention (cf. Alvarez et al. 1997). The overhaul in the early 1980s in the institutional regime and the policies that ensued carried on and served as carriers of the broader turn (as elsewhere) towards adopting American institutional practices and increased internationalization. However, as our findings showed, the institutional regime change essentially failed to alter the forms of knowledge production in management in any significant way, at least for the 15-year time span that was investigated. The relative weight of actual practices remained very much the same despite external pressures and incentives. Notably, this occurred even when the autonomy of universities was considerably curtailed with the new forms of governance that were put in place. That the desired outcomes in desired directions were forthcoming overall in social sciences (Gülgöz et al. 2002; Uzun 1998) also suggests that in complex institutional fields such as higher education the influence of top-down initiatives may be moderated by disciplinary characteristics, as exemplified by the strong practice and reform orientation that management as an academic discipline becomes imbued with, especially in peripheral locations.

Two caveats need to be considered before closing. Firstly, the present study has been confined to management among the range of business disciplines. To what degree its findings are generalizable to other disciplines in this particular context must await further research. One conjecture, though, could be that there may be

variation between disciplines that are based on social sciences, as in the case of management (such as marketing), and those that are closer to engineering (such as operations management). Overall, engineering and natural sciences at the periphery portray patterns that are different from the social sciences at large (Leong and Leung 2004). It is therefore likely that business disciplines closer to engineering may display tendencies that are different from those found here, not least in the degree to which they can penetrate foreign journals, whereas there is little reason to suspect that, for example, the marketing discipline should be different in any notable way.

Perhaps more importantly, this study has been limited to a single country. The sparse literature on South America (e.g. Alvarez et al. 1997; Caldas and Wood 1997; Gantman and Parker 2006) attests that what has been shown above may not be unique to Turkey. Recent articles assessing scholarly activity in East Asia also offer observations that are in line with this study's findings, especially with regard to blind adoption and taking the USA as the only frame of reference (Meyer 2006; White 2002). These writings, however, point to possible effects of two sets of interrelated conditions that are different from the Turkish case. One of these involves relative economic development that may, as Leung (2007: 510) says, 'engender academic aspirations' and strengthen international orientations. Secondly, some parts of the periphery, such as East Asia, appear to attract greater attention by the academic community at the center, more so lately, leading to more direct involvement in research and therefore strengthening tendencies towards convergence with the USA (Baum 2007). These conjectures point to the need for more research to identify similarities and variations across peripheral contexts. This would not only be useful for a better understanding of scholarly activity in peripheral contexts, but also the internationally unbalanced nature of knowledge production in management.

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