Indian Educational Researches: Content Analysis of Studies Published In International Journal of Enhanced Research in Educational Development (IJERED)

[1]Shivangini Upadhyay, [2]Kamaljeet Sandhu

[1]Research scholar, Department of Psychology, Dayalbagh Educational Institute, Agra, India
[2]Professor, Department of Psychology, Dayalbagh Educational Institute, Agra, India

ABSTRACT

This study aims to analyze, the studies published in the International Journal of Enhanced Researchin Educational Development (IJERED) in the past ten years. It is a systematicassessment of descriptive literature. The data was collected through document analysis and comparison, and analyzed through content analysis. Frequencies and possibilities of the statisticshad been calculated. As IJERED is an open access journal, it is expected that the results of this analysis will give us some traces about the educational field in India. The main focus of this study was on the problems in Indian education over the past ten years.Educational research should be examined from time to time (Pandey, 2004). This study discloses the profoundness and frequency of a topic and complete picture of a field and play a role to the development of knowledge production systems and methods.

Keywords: Indian Educational Researches, Content Analysis, Educational Research Problems.

INTRODUCTION

The future of India ismolded in its classrooms.Undoubtedly education plays animportant role in country's development (Desai, 2012), Educational research which has been rising in aggregate at a very rapid velocity can be considered in this sense as it is an key indicator ofprogress level of educational system of a nation, (Laxmi,&Gure, 2016). The last decade have witnessed numerous attempts to change, transform and indigenize the traditional system of education in India (Kaur, 2013).The educationalstructure in India has seen speedy changes in the past 10 years. The development of blended learning, online classes, experiential learning has changed how students are interacting with the educational subject matter, (Aditi, 2021). Education is a key runner of the society. In order to beneficially utilize our demographic capability, the quality of education together with access and equity gathers significance,(Khan, Kulshreshtha, &Saxena2010). There are numerous basic problems facing Indian higher education from past years. They include 1-Techo- Pedagogy practices in teacher education, (Laxmi, &Gure 2016). 2- Role of libraries and life-long learning in universities, (Saini, 2014). 3-Use of technology in education, (Singh, 2013). 4-Need for key variate reforms in teacher education (Kaur, 2013).5- Attitude towards education and self-concept, (Padmanabham, & Kumar, 2014). 6- E-learning dependency and its influence, (Narayana, 2020). 7- Indian educational policies under the lens of postmodern feminism, (Jain,& Srivastava 2021). 8-Effective teaching-learning practices, (Kamboj, Das, & Singh, 2013).9- Virtual resources for teaching learning, (Dua, 2022) etc. The Indian education system

promotes rote learning and students only use prearranged information. This tendency continues even when pursuing higher education. The assessments are more a test of memory capacity rather than creativity and critical thinking. When the stage comes to practice further studies and present research papers, they represent a gloomy picture hindering the research practice associated with higher education. As each fresh study initiates and develops with the examination of present papers in a realm,(Roy, 2005), it is very essential to go through the studies and to assess the trends, methodologies, analysis techniques, problems addressed and so on. In addition, assessment of quantitative and qualitative assets of scientific studies enables identification of research trends and Observing the progress and change of a scientific discipline, (Jetly, & Singh, 2019). Within this perspective, educational research should be examined from time to time (Pandey, 2004).This studydiscloses the profoundness and frequency of a topic and complete picture of a field and play a role to the development of knowledge production systems and methods. Review studies is necessary for educational domain as education is one of the fields that is influenced in the first place by the revolution and development movements (Yang, 2003).

RESEARCH QUESTIONS

1. What are the categories of the research methods and design in the research studies focusing on higher education in IJERED?
2. What are the categories of the data collection techniques in theresearch studiesfocusing on higher education in IJERED?
3. What are the categories of the data analysis techniques used in the research studies focusing on higher education in IJERED?
4. What is the distribution of problems addressed in the research studiesfocusing on higher education in IJERED?

METHOD

This is a literature review, qualitative analysis based on literature review of research studies published in IJERED, including research blends and meta-analysis with critical examination of material that has effectively been published.

EXTRACTION FROM SECONDARY DATA AND ANALYSIS

All the issues of IJEREDin the last ten years (from 2013 to February 2022) were brought in the study using secondary data, collected bydocument analysis method.This is anorganized procedure for reviewing or evaluating documents.All the articles of IJERED (between 2013- February 2022) were downloaded. Each article in every single issue were read and examined. The information generated was coded using the rubric. When the rubric took its conclusive form, frequencies and percentages for each classification were calculated and findings presented in a tabulated form.

FINDINGS

1) The first finding:

TABLE 1: THE CATEGORIES OF THE RESEARCH METHODS AND DESIGNS

Research Methods		Research Design	f	%
Quantitative		Correlation Survey	1	3.33
		Descriptive	6	20

		Survey		
		Experimental Study	2	6.67
		Subtotal	9	30
Qualitative	Non-interactive	Theoretical Analysis	4	13.33
		Meta-Analysis	3	10
		Document Analysis	8	26.67
	Interactive	Action Research	4	13.33
		Exploratory	2	6.67
		Subtotal	21	70
		Total	**30**	**100**

As can be seen in Table 1, 21 (70%) of the studies employed a qualitative method. Of all the research designs under the category of qualitative method, document analysis is the most used research design (f=8, 26.67%). 9 of the studies (30%) are quantitative studies. Under the category of quantitative method, the most popular research design seems to be descriptive survey (f=6, 20%).

2)The second finding;

TABLE 2: THE CATEGORIES OF THE DATA COLLECTION TECHNIQUES

DATA COLLECTION TECHNIQUES	f	%
Observation	4	11.76
Documents	15	44.13
Interview	2	5.88
Scale/questionnaire	11	32.35
Alternative evaluation	2	5.88
Total	**34**	**100**

The most used data collection techniques are document(f= 15, 44.13%), and scale/questionnaire (f= 11, 32.35%). Other techniques are observation (f=4, 11.76%), Interview (f=2, 5.88%), and alternative evaluation (f= 2, 5.88%) respectively.

3) The third finding;

TABLE 3: THE CATEGORIES OF THE DATA ANALYSIS TECHNIQUES USED IN THE RESEARCH STUDIES

DATA ANALYSIS TECHNIQUES	f	%
Descriptive Statics (f, %, X, S)	7	22.58
t-test	2	6.45
ANOVA	4	12.9
correlation	1	3.23
Descriptive analysis	8	25.81

Factor analysis		1	3.23
Content analysis		8	25.8
Total		**31**	**100**

The most used data analysis techniques are descriptive analysis, (f= 8, 25.8%) and content analysis with (f= 8, 25.8%). This shows that the most used data analysis techniques were qualitative in nature. So we have to focus on more quantitative analysis for reliable and valid results.

4) The fourth finding;

TABLE 4: THE DISTRIBUTION OF THE PROBLEMS ADDRESSED IN THE RESEARCH STUDIES

THEME	FIELDS	f	%
Teacher education	Competency of teacher	1	3.33
	Thinking reasoning skills	1	3.33
	Critical thinking	1	3.33
	Content knowledge	1	3.33
	Prepare teachers for future education	1	3.33
	Use of technology	2	6.67
	Spatial ability	1	3.33
	Knowledge of basic fundamentals	1	3.33
	SUBTOTAL	**9**	**30**
ICT/web based learning	Classroom assessment environment	2	6.67
	21st century skills	1	3.33
	Scientific inquiry	1	3.33
	Promote online learning	2	6.67
	Need of paperless learning/ e-learning	3	10
	SUBTOTAL	**9**	**30**
Teaching-learning	Language learning	1	3.33
	Project based learning	1	3.33
	Classroom management	1	3.33
	Distance learning	1	3.33
	Learning strategies/approach	3	10
	Teaching efficiency	1	3.34
	SUBTOTAL	**8**	**26.67**
Others	Implementation of National Education Policies	1	3.34
	Rural education	1	3.34
	Student's attitude towards education/self-concept	1	3.34
	Gender inequality	1	3.34
	SUBTOTAL	**4**	**13.33**
	TOTAL	**30**	**200**

As can be seen in the above table most of the problems addressed inthe field of teacher education (f=9, 30%), use of ICT/future learning, (f=9, 30%), and teaching learning practices, (8, 26.67%).

DISCUSSION AND CONCLUSION

This paper presents an analysis of the studies distributed in IJEREDfrom (2013 to February 2022). Global Journal of educational development was chosen for this kind of study since it is a worldwide journal and it has been functional for a decade in the educational area. The results of this study reveal the wide image of the studies distributed in IJEREDand will absolutely show a sight of the exploration patterns in the educational field. Having the option to see the complete image of research trends in the field have need of studying on more than one periodical, it is a downside of this article. It very well may be suggested from the discoveries that, investigates in the space of instruction for the most part utilize qualitative methodology. Information assortment tool for the most part comprised documents and scales/survey. The data are generally analyzed utilizing descriptive analysis and content analysis. It should be fundamental to propose that there is a need for more quantitative or enhanced strategies to be utilized, further developed factual information investigation procedures to be utilized. Document analysis and descriptive survey design being high in number.In India we focused on rote learning, traditional teaching styles, and prefixed educational programs that should be changed. As we are aware that the Covid-19 pandemic has changed the learning design and educational environment out of nowhere and the majority of the instructors, students', schools and institutions' who didn't know about this abrupt emergencies confronted bunches of hardships as a result of not utilizing the ICT based learning and absence of innovation use. As we can find in the Table-4 above the vast majority of the studies published during the past ten years focused on advancement of ICT based learning and innovation, if we had considered these suggestions earlier then we would not have faced this turmoil in our educational system. Teacher education is additionally the most explored region that showed the need of skilled educators for better learning, teaching expertise would include giving training and practice to the particular abilities, approaches and techniques that would work with the educators to plan and confer guidance, give proper support and direct important appraisal. Pedagogical theory includes the mental, social, and philosophical understandings that would assist the educators with having a sound reason for applying the teaching skill in the classroom. Delicate abilities, advising abilities, intuitive abilities, PC abilities, and the management skillfulness and mostly life-long learning abilities additionally helps educators for better understandings. An incorporation of teaching abilities, pedagogical theory and professional expertise would effectively construct the right information, mentality and abilities in educators, subsequently advancing all-encompassing advancement.This study likewise recommended, gender inequality, rural education and advanced education strategies require changes. For future researches, it tends to be recommended that, we ought to likewise focus on learners' necessities and their decisions/ideas for better comprehension of educational program and learning, so we ought to accomplish more explores which incorporates learner's viewpoint towards education.

REFERENCES

1. Devi, K.K.A., & Khan, M.M.H. (2014). Perception of students in using smart phones for educational purposes. *International journal of enhanced research in educational development, 2*(3), 96-103.

2. Dua, A. (2022). Virtual resources for teaching learning: boon for Indian education system. *International journal of enhanced research in educational development, 10*(1), 53-58.

3. Desai, A.J. (2012). Problem of teacher education in India. *International journal for research in education, 1*(1), 54-58.

4. Felicia, A., Sharif, S., Wong, W.K. &Marriappan, M. (2014). Innovation of assistive technologies in special education: a review. *International journal of enhanced research in educational development, 2*(3), 25-38.

5. Gupte, M. (2015). Role of research and higher education in India. International *monthly referred journal of research in management and technology, 4*(1), 21-26.

6. Gulmez, D., &Yavuz, M. (2016). The evaluation of the article related with educational leadership and administration published in 2012 in terms of aim and methods. *Elementary education online, 15*(2), 318-329.

7. Jetly, M., & Singh, N. (2019). Analytical study based on perspective of teacher educators in India with respect to education for sustainable development. *Journal of teacher education for sustainability, 21*(2), 38-55.

8. Jain, A., & Srivastava, A. (2021). Indian education policies under the lens of postmodern feminism. *International journal of enhanced research in educational development, 9*(6), 32-39.

9. Kaur, R. (2013). Need for prime variant reforms in teacher education. *International journal of enhanced research in educational development, 1*(2), 1-4.

10. Kamboj, P., Das, S.K., & Singh, S.K. (2013). Teaching and learning practices in secondary education system- a conceptual framework. *International journal of enhanced research in educational development, 1*(6), 48-54.

11. Kuhi, D., &Almasi, K.(2013). The study of impact of learner's personal constructs in illocutionary acts induction. *International journal of enhanced research in educational development, 1*(6), 4-37.

12. Kamboj, P., Das, S.K., & Singh, S.K. (2014). Effective teaching practices and learning styles in higher and secondary education- a comprehensive literature review. *International journal of enhanced research in educational development, 2*(6), 111-127.

13. Kumar, V. (2015). Consciousness of media technology among schools, students' and teachers'. *International journal of enhanced research in educational development, 3*(5), 69-77.

14. Laxmi, V., &Gure, G.S. (2016). Techno-pedagogy practices in teacher education. *International journal of enhanced research in educational development, 4*(6), 33-40.

15. Munirah, Maknum, T., Darvis, M. &Nurhayati. (2014). The development of building paragraph learning based-constructivism model of students'. *International journal of enhanced research in educational development, 2*(1), 4-14.

16. Narayanan, H. (2020). E-learning dependency and its influence during Covid-19 with respect to higher & tertiary education. *International journal of enhanced research in educational development, 8*(5), 1-20.

17. Othman, H., Salleh, B.M., &Sulaiman, A. (2014). An innovative learning cycle in problem-based learning. *International journal of enhanced research in educational development, 2*(3), 50-57.

18. Pandey, S. (2007). Teacher education researches in developing countries: a review of Indian studies. *Journal of education for teaching, 30*(3), 205-223.

19. Padmanabham, E.N. & Kumar, A.G. (2014). Relationship towards education and self-concept. *International journal of enhanced research in educational development, 2*(2), 28-31.

20. Roy, R. (2005). Social aspects of educational researches: trends and issues. *National journal of management and technology, 19*(3), 39-46.

21. Singh, R. (2013). ICT usage among distance learners and their academic performance: A multidisciplinary study. *International journal of enhanced research in educational development, 1*(7), 7-12.

22. Singh, R. (2014). Attitude of college teachers towards web-based learning. *International journal of enhanced research in educational development, 2*(2), 16-20.

23. Saini, J. (2014). Role of libraries and life-long learning in universities. *International journal of enhanced research in educational development, 2*(6), 64-70.

24. Srividhya, P., &Rajeswari, S.T. (2021). Impact of e-learning on the academic performance of the students'. *International journal of enhanced research in educational development, 9*(2), 34-39.

25. Singh, N. (2021). ICT in higher education: a changing scenario. *International journal of enhanced research in educational development, 9*(4), 11-15.

26. Yang, R. (2003). Globalization and higher education development: a critical analysis. *International review of education, 49*(2), 269-291.