

DEVELOPING TRENDS IN EDUCATIONAL RESEARCH FOR THE 21ST-CENTURY EDUCATION

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EDITORIAL

The educational system of today's teaching profession faces a problem of ineptitude and lack of interest. The disparity between how students live and how they learn is apparent. Schools and colleges have not been able to keep pace with the rate of change in the lives of students within and outside the educational institutions. Students and scholars spend their study lives in a multi-tasking, multi-faceted, technology-driven, dynamic and vibrant environment (Hans & Akhter, 2013). In most parts of the world, however, the same notion of technological integration is missing in teacher education these days. All prospective teachers must be assured of equal access to this new technology, irrespective of their economic background (Cochran & Fries, 2001). The disparity between the new teaching approach and the existing traditional teaching approach can be bridged to some degree. This led to an upsurge and push to research in emerging and developing areas of education to meet the needs and willingness of teachers, students and stakeholders to adopt new technologies, regardless of their economic background. Because of this, the publishing organ is set to fly and herald this crusade. The *Journal of Educational Research in Developing Areas* (JEREDA) is the organ that informs the movement.

Journal of Educational Research in Developing Areas (JEREDA) is a peer-reviewed journal. It is devoted to publishing manuscripts in developing or emerging areas in the field of education. It is floated to publish and expand literature and research reports in the developing areas, raise fundamental issues (definitions, types, etiologies, concepts based on theoretical framework of the past and present) and provide valid research outcomes, enough literature for developing areas. Our peer-review and open access international academic journal publishes high quality and original research papers, reviews, and case studies in emerging areas in education, from, but not limited to the following topics: Adult Education and Non-Formal Education, Special Needs Education, Agricultural Education, Global

Issues in Education and Research, Web 2.0, Social Networking, Blogs and Wikis, Multimedia in Education Technology Support for Pervasive Learning, Autism Spectrum Disorders, Attention Deficit Hyperactivity Disorders, Artificial Intelligence, Robotics and Human computer Interaction in Education, Mobile/ubiquitous computing in education, Teaching methodology, Mobility and Orientation for the Blind and Cross-disciplinary areas of Education. Others are Curriculum, Research and Development, Distance Education, Learning Analysis, Games and simulations in Education, Learning / Teaching Methodologies and Assessment, Virtual and remote laboratories, Pedagogy Enhancement with E-Learning, Educational Measurement and Evaluation, E-Learning, Sign Language Interpreting, Collaborative & Interactive Learning, Tools for 21st Century learning and lots more.

Educators and school administrators are beginning to rethink all facets of classroom data with the inclusion of new technology in school curricula. Fresh, innovative approaches to data collection are constantly being developed, offering new options for ongoing formative, cumulative and alternative assessments (Freiberger, 2017). Although, difficulties in curriculum design may arise due to the implementation of new technologies, schools are still looking forward to the future. Here are some developing trends for classrooms in the 21st century. Freiberger identified some of the emerging developments in 21st-century classrooms, which include: 1) App Innovation and Gamification – as a result of the recent educational app boom, educators can more quickly and in real-time discern the needs of students, academic preferences, and "trouble spots" for identifying and fine-tuning teaching. This helps students develop their own applications in the comfort of their classrooms (Hrastinski & Aghaee, 2012). The app offers student guidance, a website, and additional assistance to the teacher. 2) Digital Literacy – this provides for a digital literacy programme that can focus on the developmental stages of students and

educators and should be mindful of both the hazards (such as distractions) and the various learning opportunities that technology integration and use in classrooms can bring. With an increasing number of teachers using classroom technology and schools encouraging students to engage in content through digital literacy, several schools are promoting standardized digital literacy curricula and digital literacy plans (Friedman & Friedman, 2013). 3) Library Media Experts – Libraries are increasingly becoming centres of digital technology around the world. As libraries have a range of services that require some technological skills and how to access the Internet, the duties and key roles of librarians have changed drastically. Library Media specialists remain informed today about new technologies and research techniques, and how students (and the general public) integrate digital formats into their work. 4) Self-Directed Professional Development – In recent years, we have seen an increase in self-managed professional development for educators, including interactive online webinars or videos and other content that can be accessed via web browsers. Since many countries around the world are increasingly demanding that qualified teachers upgrade their skills to meet ethical and legal requirements and become familiar with the latest standards, schools are turning to self-directed online modules to provide educators with an opportunity to complete interactive learning components and keep up with the latest developments in the field. All these and more are the current situations that bedeviled education throughout the world, in which organs such as JEREDA are poised to showcase experts' researches in these developing areas.

This inaugural issue begins with the paper which examined the effectiveness of entrepreneurship education in developing entrepreneurial skills in Senior Secondary School students for community development in Kano Metropolis. The population of the study was made up of teachers in all the public secondary schools in Kano Metropolis Area of Kano State. The sample consisted of 346 teachers randomly

selected from public senior secondary schools in Kano metropolis. With the data collected and analyzed using Mean, standard deviation and t-test statistical tools, the result indicated that most teachers strongly opined that entrepreneurship education was effective in developing entrepreneurial skills in Senior Secondary School students for community development. The result also showed no significant difference in the mean opinions of male and female Senior Secondary School Teachers on the role of Entrepreneurship Education for community development. The study recommended among others that, facilities needed to teach entrepreneurship education should be made available in schools so as to ensure that needed skills would be acquired for sustainable community development. The second paper studied the impact of teachers' classroom behaviours on students' learning at secondary school level in Quetta district, Baluchistan, Pakistan. This study was initiated to check how negatively or positively teachers can affect the learning process of their students in classroom with their behaviours. With a total of 200 respondents from ten high schools of Quetta city that part in this study, cross-tabulation was applied on the data and also mean of the responses was derived from each statement. The results showed mixed results. In some cases teacher's strict behaviour put positive impact too. It is essential for teachers to gain thorough understanding and implications of the behaviours to attain high level of efficiency in the classroom. Hence, democracy is essential and teachers should align their behaviour.

Moreover, the third paper reviewed the "changing migration realities: International students in South Africa and Nigeria". The purpose of the mini-review was to seek to examine the changing migration realities of international students seeking new horizons in South African universities, with the interest of highlighting possible measures that will accelerate the potentialities of various African universities, using South Africa and Nigeria as a case study. The approach utilized in this study was a mini-review where literature and data were sourced from a number of independent studies,

from which the major objectives of the study were accomplished. South Africa and Nigeria were considered as a case study. The paper identified various underlying factors that limit and prompt the movement of people across various milieus. The study recommended collaboration and human capital development among African scholars and strongly argued for de-emphasis of existing curriculum and theories. The fourth paper investigated some contributing factors to stress among Mathematics lecturers in higher institutions of learning in Oyo state, Nigeria, with its purpose to find out the contributions of cognitive, intrinsic and systemic factors in causing stress among mathematics lecturers in higher institutions. The population of the study covered mathematics lecturers in ten (10) selected higher Institutions of learning in Oyo State, Nigeria, out of which ten lecturers per institution participated in the study. Findings revealed that cognitive factors did affect individual Mathematics lecturer. Also, intrinsic factors do affect the level of stress among Mathematics lecturers, while systemic factors within the school setting did affect stress among Mathematics lecturers. It was recommended among others that management of higher institutions of learning should encourage mathematics lecturers to go for break and relaxation every day during break periods.

The fifth paper aimed to assess the relationship between primary education and literacy levels among women of low educational attainment in Zambia. This paper assessed the relationship between primary education and literacy, using the 2018 Zambia Demographic and Health Survey dataset, which were conducted on a total sub-sample of 6171 women with low educational attainment. The study found that there was a significant association between education level and whether or not women were literate. Based on the odds ratio for the un-adjusted model, primary education level was indeed associated with literacy with an increase in odds of being literate times higher than for women with no formal education. The study strongly observed that solely relying on primary education to estimate literacy; we may be underestimating it, given strong associations that were found among the

covariates of religion and workplace. Perception and practices of action research by prospective teachers in teacher education institutions in Pakistan was the sixth paper in the inaugural issue. The purpose of this study was to analyze the perception and practices of prospective teachers during the course of action research in teacher education institutions. Quantitative approach was used to collect data from two districts (Hyderabad and Karachi). The findings revealed that there were mean difference between the prospective students' perceptions on planning and process, importance, likeness, and abilities, assessment and supervision, and time/placement of both teacher education institution of Hyderabad and Karachi towards quality action research. It is recommended teachers, educators and research coordinators should play a key role in this field, working as mentors to develop interest, create a learning environment and make use of technology to impact action research on prospective teachers. The seventh paper was on attitudes of political officeholders towards educational planning in Nigeria. The survey design was used for the study. The results were analyzed using percentage, mean, standard deviation and chi-square method. The results revealed that there was significant relationship between the attitudes of political officeholders and poor planning of education in Nigeria. It was recommended that government should appoint people with passion for educational development and political officeholders should develop positive attitude toward educational planning in Nigeria by allocating adequate funds for educational planning.

This inaugural issue of the *Journal of Educational Research in Developing Areas* joins a multitude of organs and institutions to take a global view of publishing researches in these new or changing areas of education. The problem brings together studies by academics and researchers from a variety of countries around the world, including policy analysts and academic researchers engaged in traditional interpretive and quantitative analysis. On behalf of the Editorial Board, I humbly present the Inaugural edition of

Journal of Educational Research in Developing Areas to the community of educational researchers and the entire world. The cross-cultural perspective of our edition allows us to investigate emerging educational problems from various viewpoints, and to get new ideas and knowledge within the frames of scientific discussions. The journal publishes three issues in a year. With a great pleasure, I present the inaugural edition (Volume 1,

Number 1, 2020), and it is hoped that the presented papers will bring all readers interesting and meaningful information that will continue to motivate scientific research and practical work. I humbly encourage you to read through the research work presented by researchers. I am equally glad to the members of the Editorial and Reviewing Boards for their kind response and supports towards making this inaugural edition a big success.

Professor Hassana Sani Darma
EDITOR-IN-CHIEF

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