

Characteristics of the research output about education published in the Jordanian Journal of Educational Sciences (2005-2019): a bibliometric study

Research – Summary

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Abstract

The study aimed to extrapolate the reality of the educational product published in the Jordanian Journal of Educational Sciences, and to identify the general and precise features of the educational subject specializations published in it since its establishment in (2005) to (2019), by adopting the descriptive and analytical approach, and its tool is the content analysis card to study quantitative variables and objective analysis of the educational content of the Research, and to study the reality of authoring and publishing.

The study procedures began with an analysis of (431) articles, which contained (1631) keywords to form the nucleus of the open coding for the subject grouping, then the free head strategy was adopted, and it resulted in the grouping of 21 sub-topics under 7 comprehensive subject categories, so the results indicated the prevalence of the educational style by (79%) compared to the educational type (21%) . It was found a convergence of the proportions of binary and individual authorship, and collectively obtained a relative (89.72%) in favor of the researcher (the man) compared to the researcher (the woman), with a constant observation of the volume of productivity of the articles. In the last three years, a rate of (92.6%) has been matched by the speed of publishing research, which does not exceed six months as a maximum, with a decrease in the acceptance of University thesis extracts.

The study recommends encouraging researchers to pursue research and authorship in educational issues and balance between thematic axes with the development of participatory authorship and facilitating the identification of published research, while increasing access to it, whether in the traditional or electronic way, which will raise the percentage of Arabic educational content on the Internet.

Keywords

Education, bibliometric studies

Study Problem:

The study addresses the lack of analytical research on cognitive production, particularly in educational intellectual output. Over the past 15 years, only one study—Al-Ayasrah (2018)—has analyzed the educational content published in the Jordanian Journal of Educational Sciences. This study compared authorship and publication trends in scientific education topics with those in the Journal of Educational Studies/Sciences (University of Jordan) from 2005 to 2019.

There is a pressing need for analytical studies to examine the nature of the educational content published in this journal, to understand its research trends, and to determine why it attracts researchers from across the Arab world.

Study Questions:

1. What are the statistical features of the variables related to the analysis of educational intellectual output published in the Jordanian Journal of Educational Sciences, including:

- The gender of the researchers and the nature of authorship.
- The nature of partnership in authorship in terms of gender.
- Collaboration between researchers from the same institution.
- Classification of researchers' workplaces.
- Type of research (quantitative, qualitative, mixed methods).
- Volume of published work over the years and in different time periods, in both Arabic and English.
- Background of published research.
- Time period from submission to acceptance and publication.
- Educational subject areas.

Objectives of the Study:

The study aims to:

- Assess the alignment of the educational intellectual output published in the journal with the needs and realities of the educational field.
- Identify the characteristics of this intellectual output and evaluate how well it addresses the requirements of the educational sector based on variables such as gender, time, and location of the researchers, both in Jordan and across the Arab world.

Importance of the Study:

This exploratory study analyzes trends in educational production by examining the content of published research. It aims to:

- Redirect research towards topics that address the needs and concerns of the Arab educational context.
- Identify relationships among various educational fields and guide researchers and graduate students in their studies.
- Encourage researchers to share educational ideas, values, and concepts through joint research, both within Jordan and internationally, enriching the educational landscape with diverse perspectives and schools of thought.

- Highlight the nature of collaborative research and the partnership between male and female researchers.

Methodology:

The study's procedures began with the preliminary design of a "content analysis" card for the educational output published in the Jordanian Journal of Educational Sciences. This involved reviewing theoretical literature and previous studies such as those by Al-Ghafiri (2019), Al-Ramdi (2018), and Ababneh (2018), which informed the final design of the information collection card.

To ensure the validity of the card, it was reviewed alongside content analysis cards from studies in education, libraries, and publishing. Variables that were difficult to determine, such as academic degrees (which change over time and are not consistently mentioned in the journal), and nationality (which was simplified to the researchers' workplace at the time of the study), were removed.

To verify the reliability of the analysis card, it was tested using the last three volumes of the journal (2017–2019), encompassing 12 issues and a total of 96 papers. During this process, some variables were adjusted, deleted, or added as needed.

Upon finalizing the "Content Analysis Card," the process of analyzing the research published in the Jordanian Journal of Educational Sciences commenced, starting with the entry of bibliographic data and subsequent testing.

Study Limitations and Scope:

This study is constrained by the following limits:

- Objective Limits: The study encompasses all topics (specialized or general) within the field of educational sciences that have been researched and published in the Jordanian Journal of Educational Sciences.
- Spatial Limits: The study is geographically confined to Jordan, specifically determined by the place of issuance of the journal, which is Yarmouk University in Irbid, Jordan.
- Time Limits: The study covers the period from the journal's inception in 2005 up until the end of 2019.
- Qualitative Limits: The focus is solely on research articles published in the Jordanian Journal of Educational Sciences, excluding editorials.

- **Linguistic Limits:** The study includes all research published in the Jordanian Journal of Educational Sciences in both Arabic and English.

Results:

After conducting bibliometric and objective analyses of the educational intellectual output published in the Jordanian Journal of Educational Sciences, the following findings were revealed:

- **Authorship Patterns:** There is a notable convergence in the percentages of solo and dual authorship, together constituting 89.72% of the total. Dual authorship ranked first at 45.2%, followed closely by individual authorship at 44.55%.

- **Gender Trends in Authorship:** Male researchers predominantly favor solo authorship (36.42%), followed by dual authorship (25.52%). Female researchers show significantly lower productivity compared to their male counterparts, with joint authorship among females at only 12.1%.

- **Gender Collaboration:** Mixed-gender research collaborations accounted for 19.3% of the total research published over 15 years.

- **National Collaboration:** Research collaboration among researchers from the same country was 50.81%, and collaboration among researchers from the same institution was 30.16%.

- **Institutional Affiliation:** The majority of published research was by university-affiliated researchers (79.6%).

- **Research Methodologies:** Quantitative research was predominant, with mixed and qualitative research methodologies closely following. The mixed approach constituted 11.6%, while qualitative research accounted for 9.5%.

- **Methodological Clarity:** There was an inconsistency in clearly stating the methodology used in studies, impacting the quality assurance of the publications.

- **Publication Volume:** On average, 28.7 research papers were published per year, with a stable number of 8 papers per issue in the last three years.

- **Research Volume by Time Period:** The period from 2015–2019 saw the highest volume of research publications (32%), while the initial years (2005–2009) had the lowest (29%).

- **Language of Publication:** The highest research productivity in English was during the initial period (2005–2009), decreasing to 10 research papers in the last five years.

- **Submission to Publication Timeline:** The most common time period for research from submission to acceptance and publication was less than six months.

- **Thematic Distribution:** The analysis revealed six general themes, with nearly half (41.8%) related to teaching and education. The second most common theme was guidance and psychological and educational counseling (24.8%). The least covered theme was Arab educational thought (2.3%).

- **Prevalence of Educational Themes:** Most published research focused on educational and teaching styles, relevant to both school and university settings (79%).

Recommendations:

Based on the study results, the following recommendations are made:

- **Balance in Publication Styles and Methodologies:** Ensure a balance between objective styles and research methodologies. Consider dedicating issues to qualitative and mixed research on emerging topics and interdisciplinary subjects.

- **Encouraging Emerging Topics:** Expedite the review process for research on emerging educational topics to attract more researchers and increase citation rates, thus enriching the educational production.

- **Balancing Educational Content:** Strive for a balance between educational and pedagogical topics, enhancing the focus on intellectual, educational, and objective concepts while encouraging research of an educational nature.

- **Local Research Unification:** Unify research efforts locally, positioning the Jordanian Journal of Educational Sciences as the central journal for various

educational research efforts. This would facilitate easier access and identification of research, both traditionally and electronically, thereby increasing the presence of Arabic educational content online.

- Focused Issues on Local and Arab Educational Challenges: Publish issues focusing on educational problems facing local and Arab communities, thereby restoring confidence in educational research through practical application methodologies.

- Financial Support for the Journal: Expand financial support to increase the number of research papers published per issue.