Journeying into research in education: A global perspective
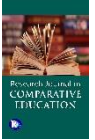
Rufus Olanrewaju Adebisi
Federal College of Education (Special) Oyo, Nigeria
Email: aderufus2@gmail.com
https://orcid.org/0000-0003-1108-7431

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Editorial

Journeying into research in education: A global perspective

Global education reforms have taken many forms and the emphasis on comparative education is one of the most common. Policymakers in many countries around the world shared the expectation that improving teaching standards would contribute to educational progress in their various countries (Barzanò & Grimaldi, 2013). It is as a result of these that publishing organ is set to float and showcase this crusade. *Research Journal in Comparative Education (RJCE)* is that organ that is leading the crusade.

The *Research Journal in Comparative Education (RJCE)* publishes peer-reviewed papers on educational issues, which include the study and assessment of specific education systems as applied in different communities and countries in Africa and beyond. Subjects vary from Adult and Continuing Education, Creative Education, Business Education, Technical Education, Special Education, Stem Education, Education Foundations, Education/Psychology, Guidance and Counseling, Health and Physical Education, Library and Information Technology. Others include Social Science Education, Vocational Teacher Training, Religion Training, Sport Science, Curriculum and Learning, Early Childhood and Primary Education, Health and Safety Learning and Student Education. The journal encourages research works aimed at: defining educational structures, processes and outcomes; supporting the growth of educational institutions at all levels and practices in different countries; highlighting the relationship between education and society; developing universal education statements that are applicable throughout the world. The journal aims to bring work and information from both developed and emerging worlds to the widest possible audience.

Comparative education is an education and social science discipline that involves the examination and evaluation of educational structures, such as those in different countries (Roman, 2016). Professionals in this field are involved in developing practical terms and criteria for global education, improving education systems and providing a framework for assessing the effectiveness of education programmes and initiatives with a view to:

1. Support for assessing the strength and weakness of country's education
2. Help in stimulating the learning process and the teaching process.
3. Help to boost the school curriculum of the country.

Contextualisation is an important aspect of comparative education. The education system of a nation cannot be properly interpreted without also looking at other issues that may affect or affect it. Social, political and economic environments are all involved in the definition and determination of the outcomes of education systems (Kristopoulos, 2019). Countries with strong

national educational traditions, for example, may have better outcomes with fewer resources than countries that have not traditionally attached great importance to education. It is also important to understand cultural factors when designing evaluations and comparative methods, or when working on innovative educational projects that can be implemented in different regions. What works in one country or area may not work in another country.

Comparative education is used for the establishment of curricula assessment methods and for the development of training programmes and frameworks. Comparing systems can give educators ideas on how to revitalize one system by incorporating other elements and enable people to track progress over time. In addition to providing an objective method of assessment and research, this will improve the educational programme and provide useful evidence to those concerned with educational outcomes and strategies. Comparative education research is about comparing, contrasting and evaluating different educational environments or systems. Countries prefer to learn from each other and also borrow to pursue their education policies. For example, developed countries with lower scores in mathematics and science, such as the United Kingdom or the United States, tend to learn from their Eastern counterparts, as they are at the top of the STEM performance chart (Nguyen, 2018). Uguyen also said that Singapore was consistently ranked number one, followed by Japan, South Korea, Beijing, Shanghai, and Hong Kong. Record, on the other hand, also noted that although China, Taiwan or Vietnam have excellent international scientific scores, they are concerned about the lack of creativity and critical thinking among students. Over the last two decades, these countries have implemented a number of educational reforms borrowing Western pedagogical methods to address their educational problems. In all of these, comparative education research is used as a method to make these changes (Nguyen, 2018).

This inaugural issue begins with the paper 'Traditional Council Campus: Case Study of Bia Lamplighter and Dambai Colleges of Education in Ghana' This paper discussed the role of traditional councils at the campus located at some of the educational colleges in Ghana, Bia Lamplighter and Dambai Colleges of Education. Data were collected and qualitatively analyzed using a descriptive case study as a template. Interviews and observations were used as research tools that allowed researchers to recognize and explain the actual impact of the Conventional Campus Council on student teachers and learning groups. It has come to light that, as a result of religious conversion, migration, modernization and busy family schedules, most of the student teachers in the above-mentioned colleges had little or no chance of participating in some cultural performances prior to enrolment. The data pointed to the fact that around 80 per cent of student teachers had insufficient knowledge of their own cultural traditions and that of other ethnic groups, thus losing the context. However, this study has shown that the institution of the Conventional Campus Councils in these Colleges contributes to the training of holistic teachers by instilling discipline. The paper recommended that these councils be regularized and that Ghanaian teachers

be well-resourced to help ensure cultural continuity.

The second paper explored the impact of Demonstration Instruction Strategy (DIS) on achievement of Mathematics in Afijio Local Government, Oyo State, Nigeria, among senior secondary school students. The study used a quasi experimental research, specifically the pretest-posttest non equivalent group design. The study population consisted of students in Senior Secondary Schools Students in Oyo State Local Government Area in Afijio. One hundred (100) students were chosen from the Senior Secondary School One class, including both male and female. The instruments used were "Questionnaire on Effects of Demonstration Instructional Strategy on Students Academic Achievement in Mathematics (QEDISSAAM) and Mathematics Achievement Test (MAT). Experts in the field of tests and measurement validated the instruments. ANOVA was used to analyze data. The results showed that students taught using methods of demonstration instruction strategy did better than students taught using basic content. It was revealed that in Mathematics, male students did not perform better than their female counterparts. The study also showed that Mathematics performed better in rural students than in urban students. Based on the findings, among others, it was proposed that the teaching of Mathematics in schools should be done in such a way that students can learn and understand any Mathematical concepts taught effectively.

Building bridges and walls: Education and COVID-19 in Nigeria is the third paper in the issue. It presently revealed the outbreak of the Coronavirus pandemic which has widened the gaps around the globe in education industry. Despite the fact that COVID-19 remains new, its impact on humanity as a whole is a trauma without precedent. In many countries of the world, disruptions in the academic activities of schools have caused to contain the Coronavirus pandemic. Regardless of this pandemic, school closures have caused untold misery to students academically, accounting for more than one billion learners out of school, impacting greater percentages of the world's learner population. The study therefore x-rayed the possibilities that the pandemic could offer our Nigerian education system. It is not contradictory that the Coronavirus pandemic has revealed the bad state of our education sector and its efficiency has accumulated negative effects. Government has paid lip service to education in their successions by not investing significantly in the field. Nonetheless, the novel COVID-19 has emerged to crack and collapse the walls surrounding our education sector and it is imperative for all stakeholders in the education industry, particularly teachers and students, to embrace the digital shift in education by digitally upgrading their technology capabilities by following the increasing global trend on the use of education technologies.

The authors of the fourth paper wrote on 'examining the significance of online and distance learning management in response to crisis in education'. The research followed a framework for a qualitative case study, and collected primary and secondary data. The primary data was thematically analysed. The research relied heavily on secondary sources including prior handling of

crisis education. On a practical level, primary data was obtained through informal conversational interviews and individual interviews were coordinated. The sample was chosen purposely to be thirty participants, fifteen from the teaching staff, and fifteen students from different higher institutions. The role of online learning in specific and online learning has rendered a powerful influence in learning and teaching, given some of the challenges discussed. Implementation in some institutions has enhanced faculties and learners' access to information, and has created a rich environment for collaboration among students that has improved academic standards. It is recommended that teachers should promote the process of learning that fosters social engagement, constructive learning and self-motivation.

The fifth author explored the way cohesive patterns are distributed in expository essays of students in Evangelical Presbyterian College of Education, Bimbilla, and compared the relationship between the occurrence of the devices and text quality. The paper adopted the sequential exploratory mixed research approach involving text analysis, semi-structured interviews, questionnaires and observation as data collecting tools. Sixty essays were analyzed using Halliday and Hasan cohesion model and augmented with observation of sub-categories of the devices. Ideas were solicited from five tutors while twenty students were granted interview. The results of the study showed that the students were able to effect cohesive relations in all five types of cohesive devices. The students achieved text coherence through the deployment of the cohesive devices, the development of themes, and the generic structure. The results however highlighted instances where the students failed to establish cohesive relationships in their write-ups.

A glance at the international literature shows that many scholars and policymakers have been drawn by comparative education. Although policies vary in content, processes, and speed of implementation, various educational models have been introduced around the world (OECD, 2013). Globalization has raised demands for transparency policies, thus exposing gaps in realistic local execution of those policies (Barzanò & Grimaldi, 2013; Flores & Derrington, 2017). When pursuing successful comparative education studies, a broad quest for solutions is needed that extend beyond one's local or national experience (Flores & Derrington, 2017). The purpose of this journal in its inaugural edition is therefore set to explore and describe educational systems, processes and outcomes; help in the development of educational institutions at all levels, and practices in various countries; highlight the relationships between education and society; establish generalised statements about education that are valid the world over. The collection of articles published in this inaugural issue of *Research Journal in Comparative Education (RJCE)* is focused on and discusses current educational framework and practices in different countries around the world. It also contributes to timely and important subjects, which adds a multi-national perspective and analysis.

We at this junction commend the contributing authors to this inaugural edition, the Editorial Board members and panel of Reviewers of *Research Journal in Comparative Education (RJCE)* for

suggestions, constructive criticism and meticulous peer review carried out to enable the successful release of this issue.

Rufus Olanrewaju Adebisi, PhD
Editor-in-Chief

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