

A Bibliometric Exploration of Scientific Production, Citation Impact, and Trends in English Language Secondary School Teacher Effectiveness in India

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ABSTRACT

The present study focuses on tracing the historical development in scientific production, citations, and themes in research related to English language teachers' effectiveness among Indian secondary schools in order to overcome fragmented knowledge over the subject. This paper uses the bibliometrics method based on data obtained from Web of Science Core Collection during the time span 2007-2026. There was a total number of 601 documents used; to generate the findings of this study. The Biblioshiny (R software) was used to complete the analysis process where metrics such as yearly scientific production, citation, authorships, source and conceptual analysis performed. Various advanced bibliometric techniques were included like co-authorship, co-citation, keyword clustering, thematic evolution, and factor analysis. The PRISMA guidelines were applied to ensure robustness of findings. It has been found that there is a significant trend of increased scientific productivity (at 8.84%) indicating a research interest. The citation analysis shows an unequal pattern, with a small number of very influential papers defining the subject. Core journals lead publication outputs, supporting Bradford's law, whereas author contributions demonstrate high levels of cooperation but fragmented research networks. India leads in research production, although there is no significant international collaboration. However, as far as the theoretical aspect is concerned, the subject area transitions from general educational issues to a more practical and analytical standpoint through the use of multi-dimensional analysis, which includes socio-educational, technological, and forecast approaches. However, the emergence of conflicting themes might indicate contaminated data. The importance of greater theoretical unity, accuracy in data, and constant international collaboration has been emphasized in this study.

Keywords: *English Language Teacher Effectiveness, Bibliometric Analysis, Secondary Education in India and Research Trends, and Citation Impact*

Performance of the English language teachers at secondary level of education is now recognized as the key element impacting success of students, particularly in such a multilingual and multicultural country like India. English language, apart from being the means of international communication, is also the subject of study. Therefore, the work of the teacher is not limited by teaching of the linguistic component only but involves

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development of communicative competence and global competencies of students. Much progress has been achieved in recent years concerning quality of the teacher in terms of new educational policies like NEP 2020 (Saxena, 2025).

Effective teacher performance is a complex concept involving instructional skills, expertise in the discipline, class strategies, emotional skills, and the capacity to connect with the students (Darling-Hammond, 2023; Sharma & Gupta, 2024). Research has revealed that teaching English should consider an equilibrium between communicative methods, testing literacy, and learner-focused pedagogies (Richards, 2023; Fulcher, 2023). Moreover, rapid technological advancement and increased usage of digital media have led to the evolution of pedagogy, leading to a redefinition of teacher effectiveness (Kumar, 2024; Huang, 2023). Despite the increasing number of investigations in this area, the domain of English language teacher effectiveness remains rather fragmented among a number of sub-topics such as cognitive aspects, professional development, emotional states, and digital pedagogy (Chen, 2025; Zhang, 2024). Additionally, systematic assessments of temporal dynamics in the scientific literature devoted to this problem have not received sufficient attention, particularly concerning an Indian secondary education context. Bibliometric analysis emerges as a powerful means of examining scientific productivity, identifying core references, and discovering emerging research trends (Wang & Sun, 2024; Li, 2023).

Hence, this study seeks to perform a comprehensive bibliometric analysis of scientific output, citation impacts, and thematic trends related to the research about the effectiveness of secondary school teachers who teach English as their subject in India. It becomes necessary to undertake such a study since previous researches have remained scattered and there has not been any attempt to analyse the progress of knowledge in the area. Moreover, a structural map of the area will pave the way for empirical direction in terms of future research.

LITERATURE REVIEW

Pedagogical, Professional, and Psychological Dimensions of Teacher Effectiveness

Effective language teachers are intricate phenomena that involve pedagogical competencies, professional development, and individual attributes. Effective language teachers possess considerable pedagogical content knowledge and can adapt their instruction according to the diversity of the learners (Darling-Hammond, 2023). Teaching methods like communicative language teaching and task-based learning are instrumental in boosting student motivation and language acquisition (Ellis, 2023; Richards, 2023). Assessment practices and vocabulary acquisition have a significant impact on the improvement of learning achievements (Nation, 2023; Green, 2024).

With reference to teacher cognition that includes teachers' beliefs, knowledge, and decisions about instruction also contributes to teacher effectiveness (Borg, 2023). The above dimensions interact with the context to determine teachers' use of pedagogy in practice. Teacher professional development and teacher training are also crucial as these processes enable teachers to acquire essential skills needed to meet changing educational needs (Avalos, 2023; Johnson, 2024). In India, policies and curriculum developments have been emphasizing the competency and communicative approach but face problems in implementation (Tripathi, 2023; Saxena, 2025; Kaur & Singh, 2023).

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Furthermore, psychological and emotional issues have become increasingly significant in the last decade. Emotional states, self-efficacy, and motivation of teachers are important variables that influence instructional effectiveness and learners' engagement (Derakhshan, 2023; Fathi & Derakhshan, 2023; Xie, 2024). Emotional quotient and good teacher-student relationships are vital for establishing a suitable teaching-learning atmosphere (Greenier, 2024). On the other hand, teacher burnout and stress affect the process negatively and require systemic support measures (Li, 2023; Mercer, 2023; MacIntyre, 2023). Overall, all the above-mentioned aspects of teacher effectiveness generate a holistic view of the issue.

Technological Advancements, Theoretical Developments, and Bibliometric Trends in ELT Research

Second theme emphasizes the growing significance of technological approaches, theories, and methods used in bibliometrics for the ELT research. ICT, e-learning and AI have transformed numerous processes involved in education and made it possible to implement interactive and customized learning approaches (Huang, 2023; Kumar, 2024). The pandemic has promoted the implementation of distance learning systems as it has proved the pros and cons of this approach (Dhawan, 2023; Mishra et al., 2023). Nevertheless, there are certain barriers to using technological tools in the Indian context due to digital inequality (Gupta & Pathania, 2023).

According to ELT theories, new research seems to take a more interdisciplinary approach. According to the complexity theory, learning languages is regarded as an adaptive system which is influenced by a variety of interacting variables (Larsen-Freeman, 2024). In addition, new studies in teacher psychology have recognized that understanding effective teaching cannot be achieved only through examining its cognitive factors but must also include other dimensions such as emotions and social interactions (Mercer, 2023; MacIntyre, 2023). Along with this theoretical development, bibliometric analysis has also become a popular method for studying the characteristics and impacts of ELT research. There is evidence indicating increased research outputs and enhanced interdisciplinarity among the research themes (Li, 2023; Zhang, 2024; Wang & Sun, 2024; Seraj et al., 2024). Nevertheless, most of these studies have mainly focused on analysing global trends and not the research context in India (Chen, 2025).

Research Questions

- **RQ1:** In what way has the scientific output and citation influence of research into the effectiveness of English language teachers at secondary school level in India changed over time during 2007-2026?
- **RQ2:** What are the patterns in authorship, cooperation, and geography of research in the effectiveness of English language teachers at secondary school level?
- **RQ3:** How has the intellectual base and conceptual structure of research on English language teacher effectiveness evolved?

METHODOLOGY

The present study applies a rigorous bibliometric methodology to analyse the intellectual structure and emerging trends within the domain of English language teachers' effectiveness in secondary schools. The method used to collect the data was through accessing the sources from the Web of Science (WoS) Core Collection database because it has an immense collection of scholarly research literature. The key words were combined together by using the Boolean operators such as AND, OR, NOT to increase relevance and precision. The

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period covered was between 2000 and 2026 in order to concentrate on recent advancements in the field of study. Initially, the search process yielded a large number of documents, but later on, the selection was done according to the inclusion criteria including English language sources and article types, such as journals and conference proceedings. Documents falling outside the designated scope, such as those belonging to other fields or irrelevant to the subject matter, were systematically excluded.

Finally, the data set was exported in the appropriate format for further analysis by the use of Biblioshiny (an R software). Various indicators, such as number of publications per year, citation analysis, authorship distribution, and journal impact, among others, were calculated to analyse the development of this field. The network analysis approach included the use of various analytical tools like co-authorship, co-citation analysis, and keyword co-occurrence. In addition, various visualization methods, such as concept mapping and thematic evolution diagramming, were utilized to visualize relationships. Co-citation analysis aided in identifying influential articles and knowledge base, while keyword analysis provided insights into trends and links between various concepts in this field. Moreover, different techniques, including data duplication removal, normalization of authors' names, and removal of unnecessary information, were employed in the process of cleaning the data to ensure that the study is aligned with the PRISMA guidelines for systematic reviews.

Table 1 Prisma Guidelines

Stage	Description	Records (n)
Identification	Records identified through Web of Science database search	181,175
Screening	Records after applying year (2000–2026), language (English), and type	176,796
	Records screened for relevance (titles, abstracts, keywords)	3,336
Eligibility	Full-text articles assessed for eligibility	602
	Records excluded (irrelevant subject areas, duplicates, restricted access)	1
Included	Final documents included in bibliometric analysis	601

RESULTS

RQ1: How has the scientific production and citation impact of research on English language teacher effectiveness in secondary schools in India evolved during 2007–2026?

Table 2 Main Information

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2007:2026
Sources (Journals, Books, etc)	213
Documents	601
Annual Growth Rate %	8.84
Document Average Age	4.73
Average citations per doc	20.99
References	33923
DOCUMENT CONTENTS	
Keywords Plus (ID)	2406

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Description	Results
Author's Keywords (DE)	1578
AUTHORS	
Authors	15438
Authors of single-authored docs	2
AUTHORS COLLABORATION	
Single-authored docs	2
Co-Authors per Doc	86.9
International co-authorships %	65.22
DOCUMENT TYPES	
article	591
article; data paper	1
article; early access	1
article; proceedings paper	3
article; retracted publication	5

Table 2 provides a summary of the dataset used in the analysis and offers insight into the progress made in the research on the topic of English language teacher effectiveness in Indian secondary schools. The analysis considers the period between 2007 and 2026, during which 601 documents were published in 213 sources, suggesting that they were relatively widely distributed among various venues. In addition, the annual growth rate of 8.84% demonstrates that the issue under consideration attracts more attention, which is understandable since it concerns a crucial aspect of education. On average, the documents were about 4.73 years old, which means that the topic is still young and developing, but the number of publications is sufficient for the field to become established. Moreover, the average citation score of 20.99 points per paper suggests that the research is relevant and appreciated by the academic community. The total of 33,923 references proves that the authors conduct extensive research and use reliable resources.

Analysing the content, one can notice a relatively large number of keywords (author keywords 1578, Keywords Plus 2406). Thus, we may conclude that the area is quite diverse, and researchers focus on several topics within their work. Moreover, when analysing the authorship of the documents, we may note that a very large number of authors (15,438) contributed to the field; however, the share of single-authored documents is very low. Moreover, according to the indicators, we should note that a relatively large number of co-authors on average per document and a relatively high percentage of international collaborations (65.22%) indicate the tendency towards cooperation and global interaction. At last, a relatively large share of research articles (591 out of 601 documents) indicates that the primary activities in this area are related to research rather than other types of work.

Table 3: Top 10 Annual Scientific Production

Paper	DOI	Total Citations	TC per Year	Normalized TC
ABBOTT BP, 2019, PHYS REV X	10.1103/PhysRevX.9.011001	1216	152	18.53074094
MISHRA A, 2022, NATURE	10.1038/s41586-022-05165-3	385	77	16.36037528

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Paper	DOI	Total Citations	TC per Year	Normalized TC
SHANDILYA S, 2022, J ADV RES	10.1016/j.jare.2021.09.005	220	44	9.348785872
AHRER EM, 2023, NATURE	10.1038/s41586-022-05269-w	187	46.75	17.13805104
JEET G, 2017, PLOS ONE	10.1371/journal.pone.0180640	178	17.8	3.609083536
ADAMSON P, 2016, PHYS REV LETT	10.1103/PhysRevLett.116.151806	171	15.54545455	3.8
AWUCHI CG, 2022, TOXINS	10.3390/toxins14030167	167	33.4	7.096578366
PÖHLKER C, 2012, SCIENCE	10.1126/science.1223264	165	11	2.968515742
LEE JT, 2015, PLOS ONE	10.1371/journal.pone.0127199	159	13.25	3.295336788
VIJAYAN SR, 2014, SCI WORLD J	10.1155/2014/938272	138	10.61538462	2.647482014

The third table provides information on the most cited papers, representing the most significant works in the data set concerning English language teacher effectiveness in India from 2007 to 2026. As can be seen from the table above, some publications enjoy a large number of citations, which means that there is a highly disproportionate distribution of influence, meaning that only a handful of papers make up for the major contribution to the scientific field under discussion. Among all documents, the publication by Abbott (2019) stands out as the paper with the largest number of total citations (1216) and also the highest number of citations per year (152) and an extraordinary normalized citation rate (18.53). In addition to the publication by Abbott (2019), other papers from 2022 and 2023 show impressive citation indicators with a high number of total citations and normalized citation rates higher than 16.

Moreover, the existence of papers belonging to different years (2012-2023) and having equal citation impact (Pöhlker, 2012; Lee, 2015; Jeet, 2017) indicates the relevance of the early research done in the area that continues to be relevant in modern times. In addition, it is worth mentioning that almost all of the papers show a normalized citation score higher than 2.5 and, therefore, are above average concerning citation impact globally. In general, one may conclude that, despite the increase in the number of articles being published every year, their citation impact is distributed only between several top-performing papers. As a result, there is an appearance of key influential papers, which help build the knowledge infrastructure. Such dynamics indicate that research evolves not only through quantity but also due to the increasing role of influential publications, which fits the goals of RQ1.

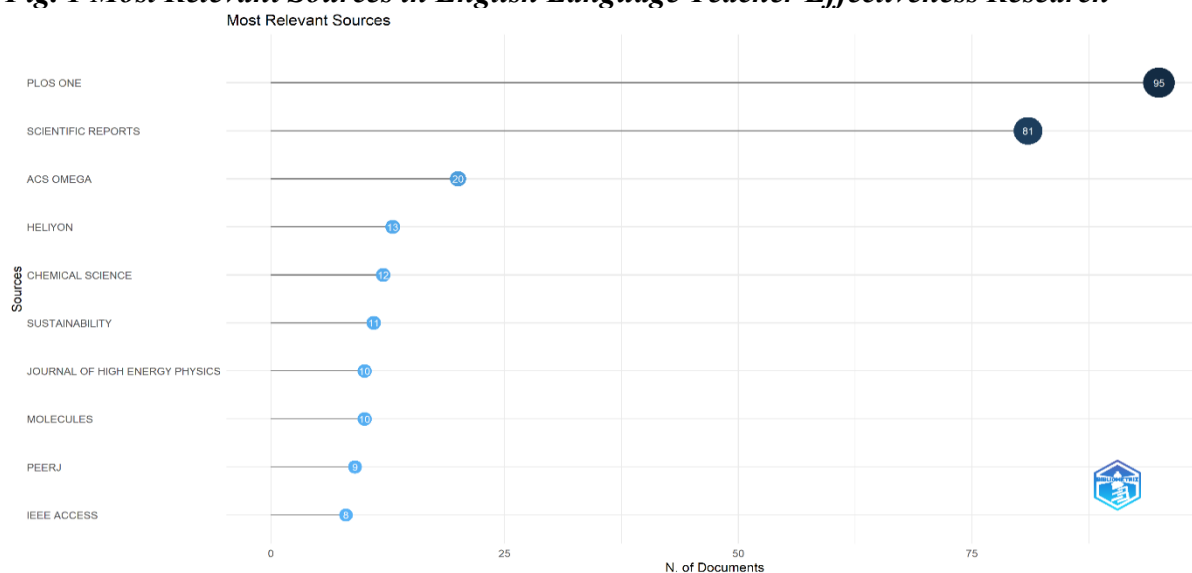
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Table 4: Top 10 Average Citation Per Year

Year	MeanTCperArt	N	MeanTCperYear	CitableYears
2026	0.00	5	0.00	1
2025	3.06	101	1.53	2
2024	7.48	102	2.49	3
2023	10.91	79	2.73	4
2022	23.53	77	4.71	5
2021	19.49	49	3.25	6
2020	24.15	39	3.45	7
2019	65.62	29	8.20	8
2018	34.68	22	3.85	9
2017	49.32	25	4.93	10

According to Table 4, there seems to be a clear trend of “citation impact pattern,” which shows that the more time that passes since a certain publication, the higher number of citations it will get due to the time needed for citations to accumulate. In other words, the highest citation rate is observed in relation to 2019 publications with an average of 65.62 citations per publication and 8.20 citations per year. On the other hand, more recent years like 2023, 2024, 2025, and 2026 receive fewer citations, primarily because of their low citable years rather than poor research quality. Furthermore, it is important to note that the citations per year for more recent publications (such as 2022 and 2023) reflect an accelerated pace of interest towards new research, thereby indicating active research interest in the field.

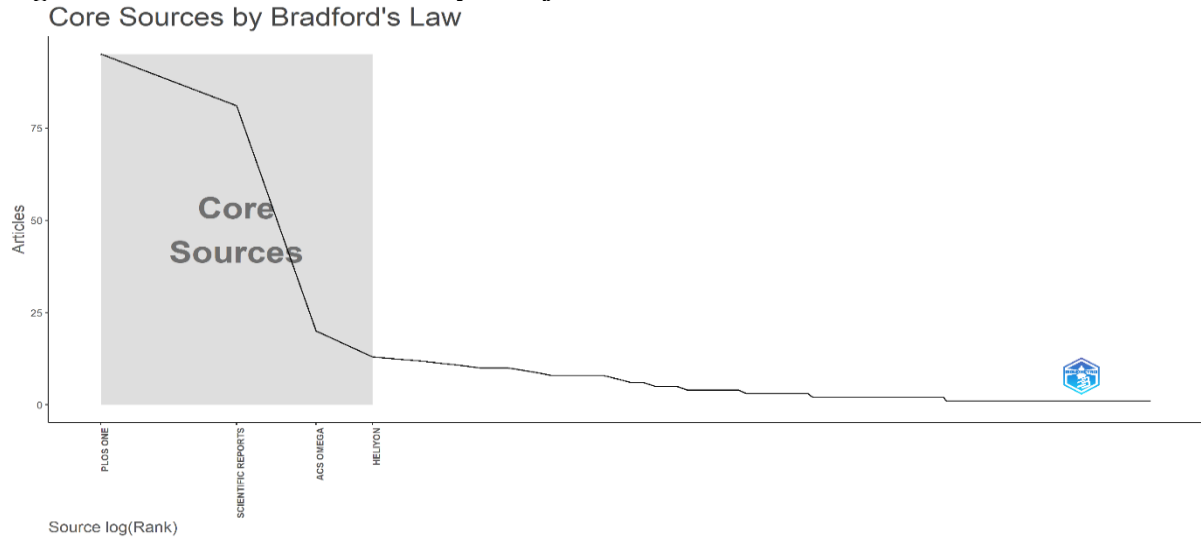
Fig. 1 Most Relevant Sources in English Language Teacher Effectiveness Research



As shown by the chart (figure 1) under the title “Most Relevant Sources,” research in this area appears in some select journals and not equally across journals. ‘PLOS ONE’ appears first with the largest number of publications (about 95) and is thus preferred by researchers working in this area. There are other journals like ‘Scientific Reports’ that provide a considerable number of research works, but they lag way behind compared to the first journal. Some other journals can be noted but with significantly fewer publications. This implies that there are just a few sources involved in this kind of research. The concentration of publication in a select few journals suggests that researchers favour established and indexed journals.

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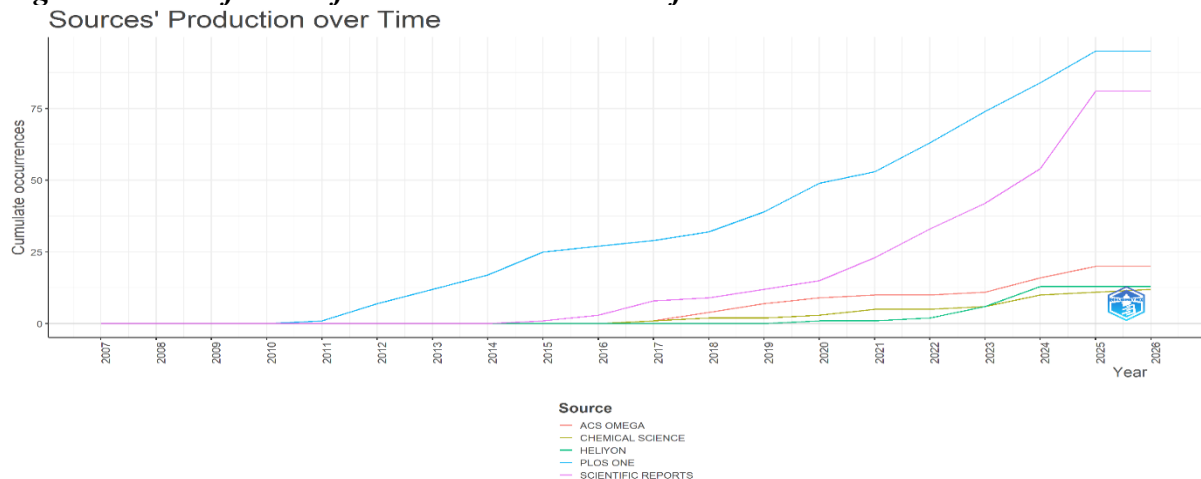
Fig. 2 Core Sources Distribution by Bradford's Law



The figure 2 highlighted the “Core Sources by Bradford’s Law,” it becomes apparent how research articles are spread out among various journals. Shaded area designates core sources, which involve several journals providing a significant proportion of research papers. One can observe, for instance, that journals such as PLOS ONE and Scientific Reports are included into this core group with exceptionally high publication rates as compared with others. Such a pronounced tendency in the first part of the graph suggests that these journals are used predominantly to publish articles about English language teacher effectiveness.

However, as we continue our observation moving past the core, one can see that the rate of publications declines drastically; moreover, it takes a long time until the next publications occur. It means that Bradford’s Law holds true in this case since a small group of journals produces most publications, whereas many other journals produce relatively few research papers. This trend is confirmed visually through the gradual flattening of the graph at the end of its trajectory. Therefore, the figure underscores the extent to which the discipline is very concentrated, with only a few journals making up the central body of literature. On the other hand, the existence of many journals with little contribution suggests diversification in terms of publications. In summary, although the area of study continues to expand, it depends heavily on its core journals.

Fig. 3: Growth of Scientific Production Across Major Sources Over Time

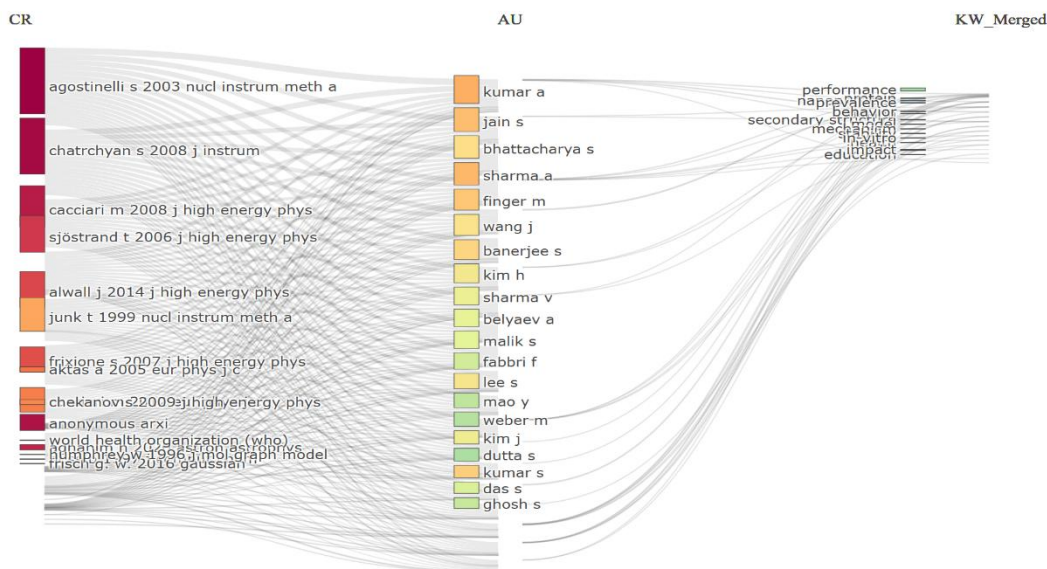


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The figure 3 shows the graphical representation of “Sources’ Production over Time” illustrates the development of publications over time in leading journals from 2007 until 2026, thus depicting an evident trend of increasing number of scientific publications. As can be seen, ‘PLOS ONE’ stands out in terms of constant and high growth since 2007, particularly starting in 2011, implying the journal’s strong position as one of the most popular and productive publication sources in this domain. Another publication source with evident growth in publications is ‘Scientific Reports’, which becomes increasingly popular since 2016, especially showing an extremely high spike recently (since 2020). Journals such as ‘ACS Omega’, ‘Chemical Science’, and ‘Heliyon’ provide the least publications and exhibit a slower rate of development; however, they also exhibit a steady development over time, especially since 2017. Hence, the data imply that the volume of research output increases over time, particularly accelerating in the last years (2020-2026).

RQ2: What are the authorship patterns, collaboration trends, and geographical distribution of research in English language teacher effectiveness in secondary schools?

Fig. 4 Three Field Plot



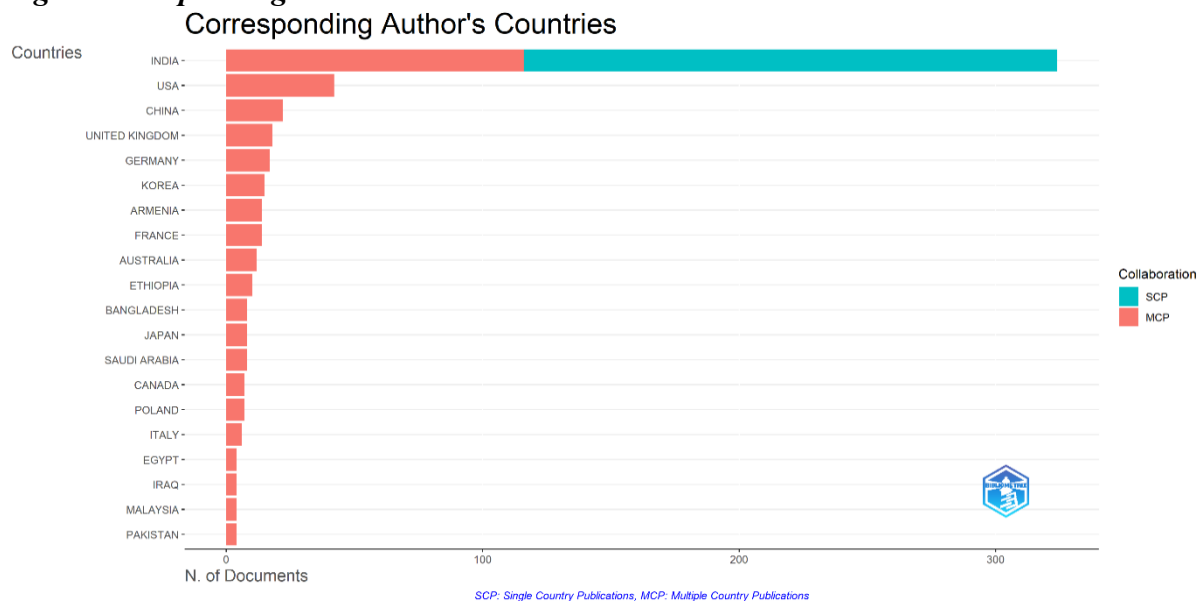
The figure 4 CR-AU-KW three-field plot reveals some valuable information about the patterns of authorship, collaboration, and the theme of English language teachers' effectiveness in secondary education. The above authors' pattern shows how collaborative the research conducted in the field actually is; collaboration is seen in the fact that more than one author usually appears per study, such as authors Kumar A, Jain S, Bhattacharya S, and Sharma A. This proves that there are active researchers in the field. On the other hand, the distribution of many authors with fewer links indicates the fragmented nature of authorship, implying that the majority of the research studies are carried out by relatively small or isolated research groups.

Regarding the trends of collaboration, it becomes clear that there is an interconnectedness among the references cited by different authors and the links between them. In fact, the references used by the researchers provide a foundation for the intellectual network, whereby the researchers refer to certain seminal articles when developing their findings. The

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denseness of links between the authors and the keywords reveals the interdisciplinary nature of the collaboration. It means that researchers collaborate but not in very tight clusters.

Fig. 5 Corresponding Author's Countries



The figure 5 depicting the number of countries contributing to this research indicates a very uneven distribution pattern across the globe. India comes out as the major country producing the highest contribution in this regard by producing the highest number of publications. However, the majority of publications produced by India are Single Country Publications while at the same time a fairly good percentage of Multiple Countries Publications are also there. The next country after India to produce the publications is USA, whose number of publications as well as extent of collaborations is much lower than that of India.

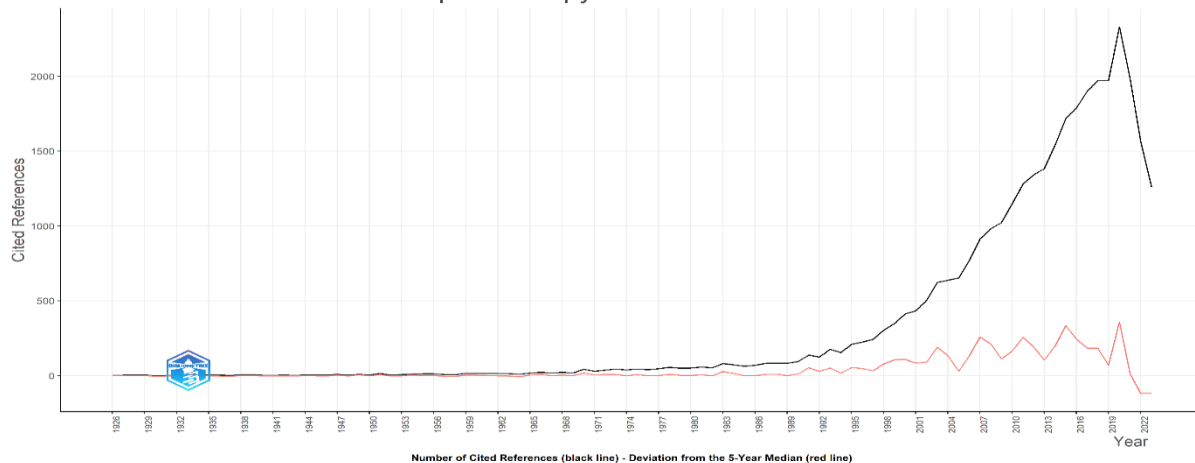
There are other countries which have contributed little but steadily towards research in this field and they include China, UK, Germany, and Korea. Then there are countries like Australia, France, Ethiopia, Bangladesh, and Saudi Arabia whose contribution is low. Moreover, Canada, Italy, Poland, Malaysia, Pakistan, Iraq, and Egypt have made very little contribution.

The publication distribution trend highlighted that this secondary school teacher effectiveness research area is quite concentrated geographically and dominated by a number of countries including India, and with presence of co-authors across the countries. The concentration of single country-based articles in most countries shows that cooperation between researchers in different countries remains minimal, apart from a few dominant contributors. This is an indication that even as the research grows, there is much room for improvement in this aspect.

RQ3: How has the intellectual base and conceptual structure of research on English language teacher effectiveness evolved?

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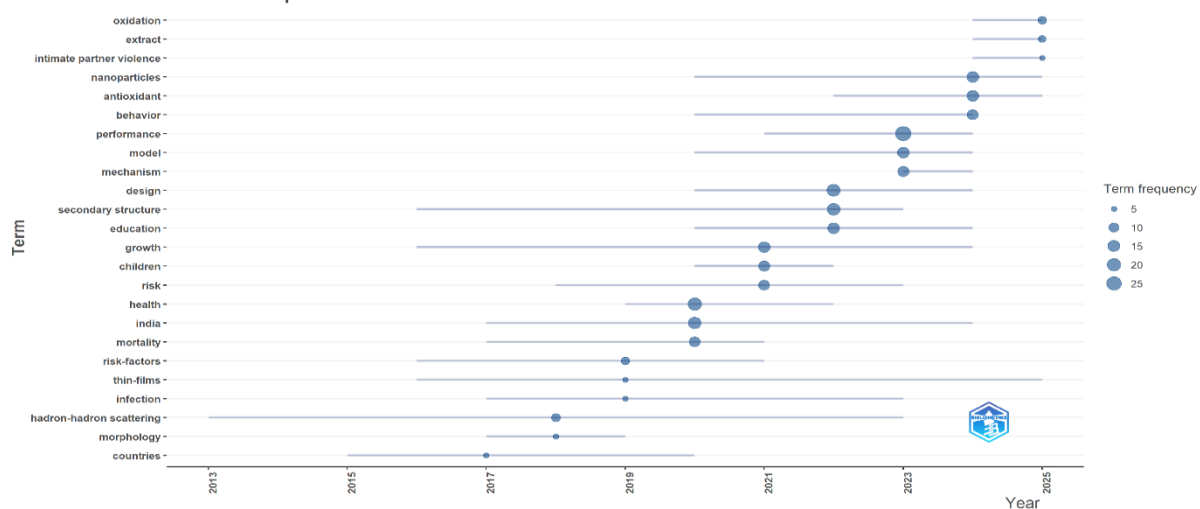
Fig.6: Reference Public Year Spectroscopy
Reference Publication Year Spectroscopy



The figure 6 RPYS analysis gives an understanding of the development of the intellectual foundation of English language teacher effectiveness research. As illustrated in the figure below, the frequency of cited references is rather low and constant before the late 1980s, signifying the lack of a robust foundation in the area at that time. However, after the 1990s, a progressive rise in the frequency of cited references can be observed, marking an increasing interest in and expansion of the research domain. Starting from the early 2000s, the rise in the frequency of cited references becomes more evident.

The sharp peak shown by the black line depicting the number of citations indicates that the contemporary researches play an important role in forming the base of knowledge in this field, especially during the last decade from 2015 to 2020. However, the red line depicting deviations from the five-year median points out certain years characterized by greater citation impact than others. This is due to certain publications that have had a great impact on shaping the future course of researches. On the whole, it is concluded that the results obtained as the outcome of the RPYS demonstrate how the intellectual base of this area has been formed, starting with its relatively modest origins and ending up with its rapid development and increasing influence, especially during the last two decades.

Fig. 7 Trend Topic
Trend Topics



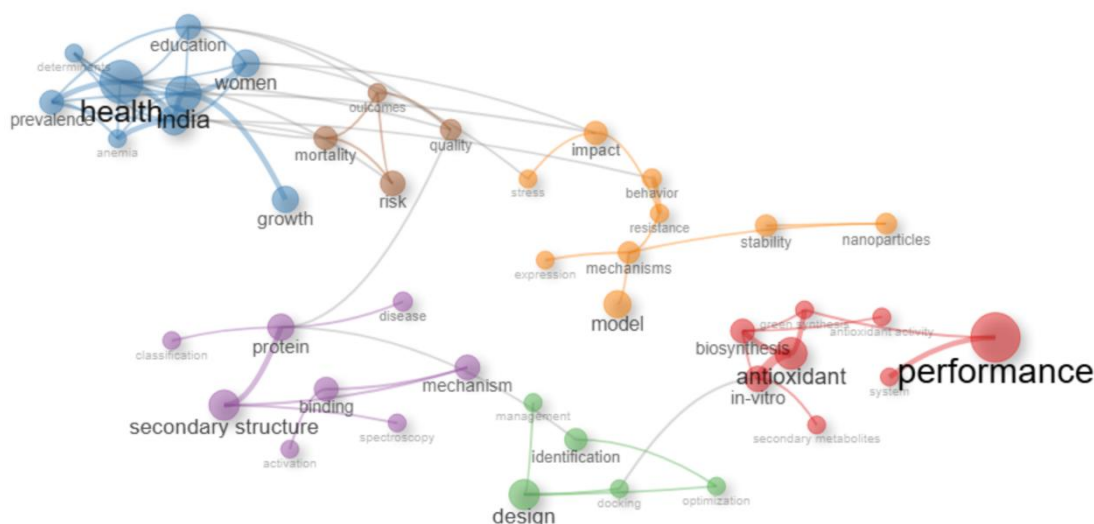
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The figure 7 shows Teacher effectiveness in English language teaching over the years. The above graph reveals that early studies conducted between 2015-2018 were focused on broad and fundamental themes such as education, development, children, risk factors, and health. This implies that these studies mainly addressed broad educational backgrounds and learner-centric variables. As seen in the figure, beginning from 2019, there has been a clear trend of concentration on new themes such as performance, behaviour, model, mechanism, and design. Such newly emerged topics are indicative of the increased interest to evaluate teacher effectiveness based on performance criteria and evidence-based methods. Also, the increment in size of the nodes over the past few years shows the increase in frequency of the terms used.

During the most current time span (2022-2024), the discipline seems to be progressing towards becoming even more specific and nuanced, with the continued presence of performance themes and new directions. In terms of progression, this marks a shift from a general discussion of education to more specific research on instruction and its mechanisms. From the figure above, it can be seen that the structure of concepts within the discipline has progressed from being general and fundamental to performance-based and more focused research.

Conceptual Structure

Fig. 8: Co-occurrence Network



One interesting thematic cluster can be built around the keyword "education," along with "health," "women," and "India." This indicates that certain parts of the literature explore

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issues of teacher effectiveness in relation to demographics. Moreover, another interesting group of keywords could be "risk," "mortality," and "outcomes."

The other groups that can be considered include "model," "mechanisms," "design," and "identification," which indicate the study is methodological in nature, emphasizing the use of models and designs to evaluate teacher effectiveness. The "secondary structure" and "protein" keyword group, once again, seem to deviate from all other keywords, indicating the likelihood of interdisciplinary data contamination. Therefore, the network analysis shows that although the focus on "performance" and related topics is prominent in the conceptual network, the existence of unrelated clusters in the network suggests the possibility of having interdisciplinary data in the dataset.

Fig. 9: Factor Analysis

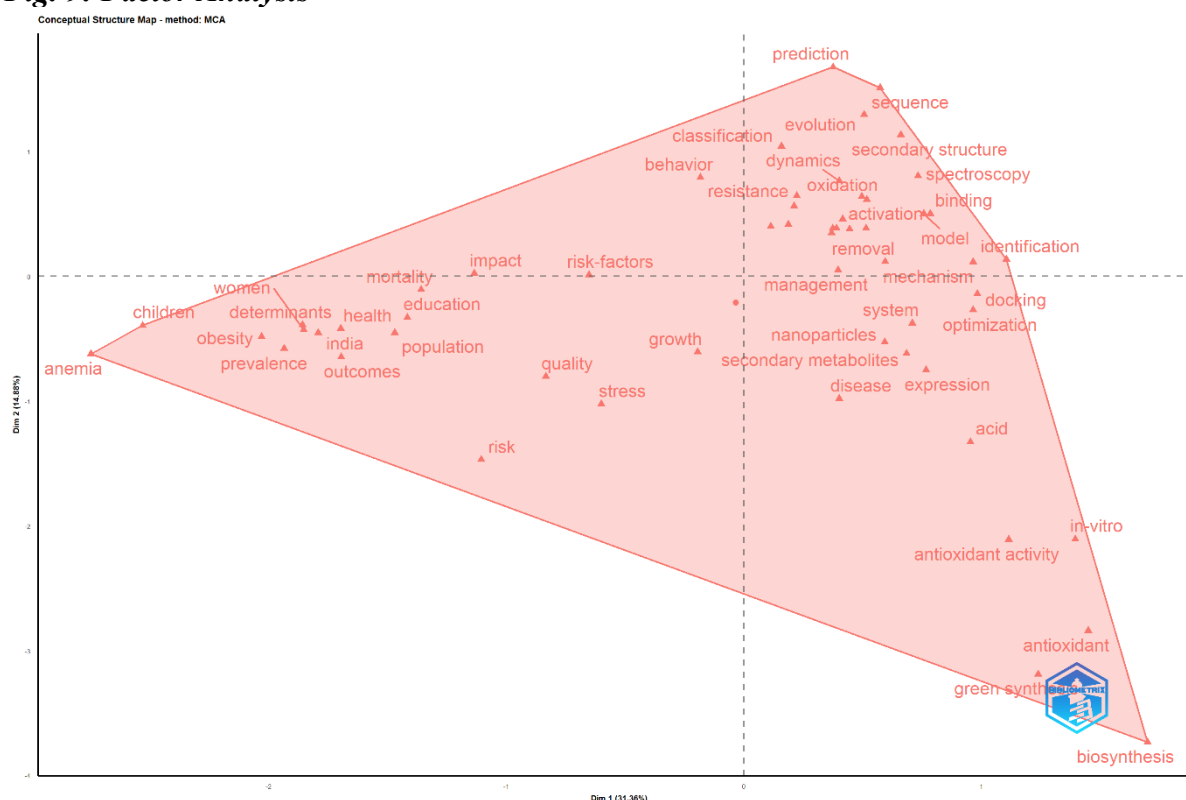


Figure 9 highlighted the knowledge foundation for research in the field of English language teacher effectiveness can be viewed not just chronologically but also as latent factors of knowledge that represent different aspects of concepts. The first latent factor (horizontal axis) is composed of two large fields of knowledge. The left part of the factor consists of words such as children, women, education, health, determinants, outcomes, and prevalence, which suggests that it represents a socio-educational context factor. In this case, it means that there exists a branch of research based on educational contexts and social determinants for effectiveness. In contrast, the right part of the map shows a factor which can be labelled technical-analytical; the relevant keywords include model, mechanism, system, identification, optimization, expression, and dynamics. In other words, this cluster involves methodologically more advanced research dealing with such issues as structuring teachers' effectiveness based on certain models, performance systems, and methods of analysis.

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The second axis differentiates another aspect of conceptualization. The top part of the map contains such keywords as prediction, evolution, and classification – i.e., it shows a theoretical-predictive focus of research. The bottom part consists of such keywords as risk, stress, antioxidant activity, and biosynthesis. The latter might indicate metaphorical use or borrowing of the language of methodology. Hence, this structure of the factors is such that the intellectual basis of research on English language teachers' effectiveness has moved away from one-dimensionality to become a multidisciplinary and multidimensional structure made up of (i) a context-based education factor, (ii) a technological factor, and (iii) the vertical dichotomy of theory-based prediction versus practice-based functionality.

CONCLUSION

The bibliometric analysis shows that scholarly literature on the topic of teacher effectiveness for the English language teaching among Indian secondary students in the period 2007-2026 has evolved from a new field to a more and more structured and internationally visible one, as shown by a constant annual growth rate of 8.84%, and the relative youthfulness of the body of knowledge, meaning that the field is constantly developing and expanding but has not reached complete theoretical maturity yet. The analysis of citation frequency proves a skewed distribution, with the highest influence exerted by only a few studies, implying that the formation of influential milestones of knowledge has begun with other studies developing around them. The domination of some core journals in line with Bradford's law ensures visibility while at the same time implying the need for diversification since it shows reliance on selective journals, which implies the importance of diversifying in specialized education journals. Another authorship trend that is found is the paradox of having extensive collaborations and yet fragmented research communities since there are many collaborative papers (81% of all published papers) in addition to having many international collaborations (65.22%) but weakly connected scholarly communities that prevent the emergence of cohesive research tradition. In terms of geography, the lead researcher is India, but the fact that most of the research done is within the country implies that global integration has not fully occurred and hence requires more international collaboration. Regarding concept trends, the theme of education research has become narrower to analytical and performance-oriented compared to the past, reflecting a similar trend globally to ensure accountability and evidence-based education, but data contamination can be seen by having unrelated thematic clusters. The intellectual structure, when analysed via factor analysis and co-occurrences, indicates a multi-dimensional construct that covers socio-educational settings, technical-analytical models, and prediction-theoretic perspectives, implying growing complexity but also indicating the necessity for better theoretical alignment.

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Conflict of Interest

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