



Empowering Learning: The Impact Of Interactive Ebooks

Mariani Mohd Dahlan^{1*}, Shima Sabri², Saifuddin Mohtaram³, Noor Suhaida Kamarudin⁴, Fatanah Syazana Zuraine Ahmad⁵

^{1*,2,3,4,5}Faculty of Computing and Multimedia, Universiti Poly-Tech Malaysia, Kuala Lumpur, Malaysia, Email: mariani@uptm.edu.my

Citation: Mariani Mohd Dahlan et.al (2024), Empowering Learning: The Impact Of Interactive Ebooks, *Educational Administration: Theory And Practice*, 30(5), 12231 - 12237

Doi: 10.53555/kuey.v30i5.5079

ARTICLE INFO

ABSTRACT

This review paper delves into the domain of interactive eBooks, examining their substantial influence on modern education. Through a comprehensive analysis, we explore how interactive eBooks enhance learning outcomes and engagement by emphasizing the seamless integration of multimedia elements, interactive activities, and personalized features. Drawing insights from existing scholarly literature, we elucidate the potential benefits and challenges associated with these innovative digital resources. Notably, interactive eBooks have the capacity to captivate learners, fostering an immersive learning experience that facilitates deeper subject matter comprehension and encourages active participation. Furthermore, we underscore the broader significance of interactive eBooks in educational enhancement, emphasizing their ability to bridge the gap between traditional and digital learning approaches. Their adoption across diverse educational contexts presents a compelling opportunity for transformative impact in contemporary education.

Keywords: interactive eBooks, multimedia learning outcomes, engagement, digital learning, personalized learning

1.0 Introduction

The field of education has undergone substantial transformation in the digital era, driven by technological advancements and innovative pedagogical approaches. Interactive eBooks, also referred to as augmented or multimedia eBooks, have emerged as a pivotal medium at the intersection of education and technology, offering groundbreaking features. Unlike traditional static text-based educational materials, interactive eBooks seamlessly integrate diverse multimedia components such as videos, animations, simulations, quizzes, and interactive exercises. These elements enhance the learning process by introducing novel dimensions.

The significance of interactive eBooks lies in their adaptability to accommodate the diverse learning styles and preferences of contemporary learners. In the context of modern education, digital resources have emerged as a solution to the limitations posed by traditional classrooms and textbooks. These resources create an interactive and immersive learning environment, enriching the overall educational experience. Learners have transitioned from passive recipients of knowledge to active participants who can critically explore, manipulate, and engage with content in ways aligned with their individual learning preferences (Dahlan et al., 2023).

In the realm of educational advancement, interactive eBooks play a pivotal role in bridging the gap between conventional and digital modes of learning. These multimedia-rich eBooks not only capture learners' interest but also enhance their understanding by presenting intricate ideas in compelling and easily digestible formats. Moreover, their capacity to provide customized learning experiences aligns with the changing educational landscape, where personalized instruction and self-directed learning are increasingly emphasized.

The advent of the digital revolution has significantly transformed education, offering novel opportunities for learners and educators to engage with educational material in unique ways. One notable manifestation of this transition is the emergence of interactive eBooks, which seamlessly integrate the benefits of traditional reading materials with dynamic multimedia components and captivating interactivity. Given the growing interconnectedness of the global community and the pervasive influence of technology, interactive eBooks are emerging as a prominent educational resource, enriching learning encounters and accommodating diverse learning preferences.

Interactive eBooks, also referred to as digital textbooks or enhanced eBooks, transcend the static features of traditional printed materials. By integrating elements such as embedded videos, interactive simulations,

quizzes, and hyperlinks, these digital resources offer learners an active engagement with the content. Consequently, learners experience improved comprehension and better retention of knowledge (Mariani Mohd Dahlan et al., 2024).

The application of interactive eBooks extends across various educational domains, including K-12 education, higher education, and professional training. The widespread adoption of tablets, smartphones, and e-readers has significantly enhanced the accessibility of digital learning materials. Learners now have the convenience of carrying a wealth of interactive content within portable devices.

In the current landscape of educational technology, it becomes essential to conduct a rigorous analysis of the effects, potential benefits, and challenges associated with interactive eBooks. This study aims to explore the existing body of literature on interactive eBooks, examining their impact on pedagogy, cognitive engagement, and the broader educational context. By thoroughly assessing the advantages and limitations of these technological resources, scholars and educators can gain valuable insights into optimizing their use for meaningful and effective educational experiences.

The objective of this literature review is to synthesize findings from multiple studies, providing a comprehensive understanding of the current state of knowledge regarding interactive eBooks. By examining their impact on learning outcomes, student engagement, and pedagogical practices, this review contributes to the ongoing discourse on technology-enhanced education in the digital era.

2.0 Literature Review

The integration of interactive eBooks into the field of education has initiated a transformative shift toward novel digital learning experiences. These interactive eBooks significantly impact conventional reading materials, altering the manner in which learners interact with content. Distinguished by dynamic multimedia components and captivating interactivity, these eBooks serve as a focal point for exploration in the current literature. The objective of this literature review is to present a comprehensive analysis of the current research pertaining to interactive eBooks, examining their influence on educational achievements, engagement levels, and instructional methodologies.

Interactive eBooks, also known as digital textbooks or enhanced eBooks, seamlessly blend written content with diverse multimedia components. These components include videos, audio clips, animations, simulations, and interactive activities (McKnight et al., 2016). By fostering active participation, deep comprehension, and knowledge retention, these multimedia-enhanced eBooks offer a comprehensive educational encounter.

Interactive eBooks have emerged as a valuable asset in the field of education, offering a multitude of advantages. These digital resources cater to diverse learning preferences by providing various methods for accessing and engaging with educational content (Li, 2019). Notably, the incorporation of interactive features within educational materials encourages active exploration of concepts and invites learners to engage in problem-solving tasks, as highlighted by Smeets and Bus (2013). Furthermore, Sung and Hwang (2013) emphasize that leveraging interaction has the potential to enhance understanding, critical thinking skills, and overall motivation.

Scholars have conducted numerous investigations to explore the impact of interactive electronic books across various academic disciplines. Zhang et al. (2020) assert that the inclusion of interactive components, such as embedded assessments and quizzes, facilitates prompt feedback. Learners can evaluate their comprehension and promptly rectify any misconceptions. Additionally, an iterative approach fosters self-directed learning and supports the development of personalized learning paths. As we delve deeper into the realm of interactive eBooks, understanding their effects on educational achievements becomes crucial for informed pedagogical practices.

The integration of interactive eBooks into educational contexts necessitates meticulous attention to instructional design principles. Educators must judiciously align interactive content with intended learning objectives while considering the cognitive load imposed by multimedia features (Mayer, 2009). Achieving successful implementation hinges upon striking a delicate balance between engaging attributes and the coherence of information (Smeets & Bus, 2013).

Despite their potential effectiveness, interactive eBooks present certain hurdles. Accessibility challenges arise due to disparities in technological availability (Li, 2019). Proficiency in both subject matter and instructional technology is pivotal for creating impactful interactive content (Wang & Wu, 2008). Mayer (2014) emphasizes that educators must ensure that interactivity enhances learning outcomes rather than becoming a potential distraction in educational settings. The ongoing advancement of interactive eBooks is propelled by the emergence of cutting-edge technologies, such as augmented reality and artificial intelligence, which offer novel opportunities (Dunleavy et al., 2009). Future investigations should prioritize examining the lasting effects of utilizing interactive eBooks on educational achievements, student engagement, and knowledge retention (Akçayır et al., 2016). Interactive eBooks have the potential to revolutionize education by providing captivating and immersive learning experiences. Scholarly research indicates that thoughtful design and effective integration of interactive eBooks positively impact learning outcomes, engagement levels, and critical thinking development. As ongoing research and innovation continue, the full potential of interactive eBooks across diverse educational contexts will be realized, aligning with the ever-evolving educational landscape (Mariani Mohd Dahlan et al., 2024).

3.0 Methodology

This review article systematically examines the evidence concerning the effects of interactive eBooks on learning outcomes and student engagement. The literature search encompassed prominent electronic databases, including PubMed, IEEE Xplore, Google Scholar, and JSTOR. Search parameters spanned from 2008 to 2020 and included terms such as “interactive eBooks,” “digital textbooks,” “enhanced eBooks,” “learning outcomes,” and “student engagement.”

To ensure scholarly rigor, a set of inclusion and exclusion criteria was established. Included articles focused on the utilization of interactive eBooks within educational contexts, explored their impact on learning outcomes and engagement, were published in peer-reviewed journals or conference proceedings, and adhered to the English language. Duplicate articles were eliminated, and the remaining studies underwent a two-step screening process. Initially, titles and abstracts were evaluated, followed by a full-text review of papers meeting the initial criteria.

Throughout this iterative procedure, a comprehensive understanding of the field emerged as crucial data were extracted from each selected scholarly paper. This information included author identities, publication years, research objectives, methodologies employed, and primary findings related to the effects of interactive eBooks on both learning outcomes and engagement levels. These insights were systematically categorized to identify common themes, trends, and noteworthy observations across the literature corpus.

In addition, a rigorous quality assessment was conducted to evaluate the methodological robustness and significance of each selected research paper. This assessment considered multiple factors, including study design, sample size, data collection procedures, and the clarity of findings presentation. Ethical considerations were specifically focused on ensuring proper attribution and accurate citation of the original authors' work. The overarching goal of this review article is to offer a comprehensive and insightful synthesis of existing research within a methodological framework. By doing so, it aims to enhance our nuanced understanding of the potential benefits and limitations associated with interactive eBooks in terms of improving learning outcomes and engagement.

4.0 Results and Discussion Content Analysis and Findings

The comprehensive examination of relevant literature sheds light on the impact of interactive eBooks on both learning outcomes and engagement. Notably, the incorporation of multimedia elements such as movies and simulations within interactive eBooks has consistently emerged as a focal point in various scholarly investigations. This emphasis underscores the potential of interactive eBooks to enhance engagement by capturing learners' attention and encouraging active participation (Smith & Johnson, 2018).

Moreover, a significant finding has emerged regarding the positive correlation between interactive eBooks and improved learning results. A study conducted by Chen et al. (2019) provides evidence suggesting that learners who actively engage with interactive components embedded within eBooks exhibit enhanced information retention and a deeper comprehension of the content. This favorable outcome may be attributed to the interactive features that prompt learners to apply their knowledge in real-time, such as participating in quizzes and simulations. These interactive activities effectively reinforce understanding and topic retention.

An essential consideration pertains to the customization and flexibility inherent in interactive eBooks. By incorporating interactive assessments and personalized feedback mechanisms, eBooks can cater to the unique needs, progression, and skill levels of individual learners (Jones et al., 2020). This learner-centric approach underscores the importance of tailoring educational resources to meet the diverse requirements of students.

Despite the potential benefits, scholarly literature underscores the hurdles encountered during the design and implementation of interactive eBook initiatives. Notably, the quality of interactive content plays a pivotal role in enhancing the learning experience rather than diminishing it, as emphasized by Mayer (2014). Additionally, disparities in technology access and the need for learners to possess digital literacy skills emerge as significant barriers to fully harnessing the advantages offered by interactive eBooks (Li, 2019).

In summary, the content analysis conducted reveals that interactive eBooks have the capacity to reshape learning experiences. However, educators and institutions must carefully consider these factors to ensure successful implementation. Table 1 shows Summary of Interactive eBooks: Benefits, Challenges, and Considerations.

Table 1 Summary of Interactive eBooks: Benefits, Challenges, and Considerations.

Aspect	Findings
Multimedia Components	Consistently studied topic; movies and simulations enhance engagement
Learning Results	Positive association with interactive eBooks; improved information retention and comprehension
Interactive Elements	Encourage real-time knowledge application (quizzes, simulations)
Customization and Flexibility	Address individual learner needs, progression, and skill levels
Interactive Content Quality	Crucial for enriching learning experience
Technology Access Disparities	Hindrance to leveraging interactive eBook benefits

Digital Literacy Skills Implementation Considerations

Essential for effective utilization
Educators and institutions must address these factors

Pedagogical Implications

The findings resulting from content analysis carry substantial implications for educators, learners, and educational institutions. The integration of interactive eBooks within educational contexts necessitates a reevaluation of instructional design methodologies. Prioritizing the alignment of interactive activities with explicitly stated learning objectives ensures seamless integration of engagement-enhancing elements into the curriculum (Parker et al., 2017).

Furthermore, the observed positive correlation between interactive eBooks and improved learning outcomes underscores their potential to enhance traditional instructional approaches. Educators are encouraged to leverage the flexibility and personalized learning opportunities offered by interactive eBooks, tailoring content delivery to accommodate diverse student needs and learning paces (Jones et al., 2020).

A deeper understanding emerges when examining the pedagogical implications derived from review findings. Educators, learners, and institutions can effectively navigate the realm of interactive eBooks to enhance learning outcomes and foster greater engagement. Notably, deliberate integration rather than haphazard utilization—of interactive features is crucial for instructors. Matching interactive activities with clearly defined learning objectives promotes meaningful participation (Parker & Chao, 2007).

The findings emphasize the importance of integrating instructional materials that align with educational objectives rather than diverting attention from them (Mayer, 2014). This underscores the need for a shift in instructional design methodologies, prompting educators to transition from mere information providers to facilitators of interactive and engaging learning experiences. In contrast, learners can derive benefits from dynamic learning opportunities facilitated by interactive eBooks (Dahlan et al., 2023). Research by Smith and Johnson (2018) indicates that incorporating multimedia information in education enhances engagement, leading to deeper comprehension of subject matter. Furthermore, this approach nurtures critical thinking skills as learners actively engage with interactive features. The ability to regulate and customize the pace of learning aligns with the preferences of contemporary learners who seek autonomy in their educational pursuits. Additionally, the inclusion of evaluative components within interactive digital books provides timely feedback, promoting metacognitive processes and self-regulated learning (Zhang et al., 2020).

The results highlight the potential of interactive eBooks to function as catalysts for pedagogical innovation inside educational institutions. Educational institutions have the opportunity to investigate the incorporation of interactive eBooks into their curricula as a means to augment learner engagement and optimize educational achievements. Nevertheless, it is imperative for educational institutions to acknowledge and tackle the technical disparity in order to guarantee fair and equal access to interactive eBooks for every student. This approach is crucial as it mitigates the potential of widening educational inequalities, as highlighted by Li (2019).

In summary, the findings yield pedagogical implications that advocate for the thoughtful incorporation of interactive eBooks within educational frameworks. Educators are encouraged to strategically harness their potential by systematically integrating these digital resources. Consequently, learners stand to benefit from enhanced and personalized learning experiences, while academic institutions are afforded an opportunity to foster innovation that addresses diverse learning needs. Table 2 shows the pedagogical implications of interactive eBooks within educational frameworks.

Table 2 The pedagogical implications of interactive eBooks within educational frameworks.

Aspect	Findings
Instructional Design	Reassessment required for integrating interactive eBooks
Learning Objectives Alignment	Crucial for seamless integration of engagement-enhancing elements
Positive Correlation	Interactive eBooks enhance traditional instructional approaches
Flexibility and Personalization	Leverage customized content delivery for diverse student needs
Effective Navigation	Deliberate integration of interactive features for meaningful participation

Methodological Limitations

The selected methodology has conducted a comprehensive examination of the impact of interactive eBooks on learning outcomes and engagement. However, it is crucial to critically assess certain inherent limitations in this approach. One such limitation is the potential for selection bias, stemming from reliance on specific keywords and databases. It is conceivable that relevant research not covered by the chosen search terms may have been overlooked. Additionally, while the establishment of inclusion and exclusion criteria is essential for focused analysis, there is a risk of unintentionally excluding studies that offer valuable insights on the subject. Furthermore, the content analysis method, proficient in identifying recurring themes, may not fully capture the nuances present in findings and implications across a diverse range of studies. Lastly, the existence of publication bias where studies with significant results are more likely to be published may impact the overall

representativeness of the analyzed literature.

The aforementioned constraints collectively impact the credibility and applicability of the research outcomes presented in the publication. The restricted scope in terms of language and publication dates could potentially compromise the inclusivity of viewpoints, thereby affecting the external validity of the review's findings. The deliberate focus on specific databases while disregarding grey literature may lead to an incomplete representation of the subject matter, potentially distorting the integration of research outcomes (Hart et al., 2018). Additionally, the limited assessment of methodological rigor in individual studies may jeopardize the internal validity of the findings, as less robust techniques could inadvertently influence the conclusions drawn. Furthermore, the prioritization of research conducted within specific educational contexts imposes constraints on the generalizability of the insights obtained, limiting their applicability to more diverse educational settings. In summary, while the selected approach has yielded significant insights, it is essential to acknowledge and address the associated limitations when interpreting the findings. Understanding these limitations underscores the need for cautious application of the review's results and encourages further investigation across a broader range of research contexts.

Future Research Directions

The identified gaps in the literature review highlight promising avenues for further research in the domain of interactive eBooks and their effects on learning outcomes and engagement. Firstly, a more comprehensive investigation into the distinct impacts of various interactive components such as simulations, quizzes, and videos could yield valuable insights into the specific elements that exert the greatest influence on both learning outcomes and engagement levels. Moreover, it is noteworthy that a substantial portion of the existing literature primarily focuses on the implementation and impact of interactive eBooks within K-12 and higher education contexts. However, recognizing the untapped potential, there is a need to explore the utilization of interactive eBooks in professional training and lifelong learning settings. Additionally, greater attention should be given to the experiences of learners from diverse cultural backgrounds and varying levels of technical familiarity, as these factors significantly shape engagement and learning outcomes.

Methodological and Scope Recommendations

Strengthening the methodology and broadening the study's domain holds promise for enhancing the robustness and relevance of its findings. One avenue for improving the quality evaluation technique involves considering factors beyond methodological rigor, such as transparency in reporting and potential biases (Bramer et al., 2016). Furthermore, researchers should deliberate on incorporating a more extensive range of databases and sources, including grey literature and studies conducted in languages other than English. This inclusive approach would mitigate potential biases during the selection process and enhance the overall comprehensiveness of the review (Hart et al., 2018).

To enhance the applicability of research findings, studies should explore the cross-contextual relevance of interactive eBooks. This entails considering various educational levels, geographic locations, and cultural contexts. Additionally, the potential benefits of longitudinal studies monitoring learners' engagement and learning outcomes over extended periods merit consideration. Such research could yield valuable insights into the sustained positive impacts often associated with interactive eBooks. Table 3 clearly illustrates the areas for further research and Methodological or scope recommendations.

Table 3 Enhancing Research on Interactive eBooks

Aspect	Recommendations
Methodology	Consider factors beyond rigor, including transparency and potential biases.
Data Sources	Include diverse databases, encompassing grey literature and non-English studies.
Cross-Contextual Relevance	Investigate applicability across educational levels, locations, and cultural contexts.
Longitudinal Studies	Explore sustained impacts through extended monitoring of engagement and learning outcomes.

5.0 Conclusion

The present review study offers a comprehensive analysis of the impact of interactive eBooks on educational outcomes and student engagement. Through an exhaustive examination of existing scholarly literature, this study contributes significantly to the field by providing valuable insights. Emphasizing the pivotal role of interactive features, it underscores their capacity to enhance learner engagement and promote active participation. The integration of multimedia components, including movies and simulations, captivates learners' attention and augments their understanding. Moreover, the analysis sheds light on the potential for improved educational achievements when learners interact with quizzes, exams, and feedback systems embedded within interactive eBooks. Collectively, these findings equip educators and researchers with a nuanced understanding of the advantages and challenges associated with the adoption of interactive eBooks in educational settings.

Significance in the Broader Context

The findings of this study hold significant implications within the broader context of enhancing learning outcomes through the utilization of interactive eBooks. As technology becomes increasingly integrated into education, interactive eBooks have emerged as a versatile tool that accommodates diverse learning styles and individual preferences. The insights gleaned from this research furnish valuable information for educators, specifically highlighting the positive effects of incorporating interactive features within educational environments. These enhancements contribute to heightened student engagement and improved comprehension. Consequently, educators can design more efficient and captivating learning materials that resonate with contemporary learners.

Furthermore, the study's findings extend beyond individual classrooms. Educational institutions seeking innovative approaches to enhance the learning process stand to benefit from the integration of interactive eBooks. Aligned with the needs of digital natives those who have grown up in the digital era this incorporation not only caters to their preferences but also equips them with essential skills for navigating today's information-driven society. Notably, the interactive eBook format bridges the gap between traditional and digital learning approaches, providing a seamless medium for the integration of multimedia elements.

The significance of this paper extends beyond its immediate context, contributing to the broader societal landscape by advancing digital literacy and disseminating knowledge. Interactive eBooks serve not only as facilitators of the learning process but also as catalysts for the development of critical thinking and problem-solving skills. By equipping learners with the necessary abilities to navigate the complexities of the modern world, these eBooks play a pivotal role.

The insights presented in this paper offer valuable guidance to educators, learners, and institutions regarding the effective utilization of interactive eBooks in educational settings. Considering the ongoing influence of technology, these recommendations aim to foster the adoption of interactive eBooks, fostering a culture of lifelong learning.

In summary, the contributions and insights from the review study provide valuable information for enhancing the learning experience through interactive eBooks. The study underscores the advantages of interaction, multimedia integration, and personalized learning experiences, offering practical insights for educational practices that align with the evolving needs of learners in our digitally interconnected society.

References

1. Akçayır, M., Akçayır, G., & Pektaş, H. M. (2016). Advantages and challenges associated with augmented reality for education: A systematic review of the literature. *Educational Research Review*, 20, 1-11.
2. Bramer, W. M., Giustini, D., de Jonge, G. B., Holland, L., & Bekhuis, T. (2016). De-duplication of database search results for systematic reviews in EndNote. *Journal of the Medical Library Association*, 104(3), 240-243.
3. Dunleavy, M., Dede, C., & Mitchell, R. (2009). Affordances and limitations of immersive participatory augmented reality simulations for teaching and learning. *Journal of Science Education and Technology*, 18(1), 7-22.
4. Hart, B., Lundh, A., & Bero, L. (2018). Effect of reporting bias on meta-analyses of drug trials: Reanalysis of meta-analyses. *BMJ*, 362, k3491.
5. Ioannidis, J. P. (2005). Why most published research findings are false. *PLoS Medicine*, 2(8), e124.
6. Jones, S., Smith, B., & Johnson, T. (2020). Interactive ebooks: Personalization and adaptability in education. *Journal of Educational Technology Development and Exchange*, 13(1), 1-14.
7. Li, H. (2019). Interactive e-books in education: A synthesis of the literature. *Journal of Educational Technology Development and Exchange*, 12(1), 1-14.
8. Dahlan, M. M., Mohd Zanial, H. A., Amir Hussin, A. A, Yahya, M. F., Saifuddin Mohtaram, S.& Shima Sabri. (2023). Interactive Video Learning: A Comprehensive Review of Engaging Educational Approaches. *Tuijin Jishu/Journal of Propulsion Technology*, 44 (4), 6836-6847.
9. Mariani Mohd Dahlan, et al (2024), Enhancing Reading Accessibility: Investigating the Efficacy of Ebooks with Dyslexia-Friendly Features for Children, *Educational Administration: Theory And Practice*, 30(4), 7324-7329 Doi:10.53555/kuey.v30i4.2561
10. Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
11. Mayer, R. E. (2014). *The Cambridge handbook of multimedia learning* (2nd ed.). Cambridge University Press.
12. McKnight, C., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194-211.
13. Parker, K. R., Chao, J. T., & Beatty, I. D. (2017). Designing for the digital age: Challenges and opportunities for instructional design. In R. A. Reiser & J. A. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th ed., pp. 38-50). Pearson.
14. Smeets, E., & Bus, A. (2013). Interactive features in electronic storybooks for children: Designing for education. *International Journal of Child-Computer Interaction*, 1(1), 2-10.
15. Smith, A. M., & Johnson, S. D. (2018). Interactive e-books: A review of the literature. *Journal of Research*

- on Technology in Education, 50(4), 308-320.
16. Sung, Y. T., & Hwang, G. J. (2013). A collaborative game-based learning approach to improving students' learning performance in science courses. *Computers & Education*, 63, 43-51.
 17. Wang, F., & Wu, Y. (2008). Designing effective interactive content: A case study of instructional technology integration. *Journal of Educational Technology Development and Exchange*, 1(1), 12-24.
 18. Zhang, Y., Chen, Y., & Wang, Y. (2020). The impact of interactive e-books on learning outcomes: A meta-analysis. *Educational Research Review*, 30, 100326.



Source details

Educational Administration: Theory and Practice

Years currently covered by Scopus: from 2019 to 2024
(coverage discontinued in Scopus)
Publisher: Auricle Global Society of Education and Research
ISSN: 1300-4832 E-ISSN: 2148-2403
Subject area: Social Sciences: Education

- Business, Management and Accounting: Organizational Behavior and Human Resource Management
- Business, Management and Accounting: Strategy and Management
- Business, Management and Accounting: Management of Technology and Innovation

Source type: Journal

[View all documents >](#)

[Set document alert](#)

[Save to source list](#)

CiteScore CiteScore rank & trend Scopus content coverage

CiteScore 2022

0.8 = $\frac{76 \text{ Citations 2019 - 2022}}{93 \text{ Documents 2019 - 2022}}$

Calculated on 05 May, 2023

CiteScore rank 2022

Category	Rank	Percentile
Social Sciences		
Education	#1096/1469	25th
Business, Management and Accounting		
Organizational Behavior and	#185/226	18th

CiteScore 2022
0.8

SJR 2023
0.188

SNIP 2023
0.780

About Scopus

- What is Scopus
- Content coverage
- Scopus blog
- Scopus API
- Privacy matters

Language

- 日本語版を表示する
- 查看简体中文版本
- 查看繁體中文版本
- Просмотр версии на русском языке

Customer Service

- Help
- Tutorials
- Contact us

ELSEVIER

[Terms and conditions ↗](#) [Privacy policy ↗](#)

All content on this site: Copyright © 2024 Elsevier B.V. ↗, its licensors, and contributors. All rights are reserved, including those for text and data mining, AI training, and similar technologies. For all open access content, the Creative Commons licensing terms apply. We use cookies to help provide and enhance our service and tailor content.By continuing, you agree to the use of cookies ↗.

