Research Gaps and Future Trends in Educational Media and Educational Theater Research: Analytical Study in Scopus and Web of Science Databases

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Abstract

With the growing digitalization, there has been increasing demand in companies for a skilled workforce to sustain in a competitive business environment. Although the traditional education system serves as a good source of knowledge, they have been consistently proven to lack emphasis on the overall development of students. Therefore, in recent years, the integration of art in education has been promoted. Education media and education theater are interactive education methodologies that improve the learning experience of students and develop their cognitive skills. This study assesses the research gaps in the field of educational media and educational theater through a comparison of critical studies published in Scopus and the Web of Science database. The areas of educational media prevalence, usage of theater in education, educational media role, and benefits of educational theater have been explored. The analysis identifies the main problems and is based on the current education sector needs. Accordingly, suggestions for improvement for the Egyptian education ministry are provided.

Keywords: educational media, educational theatre, educational drama, Scopus database, web of science database.

1. Introduction

Education over time has witnessed considerable changes due to the changing requirements of the modern population. Today, education is focused on not only imparting knowledge but also providing an impactful learning-based experience. It has witnessed an upgrade with the inclusion of constructive viewpoint features. One such change is the inclusion of art in every sphere of education, which has created awareness of the relevance of literature in improving the lives of students and the learning experience (İşyar, Akay, 2017). Many studies have concluded that this incorporation of art in teaching provides better satisfaction, delights, and professional review. Therefore, this study examines educational media and educational theater as educational courses that contribute to providing an in-depth understanding of the significance of their applicability for sustainable well-being. In the following, the study deals with Recent developments in media, educational media, and educational theater:

The modernization need for learning methods is rising with the movement of economies towards the era of information, technology, and communication (Dima et al., 2020). However, this adaptation to new learning mechanisms began in the 19th century wherein art has been introduced in the European curriculum. Thus, Art has been identified as the means of developing social, moral, and spiritual values to shape children (Vassileva, 2018a). Among different points of art, the educational theater is the entertainment medium focused on using humor and entertainment

for emphasizing learning and attracting children's attention via presenting in the interplay between fictional and actual contexts (Guner, Guner, 2012). Beginning the usage in the 1960s, theater in education is identified as a novel approach for having the better engagement of people in the issues associated with well-being, society, and health (Waters et al., 2012). Educational media is the aspect of art wherein the focus is on preparing prospective teachers for building career programs and gaining knowledge. Educational media majorly refers to communication channels used for instructional purposes. Majorly used for teaching and learning, some of the main educational media consist of print media, non-print media, and electronic media (O.D., E.I., 2014). As education is an indispensable element of growth for socio-economic and individual development, thus, in a competitive world transformation in the educational sector is undertaken. In the era of globalization, as technologies have intruded in the life sphere, the education sector witnessed the classroom widening beyond four walls (Zaghloul, Al-Madani, 2019). In the latter part of the 20th century, educational media witnessed the identification of new learning media i.e. the fusion of computer technology and traditional media (Kumar et al., 2013). Recent up-gradation resulted in combining audio, text, images, information source, or digital video accessible via mobile, computer, or any other digital device for gathering student attention to improve learning capabilities (Stocchetti, 2014). Eliminating the concept of limiting education with orders, educational media technologies provide a wide information spectrum and content based on industry, current aspects, or academics for increasing the skills and knowledge of students (Shilpa, 2014). Thus, eliminating the limited knowledge or book-based concept of education, recent developments in the form of art integration with curriculum resulted in providing more interactive education and enhancing the learning experience of students. The following is a presentation of educational theater and educational media scenario in Egypt.

Egypt, being the biggest African and Arabian countries has a dependency on media, agriculture, tourism, and services despite focusing on the socio-economic development of the country. Though the country is continuously focusing on multilateral and state international institutions' development, the presence of a high level of illiteracy has been a problem of the country (Stopikowska, El-Deabes, 2012). Egypt, like other Arab nations, has integrated theatrics into its curriculum. To design a comprehensive education system for widening student scope of thinking the traditional education system of Egypt has been supplemented with theatrics (Hartmann, 2008). Developed by Khedive Ismail initiative, the integration of theater in education has been promoted in Egypt for growing students' skills. School theater contributed to enhancing children's learning experience (Zaghloul, 2021). As information seeking in the education sector has been becoming prominent, many institutions are using media sources like archives, libraries, mass media, or alternative media for improving literacy levels. Consisting of media sources like Egyptian radio, television union, and modern film industry; the Egyptian education system witnessed that traditional sources like newspapers were still more preferred sources (Tayie et al., 2012). The Egyptian higher education system consists of about 26 nongovernmental universities, 158 special higher education institutes, and 24 governmental universities. With the growing need of improving education system quality and fulfill students' needs, digital transformation has been integrated into the Egyptian education sector. Even growing the need to be online i.e. the rise in the number of internet users to around 51 million in 2019 with about 50 % of activities associated with education, the educational media in Egypt witnessed rising demand (Sayad et al., 2021). Thus, Egypt, like other countries, focused on having a promotion of education theater and educational media for providing a widened information base and keeping students connected with culture. Through the previous presentation, the objectives of the research and its contributions can be identified as follows:

With the growing digitalization and the need for economies to have a skilled workforce for sustaining a competitive environment, there has been the requirement of upgrading the education system. Though traditional education methodologies contribute to providing a knowledge base to students, still a restriction of the curriculum to the book-based structure resulted in providing limited learning opportunities. Art was identified as a medium of engaging students and creating a learning environment, thus, the usage of educational media and educational theaters among the institutions for building interactive learning platforms has grown. Many economies across the world used digital media for overcoming the border-based hindrance in education. Even the educational theaters contribute to creating a more practical learning environment by combining the theoretical, cultural, fictional, and practical aspects. Thus, this study focuses on exploring the educational media and educational theater to advance the faculties specialization, especially for

Egyptian universities. Egypt has witnessed a growing focus of government on enhancing socio-economic development but due to the low level of education and presence of a more illiterate population, the scope of growth for the country has reduced. For sustainable development of Egypt, it is required to enhance the quality of education in institutions. Therefore, this study supports Egyptian universities in building educational programs for providing more advanced quality of education and building training programs to engage more students. Even suggesting the strategies for government to enhance the learning experience for students, the study provides in-depth knowledge on the relevance of educational media and theater and the medium of enriching knowledge base for students in the digitized world. Thus, it can be determined that the main objective of the study is to empirically assess research gaps and future trends in media and educational theater from Scopus and the Database web of science. In the following lines, the study reviews the research literature.

Since the 20th century as new technologies are emerging, the success capacities for career settings, college, and life civic have shifted from just education to more skill-based learning. The 21st century workforce is trained in educational institutions to function in the dynamic environment of continuous improvements by using an innovative methodology like adjusting to processes, iterating, or challenging the existing norms (Miller, Ann, 2019). This requirement and growing understanding of human and artistic experiences resulted in having the focus on improving the education system by developing new assessment methods, pedagogy, or the curriculum. As disciplines like drama, dance, literature, music, visual arts, or media could help in creating the 21st century pathway for developing dynamic skill sets and being active learners, thus the contribution of educational media and educational theater is examined (Schulte et al., 2021).

It can be said in this context that the history and evolution of educational media and educational theater, Education in their process of knowledge sharing and learning is not just restricted to having textual or bookish information. Instead, the process of education is a holistic approach witnessing continuous developments throughout life (Preeti, 2014). As the education world has evolved to a state wherein different devices, people, platforms, or parts seek for creating a productive learning environment, thus, media in this process is creating waves by providing new means of learning (Kapur, 2018b).

In the 19th century, with the technological department advent and developments like textbook production or photography, new educational media mediums of learning have been added. With this electronic media like radio or television began to enter the classroom in the 20th century (Yildiz, 2019). In the 1960s programmed instruction tools, instructional television, video and audio cassettes were available which led to the rise of instructional technology. As in the 1980s, the microcomputer was introduced, the computer-based learning method in the educational sector has become an important educational technology working mainly on instructional design method extension (Shorkey, Uebel, 2014). Further, in the mid-90s, the revolution resulted in promoting the e-learning paradigm for having learning distribution across borders. This educational medium of bridging institutional borders gaps focused on enhancing the learning flexibility with time, place, and pace of learning. The technology-enhanced learning from educational media fostered by new digital media devices and services influenced the educational sector by providing innovative learning methods (Westera, 2012). Thus, educational media with the innovation witnessed an evolution in educational technology and instead of just focusing on the textual knowledge worked on skill development and learning of students.

The integration of art in education also resulted in promoting another form of education i.e. theater in education (Zaghloul, 2021). The theater is defined as the fine art collaborative form wherein using live performers the experience of the real or imaginary events is provided to people at a specific place. Having the combination of speech, music, dance, or gesture, the theater serves as the medium of providing a more impactful experience. Usage of theater art in academics is an old concept i.e. Greek originated, wherein using drama the education was provided to citizens (Idogho, 2013). Later on, the application of educational theater in the mid-1960s in Britain wherein the method is identified as the child-centered education mechanism as through active play child could discover and investigate and develop more effective learning (Waters et al., 2012). As the method is performance-based thus, education theater includes different educational topics like nutrition, neglect abuse, environmental aspect, or social issues; the knowledge of children could be enhanced. However, despite this significant role, theater in education is not considered as the learning means focused on creating a more aesthetic and creative experience (Millet, 2012). Even

with the growing creative drama usage in educational expansion and programs, still very few educational dramas are present focused on enhancing learning (Kovacs, 2014). The educational theater along with providing a learning experience by working on cooperation and thinking also establishes emotional responsibility while functioning which is an essential component in social life (Guner, Guner, 2012). Thus, with evolution and the changing need of creating a more skilled workforce, the need has been to integrate educational theater for engaging students and delivering more practical knowledge. The study deals with the following Challenges in education and educational media or theater.

Where is believed that Globalization though is identified as the phenomenon functioning towards economic prosperity but on the other hand, it is regarded as a source of many issues for countries? As globalization has enhanced the competitive environment, the demand for a workforce with more skilled knowledge has increased (Kumaravelu, Suresh, 2020). Presence of a large population and increasing competition in the job market, there has been a greater need for improving the teaching mechanism for making the workforce meet dynamic business environment demands (Loveluck, 2012). Further, the presence of inadequate funds in the education sector in fulfilling the training requirements or the infrastructure for quality-based teaching adds to the challenge in the education sector (Shishigu, 2016). Though the purpose of the education sector is to deliver skills and knowledge to young people to have better access to social, economic, and political opportunities, a minority of disadvantaged and marginalized people in the education sector resulted in reducing the access to education (Krafft, 2012). Even the curriculum of many of the education systems discard the practical knowledge and relevant information and instead focus on having the structure based on irrelevant material rote memorization. This results in hampering the quality of education and even level of learning for youth. Educational processes further have the problem of frequent dropout, high repetition, low school quality, education irrelevance, and widespread tutoring which leads to keeping youth detached from fundamental skills (Krafft, 2012; OECD, 2012).

As youths are deprived of the market-required skill set, the traditional system bore a challenge in the form of unpreparedness of people for the labor market. Further, as educational media has become a prominent source of overcoming the border issue and expanding the knowledge base, still a restriction of the institutions to the curriculum based on book knowledge results in adding challenges by preventing the student's needs fulfillment (Pinto et al., 2016). The educational media and theater are learning experience-based systems wherein using instructional technology skill enhancement-based teaching are provided. But this implementation even at the primary and secondary level of education tends to add a burden on academic authorities of delivering the required standard of learning. This results in reducing the concentration level of teachers (Baojing et al., 2020). Even as most of the students seeking education from primary and secondary levels are minor and have a lack of cognition in the world. Thus, their judgment ability to distinguish between correct or wrong learning is not enough. With the presence of educational media, students could reach complicated information on the internet which sometimes due to lack of guidance results in developing incorrect views and bad habits (Dima et al., 2020).

Thus, despite having developments in the education sector by integrating art and creating a more innovative learning-based experience, the issues like lack of funds, quality of teaching, lack of guidance, or reduction in concentration level serve as challenges resulting in degrading the effective learning level. This is how it appears the impact of technological advancement on education, especially educational media, and educational theater.

The 21st century is the technology era having the inclusion of technological aspects in day-to-day activities for adding convenience and making functioning more effective. The education sector for improving the quality of education witnessed recent developments wherein technology usage has been integrated into the learning and teaching processes and even innovative and modern technologies have been used as instructional strategies (Raja, Nagasubramani, 2018). With the technological advancements, various tools like mobile devices, microphones, computer systems, digital games, interactive whiteboards, or online media streams could be used by teachers for presenting new materials, demonstrating new lessons, or advising on the usage of different programs or websites (Udoudo, Ojo, 2016). The usage of educational media with improved technology has a dramatic impact on learning and teaching. A database could be created with educational media, thus,

the issue of management and effective resources delivery could be overcome by keeping a track of the personal information of partners or the placements (Kapur, 2018a).

Case studies, real-world information, and the online modules provide community-based learning and classroom ability thus contributing to having effective teaching delivery (O.D., E.I., 2014). Further in the education drama, though the method initially with its constructive and therapeutic approach contributes to delivering the intellectual ideas more conveniently. But with the integration of the digital process, the writing and reading ability of students improve (Andrade-vargas et al., 2021; Seylani, Dağlı, 2017). The educational theater becomes more reachable to students without any place restriction and even with the integration of different digital techniques complex problems could be solved. Thus technological advancement helps in educating students along with developing skill sets like cooperation, team-building, solidarity, or empathy (Seylani, Dağlı, 2017). Further, technological advancements in the education sector help students in learning in a quicker form, organizing the learning process more effectively, and developing communication. Academic staff who earlier were not able to provide more advanced information due to limited reach and knowledge could with the digitalized educational system have universal development in teaching (Dima et al., 2020).

Hence, technological advancements in educational media and educational theater contribute to providing online information, eliminating border-based information restriction, cultivating critical thinking, and effective delivery of knowledge to students. The study presents some empirical reviews in the following.

S.-J. Wee (Wee, 2011) focused on examining the influence of drama education on children. With the assessment of two drama specialists who worked in Midwestern United states public elementary school perception on the influence of the 6-week Kindergarten drama program, the analysis revealed that drama education contributes to promoting creativity, awareness, respect for others, arts awareness, and building self-confidence. Thus, based on the applied practices and beliefs of schools, drama education should be implemented for enhancing children's education and learning levels.

R. Inoa, G. Weltsek, and C. Tabone (Inoa et al., 2014) examined the relevance of integrating arts in education by assessing the relationship between theater art intervention and the achievement of students in the field of mathematics and arts. Consisting of 1193 students from the urban schools of the large east coast wherein about 729 were treatment group students while 464 were included as control group people, the multi-stage cluster randomized analysis method has been used. The analysis revealed that students having education with art intervention had better performance and even theater-based education resulted in providing more effective learning to students. Thus, the inclusion of theater-based art projects in education and theory of change would contribute to promoting students' academic achievement.

R. Neto and M. Polega (Neto, Polega, 2015) the study focused on assessing the linkage between loneliness, academic achievement, and social media use for high school students along with determining the relationship of demographic aspects with these elements. With the analysis of 345 students at urban high schools in Michigan using statistical tests like ANOVA, correlation analysis, and t-test; the study revealed that social isolation and loneliness contribute to diminishing academic achievement of students. Herein, educational media by providing the opportunity of engaging in form of cooperative school activities, the alleviation in the student's emotions could be derived.

H.S. Zaghloul and F.M. Al-madani (Zaghloul, Al-Madani, 2019) to determine the role of educational media in deriving academic attainment, the study examined the relationship between media employment as an instructional modality and the education aspect of quality and academic attainment. As this linkage enables the development of a vision for improving education quality, thus, collecting the perception of 380 respondents i.e., principals, communicators, and teachers from five different educational districts of the Saudi Arabia Kingdom the relationship is established. The study with correlation and general linear model analysis revealed that educational media is not just the educational mean but also a tool for improving students' ability by changing behavioral patterns, acquiring better academic and personal skills, and building teamwork ability.

H.S. Zaghloul (Zaghloul, 2020b) to explore the educational theater 3D Hologram technology usage conducted an exploratory study for Egyptian schools. The educational theater is an important instructional method used by the Egyptian ministry of education in the form of school activity or curriculum. As modern technology using holograms could help schools in providing solutions to existing issues related to illusions, stage, decoration, or lighting arts; thus, with this

goal for having performance improvement could be derived. Herein analysis of 400 theater performers from different governorates schools of Egypt showed that most of the respondents consider that 3D hologram technology is a favorable tool for teachers, but the installation cost of this technology is high, and even fast intervention is required which serve as a challenge.

2. Materials and methods

The study aims to identify the research gaps and future trends for education theater and education media. With the focus on having the exploration of existing literature, the study uses the descriptive research design for stating in the qualitative examination of the educational theater and education media concept.
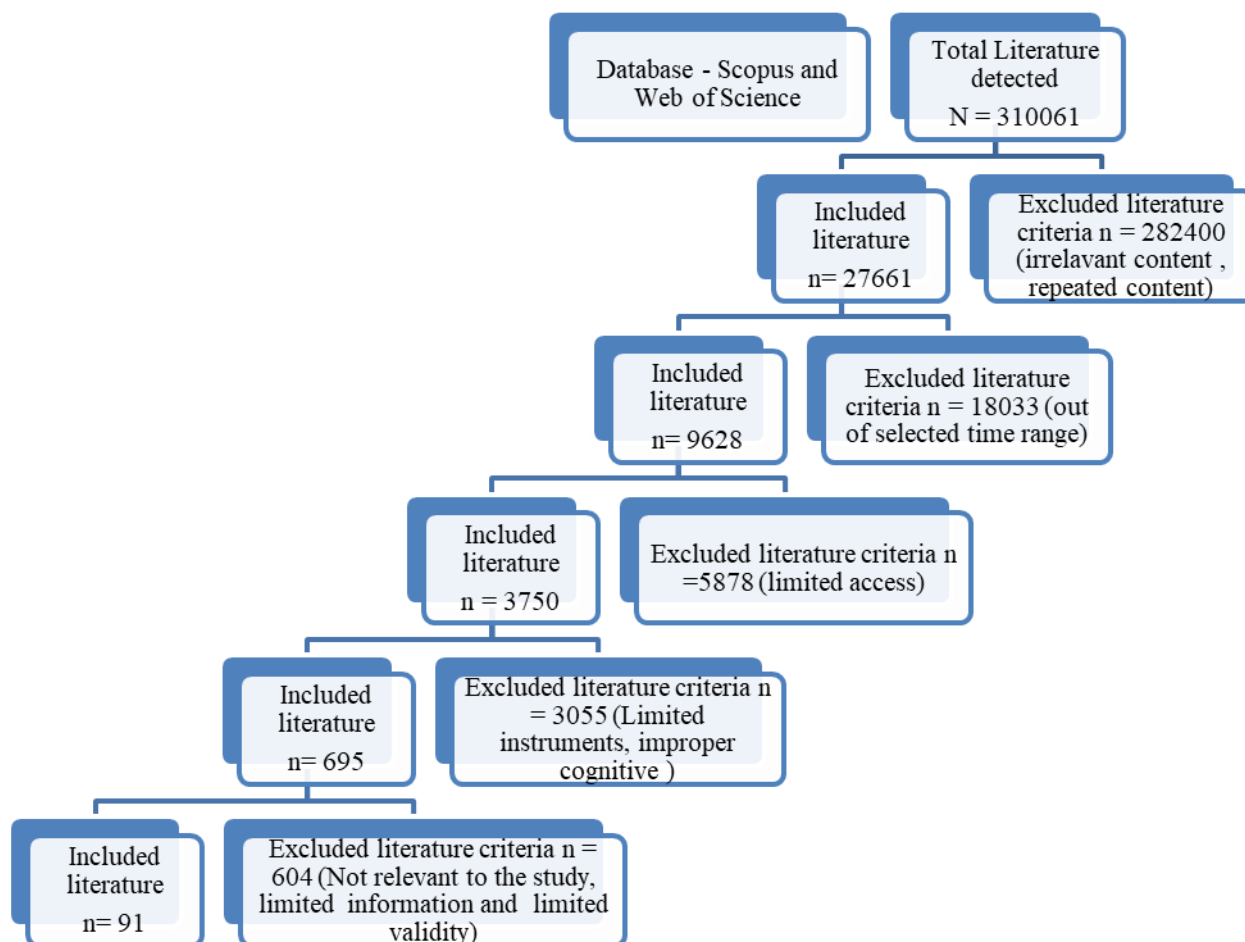
Fig. 1. Experimental design of the review

Herein, using the secondary analysis method, the researcher would focus on identifying the relevant studies from the Scopus and Web of Science databases. In Scopus using the search string (educational media OR school media) for the educational media-based studies with (specialization OR usage OR prevalence) for understanding the practice of educational media. Further, for determining the relevance of educational media the (educational media OR school media) search string is used with (relevance OR benefits OR importance). For the educational theater, the main search string (educational drama OR innovative drama OR educational theater) was used along with (specialization OR usage OR prevalence) to understand the practice of educational drama while (relevance OR benefits OR importance) for determining the contribution of methodology. As there are many types of research available but recent studies only contribute to providing relevant information for this study, thus, the data selection is restricted for the studies published between 2011 to 2022. For the meducational media search string, more than 3 Lakh studies while for educational theater about 10000 studies were identified. Though the number of studies is large most of these studies consist of non-relevant information and just the inclusion of search strings. However, the exploration of published papers in the web of science database

revealed that there are 954 studies associated with search string (educational theater OR educational drama OR theater in education OR educational media OR media education AND drama in education). Thus, PRISMA-based analysis has been done for the exclusion of non-relevant papers from the study. The experimental design adopted for filtering the papers is stated in the Figure 1.

However, as the focus of the study is to identify the research gap, thus, the entire process is divided into 4 main themes i.e., the prevalence of educational media in institutions, usage of theater in education, the role of educational media, and educational benefits of drama. Based on the relevant information for each of the themes, the studies are selected. The frequency of the studies selected for each theme is stated below (Table 1):

Table 1. Studies selection

Database	Themes	Frequency	Percent
Scopus	Educational benefits of drama	7	17.95
	Prevalence of Educational media in institutions	14	35.90
	Role of educational media	10	25.64
	Usage of theater in educational departments	8	20.51
	Total	39	100.0
Web of Science	Educational benefits of drama	9	17.31
	Prevalence of Educational media in institutions	19	36.54
	Role of educational media	18	34.61
	Usage of theater in educational departments	6	11.54
	Total	52	100.00

The above table graphical analysis is shown in the Figure 2:
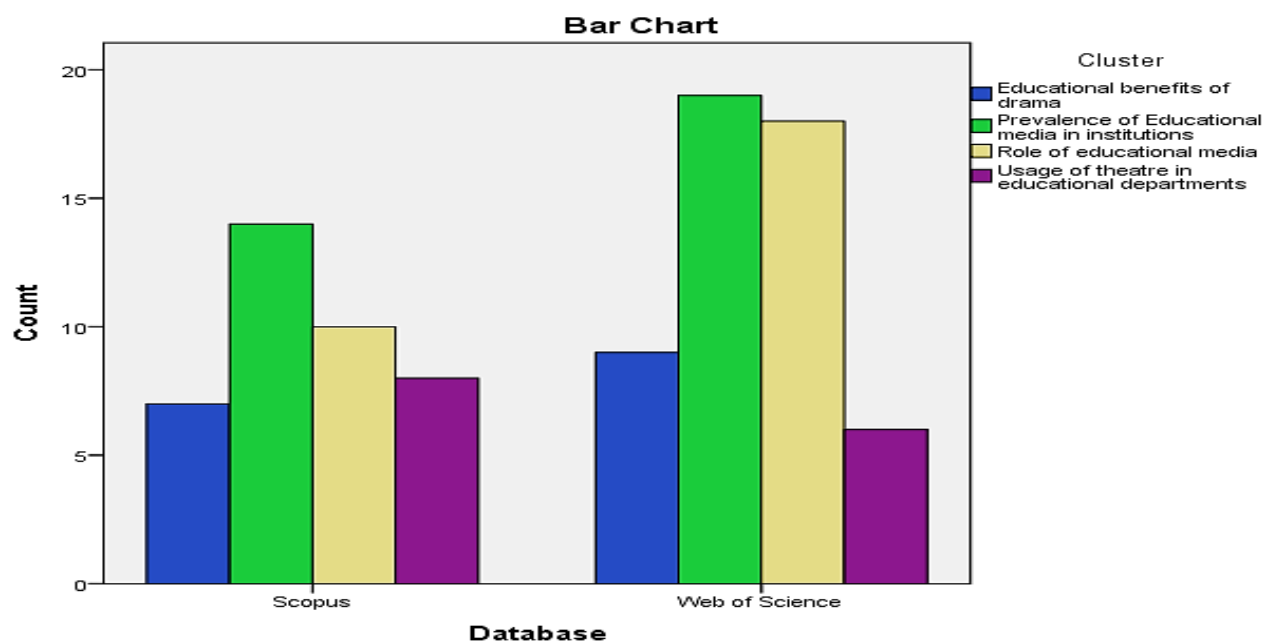
Fig. 2. Cluster wise distribution for each database

For analysis initially, a basic frequency examination would be done to have an overview of the selected research by examining the frequency of published studies, and sources used by studies using SPSS software. Following it would be the systematic review of the research for listing out research contributions and identifying the research gaps. Herein, while analyzing as the credits to the researchers are provided by having in-text citation and adding bibliography, thus, the information derived about educational media and educational theater is ethical and hence the results could be used by the Egyptian education ministry for upgrading their education system.

3. Discussion

The examination of existing research depicts that though different authors have focused on examining the role of educational media and educational theater across the economies and even derived its relevance still there are many problems. Though efforts are there to improve the education sector by providing more interactive learning methods, the existing deficiencies in the research limit the understanding of the methodology's role.
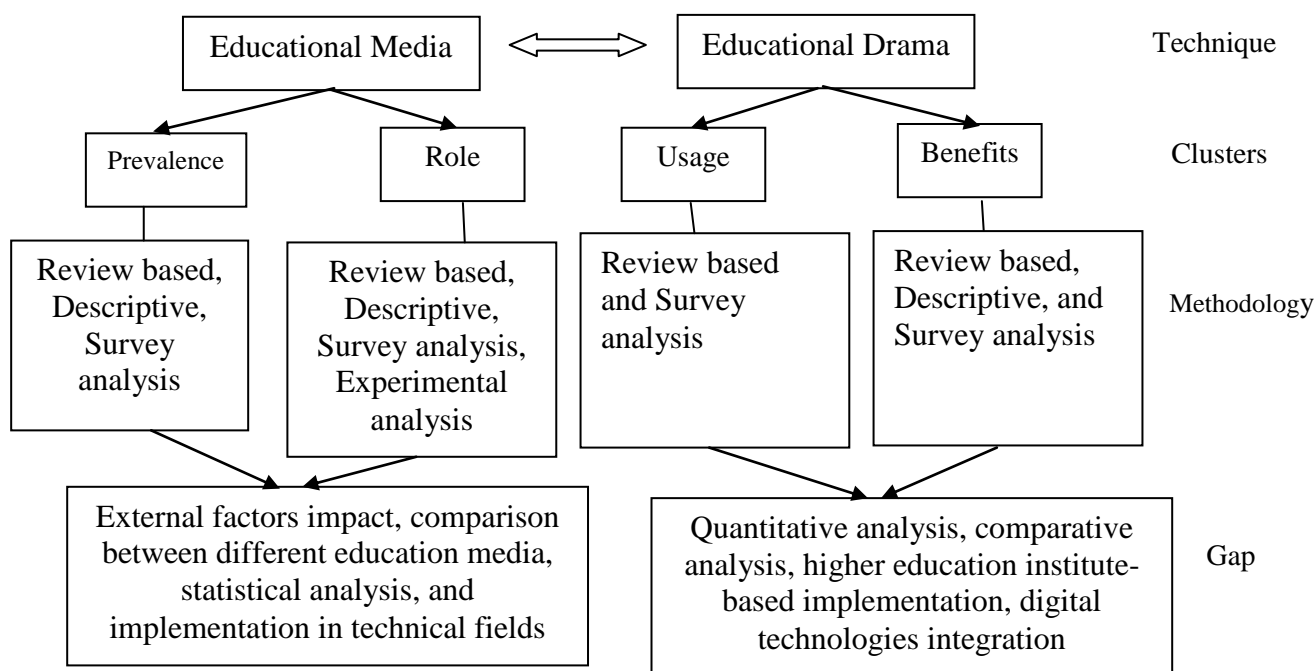
Fig. 3. Research categories for educational media and educational Drama

Firstly, the studies have though explored the application of educational media but still, the role of social media in the different fields of education is not derived. Major studies have identified that social media contributes to degrading academic performance but its contribution in enhancing the information base and omitting the boundary limitation has not been explored. Even the application of educational media to support remote learning, especially in a crisis like the COVID-19 pandemic has not been explored. (Connor et al., 2021) examined digital professionalism for understanding its contribution and determined that social media as a communication tool does contribute to learning but is affected by time availability, support, and delivery of teaching.

Even E. Radwan et al. (Radwan et al., 2020) focused on understanding social media's role during COVID-19 but the study identified that though educational media is used for learning during a pandemic, the major role of these techniques is to spread panic among students. The study's usage has been limited to using descriptive, review-based, or survey-based analysis methods wherein the comparison of existing digital education media has not been explored and even the statistical hypothesis testing methods to identify the implementation status or existing challenges in the application process is not determined. Thus, the exploration of digital technology implementation and guidelines for supporting students is still lacking.

Secondly, drama-based education, despite being the interactive methodology of delivering knowledge and strengthening the conceptual base of students, is not recognized as a technique of effective learning. Though researchers explored education theater usage for some fields like nursing, social aspects, and management, the focus of the methodology is still reserved for awareness. Complex methodology like in-depth knowledge is not provided by the educational theater. Even in many areas, the application is restricted to schools and not for higher education.

Some scholars (Uzunddotoz, Demirhan, 2017) identified that with the implementation of creative drama in physical education for public universities of Turkey, the critical thinking of students improves. D. Brabcova et al. (Brabcova et al., 2013) explored the role of educational drama in improving the children's knowledge of epilepsy and removing the epilepsy-related stigma from students. Even exploration of roles has been reserved using survey, qualitative or descriptive

analysis methods which provide you a brief overview of the structure, but it prevents you from having the determination of the aspects which contribute to enhancing the learning experience. Thus, the exploration of the education drama for the technical field and higher education is limited and needs to be explored.

Thirdly, the educational media being an advanced technique of delivering education is explored on its contribution to academic achievements, but there are many factors like teachers' attitude, accessibility of media, or even the student behavior which contribute to influencing the contribution of educational media. The existing studies have focused on understanding educational media's contribution to students' performance but the exploration of external factors contributing to influencing this linkage is still not yet explored.

J.M. Ostrov et al. (Ostrov et al., 2013) stated that exposure of children to educational media resulted in increasing relational aggression over time. This aggression in parents and teachers is not physical but relational which majorly contributes to influencing the learning level of children.

Further, R.A. Zou (Zou, 2021) an analysis of social media sites like *Twitter, Instagram*, and *Facebook* depicted that students using these sites have better critical thinking skills but due to some associated issues like misleading content, or difficulty in discrimination among words; many times students fail to interpret the message. The experimental analysis method or qualitative analysis methodologies herein provide the option of having the comparison with traditional techniques and even exploration of the stated technique but many other relevant components which influence the higher education institutes education system and learning in a virtual environment are not covered. Thus, though these studies explored the contribution of educational media the associated factors with educational media like internet accessibility or the time spent on social media are not considered which often tend to affect the learning and performance of students.

4. Results
For the assessment of educational media and educational drama, the study included 91 pieces of literature that have been explored.
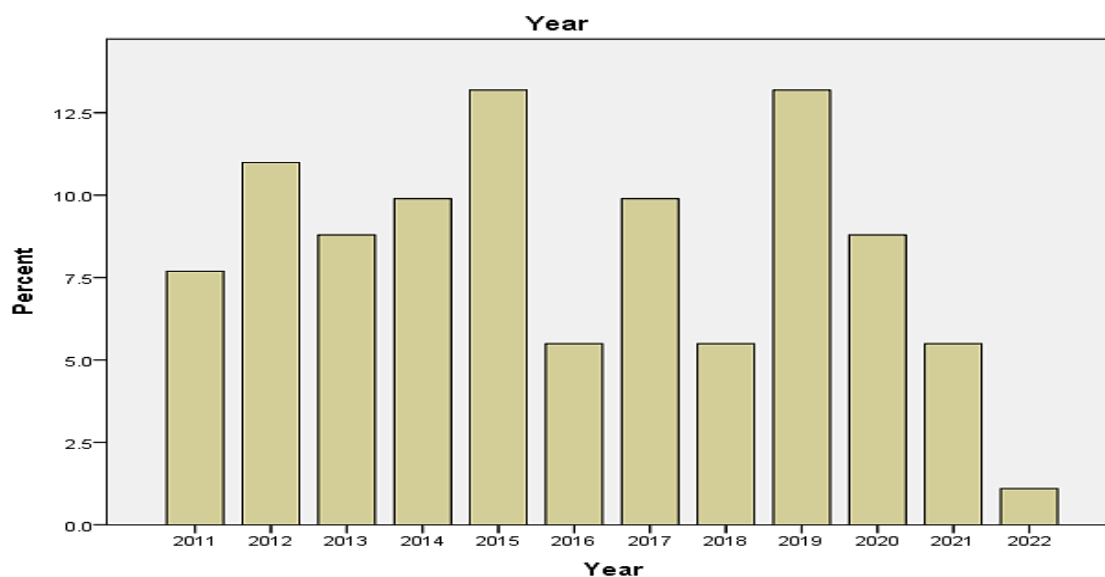
Fig. 4. Frequency of publication year wise

Herein, the examination of the publication years depicted those studies included in the analysis are from the year's scope 2011–2022 wherein the focus was on the educational media. However, with the rise in technology though smart classes have been adopted and innovative teaching techniques are used but still less research focused on educational drama.

The above figure shows that most of the publications are from 2015 and 2019 year and least from 2022. The cluster wise distribution of all years is shown in the Table 2.

Table 2. Year-wise distribution for clusters

|		Cluster				Total
		Educational benefits of Drama	Prevalence of Educational Media in institutions	Role Of Educational Media	Usage of Theater in educational departments	
Year 2011	Count	0	2	3	2	7
	% of Total	0.0 %	2.2 %	3.3 %	2.2 %	7.7 %
2012	Count	3	3	3	1	10
	% of Total	3.3 %	3.3 %	3.3 %	1.1 %	11.0 %
2013	Count	1	4	2	1	8
	% of Total	1.1 %	4.4 %	2.2 %	1.1 %	8.8 %
2014	Count	3	1	2	3	9
	% of Total	3.3 %	1.1 %	2.2 %	3.3 %	9.9 %
2015	Count	1	7	4	0	12
	% of Total	1.1 %	7.7 %	4.4 %	0.0 %	13.2 %
2016	Count	1	1	1	2	5
	% of Total	1.1 %	1.1 %	1.1 %	2.2 %	5.5 %
2017	Count	3	3	2	1	9
	% of Total	3.3 %	3.3 %	2.2 %	1.1 %	9.9 %
2018	Count	2	1	0	2	5
	% of Total	2.2 %	1.1 %	0.0 %	2.2 %	5.5 %
2019	Count	0	2	10	0	12
	% of Total	0.0 %	2.2 %	11.0 %	0.0 %	13.2 %
2020	Count	1	5	1	1	8
	% of Total	1.1 %	5.5 %	1.1 %	1.1 %	8.8 %
2021	Count	1	3	0	1	5
	% of Total	1.1 %	3.3 %	0.0 %	1.1 %	5.5 %
2022	Count	0	1	0	0	1
	% of Total	0.0 %	1.1 %	0.0 %	0.0 %	1.1 %
Total	Count	16	33	28	14	91
	% of Total	17.58 %	36.26 %	30.77 %	15.38 %	100.00 %
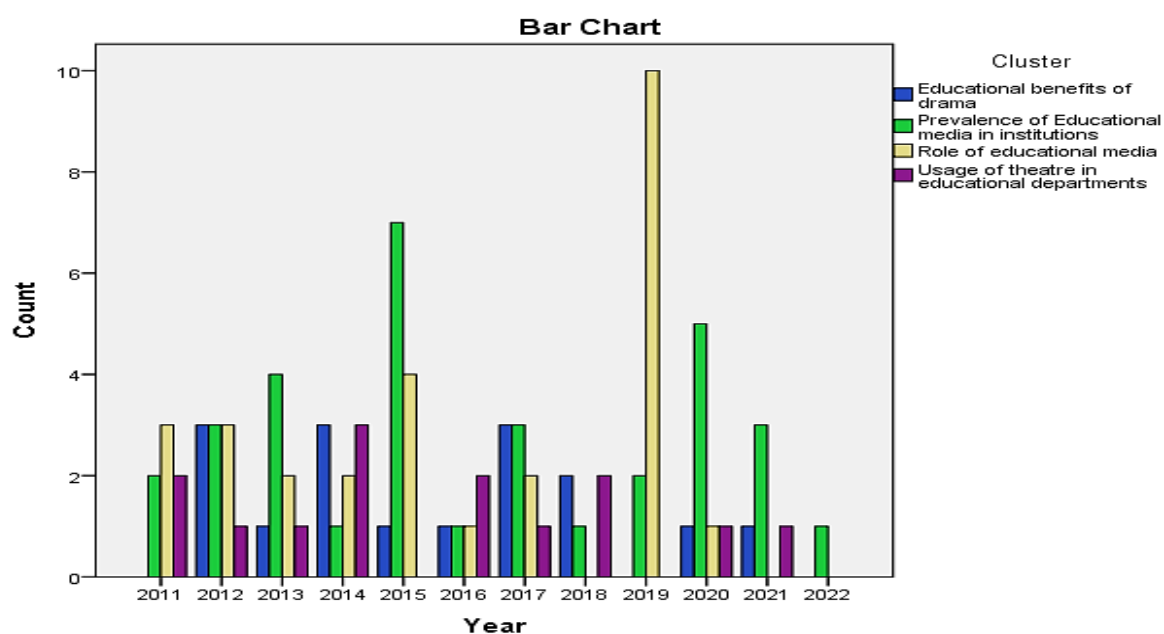
Fig. 5. Year-wise cluster

Herein, having the largest composition of papers published in 2015 and 2019 i.e., 12 each consisting of 13.2 % provides major information on education media. Herein about 7 papers are used for the understanding prevalence of education media in institutions and 4 papers for the role of educational media for 2015 while 2 for the understanding prevalence of education media in institutions and 10 for the role of educational media in 2019. The least number of papers are the ones i.e., 1 each published in 2022 wherein only prevalence of educational media has been explored. The graphical examination for this is presented in the Figure 5.

The exploration of the year-wise distribution of journals based on the database are shown in the Figure 6.
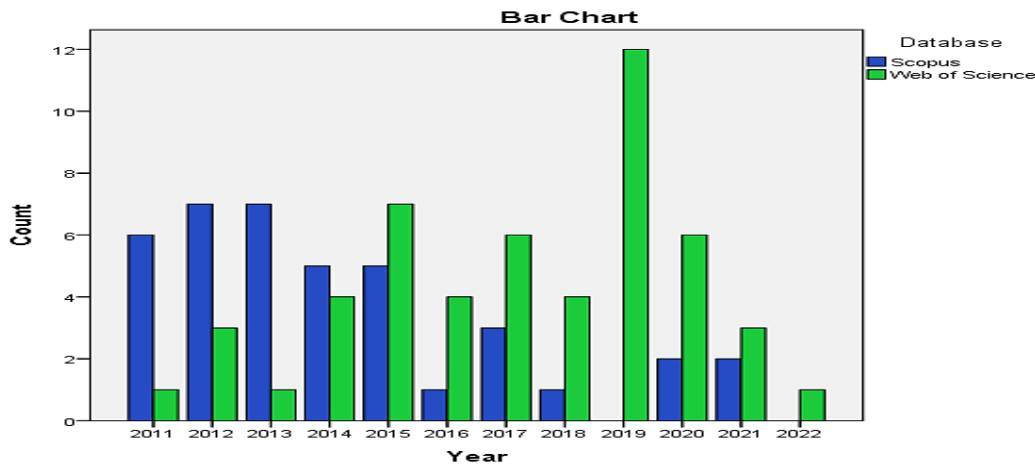
Fig. 6. Year-wise distribution for database

The analysis shows that majorly in the year 2011 to 2014 most of the publications are from Scopus journals. However, most journals published in 2015 published on the web of science contribute to providing more information about educational media and drama.

The examination of the selection of journals for the analysis is shown below in Figure 7.
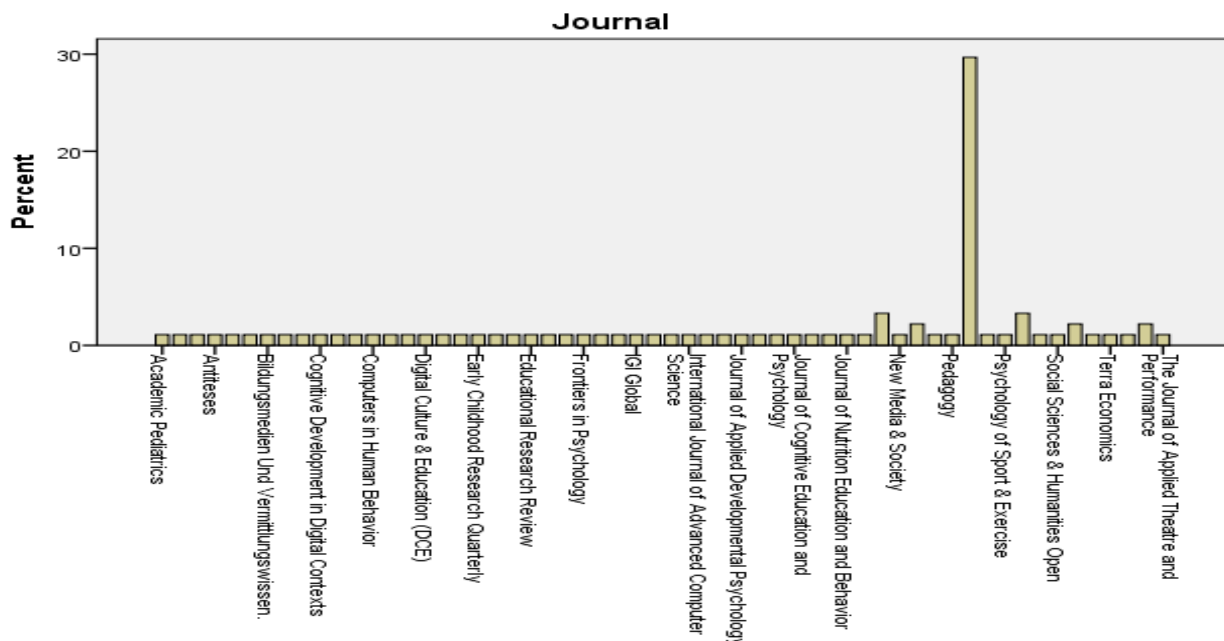
Fig. 7. Journal Frequency

The Figure 7 shows that most of the journals have just 1 journal selected from them for analysis. However, most of the publications are from *Procedia – Social and Behavioral Science* with 29.7 % contribution out of 92 journals. Following it is 3 journals from Media Education and Research in Drama Education: *The Journal of Applied Theater and Performance* with 3.3 % composition of each;

and 2 journals from NJ: *Drama Australian journals, Teaching and Teacher Education,* and *The International Journal of Management Education* i.e., 2.2 % composition of each.

Table 3. Journal wise cluster analysis

Journals		Educational benefits of Drama	Prevalence of Educational Media in institutions	Role of Educational Media	Usage of Theater in Educational departments	Total
Academic Pediatrics	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
AERA Open	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
American Annals of the Deaf	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
ANTITESES	Count	0	1	0	0	1
	% of Total	0.00%	1.10 %	0.00 %	0.00 %	1.10 %
Bericht Zum Schwerpunktthema	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00%	1.10%
Bildungsmedien Und Vermittlungswissen	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Bildungsmedien Und Vermittlungswissen.	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Bilingual Research Journal	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
CEEOL	Count	0	0	0	1	1
	% of Total	0.00 %	0.00 %	0.00 %	1.10 %	1.10 %
Cognitive Development in Digital Contexts	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Colombia Médica	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
Computer Assisted Language Learning	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Computers in Human Behavior	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Curriculum Inquiry	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Dialnet	Count	0	0	0	1	1
	% of Total	0.00 %	0.00 %	0.00 %	1.10 %	1.10 %
Digital Culture &	Count	0	1	0	0	1

Education (DCE)	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
E-Journal of Business Education & Scholarship of T	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
Early Childhood Education Journal	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Early Childhood Research Quarterly	Count	0	0	0	1	1
	% of Total	0.00 %	0.00 %	0.00 %	1.10 %	1.10 %
Educational and Information Technologies	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Educational Media International	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Educational Research Review	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Educational Technology Research and Development	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
European Economic Review	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Frontiers in Psychology	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
Health Promotion International	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
IARTEM E-Journal	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
IGI Global	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
International Journal of Education and Information	Count	0	0	0	1	1
	% of Total	0.00 %	0.00 %	0.00 %	1.10 %	1.10 %
International Association for Research on Textbook	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
International Journal of Advanced Computer Science	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
International Journal of Early Childhood	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
International Journal of Emerging Technologies in learning	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Journal of Applied	Count	0	1	0	0	1

Developmental Psychology	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Journal of Children and Media	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Journal of Children and Media.	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Journal of Cognitive Education and Psychology	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Journal of Educational Psychology	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Journal of Interprofessional Education & Practice	Count	0	0	0	1	1
	% of Total	0.00 %	0.00 %	0.00 %	1.10 %	1.10 %
Journal of Nutrition Education and Behavior	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
Learning, Media and Technology	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Media Education (Mediaobrazovanie)	Count	0	1	2	0	3
	% of Total	0.00 %	1.10 %	2.20 %	0.00 %	3.30 %
New Media & Society	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
NJ: Drama Australia Journal	Count	2	0	0	0	2
	% of Total	2.20 %	0.00 %	0.00 %	0.00 %	2.20 %
Pakistan Journal of Nutrition	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Pedagogy	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
Procedia - Social and Behavioral Sciences	Count	5	9	8	5	27
	% of Total	5.50 %	9.90 %	8.80 %	5.50 %	29.70 %
Procedia Computer Science	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
Psychology of Sport & Exercise	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Research in Drama Education: The Journal of Applied	Count	1	0	0	2	3
	% of Total	1.10 %	0.00 %	0.00 %	2.20 %	3.30 %
Revista Latinoamericana de Tecnología Educativa	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Social Sciences & Humanities Open	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %

Teaching and Teacher Education	Count	0	0	1	1	2
	% of Total	0.00 %	0.00 %	1.10 %	1.10 %	2.20 %
Tech Trends	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
Terra Economics	Count	0	0	1	0	1
	% of Total	0.00 %	0.00 %	1.10 %	0.00 %	1.10 %
The Education and Science Journal	Count	0	1	0	0	1
	% of Total	0.00 %	1.10 %	0.00 %	0.00 %	1.10 %
The International Journal of Management Education	Count	1	0	0	1	2
	% of Total	1.10 %	0.00 %	0.00 %	1.10 %	2.20 %
The Journal of Applied Theatre and Performance	Count	1	0	0	0	1
	% of Total	1.10 %	0.00 %	0.00 %	0.00 %	1.10 %
Total	Count	16	33	28	14	91
	% of Total	17.60 %	36.30 %	30.80 %	15.40 %	100.00 %

Further, the cluster-wise analysis of the publication's sources of selected studies shows that most studies are from the journal *Procedia – Social and Behavioral Sciences* i.e., 27 out of a total of 91 contributing 69.2 % part of the analysis. Herein about 9.9 % are used for the prevalence of education media in institutions examination while 8.8 % for the role of educational media and 5.5 % each for education benefits of drama and usage of theater in educational departments. Further, all other journals consist of a 1,2, or 3 paper contribution in the examination wherein the highest number of journals provide information relevant to educational media. Graphical analysis of the cluster wise analysis further is shown in the Figure 8.
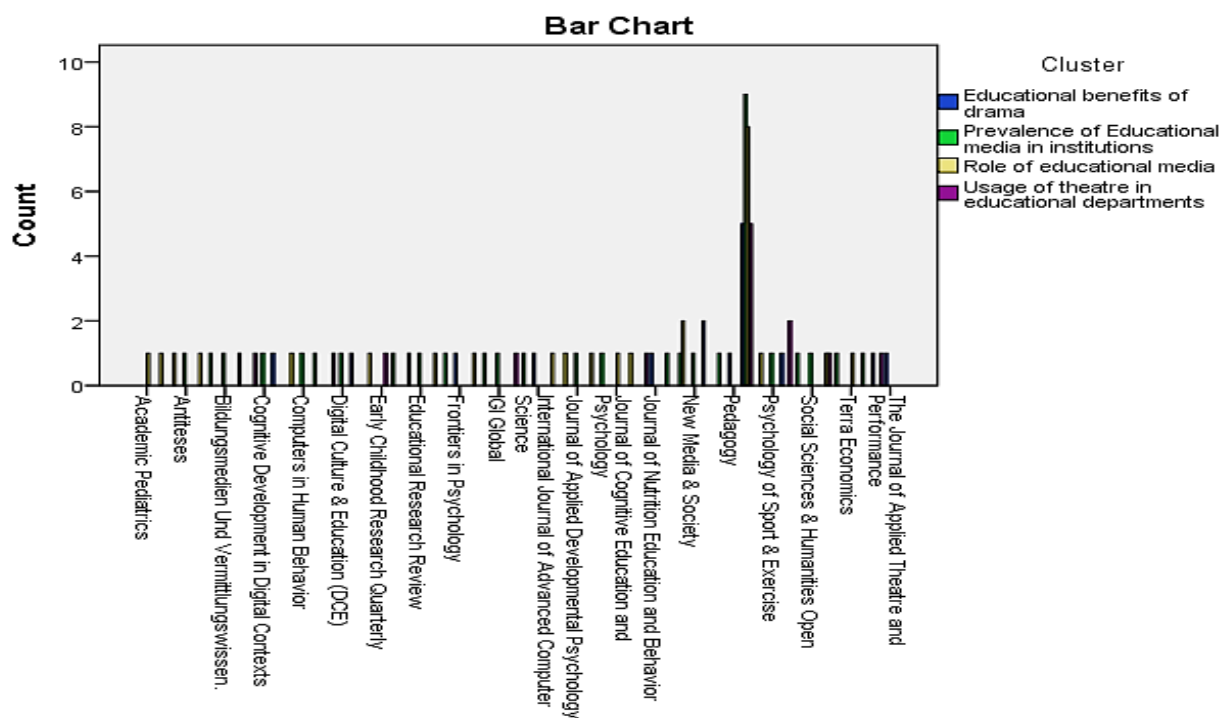
Fig. 8. Journal wise cluster

The assessment of journal wise distribution for each database is shown in the Figure 9:
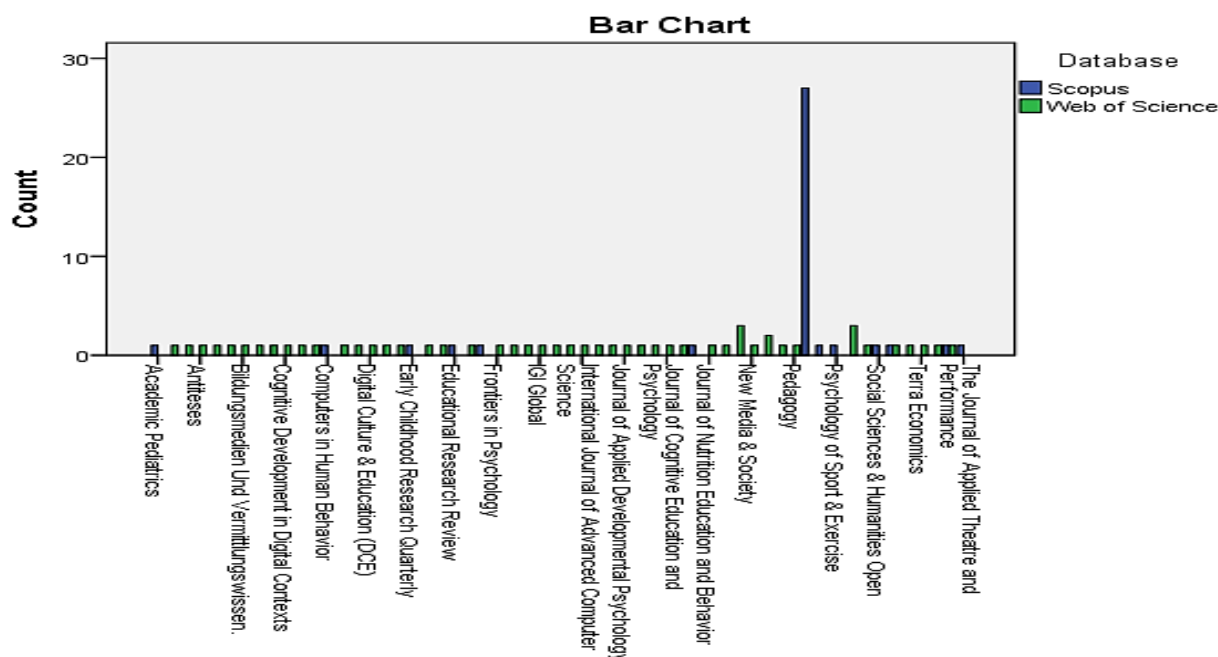
Fig. 9. Database wise journals

Thus, the analysis reveals that journals used for analysis are published in a different database. Only two journals i.e., Teaching and Teaching education and the international journals of management education are indexed in both databases. The next section will discuss in detail the research and the methods adopted by the existing studies for each area to understand the role of art in education. Herein, as the objective of the study has been to identify the research gaps and future trends for the educational media and educational theater, thus, below section would discuss in detail all the studies from 2011 to 2022 which have explored these concepts concerning their implementation in educational institutions and role of these programs in the educational sector. This would result in identifying the need for these advanced educational methodologies and suggesting the scope of research that needs to be explored for advancing the specialization of these programs in Egyptian universities. Thus, the results of the Prevalence of educational media can be determined that Curriculum teaching in the changing dynamic economies needs to update the learning methods for engaging the more active participation of students in activities for targeting the stress associated with learning concepts, physical and mental learning, and problem-solving ability. Where the results of the search in the Scopus database can be determined by the following.

In this need of improvement, educational media has been used by institutions by integrating a varied range of learning sources like television, textbooks, computer, specimens, props, books, or even the environment to derive better learning and teaching (Vebrianto, Osman, 2011a). In the initial years, the research mainly focused on the usage of educational media for social studies with the creation of a constructive approach to creating a learning approach with proactive working, having the student-centered perspective of teaching, and creating a virtual learning environment (Teşileanu, 2011). Though digital evolution has been taking place, still the learning strategies have been restricted to using strategies consisting of e-learning methods. The educational media has been the instructive technology using the tools as a communication medium like multimedia devices (Hidayati, Ida, 2012; Malekian, 2012). These instructional tools are utilized by the schools majorly for improving the learning skills of students but still, the factors like lack of innovation, low motivation of using instructional media, or low understanding of the need for instructional media result in limiting its application (Cheung, Slavin, 2013; Jaafar et al., 2013; Phosuwan et al., 2013). Even the assessment methodology for the existing research papers has been restricted to exploring the information about education media using a review of research. The practices have been reserved to either have a general examination of instructional tools or literature survey-based analysis wherein empirical examination via a focus group or the statistical analysis has not been adapted.

Especially the higher educational fields like engineering or even any other graduation studies with lack of professional developments had still dependency on the traditional resources for education (Rampai, 2013). Though the researcher overcame the existing studies' limitation of not

adapting to the analytical methodology by having an assessment of graduate students' perceptions, the analysis focused on just determining the knowledge management tool via social media influence on the competency level of students by their comparison. With the development quest and rapid growth in usage of technology, even many developing countries like Nigeria have focused on updating their school learning by using computer systems like CD-ROM, Tele-tutorial, videotext, video-conferencing, or virtual universities. Though these technologies increased productivity as the access to technological and educational amenities has been restrictive and unequal, there has been growing demoralization among the workforce (Laleye, 2015; Turina et al., 2015). The researchers explored the relevance of the nonhuman resource for the educational training and even the existing gadgets constraints by suggesting Nigerian universities incorporate technology in teaching, but the study design has been descriptive. Even though social media has also become an indispensable component of students' life. Though there are forms like open discussion portals in social media which support the academic performance of students, due to lack of motivation among students or absence of professionalism, the tool still lacks in contributing towards learning (Lau, 2017). Though educational departments across the world like in Australia, the UK, or Germany are aware of the educational media effect on students still the absence of an optimized approach, lack of national or international guidelines, and low level of distance learning supporting technologies tend to create learning gap and reduce educational media effectiveness (Dwumah et al., 2021; Grewenig et al., 2021; Kwon et al., 2020). Thus, in the Scopus database, despite having the advancement in educational media and its identification in the digitalized world to be a source of enhancing the learning experience, the lack of exploration of its implementation by institutions empirically across the world for higher education especially prevented the specialization of universities and departments. The results of the search in the Web of Science database can also be determined by the following.

Students have accepted traditional educational media as an effective mechanism for in-class training but educational media with innovative tools are defined as more enjoyable methods wherein male students are more interested in learning from these technologically advanced tools (Grubbs, 2012). T. Brabazon (Brabazon, 2014) integrated social media as an educational media tool by exploring its implementation for promoting the resistance, denial, or avoidance strategies against daily practices like drinking, swearing, smoking, or truancy. Apart from connecting to social aspects, G. Baron and S. Zablot (Baron, Zablot, 2015) identified the growing usage of educational media for vocational training. As in current times need has been to enhance competencies, thus professional resources for teaching have been expanded by the availability of publication on institutional sites, or the presence of formal and informal sites to gain knowledge or exchange documents (Kohl, 2018).

The school education system with technical innovations like internet availability is expanding and providing the scope of expanding resources for teaching students majorly of school level (Fey et al., 2015; Hohne, 2015; Stoddard, 2015).

N. Fitriana, S. Madanijah and I. Ekayanti (Fitriana et al., 2015) explored educational media usage for elementary schools and determined that visual media provide more scope of engaging children and convey a message, thus, nutritional education promotion has been done using it to target students' breakfast practices and attitudes. Even M.L.Z. Abascal (Abascal, 2016) restricted the educational media usage for BBC school students of the UK and identified the need of changing the educational media tools with time i.e. radio or television-based tools to the internet or web-based educational content (Fisch, 2017; Ganguin et al., 2017).

Some researchers (Rajković et al., 2019; Romanelli, 2019) explored more innovative educational media tools like digital textbooks or board games but still, the study has been restricted to non-technical areas like music education. Even recently many researchers (Samudra et al., 2020; Zaghloul, Rabeh, 2020) recommended co-viewing with educational media as the teaching mechanisms which enable derivation of visual attention but the more preference of these tools are for pre-university level education or the children (Tanjung, Salim, 2020; Tiwari, 2020).

J.A. Bonus, J. Watts, D. Stemen and L. Gritsai (Bonus et al., 2022; Gritsai, 2021) explored that educational media by parents is accepted as a medium of personality development in children. Hence, in the web of science database too although various research has explored the educational media implementation the examination highlighted that having the quantitative analysis or review-based analysis methods mainly, the application is reserved for enhancing the learning of children and majorly used for social areas and not technical learning. The results of the study are presented

here Usage of theater in educational departments. In the education field for the creation of a sustainable future, multi-method teaching practices have been implemented not only targeting theoretical knowledge but also for the overall development of students. Where the results of the search in the Scopus database can be determined by the following.

Lehtonen using a mixed methodology i.e. action research, autoethnography, and reflective practices reflected on the theater method and identified that drama education is the method of assessing the concepts with alternative solutions and implementation in different realities by combing the reality with the fictitious world of theater (Lehtonen, 2012). The theater projects in education though have a long tradition across economies but the learning potential and integrative teaching derived from the educational theater are still not investigated. As traditional educational theater mainly relied on drama strategies, short pieces, or the drama conventions with basic technologies, thus, despite having a contribution of method in improving the understanding level of students, it is not well implemented by institutions and even the researches are majorly restricted to having the exploration of the creativity level in teachers by revisiting the drama education or education philosophy reviews (Toivanen et al., 2011).

Though the creative and interacting method of drama provides the opportunity of improving the teaching system students and teachers bear challenges in implementing these practices and even recurring tension exists in the process of moving from scripted teaching to creative teaching. The educational model based on theater or drama is a western world concept wherein with the focus on expanding the intellectual horizon the department was founded in universities of Turkey or Istanbul. But as the dichotomy associated with the practice of knowledge and its theoretical information is not resolved for the theater department thus there was growing reluctance among students and teachers to have use of educational theater for training (Lehtonen, 2012; Yanikkaya, 2011). The methodology adopted for examining the practice of theater in the higher education field in Yeditepe university has been through survey and interview methods, but the analysis has been reserved to the descriptive examination of just knowing the willingness of students to accept the teaching method. Still, the presence of reluctance showcased the non-adoption of creative teaching methodology by universities.

Despite this many researchers have explored the implementation of educational theater though it is recommended for all fields having the lack of recognition of its efficiency, the practice is majorly restricted to social and health sciences (Costa et al., 2014). The researcher even identified that qualitative and quantitative method limitations in assessing the drama technique's role for institutions due to their dependence on emotional experience and large time requirement, thus, the review-based method is effective for understanding drama technique implementation in education. However, as the researchers expanded their scope, some of the authors assessed the perception of some students at Iranian private universities but the study still fails to capture the status of implementation. The study identified that English language-based education majorly consists of a cultural and social phenomenon wherein readers' or students' knowledge is based on values, behaviors, expectations, and beliefs; thus for the higher education department of English language, theater-based reading practices are applied (Aghaei et al., 2014).

Further, as elementary and secondary teachers often have issues regarding self-efficacy maintenance, thus, drama-based instruction provides a way of implementing new instructional strategies and hence creates a more constructive environment of learning for the students (Lee et al., 2013). Though the digital evolution has been there providing many technologies for improving the performance of educational theater, due to limited applicability still interactive theater has been used majorly in schools or social fields. Despite having the development of innovative projects and availability of techniques and advanced tools for assessing the educational theater role, the methodology of examination due to lack of development has been reserved to qualitative analysis wherein having simple interaction the evidence about the usage of interactive theater for undergraduates are provided. Herein, it is derived that the experimental theater technology serves the purpose of just providing news on the basic team communication or expressing difficulty in the delivery of healthcare (Pastor et al., 2016).

For higher education as applicability is restricted to information sharing but for the children's initial development phase, the educational theater is used as it provides the opportunity of engaging the senses of children and creating a learning environment while entertaining (Mages, 2018). Thus, the educational theater is a creative technique of teaching but with less association of the methodology with the practical knowledge, the applicability is restricted to majorly school level

wherein even the research due to lack of popularity of the technique is focused on having an only qualitative exploration of the concept without any advanced technique or the statistical analytical method integration. The results of the search in the Web of Science database can also be determined by the following:

The educational theater is the interactive method wherein using plays the information is conveyed to students. Though overtime educational drama usage has grown in enhancing the learning of students still majorly the practice has been restricted to social awareness areas like comfort zones statements, discussion of bullshits, advocacy, rigor, or silence (Omasta, Snyder-young, 2014).

M. Jörg (Jörg, 2016) discussing Stifter's novel, identified that human passion is the integral component and could be a source of learning and destruction. However, despite its contribution, majorly the usage of educational drama has been restricted to the non-formal education level (Vassileva, 2018b). Apart from social awareness, educational drama has been used for language-based education like educating children with Chinese language arts. As theaters help in providing better insights to challenges and history-related aspects of literature thus, effective learning in art-based areas could be derived (Chi et al., 2021). Having limited ability to convey a message to students, though the implementation is majorly for social purposes in some of the areas like Hong Kong or Sydney, the researcher explored educational drama effectiveness in supporting investment management learning (Butcher et al., 2017a).

Traditionally educational theater technologies have been reserved for plays or basic techniques, but one of the researchers i.e. (Zaghloul, 2020a) mentioned that as there has been the growth of virtual environment based learning methods, thus, technology like the 3D Hologram visualization method could be used in Egyptian school theaters for supporting drama integration in schools. However, the associated cost or location selection is the main hindrance in this aspect, and even the technique is not much explored, thus, still theaters prefer traditional techniques. Hence, the research published in a web of science with major review-based or survey-based analysis methodology identified that the usage of educational drama is reserved to social awareness in the non-formal education sector or art-based areas. Having non-awareness of advanced technology or association of challenges prevents the innovative technology integration with educational drama in an existing cloud-based educational environment. As for the results for the Role of educational media, the study is presented below.

With the application of educational media technologies in the education system, the self-confidence and motivation of students could be enhanced as necessary skills required for competing in the business environment could be derived. The instructional environment contributes to increasing collaborative learning skills, recognizing different learning styles, raising student interest, and even providing in-depth knowledge on concepts. Where the results of the search in the Scopus database can be determined by the following.

The studies with the focus on deriving the training influence of non-interactive and interactive media on learning skills though statistically focused on determining its influence by having statistical analysis using hypothesis testing method. But having the reservation of impact exploration for high schools, the implementation has been majorly on the base level of education (Hamidi et al., 2011; Vebrianto, Osman, 2011b). Initially, the focus of educational media was just on being a communication medium, thus, the major benefit derived by students was of having better academic achievement. However, with the growing focus on the relevance of social skills, instructional programs with multimedia have been designed to improve social skills, self-motivation, or self-consciousness. With the evolution of the research techniques, though researchers focused on using experimental methods for comparing the influence of education media on university-level students reservation of methodology to just impact determination or mainly comparison with traditional techniques prevented education media role examination (Malekian et al., 2012; Mallekian, Khazaee, 2012).

Through the integration of technology with education has been identified to create opportunities of providing better communication and learning, the issue of lack of academic staff mental positive attitude towards technology or associated costs results in delivering low quality of education. Even the usage of ICT and its relevance for students or implementation in higher education institutes has not been examined statistically. Reserving the methodology of examination to review based, the scope of role determination has always been limited (Perbawaningsih, 2013). However, for majorly the non-technical educational fields like a foreign

language-based classroom, the multimedia tools contribute to bringing diversity and change in the teaching process, providing long-lasting details to students, and even creating more information-based language environments. The studies identified the presence of different education media tools like audio or visual tools in Russian language teaching but the researcher neither focused on assessing smart educational technology usage for technical areas nor identified statistically how these methods enhanced learning and teaching experience (Ataklı, 2013).

Though educational media tools are growing in use but still some of the technical value reliability, user-friendliness, and inexpensiveness; thus educational institutions still regard traditional media i.e. books as the most valuable knowledge source Despite this, educational media has its contribution in providing operational conditional learning helps in improving conceptual knowledge, increasing competence, and problem-solving attitude among students (Sangsawang, 2015). The expanding implementation of educational media programs like e-learning in Thailand represents that, especially for schools i.e., primary, or secondary, these methodologies contribute to earning better satisfaction of students and teachers and growing acceptance as it simplifies the learning process. The e-learning technique by having high computational videos has been implemented by schools for simplifying the learning process but still, researchers have been limited to the basic statistical exploration with the descriptive or experimental examination. The technical exploration by model building or impact assessment of different media has still not been applied. (Areerachakul, 2015).

Even as the integration of social media for the learning environment is growing, the studies identified that the tools like Facebook served as a medium of including teachers in students' digital learning style and thus derived better engagement of students due to the presence of involving innovative ways of teaching (Rasiah, 2014). Further, exploration of educational media's role for the low-income families determined that though this methodology is identified as the source of providing cognitive skills, for low-income families, these tools do not raise the relevance of cognitive skills in child development (Choi et al., 2017). As there is variation in the level of digital technologies access and skills across economies thus, educational media for rural area students does not contribute much to improving the classroom performance of students. Thus, educational media contribute to improving the capabilities of students but still, the difference in the attitude of teachers and students influences the effectiveness of learning. Even the researchers with time though widened their scope of analysis by having a comparison between traditional and educational media-based creative teaching methods but the focus still has been just to identify its difference and not determine the contribution or state which medium is more adequate for enhancing students' learning experience, especially in higher education institutions. Where the results of the search in the Web of Science Database can be determined by the following.

Though traditional education has been a rich source of knowledge, having limited efficiency in delivering knowledge led to growth in the usage of education media.

I. Yoshida, T. Kobayashi, S. Sapkota (Yoshida et al., 2011) explored this relevance of educational media for health education and defined that this new instructive teaching methodology helps in better expression of individual attitudes, delivering knowledge, and even promotion of community actions (Starygina, 2012). Apart from this, the most common relevance of educational media has been in supporting the physically disabled people i.e.

Some researchers (Golos, Moses, 2014; Moses et al., 2015) identified that the American sign language or literary skills learning via video supported young deaf children in having better exposure, supporting fingerspelling, and even better literacy development. With the growing prevalence of educational media usage by schools, one of the major areas wherein learning has been promoted is vocabulary (Wong, Samudra, et al., 2019).

L.Y. Wu, A. Yamanaka (Wu, Yamanaka, 2015) explored instructional media usage and derived that though on-screen text-based learning could improve student performance, the majority of its role is in confidence-boosting of students rather than actual performance. Others researchers (Matthes et al., 2017; Salinas et al., 2016) examined the relevance of the educational media for enhancing teaching capabilities of preservice teachers wherein it enables integration of technology in teaching, self-efficacy, providing literacy content knowledge, and building in sound literacy instruction (Alekseeva et al., 2019).

Some scholars (Borzekowski et al., 2019; Wardani et al., 2019) even mentioned that at an early age children's educational media tools enable better shape knowledge, number recognition, health knowledge, vocabulary, or color identification. Major educational media benefits are

identified for children in deriving better academic or personal skills, promoting teamwork, and changing behavioral patterns (Zaghloul, Al-Madani, 2019). As technology-based environments support dual or multi-language learners, thus educational media contribute visually or orally enhancing the proficiency in the English language mainly compared to other languages like Mandarin or Spanish (Wong, Neuman et al., 2019).

Though educational media supported vocational learning, majorly the attention directing cues initiated by media-based learning method has enhanced the opportunity for children to learn vocabulary (Neuman et al., 2019), especially for low-income preschoolers (Danielson et al., 2019; Samudra et al., 2019; Wong, Neuman, 2019).

However, S.B. Neuman, R. Flynn, K. Wong, T. Kaefer (Neuman et al., 2020) identified that despite having the role of educational media in improving word learning, without any additional support presence, as the narrative is not clear, the word gap could be exacerbated. Thus, research published in a web of science database using the quantitative analysis method or the review method for exploration of educational media benefits and derived that these visual tools serve as an innovative means of learning for children and teachers but mainly work on their behavioral changes or vocabulary aspect. The technical areas of learning like technology-related concepts or engineering concepts are not yet explored. The study reviews the following results on the educational benefits of drama.

Educational theater being the methodology integrating arts in education serves as a promising method of engaging the interest of youth. These live performances enable students to imagine the situation and even develop an emotional connection with the situation, thus, this interactive method enables the delivery of education effectively to schoolchildren. Where the results of the search in the Scopus Database can be determined by the following.

Along with supporting the school children, the creative drama method is widely applied by university students like in French universities for language classrooms. As the method is more suitable for creating cognitive object against the basic method of teaching and even the ability of students to read and speak the language via drama improves, thus, the method not only motivate students in learning different languages but also prepare students for the real world (Aydeniz, Ozcelik, 2012). Some studies also identified that heritage-related information is complicated and needs keen attention, but due to traditional teaching methods often the teachers fail to deliver effective knowledge to students. Herein, drama contributes to making children more aware of the cultural heritage by providing information on the relevance of those buildings or the need for preservation.

Though with time the scope of education theater or drama usage for education is expanding by including heritage aspects but the methodology and technique applicability is still traditional. Having non-integration of any advanced or statistical examination methodology, a qualitative survey or review-based analysis method are majorly applied to understand the drama activities characteristics or their practice (Kesici, 2012).

The drama integration in education enables students in developing better communication skills, increasing the efficiency of formative communication, and even supporting multiple intelligence among students. As with no rise in focus on statistical techniques, some researchers applied hypothesis testing methods but herein the application of education drama is to elementary school wherein the learning foundation among students or more specifically children are built. Education drama is identified as an interactive technique thus, its suitability is majorly accepted for children for whom the creation of interactive experience is a must (Cojocariu, Butnaru, 2014). As the method is a most healthy form of delivering information by creating cooperative awareness, social awareness, and increasing imaginative capability; thus educational drama is the method that contributes to providing a better learning experience to students especially children (Kemeh, 2015; Tombak, 2014).

Apart from having social awareness creation, this pedagogical approach of implementing educational theater could even contribute to having better investment management. The method enables a better understanding of the psychological process and cognitive behavior which majorly contribute to influencing investment decisions; thus with educational drama investor behavior could be determined and management could be done effectively (Butcher et al., 2017b).

With the movement towards remote working amid the pandemic, the lack of technological team availability and technical preparation resulted in creating issues like virtual background adjustment or keeping eye contact based on interaction with participants. Though some studies

explored the educational theater relevance even during COVID-19 by identifying its contribution in triggering imagination and creating a healthier learning environment. However, when in the 21st century the pandemic created an opportunity of building a more innovative learning environment, but still the lack of consideration of institutions towards connecting with communities via drama and even having an exploration of education theater impact quantitatively on student learning reduced the role of drama educators (Cziboly et al., 2020).

Thus, the educational theater is a methodology of connecting reality with situation-based learning which majorly supports children in creating general awareness and encourages the effective delivery of knowledge in social and management fields. However, the reservation of technique for mainly school students and even the methodology to basic understanding by descriptive or review method prevented the exploration of digital techniques-based education drama in the virtual environment. Where the results of the search in the Web of Science Database can be determined by the following.

With the growing focus on using more creative methods for engaging students' interests. Educational theater using quantitative analysis has been identified as a promising approach in youth engagement for improving the knowledge of children regarding active living concepts or health-related knowledge (Cheadle et al., 2012). For promoting social values, educational intervention is strongly recommended, thus, theater-based strategies are preferred wherein using play and discussion forums, the attitude of people are targeted to motivate family members to adopt organ donation practices (Buitrago et al., 2013). Over time, as the relevance of educational drama has grown, review-based studies identified that role-play or simulated interaction practices of educational drama serve as holistic learning means to have better competency development and knowledge acquisition among business graduates (Villiers, Botes, 2014). Despite the role of educational theater, its usage has been restricted to a non-educational level wherein the focus was on creating more awareness among people (Kim, 2017; Nikolova, 2018). However, recent research expanded their scope by integrating school-based implications of drama and determined that the drama process supports primary schools in developing better linguistic and cultural diversity understanding and even understanding the poetic language (Carter, Sallis, 2016; Wang, 2017). Even some researchers (Zaghloul, 2018) determined that educational theater could also benefit preparatory year students of the university as it will enable better thinking and communication skill development. Though the study recommended the possible benefit of education theater in the practical course despite this, even recent studies have focused only on children and social awareness areas. (May et al., 2021) mentioned that theater usage in the educational program could help in raising awareness about child sexual abuse and exploitation. Hence, using quantitative and review-based analysis methods in research published on the web of science database, the analysis revealed that educational drama benefits derivation has been restricted to the non-educational sector and mainly the purpose has been to either raise social awareness or alter the attitude of children. No focus has been on the technical and more real-world-based technical aspects and usage of educational drama in improving the teaching and learning experience in universities.

5. Conclusion

Over the past years, art usage in education has gained immense attention. Many educational institutions across the world have adopted interactive and instructive education methodology i.e., education media and educational theater for delivering more effective learning experiences to students. However, the focus of existing studies has been restricted to basic awareness and lack of advanced digital technologies implementation. As with the outbreak of pandemics and the movement of economies towards big data and artificial intelligence, the requirement is to add convenience and efficiency in functioning; thus, advanced technologies used in educational media and theater should be examined. This study identified three major research gaps i.e., lack of digital technology implementation in educational media, restrictive usage of educational drama for awareness, and non-inclusion of external factors impact on educational media contribution. Thus, there is a requirement of examining the educational media like social media or virtual learning platforms' role in learning, determining drama role in expanding the knowledge base of technical fields like engineering or medical fields, and identifying factors influencing educational media's positive contribution towards student learning. With the exploration of educational media and theater research scope, the study contributes to suggesting Egyptian universities improve their education delivery quality by implementing below stated strategies.

- The educational drama methodology as majorly is used for social awareness or providing knowledge to students about basic healthcare. Egyptian universities could expand the scope of research by implementing educational drama in technical fields.

- Educational drama is an interactive teaching methodology but still, the majority of institutions rely on traditional techniques for delivering performance. Thus, the Egyptian education ministry could upgrade their department scope by integrating more virtually advanced technology using 3D projectors, computer animation, stop motion camerawork, or virtual reality masks screens firstly for educating students which would not only provide a more engaging but also an impactful learning environment.

- Social media in current times has been a popular source of seeking information, but not many studies have explored this media usage in education. As social media has more possibility of creating a negative impact, thus, the content for education is not promoted. The Egyptian education ministry thus could state the guidelines for promoting social media usage as an education platform in the form of open discussion portals.

The study with the focus on identifying research gaps and future trends explored the educational media and educational theater role but still, due to limitation of resources, the study is based on having review based or majorly descriptive analysis methods. As the quantitative analysis or statistical examination methods help in specifically examining Egyptian universities' conditions and students' demands, thus, future studies could focus on conducting a primary study for understanding the areas that need to be explored for having better specialization of education.

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