



A BIBLIOMETRIC VIEW ON VALUES EDUCATION STUDIES IN THE INTERNATIONAL ARENA

Gökçe Demiryürek

Necmettin Erbakan University, Türkiye

E-mail: gdemiryurek@erbakan.edu.tr

Abstract

Values education is an accepted field of study in the world today. The cultural ties that values education has due to its nature are also reflected in the studies carried out. Based on the necessity of determining the trend of values education studies in the world, this research aims to bring a bibliometric view to the field. For this purpose, 256 articles indexed in Web of Science from 2005 to 2021 were analyzed. As a result of the analysis, the distribution of the articles by years and journals, the prominent articles, authors, institutions, and the links between them were mapped. It has been observed that the journal "Educational Sciences in Theory and Practice" stands out in terms of the number of documents in the journals, and the journal "Teaching and Teacher Education" ranks first in terms of the number of citations it receives. The most influential authors are Thornberg, R., Lovat, T., and Clement, N. Among the countries, it has been determined that Australia ranks first in terms of both the number of documents and the number of citations it receives. The expression "values education" is the most preferred keyword. It was followed by the words "values" and "moral education". It has been observed that the cooperation networks between the authors, institutions and countries are weak.

Keywords: values education, bibliometric analysis, Web of Science, Voswiever

Introduction

Values, which constitute the fundamental principles for the self-development and realization of the individual, are also determinative of the integration of the individual into society. Considering that individuals are also determinative of the future of society (Güçlü, 2015), it gains even more meaning for countries to put excessive emphasis on values education and develop specific values education policies.

Although scholars and thinkers from different disciplines have had many discussions and research studies on the concept of values, no consensus has been reached on what exactly values are (Ulusoy & Dilmaç, 2014, p. 5). It can be said that the definition of the concept of values by many different disciplines from their perspectives has resulted in the lack of a common and unified definition of this concept. Values are elements that have important effects on individuals and society, even if it is a choice. To make a comprehensive definition, we can say that values are generalized basic moral principles or beliefs that are accepted by the majority of its members as correct and necessary to ensure and maintain the existence, unity, functioning, and continuity of society and reflect their common feelings, thoughts, goals, and interests (Kızılçelik & Erjem, 1994, p. 99).

It is known that values education was begun to be emphasized in the world many years ago. It is seen that the first studies of values education, also known by various names such as character education and moral education, emerged in the early 1900s. In the United States in the 1900s, important studies on character education can be found in the bulletins published regularly

by the Education Bureau of the Department of the Interior (McNaught, 1917; Neumann, 1917). It can be said that the purpose of those bulletins was to teach children about American ideals. It is seen that values education, which emerged in America as character education, began to issue its first scientific publications in the 1970s under the name of values and character education in the world (Demircioğlu & Tokdemir, 2008). Values education, which has survived to the present day by going through periods where there are different perspectives or approaches, when the interest increases or decreases, exists in every society, but it appears in different forms. The cultural and sociological structure of each society is different, and it is known that this difference shapes value judgments. This strengthens the thesis that values education is a relative concept. The reasonable continuation of social life is closely related to both the happiness and quality of the individuals who make up that society and the degree to which values exist (Ekşi & Katılmış, 2016, p. 12). For these reasons, it is inevitable for countries to attach special importance to values education. In fact, values education is now included in the curricula of many countries, and this topic is importantly emphasized (Edgington 2002).

It is seen that there are many scientific studies on values education, but there are only a limited number of review studies that show the general trend and direction of these studies and make this aspect visible with statistical data (Gülmez et al., 2020; Julia et al., 2020; Sökmen & Nalçacı, 2020). It can be said that there is a need for bibliometric analysis studies in this field, which are conducted on qualified publications that have been scanned in international databases and have certain criteria. This is because data such as research productivity, citation sequences, associations of concepts, or citations that can be obtained using bibliometric methods can make important contributions to the literature (Gordon et al., 1984).

It is possible to have insight into the quality of studies, analyze key areas of research, and predict the direction of future studies with bibliometric analysis (Yu et al., 2020). To compare journals, countries, authors, and institutions, both the quality and quantity of publications are important (Karakuş et al., 2019). The bibliometric analysis provides an opportunity to make this comparison. For this purpose, scientific studies indexed in the Web of Science (WoS), a scientific database, were subjected to bibliometric analysis. WoS is one of the most widely used bibliometric databases (Thompson, 2018; Zhao & Strotmann, 2015). There are 1.7 billion cited references, more than 155 million records, and more than 34,000 journals in WoS. In addition, the core collection of WoS consists of six different online databases: Science Citation Index Expanded (SCI-EXPANDED), Social Science Citation Index (SSCI), Arts & Humanities Citation Index (A&HCI), Emerging Sources Citation Index (ESCI), Conference Proceedings Citation Index-Science (CPCI-S), and Conference Proceedings Citation Index-Social Science & Humanities (CPCI-SSH) (Clarivate.com). This study aims to scan and bibliometric analyzes of scientific publications on values education in WoS. In this way, a statistical framework about the past and present of values education in the world will be established. In addition, researchers who will work in this area will be offered the opportunity to see the perspectives of researchers from earlier years. Before bringing a proposal to determine the direction of values education studies or to improve values education policies forward, it is important to determine how values education are evolving in the world. Bibliometric studies to be carried out in many aspects, such as the aspects of values education in the world, which disciplines are dealing with this topic, in which journals these topics are more common, if there is a change by years, which authors or institutions are focusing on this topic, will provide a better understanding of the topic.

It is also important to show the general tendency towards values education to understand the values education policies of the states. The bibliometric data obtained from scientific research on values education can be both a source for researchers and a guide for educational programs to be updated. Values education is an area that is subject to subjective approaches. Bibliometric analysis, which is a quantitative study, is also useful in terms of providing an

overview of publications in this field and presenting concrete data to researchers. For these reasons, bibliometric analysis of scientific research on values education indexed in WoS, one of the world's leading databases, is expected to make an important contribution to this field. This study attempts to find answers to the following research questions:

1. What is the distribution of articles on values education in the WoS database by years?
2. What is the distribution of articles on values education in the WoS database by the journals?
3. What is the citation distribution of the relevant articles?
4. What is the citation distribution of authors, institutions, and journals of relevant articles?
5. What is the distribution of the prominent countries in the articles?
6. What are the most frequently used keywords in the articles?
7. What is the co-citation distribution of the authors of the articles?

Research Methodology

General Background

In this study, the scientific publications on values education scanned in the WoS database were examined using the bibliometric analysis method. Bibliometrics is a census-based field of study that involves the examination of the output of published books, journals, and articles using mathematical and statistical techniques. Bibliometric analysis is explained as the process of obtaining data by analyzing certain characteristics of documents/publications (journal, subject, number of authors, publication information, etc.) (Al & Coştur, 2007). In bibliometric studies, it is possible to obtain a comprehensive range of quantitative data, such as trends, correlations, keywords related to the field in question, relationships in the keywords used by authors, titles of studies, the international dimension of the authors of the study, the number of citations the study obtained, and the language used in the study (Jamali et al., 2015). Bibliometric analysis is an effective method to increase the impartiality of scans in the field, give researchers an idea of what their work looks like, and show the focus of studies in the field (Gülmez et al., 2020). This method makes the connections between journals, authors, publications, and citations visible with maps (Zupic & Čater, 2015). Bibliometric analysis not only helps to get an overview of scientific studies but also allows us to get much better and more reliable results than subjective evaluations (Van Eck & Waltman, 2017). In this study, scientific articles on values education in WoS were subjected to bibliometric analysis.

Data Collection and Analysis

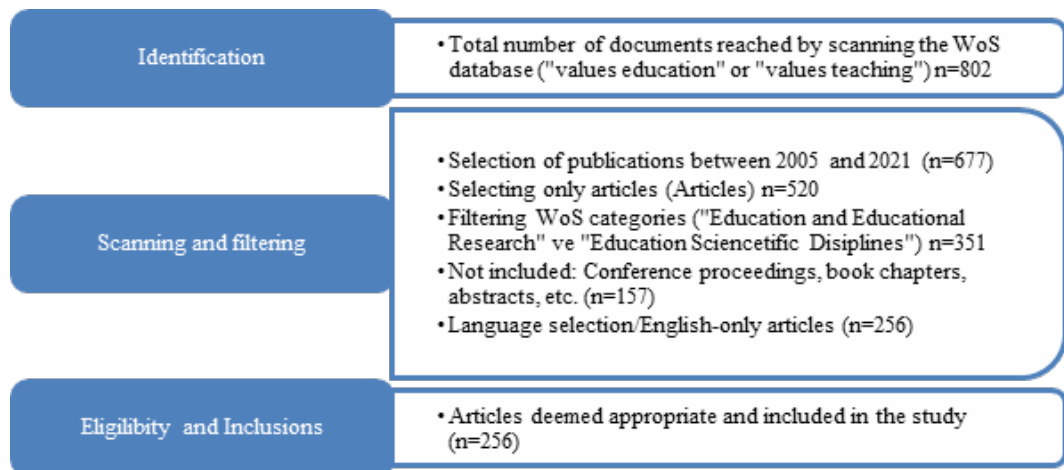
Several criteria were considered in selecting the studies to be included in the analysis for this study. As the first criterion, only the article type was included in the review. Types such as papers, book chapters, editorials, and articles without abstracts were excluded from the review. The reason conference presentations (papers) are not included in the research is that they vary greatly in quality and qualified presentations can often later be seen as journal articles (Hallinger & Chatpinyakooop, 2019).

When filtering the scan, the year 2005 was set as the starting year. The reason why 2005 was chosen as the starting year is that the number of studies on values education increased significantly in that year. To understand this increase, it is necessary to look at the historical process of values education. In their study, Demircioğlu and Tokdemir (2008) attributed the reason for this significant difference to the change in the importance given to values and values education over the years. Although values education firstly emerged in the 1920s in the United

States under the name of character education, the first publications were in the 1970s. In the 1990s, the values of individual conformity came to the forefront over social and moral values, leading to some social problems such as substance abuse, suicides, early pregnancies, and divorces. Families, educators, and leaders in society stated that values education should again be brought to the forefront in schools to overcome these problems. Therefore, new studies were begun to be conducted to overcome these problems. This period also includes the work of "living values education" prepared by UNESCO in 1995. It is believed that these efforts will bear fruit within a period of 5-10 years. Therefore, it becomes meaningful that the number of scientific studies on values education around the world suddenly gained momentum in 2005. It has been observed that this trend in the world is also reflected in the education curricula of the countries and the number of scientific studies in the field (Can, 2008). The latest publication date chosen in the scan was the end of 2021. The keywords "values education" and "values teaching" were set to filter the scan. In the WoS database, the scan was conducted by selecting SCI-EXPANDED, SSCI, A&HCI and ESCI.

Figure 1

Flow Chart Showing the Process of Identifying and Selecting Research Documents (Moher et al., 2009)



Several filters were applied to determine the scope of the study. First, a scan was conducted for the words "values education" and "values teaching" in the "Title," "Abstract," and "Keywords" tabs in WoS. The year 2005 was set as the start year of the scan. The end year was set as the last day of 2021. The first scan found 802 scientific publications. The first filtering, which was done by specifying the start and end years (2005-2021), reached 677 scientific records. In the second step, only articles from scientific publications were selected. The number of scientific publications obtained by excluding scientific publications such as conference papers, book chapters, and articles without abstracts was 520. Then, further filtering was performed by selecting the categories "Education and Educational Research" and "Education Scientific Disciplines." This reduced the number of scientific publications to 351. Finally, the language selection was made. Only English-language publications were selected and the number of articles to be reviewed was set at 256.

The articles obtained by scanning and filtering were analyzed by loading them into the VosViewer 1.6.18 program (www.vosviewer.com). VosViewer is a free downloadable computer program and is open access (Van Eck & Waltman, 2010). The analysis was performed in such a

way that visual network maps were obtained. The analyzes were conducted based on the items specified in the research questions.

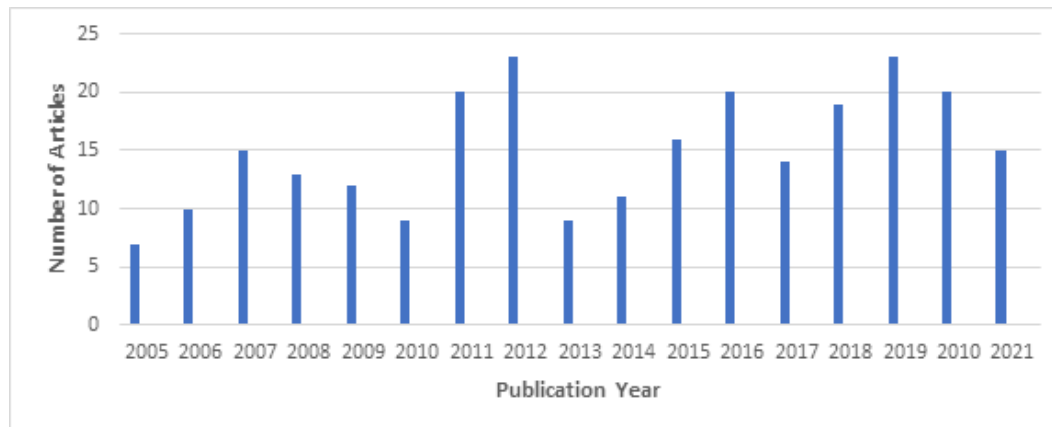
Research Results

Findings Regarding the Distribution of the Articles on Values Education by Year

When we look at the distribution of articles on values education in the WoS database by year, it is seen that the number of articles increased from 2005 onward. While the number of articles did not exceed three per year until 2005, the number of studies conducted at that time doubled. The number of articles, which continued with small fluctuations until 2010, increased significantly in 2011. After the rapid decrease in 2013, the number of articles continued to increase, again with small fluctuations. Figure 2 shows the distribution of articles by year.

Figure 2

Distribution of Articles Related to Values Education by Years



Findings Regarding the Distribution of Articles on Values Education by Journals

If we look at the distribution of articles by journals, it is seen that the journal *Educational Sciences: Theory & Practice* published as Turkey-based is in the first place with fifteen articles. This is followed by the journals *Journal of Moral Education*, *Lifelong Learning Book Series* and *Values Education and Lifelong Learning Principles Policies Programmes* with thirteen articles each. Table 1 shows the top ten journals and their number of articles.

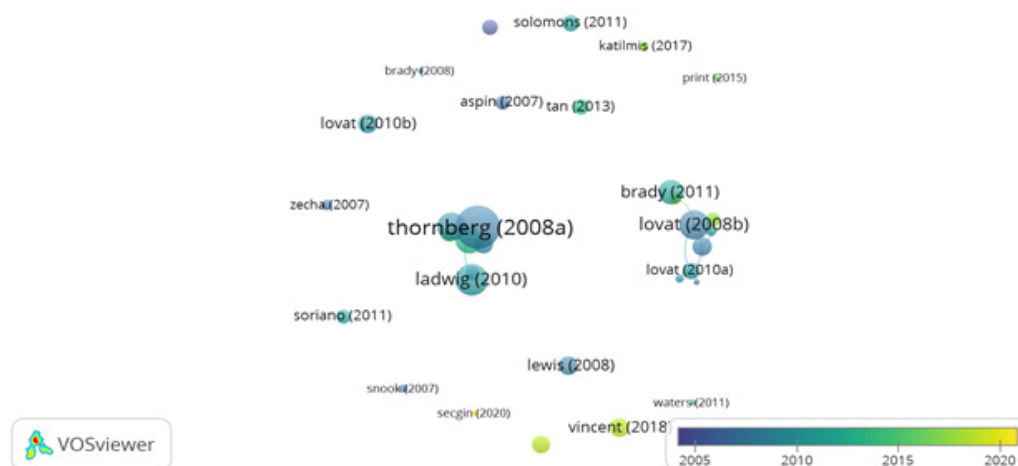
Table 1
Distribution of Articles by Journals

Journals	Number of articles
Educational Sciences in Theory and Practice	15
Journal of Moral Education	13
Lifelong Learning Book Series	13
Values Education and Lifelong Learning Principles Policies Programmes	13
Educational Philosophy and Theory	9
Australian Journal of Teacher Education	6
International Journal of Instruction	6
Teaching and Teacher Education	6
Education and Science	5
Journal of Beliefs Values Studies in Religion Education	5

Findings Regarding the Citation Distribution of the Related Articles

In the citation analysis of the articles, the minimum number of citations was set to 2. As a result of the analysis, 32 articles were listed. The density map of the featured articles is given in Figure 3.

Figure 3
Most Cited Articles



When we look at the articles that stand out in the citation order in the research, it is seen that Thornberg (2008a) ranks first with 83 citations. Thornberg's article was written about the lack of professional knowledge in values education. It is followed by Ladwig (2010) with 45

citations and Lovat (2008b) with 40 citations. While Ladwig's article addresses the need for values education beyond academic outcomes, Lovat's article demonstrates the importance of values education for quality education.

From the analysis, it appears that these thirty-two articles are concentrated in twenty-one clusters. It was found that the articles in the first of the prominent clusters were written about teachers' opinions and experiences on the values education. It is understood that the articles in the second cluster are mostly about the pedagogy of values education. The articles in the third cluster consist of studies on the practices of values education. On the other hand, there are one or two articles in other clusters, and it is difficult to determine the unity of the subject.

Findings Regarding the Citation Distribution of the Authors of the Articles

In the citation distribution of authors, the minimum number of documents is set to 1 and the minimum number of citations is set to 2. Looking at the findings that emerged from the analysis, we find that Thornberg, Lovat, and Clement come to the fore. While Thornberg ranks first with 124 citations, he is followed by Lovat with 102 citations. The documents, citations, and link strength information for the top ten authors are listed in Table 2. Authors are listed by the number of citations they receive.

Table 2
Citation Orders of Authors

Authors	Number of documents	Number of citations	Total link strength
Thornberg, Robert	3	124	9
Lovat, Terrence	7	102	32
Clement, Neville	5	78	30
Ladwig, James g.	1	45	1
Jones, Tiffany Mary	1	35	6
Oğuz, Ebru	1	32	8
Brady, Laurie	2	29	5
Dally, Kerry	2	19	15
Yıldırım, Kasım	2	18	2
Baudains, Catherine	1	16	0

Findings Regarding the Citation Distribution of Journals in which Related Articles were Published

In the analysis of the citation distribution of the journals, the minimum number of documents is set to 1 and the minimum number of citations is set to 2. The most cited journal in the analysis results is *Teaching and Teacher Education*. This journal is an SSCI-indexed journal of class Q1. The second most cited journal is the Journal of Moral Education, an SSCI-indexed journal in class Q4. Two of the top ten journals in the ranking are Q1, one in Q3, and two are

Q4 class journals. Others are ESCI- and AHCI-indexed journals. The journals in the top ten according to their citation rankings and impact factors are listed in Table 3.

Table 3
Most Cited Journals

Journals	Number of documents	Number of citations	Impact factor
Teaching and Teacher Education	2	94	3.782
Journal of Moral Education	3	59	1.398
Review of Research in Education	1	45	7.3
Educational Research for Policy and Practice	1	35	3.272
International Journal of Educational Science	1	32	6
Australian Journal of Teacher Education	2	29	1.506
International Journal of Instruction	2	21	2.332
Eurasian Journal of Educational Research	1	17	1.51
Educational Philosophy and Theory	1	17	2.054
Journal of Beliefs & Values-Studies in Religion & Education	1	16	1.724

Findings on the Citation Distribution of Prominent Institutions

When analyzing the prominent institutions in the articles written on the topic of values education, the minimum number of documents belonging to the institution was set to 1 and the minimum number of citations received was set to 2. As a result of the analysis, it has been determined that Newcastle University ranks first with nine documents and 150 citations. It is followed by Linköping University with 115 citations. Universities in the top 10 are listed in Table 4 with the number of documents and citations.

Table 4
Citation Distribution of Prominent Institutions

Institutions	Number of documents	Number of citations
Newcastle University	9	150
Linköping University	2	115
Griffith University	1	5
La Trobe University	1	35
Mimar Sinan Fine Arts University	1	32
Technol University	1	27
Murdoch University	1	16
University College London	1	16
Indonesia University Education	1	14
Stellenbosch University	1	13

When looking at the map showing collaboration between institutions, it is seen that six institutions stand out. Newcastle University is at the center of the network. However, it can also be seen from the map that collaborative relationships between universities are weak.

Figure 4
The Prominent Institutions



Findings Regarding the Citation Distribution of Prominent Countries in Related Publications

When analyzing the countries that stand out in scientific studies on values education, the minimum number of documents was set to 1 and the minimum number of citations was set to 2. As a result of the analysis, it is seen that Australia is in the first place when considering the citation distribution of countries. The data of the top ten countries resulting from the analysis can be found in Table 5.

Table 5
The Prominent Countries

Country	Number of Documents	Number of Citations	Total Link Strenght
Australia	18	254	10
Sweden	3	124	10
Turkey	8	40	7
England	3	26	0
Indonesia	2	21	2
America	3	13	0
South Africa	3	13	0
Norway	1	11	3
Republic of China	1	11	0
Singapore	1	11	0

The top ten countries that stand out in the above table are ranked by the number of citations. Australia ranks first in both the number of documents and the number of citations. Turkey follows it in the number of documents. However, Turkey ranks third in the number of citations. Among these countries, Sweden ranks second with a high number of citations, although the number of documents is low.

Findings Regarding the Most Frequently Used Keywords in Related Publications

Figure 5
Most Used Keywords



In the analysis of keywords, the common repetition frequency was set as at least two. When analyzing the keywords of the articles, it was found that "values education" was repeated most frequently. Other keywords that follow are as follows: Values, moral education, education, ethics, teacher professionalism, teaching, pedagogy, religion. In scientific publications on values education, it is seen that values education and values come to the fore as common keywords. Based on the data, it can be said that there is hardly any common connection between the keywords.

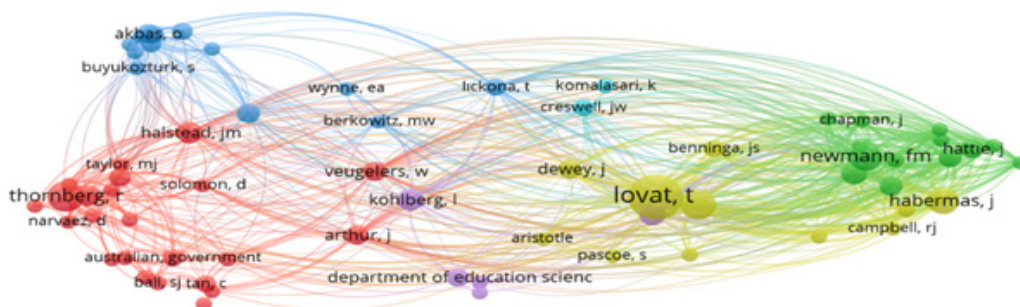
The results of the analysis show that keywords constitute three clusters. The first cluster includes the words education, pedagogy, teaching, and values. The second cluster includes the

words ethics, moral education, and teacher professionalism. The third cluster includes the words religion and values education. The small number of common words (at least two repetitions) as a result of the analysis also makes it difficult to distinguish between the clusters or to make a general comment on the clusters.

Findings Regarding the Common Citation Distributions of Authors of Related Articles

While the analysis of authors' co-citations was conducted, the minimum number of citations was set to 4. The result of the analysis shows that the authors' co-citation distributions took a shape around six clusters. The first name to stand out in terms of co-citation rates is Lovat, T. with 44 citations. It is followed by Thornberg, R. with 20 co-citations, Carr, D. with 19 co-citations, Neumann, F. M. with 16 co-citations, and Habermas, J. with 14 co-citations.

Figure 6
Co-Citation Links of Authors



The names in red, forming the densest cluster, have Thornberg, R. in the center. Among Thornberg's study topics, bullying in schools, values education, moral values, and grounded theory are prominent. The names in this cluster (Thornberg, R., Franberg, GM., Foucolt, M., Colnerud, G., Ball, SJ.) generally work within the framework of educational policy, teacher education, school bullying, and ethics in teaching. Lovat, T. is in the center of the yellow color, which forms the second densest cluster. At the same time, Lovat is at the center of all networks and collaborates with all other clusters. The names in this cluster (Lovat, T., Newmann FM., Hattie, J., Darlinghammond, L.) are generally concerned with character education, teacher education, and student achievement. Newmann is at the center of the third cluster. Newmann's fields of study include school and student success, school improvement policies, and authentic teaching, among other topics.

Discussion

In this study, articles on values education in WoS, a widely used database, were examined using bibliometric analysis. The aim was to statistically assess the general structure and trends of scientific publications on values education in the world.

As a result of the study, it was found that there are various variations in the distribution of articles on values education by year. The reason why the study started in 2005 is that articles on values education have increased significantly since that year. There is an increase, albeit with small fluctuations, until 2013. However, it is seen that the number of articles decreased rapidly in 2013. A rapid decrease can be observed in the data of Sökmen and Nalçacı's (2020) bibliometric study on values education in 2013. Although the researchers do not elaborate on the reasons for this decline, it is noteworthy that the data of the bibliometric studies conducted

in different disciplines (Çavdar, 2021; Güneşer, 2022; Supriadi et al., 2021; Yeşiltaş & Yılmaz, 2021), there is a significant decline in the number of publications in 2013. Gülmez et al. (2020), in their bibliometric study on a different topic, found a rapid decrease in the number of articles in 2013 and explained this by the fact that some journals from Turkey were removed from the index in 2012. If we look at the distribution of articles from Turkey by year, excluding other countries in the research data WoS, it is seen that the number of articles in 2013 decreased by 3/4 from the previous year. This is another piece of data that supports the thesis of removing Turkey-based journals from the indexes.

Data on the distribution of articles by journals were obtained using WoS's system. The journal with the highest number of articles is the *Journal of Educational Sciences: Theory & Practice* published in Turkey. Before this journal was removed from the WoS database, it was an SSCI-indexed journal of class Q4. The journal is currently being scanned in international indexes, particularly ERIC and Scopus. While fifteen journal articles met the initial criteria of the study, when we rank them according to citations received, at least one citation, we found that only two journal articles were cited twice, and the journal fell to the twenty-second rank in the list. Although the number of articles is small, the *International Journal of Instruction* is another journal that stands out for the number of citations. The journal is scanned in international indexes, especially ESCI and ERIC. With two documents and twenty citations, the journal ranks fifth on the list. Similarly, the *Eurasian Journal of Educational Research* is a Turkey-based journal included in the list with one article and seventeen citations. It is noteworthy that three Turkey-based journals are in the top ten. Gülmez et al., (2020) in their study titled "Overview of educational research from Turkey published in international journals: A bibliometric analysis" also noted that *Educational Sciences: Theory & Practice* and *Eurasian Journal of Educational Research* ranked first in terms of number of articles. Based on these results, it can be said that the number of journals scanned in Turkey-based international indexes is not very high in the field of education and that researchers prefer the above-mentioned journals when they want to publish in internationally respected indexed journals. The fact that the journals are education-oriented also causes them to address a wide spectrum. Although the Turkey-based journal *Educational Sciences: Theory & Practice* is the journal that gives the most space to articles on values education, it is also notable that it lags in the citation rankings. It is believed that the academic incentive policy in Turkey, the foreign language problem, and the lack of Turkey-based journals scanned in internationally recognized indexes lead researchers to journals where they can publish more easily. Reviewing academic incentive policies to become more visible in the international arena is also emphasized by researchers (Akça & Akbulut, 2018; Yokuş et al., 2018). In fact, Al and Soydal (2011) anticipated this problem in their study titled "Turkey-based journals in citation indexes" and found that the number of journals published in Turkey suddenly increased in the international citation indexes and these journals could be excluded from the indexes.

When the findings about the citation distribution of the journals in the study were examined, it was seen that the *Journal of Teaching and Teacher Education* took the first place with two documents and 94 citations. *Values Education and Lifelong Learning*, which has the highest number of documents, remained at twenty as the number of citations. Given this data, it can be said that there is no direct proportion between the number of documents and the number of citations that the journals receive. The number of citations a journal receives also provides information about the articles' quality.

If we look at the findings about the most cited articles in the study, Thornberg's article titled "Lack of professional knowledge in values education" ranks first. It is followed by Ladwig (2010) and Lovat (2008b). Given the topics of the articles, it is assumed that citations are made from these articles on the importance and necessity of values education in scholarly publications on values education.

When distributing the citations of the article authors, it was found that Thornberg, R. was the most frequently cited author. In examining Thornberg's studies, it was found that he generally conducts qualitative studies on values education, examines teachers' and students' views on values and the problems in this area. It is believed that the researchers cited Thornberg to emphasize the importance of values education in the theoretical framework of their studies and to support their own data in the conclusions of their studies. It was noted that the authors' collaboration network was weak. In a bibliometric study of values education conducted by Supriadi et al. (2021), it was found that the authors' collaboration was weak. It is believed that the similarity of the results of the study conducted in another database (Scopus) and different years (2011-2020) with the results of this study is valuable to show the general trends of the articles on values education.

When the citation distribution of the journals is examined, it is found that the *Journal of Teaching and Teacher Education* is in the first place. The fact that the first three journals in the ranking are SSCI-indexed Q1 and Q4 class journals indicates that researchers consider not only the article but also the quality of the journal in which the article is published.

If we look at the prominent institutions, it is seen that Newcastle University comes first. As the reason for this, the fact that this institution has scholars working on values education, such as Lovat, T., Clement, N. and Ladwig, J. can be shown. Similarly, it is believed that Thornberg, R. who is first in the citation ranking, also drives up the ranking of Linköping University. Oğuz, E. who writes common articles with Thornberg, R. has also helped propel Mimar Sinan Fine Arts University in Turkey, where she works, into the top ten rankings. It is noteworthy that five of the top ten universities in the citation ranking of universities are based in Australia. One can explain this situation by the importance that the Australian government attaches to values education. This is because, if the funding received for the studies is examined, it is found that after the European Union, the most funding is provided by organizations based in Australia. 12% of articles published in Australia were funded (WoS). This situation is believed to affect the number and quality of studies in this area. Similarly, Bozdoğan (2020) found in a bibliometric study that there is a relationship between authors, institutions, and funds that publish the most.

In terms of collaboration between institutions, Newcastle University is at the center of the network. However, it was found that collaboration between institutions is also quite weak. Julia et al.'s (2020) bibliometric study on "moral education" also found that collaboration between institutions and countries was low. The researchers found that only 9 of the 412 authors had strong relations. It is believed that approaching the topic of values education on a national rather than universal basis causes this disconnect.

If the citation distribution of countries in the articles on values education is looked at, it is seen that Australia comes first, followed by Sweden and Turkey. In the same table, it attracts attention that although the number of documents is small, Sweden is second in the number of citations. It is known that the Australian government has focused on values education, especially since 2002 carried out values education with various projects ("Values Education Study", "National Framework for Values Education in Australian Schools", "Values Education Good Practice Schools Project (VEGPSP) First and Second Stages, "Values in Action Schools Project", etc.), established a sound values education policy (Lovat, 2017; Webster, 2010), and provided funding for researchers for this purpose (Goldburg, 2013; Knight & Collins, 2006; Zengin, 2017). The data from our study also support this information. The weakness of the collaboration network between countries can be attributed to the same reason as the weakness of the relationships between institutions.

When analyzing the keywords of the articles, it was found that "values education" was the most frequently repeated phrase. Similarly, in a study that examined studies of moral education, it was found that the most frequently repeated word was "value" (Julia et al. 2020). When

analyzing the most frequently used keywords, the same article also noted that publications in Turkey favored the word value. In a bibliometric study conducted in Turkey on values education, it was found that the most frequently used keywords were "values, values education, and religious education" (Karagöz & Şeref, 2019). This result is consistent with both our data and the data from the study by Julia et al. (2020).

The co-citation distributions of the authors of the articles show a relatively stronger network than collaboration between authors, institutions, and countries. From the analysis results, it is concluded that the authors whose fields are closely related are commonly cited. The frequency with which the same article is commonly cited indicates that they belong to the same scientific discipline (Fındık, 2018). Based on the findings of the study, we can cluster the areas of work of the co-cited authors in the areas of values education, student success, educational policy, and teacher education.

The fact that values education is directly related to culture and the differentiation of values from society to society, like the cultural differentiation between societies, is also reflected in the collaboration of the studies. It can be argued that the reason for weak cooperation networks between authors, institutions and countries lies in these different meaning loads between countries. As in the example of the separation of the meaning that Turkish society ascribes to the value of "respect" (respect for elders, obedience, etc.) and the meaning that American society ascribes to the same value (respect for individual differences, etc.).

Conclusions and Implications

The results of this study, which was carried out to determine the general tendencies of the articles published on values education, showed that the subject of values education is an area that has been emphasized more frequently in recent years. Articles on this topic, which are in the area of interest of many different disciplines from religion to education, are also finding their place in journals of different disciplines, especially in education-focused journals.

The funding and incentives provided by the states also affect the quantity and quality of studies on values education. It is seen that the articles supported by the funds, their authors, and their countries stand out in terms of the number of citations. So, it can be said that countries should support their researchers to play a determinative role in values education. At the same time, it can be said that these studies are qualified publications, considering the number of citations of scientific studies from countries like Australia that develop and implement values education policy. Therefore, it is an important requirement for countries to develop unique values education policy. Based on the data of this study, it will be useful to identify the trend of values education studies and benefit from these data in developing the values education curriculum.

It can be said that the common feature of the most cited articles on values education is that they reveal the deficiencies/problems in this field and propose different approaches. It can be suggested that researchers who will work in this area should focus on studies that provide new approaches to values education rather than studies that identify the current situation. In this way, their work will be able to stand out from the others.

This study was conducted using bibliometrics and yielded statistical data. We suggest that in future studies, content analysis can be conducted in addition to bibliometrics to determine the methodological trends of the relevant articles. This will be important to show new researchers what methodologies are most commonly used in studies of values education and how different methodologies can bring innovations to the field.

In this study, the scan criteria were limited to "values education" and "values teaching." Considering that values education is also known by other names in the world, such as moral education and character education, the sample may be expanded in future studies by filtering these word groups.

Declaration of Interest

The author declares no competing interest.

References

- Akça, S., & Akbulut, M. (2018). Predatory journals in Turkey: A study on the Beall List. *Information World*, 19(2), 255-274. <https://doi.org/10.15612/BD.2018.695>
- Al, U., & Coştur, R. (2007). The bibliometric profile of the Turkish Journal of Psychology. *Turkish Librarianship*, 21(2), 142-163.
- Al, U., & Soydal, İ. (2011). An evaluation of Turkey-addressed journals in citation Green indexes. *Information World*, 12(1), 13-29. <https://doi.org/10.15612/BD.2011.219>
- Bozdoğan, K. (2020). A bibliometric analysis of educational studies about "museum education". *Participatory Educational Research*, 7(3), 161-179. <https://doi.org/10.17275/per.20.40.7.3>
- Can, Ö. (2008). *Fourth and fifth grade teachers' views on values education practices in social studies class*. [Unpublished master's thesis]. Hacettepe University.
- Çavdar, E. (2021). Green logistics: A bibliometric analysis based on WoS data (2000-2021). *Econder International Academic Journal*, 5(2), 359-374. <https://doi.org/10.35342/econder.1006218>
- Demircioğlu, İ. H., & Tokdemir, M. A. (2008). History education in the process of creating values: Purpose, function and content. *Journal of Values Education*, 6(15), 69-88. <https://dergipark.org.tr/en/pub/ded/issue/29185/312508>
- Edgington, W. D. (2002). To promote character education, use literature for children and adolescents. *The Social Studies*, 93(3), 113-116. <https://doi.org/10.1080/00377990209599893>
- Ekşi, H., & Katılmış, A. (2016). *Values education with application examples*. Nobel Academic Publishing.
- Fındık, D. (2018). Interconnected areas of research: Collaborations in social innovation. *TEKPOL Working Paper Series*. https://stps.metu.edu.tr/en/system/files/stps_wp_1803.pdf
- Goldburg, P. (2013). Values and religion in education: An Australian view. In Arthur, J., & Lovat, T. (Eds.), *The Routledge International Handbook of education, religion and values* (pp. 138-148). Routledge. <https://doi.org/10.4324/9780203387870>
- Gordon, N. J., Nucci, L. P., West, C. K., Hoerr, W. A., Uguroglu, M. E., Vukosavich, P., & Tsai, S. L. (1984). Productivity and citations of educational research: Using educational psychology as the data base. *Educational Researcher*, 13(7), 14-20. <https://doi.org/10.3102/0013189X013007014>
- Güçlü, M. (2015). Studies on values education in Turkey. *Journal of International Social Research*, 8(38). <https://doi.org/10.17719/jisr.20153813681>
- Gülmez, D., Özteke, İ., & Gümüş, S. (2020). Overview of educational research from Turkey published in international journals: A bibliometric analysis. *Education and Science*, 46(206). <http://dx.doi.org/10.15390/EB.2020.9317>
- Güneşer, R. (2022). Bibliometric analysis of studies on folk medicine in the Web of Science database (1970-2020): A descriptive study. *Türkiye Clinics Journal of Medical Ethics-Law-History*, 30(1), 35-43. <http://dx.doi.org/10.5336/mdethic.2021-86722>
- Hallinger, P., & Chatpinyakoo, C. (2019). A bibliometric review of research on higher education for sustainable development, 1998–2018. *Sustainability*, 11(8), 2401. <https://doi.org/10.3390/su11082401>
- Jamali, S. M., Zain, A. N., Samsudin, M. A., & Ebrahim, N. A. (2015). Publication trends in physics education: A bibliometric study. *Journal of Educational Research*, (35), 19-36. <https://doi.org/10.5281/zenodo.801889>
- Julia, J., Supriatna, E., Isrokatun, I., Aisyah, I., Hakim, A., & Odebode, A. A. (2020). Moral education (2010-2019): A bibliometric study (Part 2). *Universal Journal of Educational Research*, 8(7), 2954-2968. <https://doi.org/10.13189/ujer.2020.080724>
- Karagöz, B., & Şeref, İ. (2019). Bibliometric profile of the journal of Values Education. *Journal of Values Education*, 17(37), 219-246. <http://dx.doi.org/10.34234/ded.507761>
- Karakuş, M., Ersözlü, A., & Clark, A. C. (2019). Augmented reality research in education: A bibliometric study. *Eurasia Journal of Mathematics, Science and Technology Education*, 15(10). <https://doi.org/10.29333/ejmste/103904>
- Kızılçelik, J., & Erjem, Y. (1994). *Annotated glossary of sociology terms*. Attila Bookstore.

- Knight, S., & Collins, C. (2006). *The Australian values education framework: No justification required?* Discussion Paper. Publisher Hawke Research Institute.
- Lovat, T. (2017). Values education as good practice pedagogy: Evidence from Australian empirical research. *Journal of Moral Education*, 46(1), 88-96. <http://dx.doi.org/10.1080/03057240.2016.1268110>
- McNaught, M. S. (1918). *Training in courtesy: Suggestions for teaching good manners in elementary schools*. Washington Government Printing Offices.
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *Annals of Internal Medicine*, 151(4), 264-269. <https://doi.org/10.1371/journal.pmed1000097>
- Neumann, H. (1917). *Moral values in secondary education: A Report of the Commission on the Reorganization of Secondary Education, Appointed by the National Education Association*. Washington Government Printing Offices.
- Sökmen, Y., & Nalçacı, A. (2020). A bibliometric analysis of the articles about values education. *International Journal of Curriculum and Instruction*, 12(2), 720-735.
- Supriadi, U., Supriyadi, T., Abdussalam, A., & Rahman, A. A. (2022). A decade of value education model: A bibliometric study of Scopus database in 2011-2020. *European Journal of Educational Research*, 11(1), 557-571. <https://doi.org/10.12973/eu-jer.11.1.557>
- Şeref, İ., & Karagöz, B. (2019). A bibliometric profile of literature of Turkish language education-teaching: A Study of 9th International Language Education-Teaching Conference. *European Journal of Alternative Education Studies*, 4(1), 106-123. <https://doi.org/10.5281/zenodo.2636993>
- Thompson, D. F. (2018). Bibliometric analysis of pharmacology publications in the United States: A state-level evaluation. *Journal of Scientometric Research*, 7(3), 167-172. <https://doi.org/10.5530/jscires.7.3.27>
- Ulusoy, K. & Dilmaç, B. (2014). *Values education*. Ankara: Pegem Academy Publishing.
- Van Eck, N. J., & Waltman, L. (2010). Software survey: VOSviewer, a computer program for bibliometric mapping. *scientometrics*, 84(2), 523–538.
- Van Eck, N.J., & Waltman, L. (2017). Citation-based clustering of publications using CitNetExplorer and VOSviewer. *Scientometrics* 111, 1053–1070. <https://doi.org/10.1007/s11192-017-2300-7>
- Web of Science Databases (2022, January 27). <https://clarivate.com>
- Webster R. S. (2010). Does the Australian national framework for values education stifle an education for world peace? *Educational Philosophy and Theory*, 42(4), 462-475. <https://doi.org/10.1111/j.1469-5812.2008.00485.x>
- Yeşiltaş, E., & Yılmaz, A. (2021). A bibliometric analysis of studies on media literacy in. *OPUS International Journal of Society Researches*, 18, 4903-4929. <https://doi.org/10.26466/opus.935547>
- Yokuş, G., Ayçiçek, B. & Kanadlı, S. (2018). Analysis of academicians' views about academic incentive system – A performance-based allowance practice. *Journal of Higher Education*, 8(2), 140-149. <https://doi.org/10.2399/yod.18.007>
- Yu Y., Li Y., Zhang Z., Gu Z., Zhong H., Zha Q., Yang L., Zhu C., & Chen, E. (2020). A bibliometric analysis using VOSviewer of publications on COVID-19. *Annals of Translational Medicine*, 8(13), 816. <https://doi.org/10.21037/atm-20-4235>
- Zhao, D., & Strotmann, A. (2015). *Analysis and visualization of citation networks* (G. Marchionini, Ed.). Synthesis lectures on information concepts, retrieval, and services. <https://doi.org/10.2200/S00624ED1V01Y201501ICR03>
- Zengin, M. (2017). Values education in Australian schools as a model case. *The Journal of International Social Research*, 10(52), 866-883. <https://dx.doi.org/10.17719/jisr.2017.1943>
- Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational Research Methods*, 18(3), 429-472. <https://doi.org/10.1177/1094428114562629>

Received: December 26, 2022 Revised: January 25, 2023 Accepted: February 11, 2023

Cite as: Demiryürek, G. (2023). A bibliometric view on values education studies in the international arena. *Problems of Education in the 21st Century*, 81(1), 27-43. <https://doi.org/10.33225/pec/23.81.27>

Gökçe Demiryürek

PhD, Lecturer, Necmettin Erbakan University, Department of Turkish Education, Yaka Mah. Yeni Meram Boulevard Kasim Halife Street No: 11/1 (Block A), 42090 Meram/Konya, Türkiye.
E-mail: gdemiryurek@erbakan.edu.tr
ORCID: <https://orcid.org/0000-0002-9870-4254>