Trends in Multicultural Education Publication Over a Four-Decade Period: A Bibliometric Review

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Abstract

The objective of this study is to systematically review academic works in the area of multicultural education. Publications were gathered using the *Scopus* database and a variety of bibliometric variables. The publishing mapping program VOS viewer was used to analyzing the collected data. There were 501 publications on intercultural and multicultural education that were published between 1973 to 2021. The results showed that between 1973 and 2021, the number of publications varied. With the addition of 12 publication documents, the number of publications has doubled starting in 1997. The most published documents amounted to 42 in 2020. The number of academic scientific papers published in the United States, which is recognized as the most productive nation, is 321. Constantine, M.G., of Columbia University in the United States, is the most prolific writer. With 14 publications, Columbia University in the US was the most productive university. The findings of this study imply that the main keyword is "multicultural training" which is grouped with "case conceptualization", "multicultural case

conceptualization", "multicultural competency", "school psychology", and "supervision". This indicates that the topic of multicultural education is closely related to the keywords, and future researchers should investigate these keywords to have a deeper understanding of the field of multicultural education.

Keywords**:** *multicultural education, bibliometric review, publication trends, VOS viewer*

Abstrak

Penelitian ini bertujuan untuk meninjau secara sistematis karya akademis di bidang pendidikan multikultural. Publikasi dikumpulkan menggunakan database Scopus dan berbagai variabel bibliometrik. Program pemetaan penerbitan VOSviewer digunakan untuk menganalisis data yang dikumpulkan. Ada 501 publikasi tentang pendidikan antar budaya dan multukultural yang ditemukan antara tahun 1973 hingga 2021. Hasil penelitian menunjukkan bahwa antara tahun 1973 hingga 2021, jumlah publikasi bervariasi. Dengan tambahan 12 dokumen publikasi jumlah publikasi menjadi dua kali lipat mulai tahun 1997. Dokumen paling banyak diterbitkan berjumlah 42 pada tahun 2020. Jumlah karya ilmiah akademik yang diterbitkan di Amerika Serikat, yang diakui sebagai negara paling produktif sebanyak 321 dokumen. Constantine, M.G., dari Universitas Columbia di Amerika Serikat, adalah penulis paling produktif. Dengan 14 publikasi, Universitas Columbia di AS adalah universitas paling produktif. Temuan penelitian ini menyiratkan bahwa kata kuncinya adalah "pelatihan multikultural", yang dikelompokkan dengan "konseptualisasi kasus", "konseptualisasi kasus multikultural", "kompetensi multikultural", "psikologi sekolah", dan "pengawasan". Hal ini menunjukkan bahwa topik pendidikan multikultural berkaitan erat dengan kata kunci yang dikemukakan, dan peneliti selanjutnya harus menyelidiki kata kunci tersebut agar memiliki pemahaman yang lebih mendalam tentang bidang pendidikan multikultural

Kata kunci: *pendidikan multikultural, tinjauan bibliometrik, tren publikasi, VOS viewer*

INTRODUCTION

Multiculturalism has existed since the first interactions in society and is fundamentally the existence of more than one culture, as the word itself expresses (Kymlicka, 2010; Schuster & Solomos, 2001; Uzunboylu & Altay, 2021). Based on the idea of the nation-state, multiculturalism emphasizes regional solidarity, language, and culture (Yılmaz, 2016), disability, and sexual orientation (Holm & Londen, 2010). Differences in life become commonplace and should be addressed wisely so that they do not become a factor of division in social life. Education plays a critical role in fostering and guiding each individual to accept the existing differences. Education needs to promote and teaches appropriate responses to cultural diversity (Raihani, 2012). Thus, multicultural education must be properly implemented.

The most advancement in delivering and implementing multicultural education has been accomplished in literacy practices, notably reading and writing (Atwater, 2010). Multicultural education enables students to examine the social and economic systems that contribute to inequity between the majority and minority (Arphattananon, 2018; Barzanò et al., 2017). Due to the inadequate knowledge of multicultural education, the politically

motivated movement for social justice and equality is in danger (Zilliacus et al., 2017). Multicultural education is a systematic social adjustment (Hulsbosch, 2010), and it should be prominent in developing students' and teachers' critical awareness (Au, 2017). The multicultural education consensus revolves around ideas and actions (Dunn, 2017). Through curriculum and educational institution change, multicultural education's overarching purpose is to create educational equity (Chang, 2012). As educational institutions work to mold students who can engage in social action across several identities and contribute as global citizens in various communities, multicultural education courses have demonstrated their value (Chang, 2002; Clark, 2005; Gurin et al., 2004; Kjellin & Stier, 2008; Mayhew et al., 2005; Pittman, 2009).

The purpose of multicultural education is to promote diversity, excellent education for everyone, equality, and equity. Multicultural education is concerned with the interactions of different ethnic groups, genders, and social classes (Liu, 2022). Planning more efficient learning experiences that will help students develop multicultural competence can be aided by multicultural education (Lobb, 2012). Taking the lead in mediating learning (Mahiri, 2017a), improving academic achievement, educational equity, and student social development are the main challenges for multicultural education (Mahiri, 2017b). The goal of multicultural education is to improve educational outcomes (Nieto, 2017). At various intersecting levels, multicultural education must be constantly re-conceptualized and reinvented (Oikonomidoy, 2011). Multicultural education focuses almost entirely on cultures other than their own (Owen, 2010). Multicultural education aims to bridge conditions of difference (Rios & Markus, 2011), and eliminate inequalities between different social groups in society (Shen, 2019).

Due to its application in assessing the publications of organizations and nations and in determining the growth or decline of particular topic areas, bibliometrics is crucial in this regard (Prieto et al., 2015). Bibliometrics is best defined as the study or measurement of books or other publications using various metadata available in numerous databases (Abdullah, 2021a). A bibliometric review offers a summary of the current state of scientific research on a certain subject (Abdullah, 2021b). Bibliometrics is likely to persist as the primary method of assessing the impact of articles, researchers, and journals (Pesta et al., 2018). Bibliometric analysis recognizes the various contributions made by authors, institutions, and nations while also advancing the art of new works (Sofyan, Abdullah, & Hafiar, 2022)

A well-conducted bibliometric study can create the framework for developing a topic in fresh and significant ways, giving academics the ability to get a complete understanding, spot knowledge gaps, come up with fresh research ideas, and position the planned contribution to the field (Donthu et al., 2021). Three categories of bibliometric indicators exist quantity indicators, which gauge productivity in terms of the number of publications; quality indicators, which gauge the impact of a publication in terms of the number of citations; and structural indicators, which gauge the relationship between publications. Therefore, conducting bibliometric studies that consider both the volume and quality of publications is essential (Blanca-Torres et al., 2020).

Several studies using bibliometric analysis have been carried out, such as education for sustainability (Côrtes & Rodrigues, 2016), ethnic identity and acculturation (Shuangyun

& Hongxia, 2020), intercultural competence (Peng et al., 2020), quality of Islamic education (Elihami, 2021), music education (Morales et al., 2017), educational psychology (Hernández-Torrano & Ho, 2021), civic education (Bozkurt et al., 2021; Palaz, 2021), cultural dimensions (Gu & Gao, 2021), intercultural communication (Ruo-bing, 2009), cultural intelligence, global mindset, and cross-cultural competence (Paiuc, 2021; Yari et al., 2020), interdisciplinary cultural evolution (Youngblood & Lahti, 2018), cross-cultural environmental psychology (Tam & Milfont, 2020), organizational culture (Duarte et al., 2019), multicultural education (Ruíz et al., 2005). In the field of education, several bibliometric analyzes have been carried out such as inclusive education (Comarú et al., 2021), medical education (Sampson et al., 2013), school-based management (Ilham et al., 2021), robot education (Yang et al., 2020), E-Learning (Deti & Mandasari, 2021), values education (Sökmen & Nalçaci, 2020; Supriadi et al., 2022), flipped classroom model in biology learning (Bozdag et al., 2021), mixed learning (Arifin et al., 2021), distance education (Hebebci, 2021), higher vocational education (Abdullah, 2021a), higher education (Brika et al., 2021; Budd, 1988; Hallinger & Chatpinyakoop, 2019; Limaymanta et al., 2021; Raman et al., 2021), intelligent learning (Chen et al., 2021), artificial intelligence in education (Talan, 2021), literacy and educational equity (Elihami et al., 2021). However, when using the social science citation index and the arts & humanities citation index databases to examine the scholarly output in the area of multicultural education, researchers only discovered one Spanish-language paper, as conducted by Ruíz et al. (2005). The researcher also found no studies in the scientific literature that looked at the publication of works in the area of multicultural education using the Scopus database. The goal of this study is to use the Scopus database to investigate the scholarly output in the area of multicultural education.

The purpose of this study is to look at a bibliometric analysis of publication trends, which includes 1) a description of publication descriptive parameters (evolution of publications), 2) leading sources, 3) countries and institutions, 4) active authors, 5) visualizing citation patterns from academic works in the field of multicultural education, 6) extracting keywords and producing maps that describe the co-occurrence of terms in academic works related to multicultural education, and 7) give an overview of the results and impact of scientific research in the area of multicultural education. This study's content is meant to give readers and researchers a comprehensive summary of research trends in multicultural education, which can motivate them to examine the data for additional research.

It is greatly anticipated in this study that the bibliometric review approach will significantly enhance the study of multicultural education. We anticipate that this study will close any gaps and present fresh research directions. We offer a factual and current overview of the area of multicultural education based on bibliometric analysis and visualization. This bibliometric study is a reliable, objective source that provides a list of the various research topics, enabling a wider selection of properly chosen works (Hernández-Torrano et al., 2020).

METHODS

It has been shown that bibliometric analysis is a reliable technique for finding and analyzing research in the literature as well as for creating a system for studying the literature to uncover publication trends and patterns (Abdullah & Sofyan, 2022). Because there are so many studies being published in practically every area of knowledge, bibliometric reviews have become a popular area of study (Abd Aziz et al., 2022). The minimum amount of metadata needed for analysis in bibliometric analysis varies considerably (Sofyan, 2022), and the lowest and maximum metadata standards that can be examined are not established (Sofyan et al., 2022).

The goal of this study was to look at how multicultural education publications changed from 1973 to 2021. The foundation of this study was the entire data collection process, from data collection to data filtering coupled with current publications. Defining and specifying the research's objectives is a crucial initial step in this bibliometric review study. The method for compiling Scopus documents, which will then be evaluated, is depicted in Figure 1.
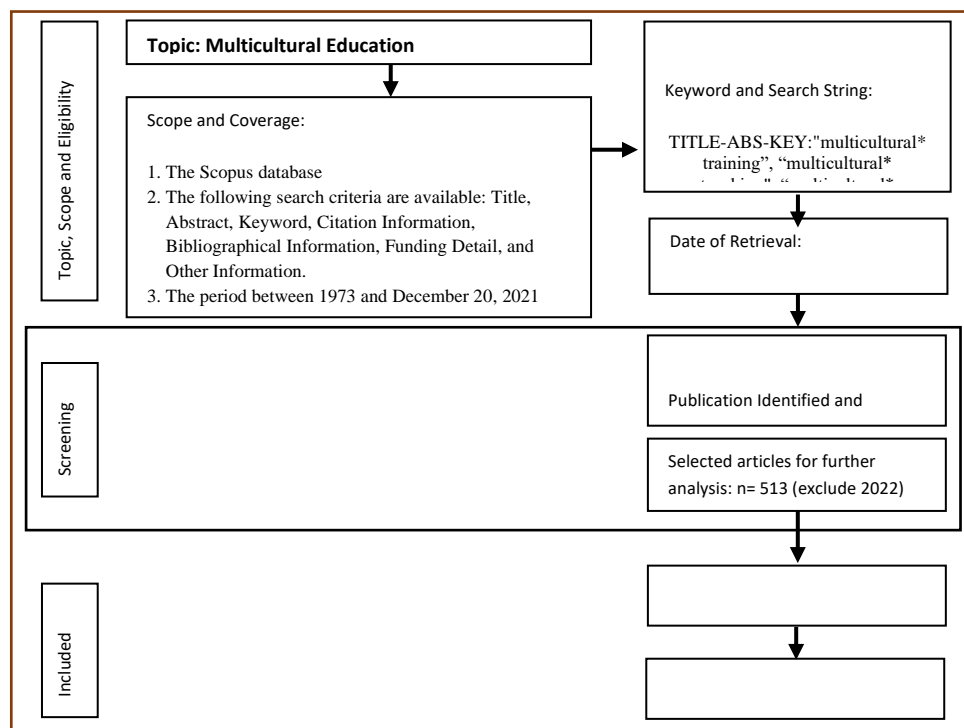

Figure 1. Article Metadata Search Design

The primary objective of this bibliometric research is to examine the distribution of publications on multicultural education in the Scopus database. The inquiry was carried out as part of the descriptive analysis in the Scopus database utilizing the document-checking approach. To obtain the Scopus database for this descriptive analysis, keyword searches ("multicultural* training" OR "multicultural* teaching" OR "multicultural* learning") were performed on December 20, 2021. This bibliometric study is based on the selection strategy and research protocol of the PRISMA flowchart. PRISMA flow chart from Moher et al. (2010) was used in this study.

In the Scopus database, metadata is retrieved using the keyword search string described above, namely from 1973–2021 (excluding 2022, because this year it will appear

on the Scopus dashboard). We got 513 metadata because in 2022 17 documents have been entered into the Scopus database. Maybe it will be added until the end of 2022 when everything is completed. After data retrieval is completed in CSV and RIS formats, the data from CSV format is converted to excel. The purpose is to check the existing metadata manually. This manual check is intended to see if there are duplicate files or not, by looking at the article title, author's name, publisher journal, year of publication, and DOI one by one. Five duplicate files were found from the initial metadata, so they had to be removed and the remaining 508 files in excel format had to be saved back in CSV format because VOSviewer will only read CSV format if the file comes from the Scopus database. Because the file type read when the metadata is from the Web of Science database is in text format. Thus, the total metadata analyzed is 508 documents.

For further analysis, this evaluation employs data exported from RIS and CSV formats into Microsoft Excel (Abdullah, 2021c). VOSviewer converts CSV data into diagrams or clusters using visual elements based on mapping techniques (Abdullah & Aziz, 2021; van Eck & Waltman, 2010). The name of the author, the source of the document, the year it was published, its title, the nation, the journal, the topic, and the publication style are all gathered. Researcher evaluation of pertinent data, including author, location, organization, citation, co-citation, and other refining elements, is commonly aided by mapping approaches (Khalil & Crawford, 2015). Researchers employ some VOSViewer options, such as co-occurrence analysis, all keywords, calculation techniques, and the minimum number of author documents, to acquire article meta data (2 documents) (Jeong & Koo, 2016).

RESULTS AND DISCUSSION

From 1973 to 2021, the Scopus database contained 508 publications on multicultural education. These findings highlight the significance of multicultural education in the field of science education research. There were 397 articles, review (35), book chapter (34), conference paper (32), note (4), book (3), and conference review, Erratum, and Short Survey (1). There were 501 publications in English, two in Spanish and Slovenian, and one each in Afrikaans, Arabic, and Russian.

Trends in Global Publication

The sections that follow describe the evolution of scientific publications and bibliometric reviews on multicultural education that were discovered between 1973 and 2021. Every year, it is critical to track publishing trends to identify potential research areas for further investigation. It is also critical to assist readers and future researchers in determining the significance of the research theme. Furthermore, it may be of interest for future researchers who want to fine-tune the factors that influence the growth or decline of year-based publications.
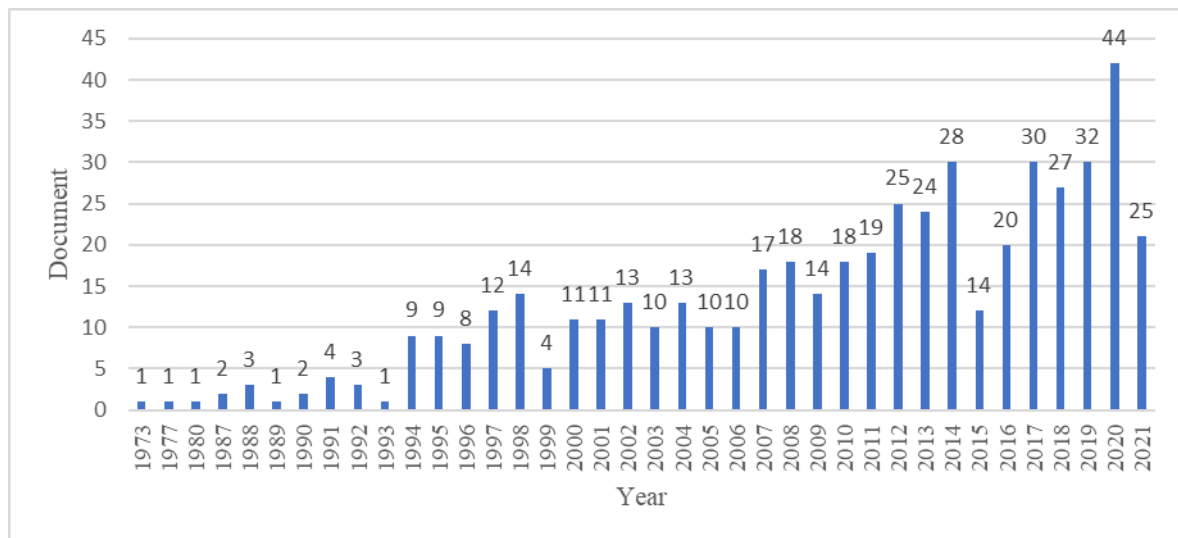
Figure 2. Publication growth

The development of publications related to multicultural education in the world shows a fluctuating trend. Since 2012, publications have increased significantly, with 25 documents published. Then, the highest peak of publication occurred in 2020, with 44 documents published. This publication trend also demonstrates that multicultural education is one of the scientific fields that has a significant impact on ethnicity, social, economic, cultural, and educational issues, as evidenced by researchers' interest in conducting multicultural education research.

Leading Scientific Source

Leading scientific journals serve as a forum for writers and scholars to submit manuscripts based on research that will be useful to readers. The first table summarizes the most influential leading scientific sources in multicultural education. List of ten scientific sources that have at least five publications published on them. Counseling Psychologist is the most influential resource in the field of multicultural education, with a total of 23 scientific manuscript publications. The Journal of Multicultural Counseling and Development is second with 20 scientific manuscript publications, and Training and Education in Professional Psychology is third with 11 scientific manuscript publications.

Table 1. The following are ten of the most authoritative scientific sources
on the subject of multicultural learning

Reputable Journal	Publication	%
Counseling Psychologist	23	4,59
Journal of Multicultural Counseling and Development	20	3,99
Training and Education in Professional Psychology	11	2,19
Counselor Education and Supervision	9	1,79
Professional Psychology Research and Practice	8	1,59
Cultural Diversity and Ethnic Minority Psychology	7	1,39
Counselling Psychology Quarterly	6	1,19
Journal of Teacher Education	6	1,19
Multicultural Education and Technology Journal	6	1,19
Equity and Excellence in Education	5	0,99

In 1994, Ridley, C. R., Mendoza, D. W., and Kanitz, B. E. conducted research entitled "Multicultural Training: Reexamination, Operationalization, and Integration" and received 162 citations. This article was published in the Journal of Counseling Psychology. This article describes the Pyramid of Multicultural Program Development, which is a five-level framework that outlines the stages of developing a multicultural counseling training program (MCT). This pyramid is meant to serve as a reference for programmers as they create their original MCT program. The pyramid shows the progression of important decision-making stages in the development of MCT, from the formulation of an explicit training philosophy through the stages of identifying training objectives, choosing an instructional strategy, selecting from a variety of suggested program designs, and finally evaluating the program. Pyramids are used to promote critical analysis of the numerous possibilities at each level. The scientist-practitioner model, the effects of the pyramid on present MCTs, and the direction of MCT research and development are explored.

Based on these findings, these sources have contributed useful knowledge and valuable resources for aspiring researchers to use in their future research toward the excellence of multicultural education. It also conveys the message that the source simplifies the process of finding and manipulating relevant information for readers.

Status of the Most Prominent and Influential Countries

Table 2 lists the ten most productive countries in terms of multicultural education publications, with each producing at least seven publications. With 321 academic scientific works published, the United States is the most productive country, but it lags far behind other countries. With 26 and 17 academic publications, respectively, the United Kingdom and Australia are the second and third most productive countries.

Table 2. Dispersal of Publications by Countries

Rank	Country	Publication
1	United States	330
2	United Kingdom	26
3	Australia	17
4	Russian Federation	14
5	South Korea	11
6	Canada	10
7	Belgium	8
8	Indonesia	8
9	Israel	8
10	Finland	7

A country's performance must attract the attention of academics and researchers to promote the country and increase the country's reputation for contributing to the growth and development of science. As a result, the performance of a country in each area of knowledge is measured by ranking the productivity of institutions in that area. Of course, a country's performance can attract collaborative research between countries, which is typically carried out by universities between countries. Table 2 demonstrates that the United States is indeed very focused on multicultural research, as it is one of the countries with a very high level of multiculturalism, such as Indonesia.

Most Productive Institution

The publication of academic scientific publications on multicultural education involves a total of 160 institutions. Table 3 lists the ten institutions with at least six publications. In the field of multicultural education, the United States contributes the most publications. We must all agree that through acting as a knowledge bridge across organizations engaged in multicultural education research, the authors' and institutions' collaboration has enhanced their capacity to have an impact on research. Table 3 contains more information.

Table 3. Top Ten Institution

Affiliation	Country	Publication
Columbia University	United States	14
University of Minnesota Twin Cities	United States	10
University of Missouri	United States	9
Indiana University Bloomington	United States	9
Loyola University of Chicago	United States	8
Arizona State University	United States	7
Fordham University	United States	7
Lehigh University	United States	6
Purdue University	United States	6
Georgia State University	United States	6

The effectiveness of research institutions is more challenging to evaluate for universities, research institutions, funding agencies, and evaluation organizations worldwide. A new situation marked by multidimensional evaluations that take into account aspects like knowledge transfer, the diversity of research outputs that an institution can produce, and other ethical, integrity, and equity issues have been brought about by the emergence of novel data sources, the measurement of new research activities beyond the simple publication of scientific results, and the growing need for fairer, more equitable, and responsible assessment procedures (Cabezas-Clavijo & Torres-Salinas, 2021).

Top cites

The influence and effectiveness of the multicultural education sector are assessed using the overall number of citations as well as the number of citations per year. Document citation statistics as of December 20, 2021. By importing RIS format files from the Scopus database, Harzing's Publish and Perish software generated citation metrics. The ten most cited publications in the Scopus database are listed in Table 4.

Table 4. Top Ten Most-Cited Publications

Citation	Citation per Year	Author	Title	Year
230	19,17	A.K.-Y. Leung, C.-Y. Chiu	Multicultural Experience, Idea Receptiveness, and Creativity	2010
217	12,06	S.C. Hayes, R. Bissett, N. Roget, M. Padilla, B.S. Kohlenberg, G. Fisher, A. Masuda, J.	The impact of acceptance and commitment training and multicultural training on the stigmatizing attitudes and	2004

		Pistorello, A.K. Rye, K. Berry, R. Niccolls	professional burnout of substance abuse counselors	
212	11,78	B.A. Brown	Discursive identity: Assimilation into the culture of science and its implications for minority students	2004
173	7,52	L. PeÃ±aloza, M.C. Gilly	Marketer acculturation: The changer and the changed	1999
159	5,68	C.R. Ridley, D.W. Mendoza, B.E. Kanitz	Multicultural Training: Reexamination, Operationalization, and Integration	1994
150	12,50	W.W. Maddux, H. Adam, A.D. Galinsky	When in Rome . . . learn why the Romans do what they do: How multicultural learning experiences facilitate creativity	2010
126	5,25	G.R. Sodowsky, P.Y. Kuo-Jackson, M.F. Richardson, A.T. Corey	Correlates of Self-Reported Multicultural Competencies: Counselor Multicultural Social Desirability, Race, Social Inadequacy, Locus of Control Racial Ideology, and Multicultural Training	1998
125	8.93	S. Hurtado, K.A. Griffin, L. Arellano, M. Cuellar	Assessing the Value of Climate Assessments: Progress and Future Directions	2008
122	7,18	M.B. Wintersteen, J.L. Mensinger, G.S. Diamond	Do gender and racial differences between patients and therapists affect therapeutic alliance and treatment retention in adolescents?	2005
121	3,90	H.B. Sabnani, J.G. Ponterotto, L.G. Borodovsky	White Racial Identity Development and Cross-Cultural Counselor Training: A Stage Model	1991

Leung and Chiu's (2010) study showed that, as a result of a study, European American undergraduates who were exposed to both American and Chinese cultures or to a hybrid culture created by mixing American and Chinese cultures performed better creatively right away. The likelihood of engaging in some creativity-supporting processes, such as the development of innovative ideas and openness to ideas originating from other cultures, is thus favorably correlated with exposure to intercultural experiences. Finally, the authors discovered that the favorable relationship between intercultural experiences and openness to ideas from other cultures was greatly weakened by the demand for cognitive closure (or the need for definitive answers) and existential panic.

Multicultural Education's Most Prolific Author

Table 5 lists nine authors who have at least three publications in the field of multicultural education.

Table 5. Top Nine Leading Authors

Author	Affiliation	Countries	Publication
Constantine, M.G.	Columbia University	United States	6
Ponterotto, J.G.	Fordham University	United States	5
Chao, R.C.L.	University of Denver	United States	4
Inman, A.G.	The Ohio State University	United States	4
Stevens, P.A.J.	Ghent University	Belgium	4
Van Houtte, M.	Ghent University	Belgium	4
Vervaet, R.	Ghent University	Belgium	4
Buhin, L.	Touro College Berlin	Germany	3
Cooper, C.J.	Oak Ridge National Laboratory	United States	3

Constantine, M.G., of Columbia University in the United States, leads with six publications. Ponterotto, J.G., from Fordham University in the United States comes in second place with 5 publications, and Chao, R.C.L, from the University of Denver in the United States comes in third with four publications. This demonstrates that professional writers have taken an interest in research in the field of multicultural education. The most well-known writers are from developed countries. However, few professional writers from developing countries are actively involved in research on multicultural education. However, one disadvantage of bibliometric studies is the potential for author names to be identical, and they express concern about it (Sofyan & Abdullah, 2022b).

Quote Network Across Countries

A network map made with VOS viewer is shown in Figure 3 to show the nation's contribution to the study of multicultural education. There are at least eight documents, each with at least one citation, that was used in the process of making the map. Eight countries make up the citation network, which is divided into four groups: the red cluster, made up of the United States, the United Kingdom, the Russian Federation, Israel, and Indonesia; the green cluster made up of Canada; the blue cluster made up of South Korea, and the yellow cluster made up of Australia. The nodes' respective nations produce a lot of publications, and the more nodes there are, the more publications there are. The United States has more significant nodes in this scenario, among other things. When it comes to publishing production and citations, the United States has been the most productive nation. The second place belongs to the United Kingdom. As a result, these nations will certainly play a significant part in fostering scientific relationships and serving as information hubs in the context of intercultural education. Since bibliometrics is a quantitative analysis of bibliographic features of scientific publications, the evaluation of co-authorship is essential to ensure that researchers are widely acknowledged and their works are used as a knowledge base when performing their research (Hafiar et al., 2022).
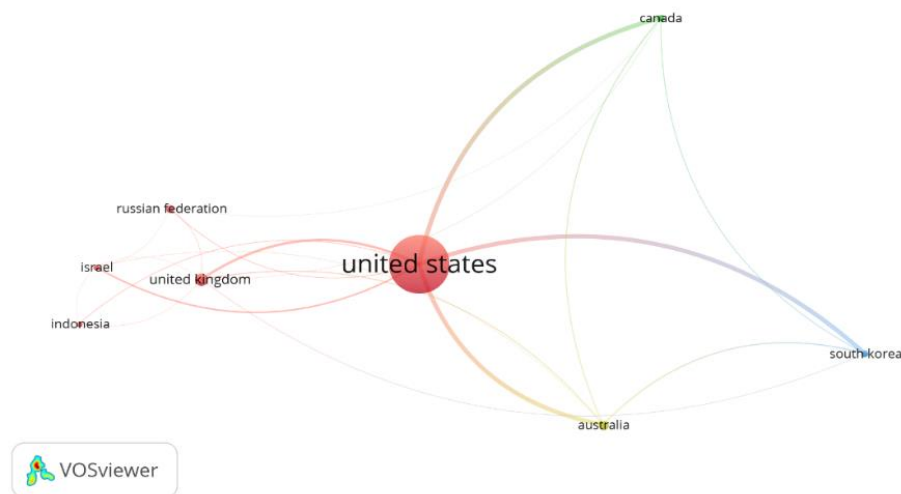
Figure 3. Country quotation network visualization

Indonesia has the potential to play a significant role in multicultural education. The diversity of cultures, ethnicities, languages, and religions in Indonesia can provide excellent opportunities for researchers and scholars to conduct multiculturalism research in Indonesia. The network map in Figure 3 shows that developed countries dominate publications related to multicultural education, with only Indonesia representing developing countries.

Distribution of Frequently Appearing Keywords Overlay

The keywords represent the main content of the existing research as well as the areas studied within the given domain's boundaries. The keyword is a significant component that must not be overlooked to identify multiple publications that are linked to the research topic (Sofyan & Abdullah, 2022a). The publication keyword is considered a basic element in bibliometric research that represents the concept of knowledge and has been commonly used to reveal the knowledge structure of the research domain (Su & Lee, 2010), as is the process of selecting "important" keywords for this analysis (Chen & Xiao, 2016). The author's keywords are frequently used together, highlighting important study areas and intercultural education issues. VOS viewer has mapped the authors' keywords in this analysis. In this analysis, the size of the nodes is proportional to the frequency of occurrence of the keyword. Figure 4 shows a keyword network diagram where the relationship between keywords is shown by the color, node size, text size, and thickness of the connecting line (Sweileh et al., 2017). There are 150 keywords organized into 17 different nodes (cluster) colors (dark blue, light blue, sky blue, red, pink, gray, yellow, dark purple, light purple, navy blue, green, leaf-green, pink, orange, brown, dark purple, light orange). The most popular keyword is "multicultural training" in the light blue node. These are classified as "case conceptualization", "multicultural case conceptualization", "multicultural competence", "school psychology", and "supervision". This demonstrates the importance of multicultural education concerning the keywords mentioned. Furthermore, further research into these keywords is required to better understand the field of multicultural education. Figure 4 shows more information about the distribution of keywords.
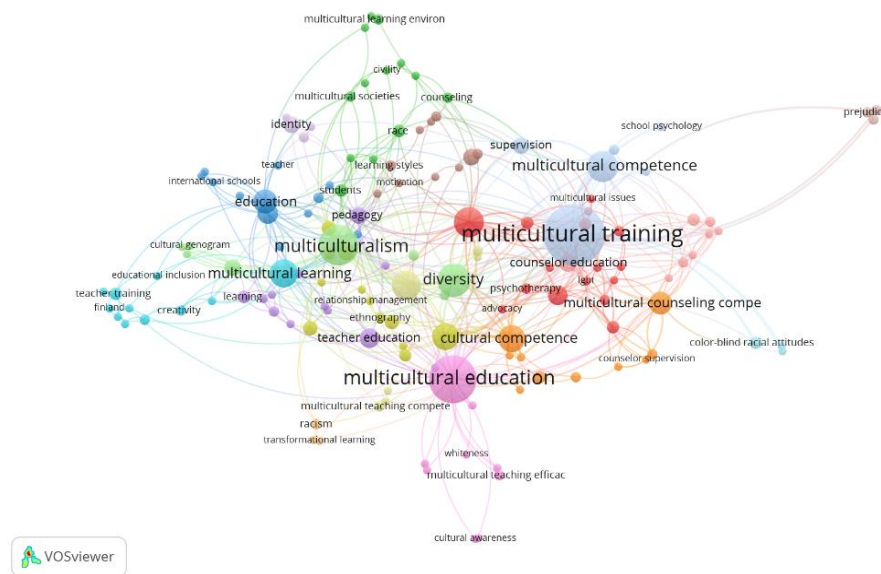
Figure 4. Overlay Visualisation of the Co-occurrence of Authors' Keywords

Research Funding Sponsor

According to Table 6, many studies published in reputable scientific journals have been funded by various parties to obtain comprehensive information about multicultural education. The U.S. Department of Health and Human Services, a United States government agency established to protect all Americans' health and provide essential human services, has funded five multicultural education studies and is the largest funding sponsor of all.

Table 6. Publication by funding sponsor

Funding Sponsor	Institution	Total Sponsor
U.S. Department of Health and Human Services	Government	5
National Institutes of Health	Government agency	4
Boston Medical Center	Academic medical center	3
Government of Ontario	Government	3
Illinois Board of Higher Education	Government agency	3
Newton Public Schools, City of Newton	Educational institutions	3
European Commission	The executive body of the European Union	2
Fonds Wetenschappelijk Onderzoek	The Research Foundation	2
Government of Canada	Government	2
Kazan Federal University	University	2

As a humanitarian service agency, the Department of Health and Human Services (HHS) has a role to play in improving services for all Americans. In keeping with their goal of promoting healthy and sustainable progress in medicine, public health, and social services while also improving the health and well-being of all Americans.

CONCLUSION

This bibliometric research concludes that this research can provide useful information for readers, researchers, and academics after 48 years of publication. The number of publications on the topic of multicultural education has varied over the past four decades, with 42 documents published in 2020 being the greatest number. With a total of 15 documents, the United States, the United Kingdom, and Australia are the most active publishing countries until 2021. Furthermore, according to the database, Indonesia has been identified as a developing country engaged in research in the field of multicultural education, with a total of eight documents published. With a total of 23 documents, the Journal of Counseling Psychologists is the most influential in multicultural education research. With 14 publications to its name, Columbia University in the United States is the most well-known institution in the subject of multicultural education publishing. Columbia University is a major educational institution in the field of multicultural education research. Constantine, M.G., a leading author affiliated with Columbia University in the United States, with six academic scientific papers published in the field of multicultural education. The most prevalent keyword is "multicultural training," which is grouped with "case conceptualization," "multicultural case conceptualization," "multicultural competency," "school psychology," and "supervision." This indicates that the topic of multicultural education is closely related to the keywords stated, and future researchers should investigate these keywords to have a deeper understanding of the field of multicultural education.

Based on the findings of this study, multicultural education will remain popular in the coming decades. Furthermore, researchers, academics, and readers can further evaluate and develop the field of multicultural education by understanding the concept of multicultural education and the growth trend of publications. In this study, a bibliometric review enables researchers to learn about the current level of knowledge in a particular area or field connected to intercultural education.

However, there were some limitations in this study that could not be avoided. First, researchers' study methods aren't ideal; for example, how to find documents, categorize documents, and document provider databases can't be overlooked. It should be mentioned that various other databases, such as Google Scholar, Microsoft Academic, PubMed, and Web of Science, can be utilized to acquire data for a study on multicultural education. There are several inevitable restrictions on this investigation. First, it is important to note that research methodologies, including how to find documents, classify documents, and use document provider databases, are not flawless. It should be emphasized that data can be obtained from a variety of other databases. Important details about the future paths of multicultural education research are provided by this bibliometric analysis. The patterns of publication in multicultural education require further investigation. Readers, academics, and researchers will find it simpler to locate the data they require to assess or test the topic of multicultural education in their upcoming research thanks to this bibliometric review.

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