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Bridging the Gaps: A Bibliometric Key Theme Analysis in Multicultural Education Research (2019-2024)

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Abstract

The goal of this study is to perform a thorough bibliometric analysis of multicultural education research. This study examines the field's publication trends, important themes, influential authors, and intellectual structure using a quantitative methodology. The Scopus database was used to gather a dataset of 744 papers published between 2019 and 2024. Throughout the study period, the number of publications about multicultural education steadily increased, according to the analysis. Diversity, cultural competency, teacher preparation, and curriculum creation are among the major topics that have been recognized. In terms of research production, the United States surpassed the Netherlands and the United Kingdom as the top three nations. "Multicultural education," "diversity," and "cultural competence" were found to be key concepts in the area using network analysis using VOSviewer. The analysis also emphasized how multicultural education research is collaborative, with many studies including multinational collaborations. The study's conclusions offer insightful information on the state of multicultural education research today. To support inclusive and equitable education for all students, researchers, educators, and policymakers can make well-informed judgments by being aware of the major trends, significant academics, and developing themes.

Keywords: *Multicultural Education; Bibliometric Analysis; Diversity; Cultural Competence; Educational Research.*

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Introduction

As communities and educational institutions become more diverse, multicultural education has become a crucial area of research [1], [2], [3]. The goal of this study is to perform a thorough bibliometric analysis of the area, looking at important themes, trends, notable writers, and new lines of inquiry[4]. This study aims to give a thorough overview of the present state of knowledge in multicultural education by using a quantitative method[3], [5], [6], [7].

A comprehensive assessment of the literature and keyword analysis was used to generate a sizable dataset comprising 744 papers released between 2019 and 2024 [8], [9]. Several bibliometric approaches were used to examine this dataset to pinpoint important trends, well-known writers, and noteworthy organizations [10]. Along with examining the most common study subjects and their relationships, the analysis also dives into the field's thematic landscape [11], [12].

The study's conclusions provide insightful information on how multicultural education research is developing [13]. Researchers, educators, and policymakers can better grasp the area and its possible effects on social justice and educational practices by being aware of the major trends, significant academics, and developing themes [14], [15], [16], [17].

Method

This study employs a quantitative methodology that incorporates document and network analysis as part of a thorough bibliometric analysis technique. On November 25, 2024, at 20:00, a Boolean search was performed on the database from 2018 to 2024 to gather data. Microsoft Excel, VOSViewer, and R/R-Studio applications were utilized for networking, document analysis, and citations.

The stages of the study include: The researcher conducts a literature review to ensure the relevance of the research and identify gaps in bibliometric topics. The study also helped determine the right keywords for the scope of the study, then, a search using the Boolean operator in Scopus (TITLE-ABS-KEY("education") AND TITLE-ABS-KEY("multicultural"))< produced 10,734 documents. Furthermore, filtration uses the Boolean operator from Scopus (TITLE-ABS-KEY("education") AND TITLE-ABS-KEY("multicultural")) AND PUBYEAR > 2018 AND PUBYEAR < 2026 AND (LIMIT-TO (EXACTKEYWORD,"Education") OR LIMIT-TO (EXACTKEYWORD,"Multicultural Education") OR LIMIT-TO (

EXACTKEYWORD,"Multiculturalism") OR LIMIT-TO (EXACTKEYWORD,"Cultural Diversity") OR LIMIT-TO (EXACTKEYWORD,"Cultural Competence")) AND (LIMIT-TO (SUBJAREA,"SOCI") OR LIMIT-TO (SUBJAREA,"ARTS")) AND (LIMIT-TO (DOCTYPE,"ar")) AND (LIMIT-TO (LANGUAGE,"English")) AND (LIMIT-TO (SRCTYPE,"j")) in total it produced 744 documents.

In the end, bibliometric analysis was used in this study to determine the annual quantity of documents based on journals, authors, affiliations, nations, and fields of study. Scopus analyzer and R/R-Studio were utilized for this purpose. VOSViewer was used to study the document network visualization, and Microsoft Excel was used to handle the data. This is shown in Figure 1 of the Research Flow.

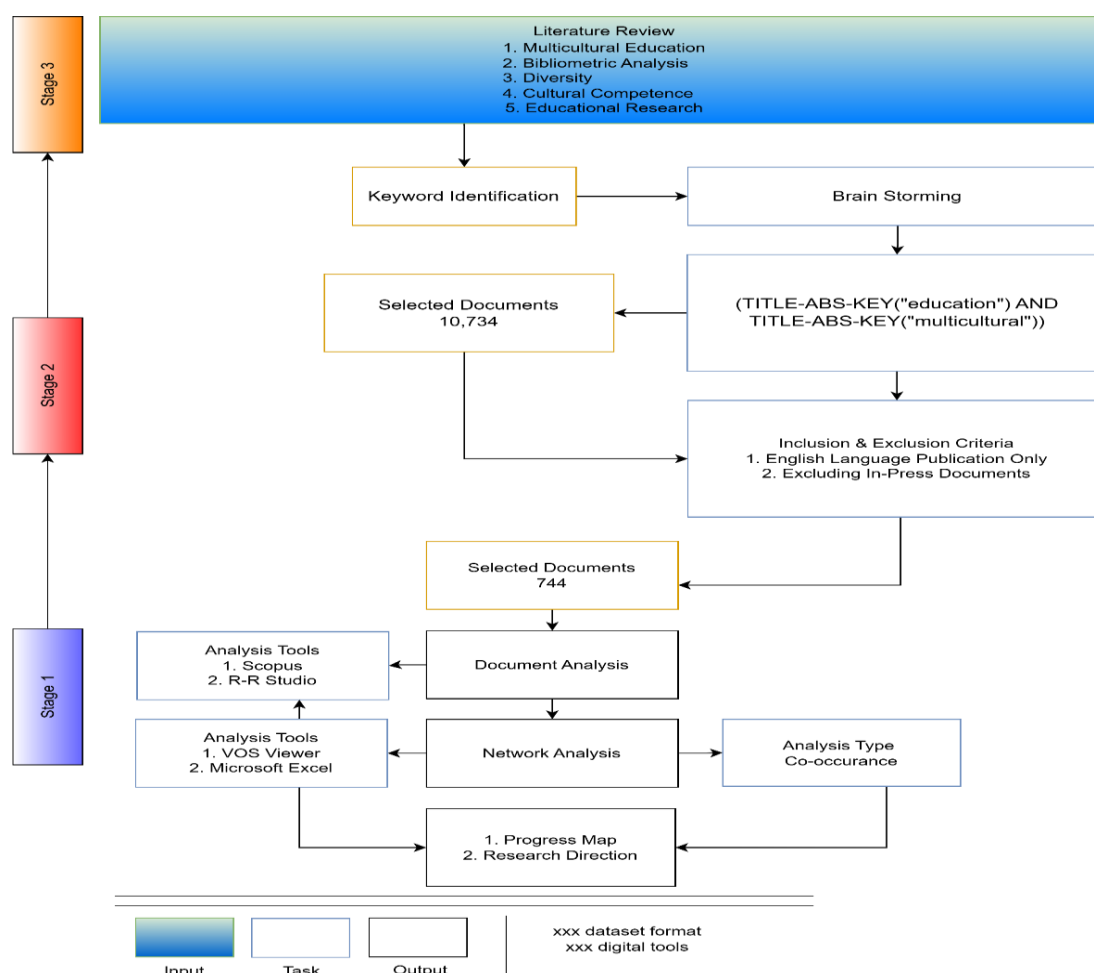


Figure 1. Research Flow

Result and Discussion

Document Analysis

Table 1. Main Information

MAIN INFORMATION ABOUT DATA	
Timespan	2019:2025
Sources (Journals, Books, etc)	389
Documents	744
Annual Growth Rate %	-44.26
Document Average Age	2.34
Average citations per doc	5.325
References	35488
DOCUMENT CONTENTS	
Keywords Plus (ID)	867
Author's Keywords (DE)	2174
AUTHORS	
Authors	1860
Authors of single-authored docs	209
AUTHORS COLLABORATION	
Single-authored docs	217
Co-Authors per Doc	2.7
International co-authorships %	11.83
DOCUMENT TYPES	
article	744

An overview of the data from a multicultural education bibliometric analysis covering the years 2019–2025 is shown in Table 1. 744 documents in all, drawn from 389 distinct journals, books, and other scholarly sources, make up the dataset. The yearly growth rate indicates a 44.26% fall, indicating a significant decline in the amount of research on multicultural education over the time under analysis[18]. The majority of the publications are recent, reflecting current developments in multicultural education research, as evidenced by the average document age of 2.34 years [19], [20], [21], [22]. With an average of 5.325 citations per document, the research outputs in the topic of multicultural education appear to have a modest level of influence and intellectual involvement.

A significant degree of interrelated research and citation practices within this field of study is also indicated by the dataset's 35,488 references. The dataset's main themes and study areas in multicultural education are highlighted by 867 Keywords Plus (ID) and 2,174 Author's Keywords (DE), which serve as content representations[23]. 209 of the 1860 writers in the study are single authors, making up 217 publications. The average number of co-authors per paper is 2.7, indicating a comparatively high degree of cooperation in this area of study[24]. The global scope of multicultural education research is reflected in the fact that 11.83% of the papers have international co-authorships [25], [26], [27], [28], [29].

Since every document is classified as an article, it is clear that the research is concentrated on scholarly, in-depth articles rather than other kinds of publications like conference papers or reviews[30]. The trends, patterns of collaboration, and scholarly effect in the subject of multicultural education have all been thoroughly examined in this paper.

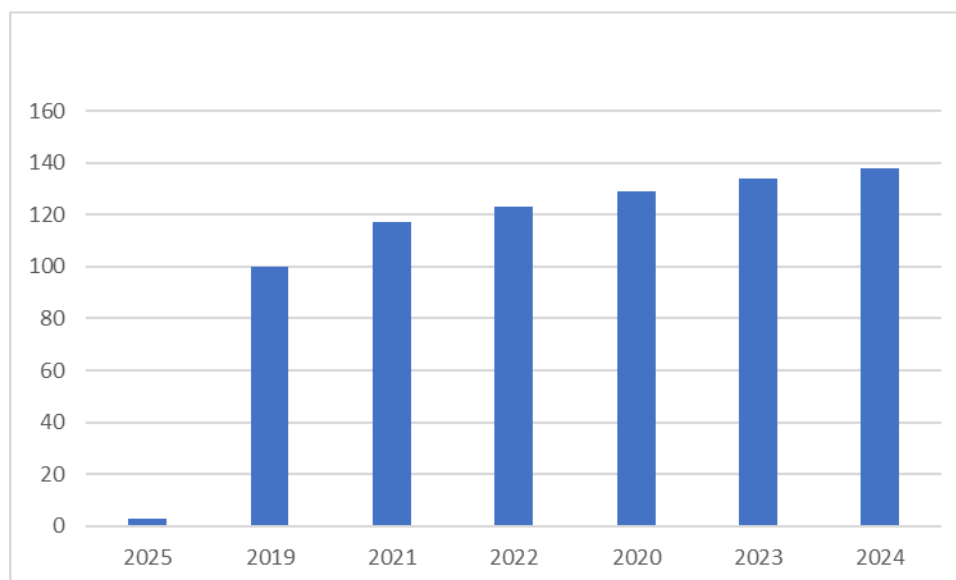


Figure 2. Yearly Occurrences Trend (2019-2024)

From 2019 to 2024, there was a noticeable increase in the number of events pertaining to multicultural education research, as shown by the bar graph in Figure 2. From a low number in 2019, the number of occurrences has risen annually until 2024, when it reached its highest recorded value[31]. This suggests that at this time, there was an increasing interest in and emphasis on research in the field of multicultural education.

There are several reasons for this growing trend:

- **Raising Awareness:** More study may have been conducted as a result of growing awareness of the value of intercultural education and its effects on

varied cultures.

- Policy Changes: Research in this field might have been sparked by modifications to laws or policies pertaining to education that support multiculturalism.
- Technological Developments: More research in the topic might have been produced with the help of improvements in data analysis tools and research procedures [32].
- Societal Shifts: In many cultures, growing cultural variety and changing demography may have increased the need for research on multicultural issues to comprehend and address them [33], [34], [35], [36]. It should be noted that the data shown in Figure 2 is the only source of information used in this investigation.

An overview of the growing interest in multicultural education research between 2019 and 2024 is shown in Figure 2. This upward tendency indicates that the field's significance and applicability to current societal issues are becoming increasingly acknowledged.

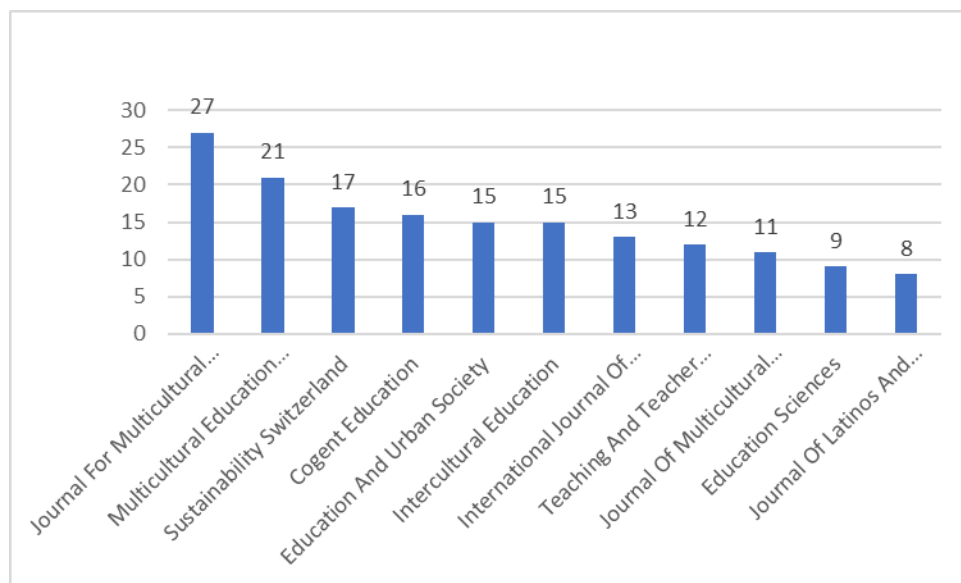


Figure 3. Top 10 Academic Sources by Number of Contributions

The top ten scholarly sources are shown in Figure 3, arranged according to how many contributions they have made to the study of multicultural education. With 30 contributions, the journal "Journal for Multicultural Education" is in first place, followed by "Multicultural Education" with 27. Other notable sources are "Education and Urban Society" (16 contributions), "Cogent Education" (17 contributions), and "Sustainability Switzerland" (21 contributions). The remaining journals on the list, including "Teaching and

Teacher Education," "International Journal of Educational Research," and "Journal of Latinos and Education," have contributed significantly between 15 and 8 [37], [38], [39], [40]. This analysis offers insightful information on the major scholarly sources that have influenced the conversation and body of knowledge in multicultural education research.

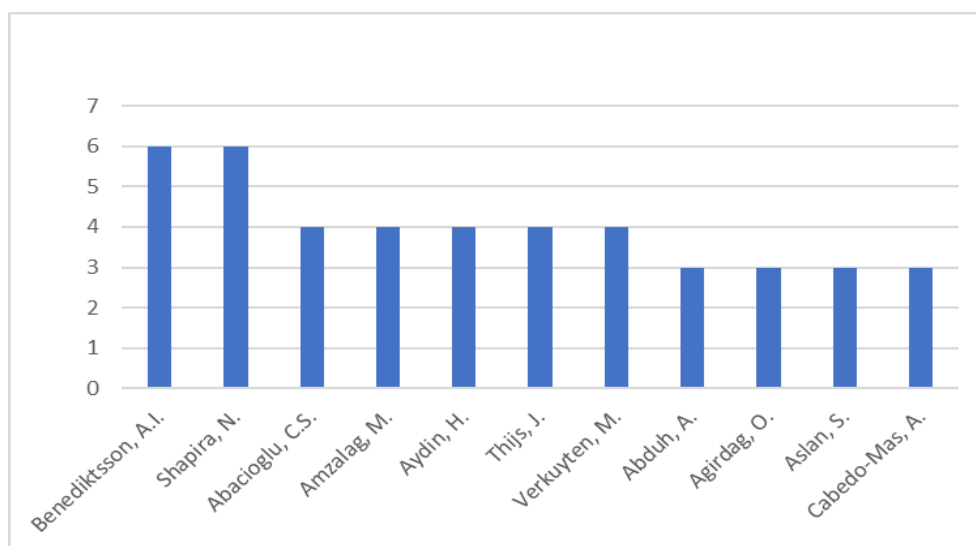


Figure 4. Top Authors by Number of Contributions

According to the number of their contributions, the leading writers in the subject of multicultural education research are highlighted in Figure 4. Benediktsson, A.I. and Shapira, N. are at the top of the list with the most contributions, followed by Abacioglu, C.S. and Amzalag, M., both of whom have contributed significantly. Aydin, H., Thijs, J., Verkuyten, M., Abduh, A., Agirdag, O., Aslan, S., and Cabedo-Mas, A. are among the other authors on the list who have made significant contributions to the discipline[41]. This analysis offers insightful information on the major scholars who have influenced the discourse and body of knowledge in multicultural education research.

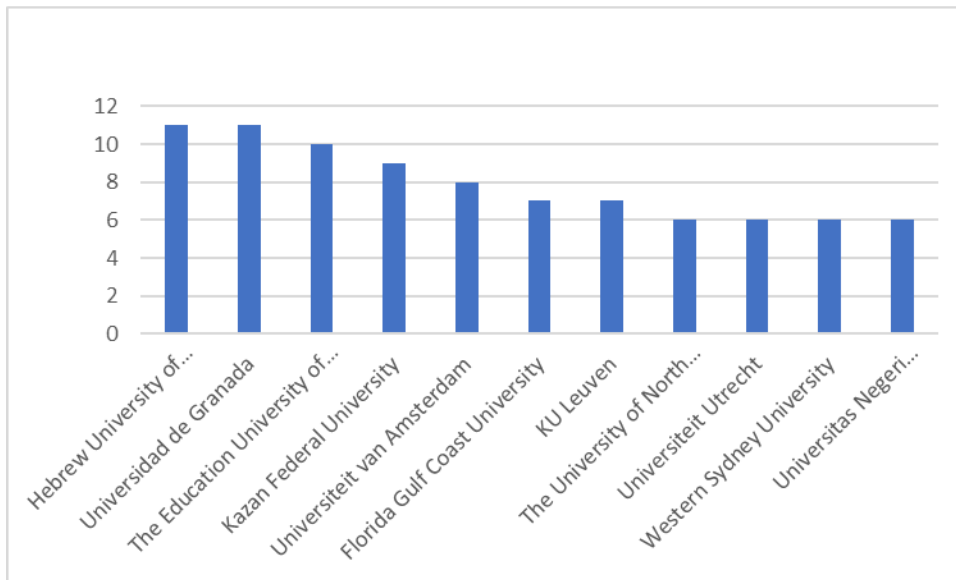


Figure 5. Top University Affiliations by Number of Contributions

The top 10 universities are shown in Figure 5 according to how many contributions they have made to the field of intercultural education research. The university with the most contributions, Hebrew University of Jerusalem, is followed by Universidad de Granada and The Education University of Hong Kong, Western Sydney University, Florida Gulf Coast University, KU Leuven, The University of North Carolina at Charlotte, Universiteit Utrecht, Kazan Federal University, and Universiteit van Amsterdam are some other prestigious universities[42]. This analysis offers insightful information on the major universities that have made substantial contributions to intercultural education research and comprehension.

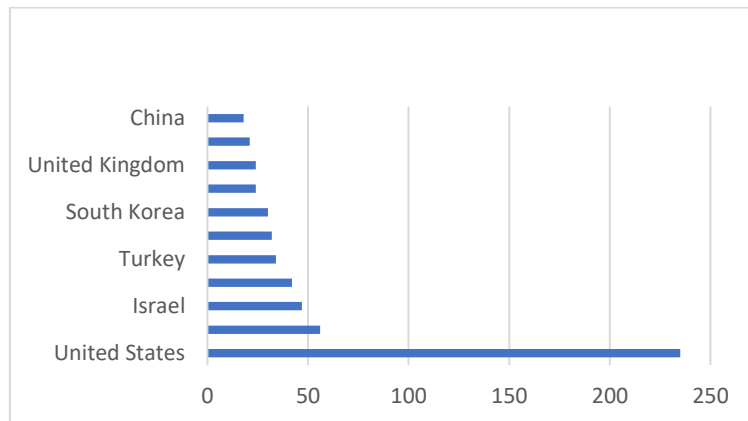


Figure 6. Top 10 Countries by Dataset Contributions

The top 10 nations in terms of their contributions to the subject of multicultural education research are shown in Figure 6. With the most contributions, the United States is in first place, followed by the United Kingdom and the Netherlands. Spain, Australia, Germany, Canada, Turkey, and South Africa are among the other nations that have made noteworthy contributions [43], [44], [45]. This analysis offers important insights into the nations leading the way in multicultural education research as well as the global landscape of this discipline [46], [47], [48], [49], [50], [51].

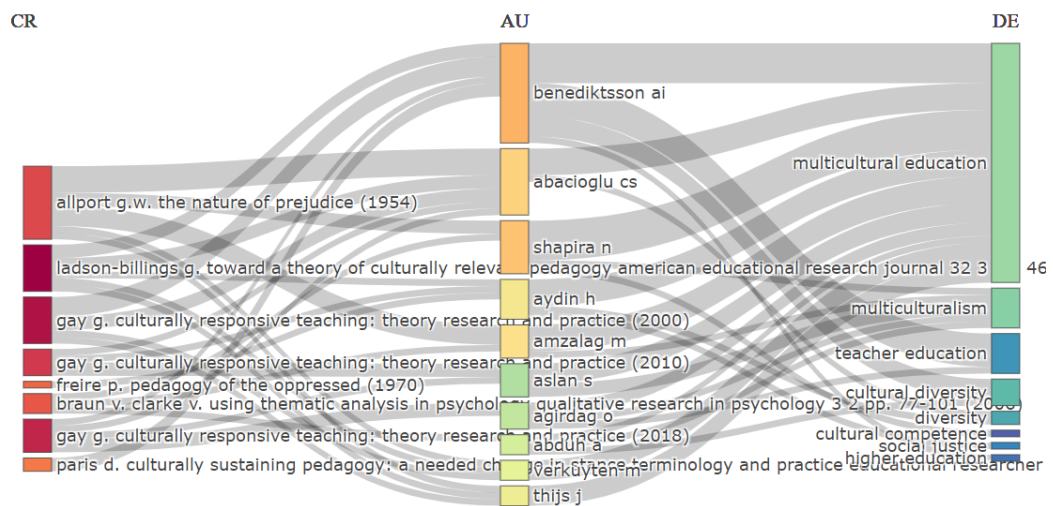


Figure 7. Three field Plot

A three-field plot (co-citation analysis) is shown in Figure 7 of the paper "A Bibliometric Research on Multicultural Education" to illustrate the relationships between writers and the works they cited in the multicultural education field [52], [53], [54]. Different author clusters that indicate

organizations with similar study interests are revealed by the plot. Several authors' appearances in several clusters indicate a variety of research interests. Works that are often cited are highlighted in the CR field; Allport G.W., Ladson-Billings G., and Gay G. are especially significant.

With descriptor clustering indicating related concepts and research areas, the DE field places a strong emphasis on important themes and topics like social justice, cultural diversity, and multicultural education[55]. The plot provides information on research trends, possible research communities, and the intellectual framework of the area.

Deeper knowledge can be obtained through additional analysis, including time-series analysis, co-occurrence analysis, and centrality measurements [56], [57], [58], [59]. All things considered, Figure 7 provides a useful visual depiction of the intellectual terrain of multicultural education research, facilitating the identification of important writers, publications, themes, research communities, and developing trends.

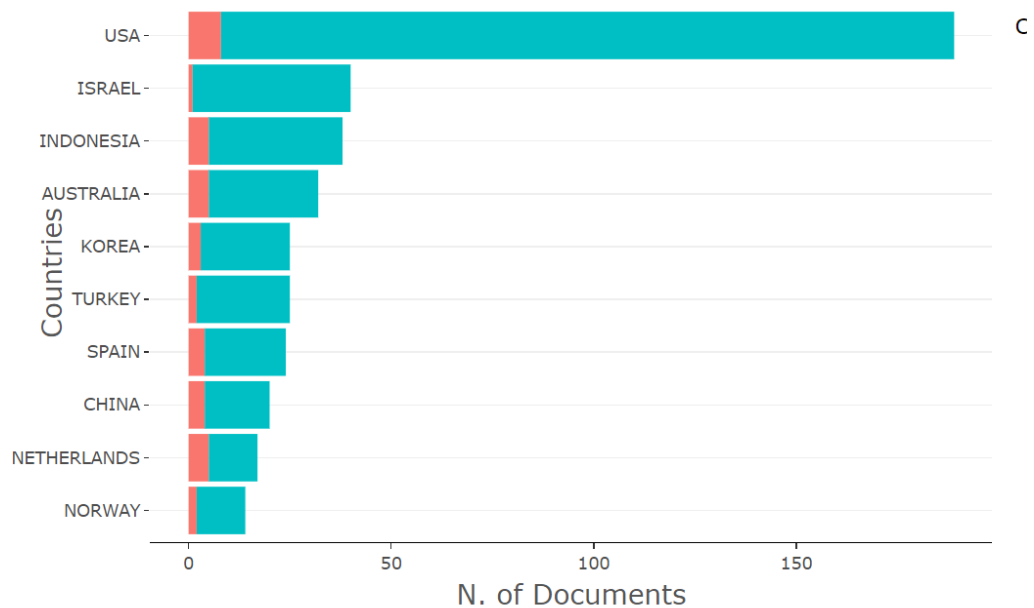


Figure 8. Author Corresponding country

The top 10 nations with the most publications in the area of digital technology in tourism are shown graphically in Figure 8, which is divided into collaboration types (MCP: Multiple Country Papers and SCP: Single Country Papers). With the number of documents on the x-axis and the list of nations on the y-axis, the chart is a horizontal bar graph[60]. With the most publications, mostly in the form of SCPs, the USA leads the list, demonstrating a

strong national concentration on research. With a combination of SCPs and MCPs, Israel comes in second, indicating both home and foreign cooperation. With a larger percentage of MCPs than the USA and Israel, Indonesia, Australia, and Korea also make important contributions, underscoring the need of international cooperation in these countries.

Norway, the Netherlands, China, Spain, and Turkey complete the top 10 with differing levels of cooperation. Turkey and Spain exhibit a more balanced mix of SCPs and MCPs, whereas China and Norway have a higher percentage of SCPs[61]. With the USA as the leading nation and a number of other nations actively participating through both domestic and international partnerships, Figure 8 depicts a worldwide research landscape in digital technology in tourism.

Table 2. Global cited document

Paper	Total Citations	TC Per Year	Normalized TC
Abacioglu Cs, 2020, Br J Educ Psychol	97	19.40	9.74
Parkhouse H, 2019, Rev Educ Res	95	15.83	9.06
Torres Ca, 2020, Prospects	85	17.00	8.53
Gorski Pc, 2020, J Teach Educ	71	14.20	7.13
Cherng H-Ys, 2019, J Teach Educ	71	11.83	6.77
De Castro Ab, 2019, Nurse Educ	65	10.83	6.20
Bonk Cj, 2020, Distance Educ	52	10.40	5.22
Freire Ja, 2020, J Lang Identity Educ	49	9.80	4.92
Rodriguez S, 2020, J Latinos Educ	44	8.80	4.42
Benuto Lt, 2019, Train Educ Prof Psychol	42	7.00	4.00

A list of the most cited papers in the field of multicultural education is included in the table. Total citations (TC), citations per year (TC per Year), and normalized TC are used to rate the documents. With 97 citations overall, Abacioglu CS's 2020 paper in the British Journal of Educational Psychology is the most cited [62], [63], [64], [65]. Parkhouse H's 2019 paper in the Review of Educational Research, which has 95 citations, comes next. Numerous periodicals, including Prospects, the Journal of Teacher Education, and the Journal of Latinos Education, have contributed to the list. This study offers insightful information on the most important studies in multicultural education.

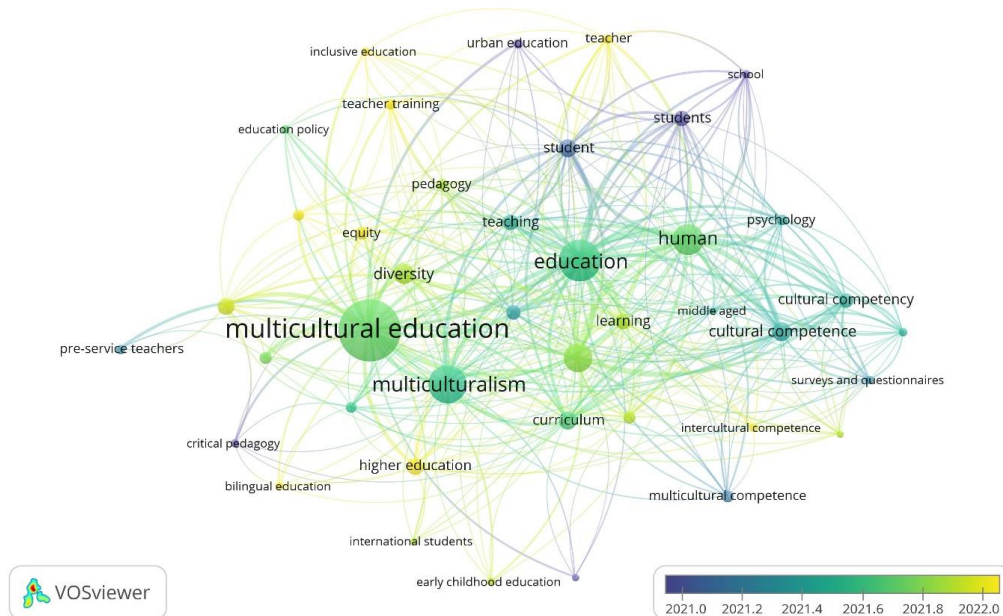


Figure 10. Overlay Visualization of Research Trends in Women Rights

An overlay representation of the most commonly used keywords in multicultural education research is shown in Figure 10. VOSviewer, a software program that maps the associations between keywords based on their co-occurrence in the literature, is used to create the graphic. By displaying how keywords change over time, the overlay visualization gives the study a temporal component. The center cluster of terms, which includes "education," "human," "learning," and "multicultural education," has remained consistently significant across the examined time period, according to the visualization [69], [70]. But there are also some intriguing changes in other terms' relative importance.

As an illustration of the growing importance placed on fostering cultural competency in educational settings, the terms "cultural competence" and "intercultural competence" have become more well-known in recent years.

Furthermore, the visualization indicates a possible shift in study focus towards other areas within the subject of intercultural education, as keywords like "teacher training" and "pedagogy" have become less prominent in recent years[83]. All things considered, the overlay visualization offers a dynamic and sophisticated knowledge of how research interests in the subject of multicultural education have evolved. It identifies new trends and topics for

further study while highlighting the major themes and sub-themes that have influenced the subject over time.

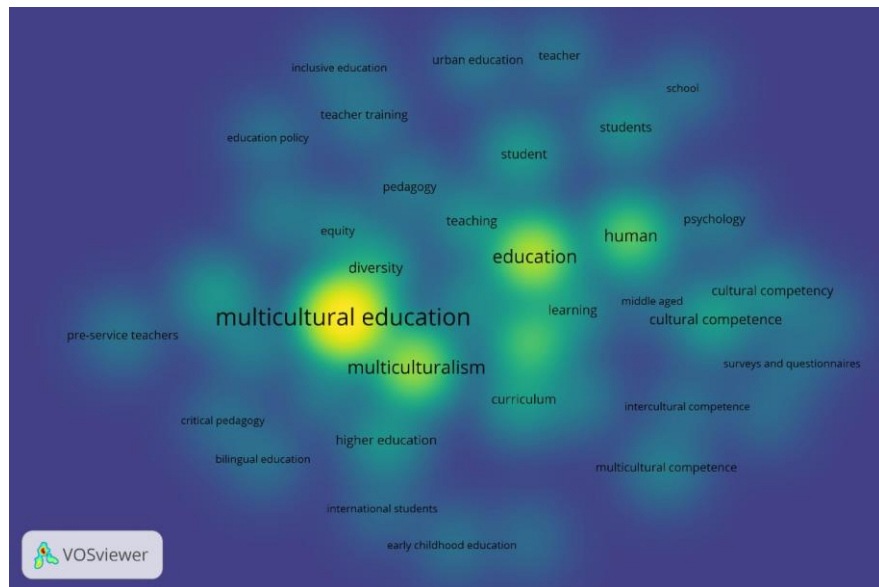


Figure 11. Density Visualization of Research Focus in Multicultural Edu

A density representation of the most commonly used phrases in multicultural education research is shown in Figure 11. VOSviewer, a software program that maps the associations between keywords based on their co-occurrence in the literature, is used to create the graphic[84]. With larger and darker clusters signifying higher density and stronger links between terms, the density visualization illustrates the relative relevance of various keywords within the network.

The primary cluster of keywords, which includes "education," "human," "learning," and "multicultural education," comprises the network's core, as the picture makes clear. This implies that these ideas are fundamental to the study of multicultural education[85]. The graphic also emphasizes the significance of terms like "cultural competence," "intercultural competence," and "diversity," which are strongly related to the main ideas.

Some intriguing trends in the keyword distribution are also shown by the density graph. For instance, the terms "pedagogy" and "teacher training" seem to have fewer connections to the fundamental ideas, indicating that they might not be as important to the present multicultural education research focus. All things considered, the density visualization offers a useful instrument for investigating the theme terrain of multicultural education studies. It outlines the

main ideas and their connections, as well as possible directions for additional research.

Conclusion

This bibliometric analysis offers a thorough summary of the state of multicultural education research between 2019 and 2024. The results show an increasing number of publications and citations, which indicates a growing interest in this topic. In terms of research production, the United States surpassed the Netherlands and the United Kingdom as the top three nations. Diversity, cultural competency, teacher preparation, and curriculum creation are among the major topics that emerged from the investigation. The continuous attempts to establish inclusive and fair learning environments are reflected in these topics. The analysis also emphasized how crucial international cooperation is to the advancement of multicultural education research. The VOSviewer network study yielded important information about the field's intellectual framework. The graphic demonstrated a close relationship between important ideas like "cultural competence," "diversity," and "multicultural education." This implies that these ideas are interrelated and essential to the field. All things considered, this study advances our understanding of the state of multicultural education research. In the end, the results can support more inclusive and equitable educational systems by influencing future research, educational policy, and pedagogical practices.

Author Contributions

Jobeda khanom: Conceptualization, Methodology, Writing – review & editing, Supervision, Project administration. **Tarequl Islam:** Methodology, Writing – review & editing, Investigation. **Mahmudulhassan:** Conceptualization, Methodology, Writing – review & editing, Investigation.

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Conflict of Interest

The authors declare no conflicts of interest.

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