BIBLIOMETRIC ANALYSIS OF LIVING VALUES AND ITS EDUCATION TO KINDERGARTEN PUPILS

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ABSTRACT

Objective: The objective of this study is to investigate the importance and diversity of living values and living value education for preschool children are receiving research attention from many scientists around the world.

Method: This study uses the quantitative bibliometric method with a Scopus database data source to find the characteristics of published data related to living values and living value education for kindergarten students.

Results and Discussion: The findings indicate an increasing number of publications; developed countries dominate the number of publications; and higher education institutions are interested in living values and living value education for kindergarten students.

Research Implications: There is a need for research in different directions, both on a large scale at the international level and in depth, on each issue of living values and living value education for today’s kindergarten students.

Originality/Value: This study contributes to the literature by providing an overview of living values and living value education for preschool children have been researched by researchers all over the world.

Keywords: Living Values, Kindergarten Students, Living Value Education.

ANÁLISE BIBLIOMÉTRICA DOS VALORES VIVOS E SUA EDUCAÇÃO PARA ALUNOS DO JARDIM DE INFÂNCIA

RESUMO

Objetivo: O objetivo deste estudo é investigar a importância e a diversidade dos valores vivos e da educação do valor vivo para crianças pré-escolares estão recebendo a atenção de muitos cientistas ao redor do mundo.

Método: Este estudo usa o método bibliométrico quantitativo com uma fonte de dados de banco de dados Scopus para encontrar as características dos dados publicados relacionados a valores vivos e educação de valor vivo para estudantes de jardim de infância.

Resultados e Discussão: Os resultados indicam um número crescente de publicações; os países desenvolvidos dominam o número de publicações; e as instituições de ensino superior estão interessadas em valores vivos e educação de valor vivo para os alunos do jardim de infância.

Implicações da pesquisa: Há uma necessidade de pesquisa em diferentes direções, tanto em grande escala a nível internacional e em profundidade, sobre cada questão de valores vivos e educação valor vivo para os alunos de jardim de infância de hoje.

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1 INTRODUCTION

Historically, research on the issue of life values and life value education shows two basic aspects: the issue of life values and life value education in general and life values for kindergarten students in general. Particularly discussed by many scientists, the second is the life values and life value education of kindergarten students, which are studied in many aspects of research topics.

That are the social competencies of kindergarten pupils based on the relationships between children and parents, children and teacher, parent-parent (Saral & Acar, 2021); schools are increasingly viewed as important intermediaries that may assist address society’s most pressing issues (Weare, 2013); play and development from birth to age eight years (Trawick-Smith, 2019); how preschoolers represent their brains in their interactions
with schools and society (Bartoszeck & Bartoszeck, 2012); the relationship between children's observation competency and emotional well-being and participation (Klemm & Neuhaus, 2017); Children ages 4 to 16, Child's Social and Emotional Well-Being is a useful manual packed with tried-and-true techniques for fostering social and emotional learning (SEL) abilities. (Dacey et al., 2016); the Buddhist way of life for the early value development of children (Hauver, 2019); whether teacher- and child-managed academic activities were beneficial to the development of the children (De Haan et al., 2014).

In order to research children's value orientations, we have implemented the process of value orientations inquiry, that are the creation of value orientations in Russian orphanages with all of its components collected (Parfilova & Valeeva, 2016); the conceptual frameworks of the sociology of childhood and the context-informed perspective (Ponizovsky-Bergelson et al., 2020); building and growth among Japanese university students of English (Miyahara, 2015); the notion that children are animals who are reliving the evolution of their species. (Straley, 2016).

It can be seen that the variety of studies is: relationships related to preschool students, the important role of child development, artistic elements, the relations of emotional well-being and involvement with children's observation competency, academic activities, children's value orientation formation with all its components, the sociology of childhood, and the role of experience with emotions come from social and environmental affordances.

2 METHOD

Bibliometric method has been considerably applying to study in various sectors, that is COVID-19 and finance scholarship (Boubaker et al., 2023), Applying bibliometric review methods in education (Hallinger & Kovačević, 2023), analyzing IoT hacking solutions in network services (KOMBATE et al., 2022), fire evacuation training in buildings (Menzemer et al., 2023), personal data collection methods on social networks (Sáez-Ortuño et al., 2023), risk management methods in the space sector (Sapountzoglou, 2023), urban energy metabolism: Evolutionary trends and the application of network analytical methods (Tang et al., 2021), Characterization of Global Research Trends and Prospects on Moyamoya Disease (Wang et al., 2023), bike-sharing system studies (Zhou et al., 2022), Insight into digital finance and fintech (Zou et al., 2023). These studies provide useful information in terms of methods and its application for carrying out the research of this paper which
focuses on living values and its education for kindergarten pupils that represented by answering certain research questions:

1. How many researches onto living values and its education for kindergarten students by year?
2. How many subject areas of living values and its education for kindergarten students?
3. How many publication sources of living values and its education for kindergarten students?
4. How many sponsors of publications of living values and its education for kindergarten students?
5. How many types of documents have published living values and its education for kindergarten students?
6. Which countries are the most possessions of the number of publications of living values and its education for kindergarten students?
7. Who are the most author influential of living values and its education for kindergarten students?
8. Who are the affiliations of living values and its education for kindergarten students?

Table 1

The queries of Publications of Living Values and Its Education for Kindergarten Students

<table>
<thead>
<tr>
<th>QUERIES</th>
<th>documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE-ABS-KEY (living AND values AND its AND education AND to AND kindergarten AND pupil)</td>
<td>556</td>
</tr>
</tbody>
</table>
3 RESULTS AND DISCUSSION

3.1 HOW MANY RESEARCHES ONTO LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS BY YEAR?

Figure 1
Yearly Publications

The Figure 1 provides the information of publications of living values and living value education for the kindergarten pupils. In general, there is a fluctuation during the whole period of three decades which is the flat tendency in the first two decades and then is a dramatically increase in the last decade. The documents referring to the education of kindergarten students on living values witnesses an acceleration in the period from 1976 to 2024, which is consecutively categorized in each 4 years. Amidst 1976 to 2004, the number of archives in the field of living values and its instruction towards preschool pupils fluctuates below 10 documents every 4 years. Until 2008, according to the statistics shown, it is arguably elucidated that the bibliometric papers record over 20 quantities. There have more document related to the impact of living quality and its education to kindergarten students, which is continuously uplifted and reached its highest peak in 2016 with a figure of roughly 50 papers. Nevertheless, the statistics shown decelerates in 2020 to under 30 documents and it is predicted to increase again in 2024 with approximately 40 figures. To sum up, the increasing numbers of publications...
of living values and living value education for the kindergarten pupils represents how the researchers have been interested in of living values and living value education for the kindergarten pupils in those years.

3.2 HOW MANY SUBJECT AREAS OF LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

Figure 2

*Publications by Subject Areas*

![Chart showing subject areas of publications related to living values and education for kindergarten students. The largest proportion is Social Sciences (47.0%), followed by Psychology (18.2%), Arts and Humanities (8.1%), Medicine (6.0%), and Other (7.4%).](#)

In terms of subject area, the above pie chart details the proportion of the education of kindergarten students on living values’ documents. The chart comprises 11 domains, which are. It is noticeable that the archive related to Social Sciences is the most favored, taking a percentage of 47.0% (N=377), nearly half of the whole chart. Meanwhile, there is a deceleration of the remaining fields. According to the chart shown, Psychology exhibits the second highest proportion with 18.2% (N=146), followed by Arts and Humanity consisting of 8.1% (N=65) and likewise, it is clearly illustrated that Medicine and Other fields depict the approximate percentage as two kinds of fields above mentioned, which accounts for 6.0% and 7.4% respectively. On the other hand, in the remaining fields of documents referred to the living values and its instruction of preschool pupils, the chart undergoes the modest percentages, with the figure being 2.9%, 2.5%, 1.7% and 1.5% under the consecutive domains including Economics, Business & Management, Agriculture and Computer Sciences. In addition,
Engineering and Environmental subjects comprise the equivalent proportion with 2.4%. It can be seen that it is varied disciplines which are relevant to publications of living values and living value education for the kindergarten pupils and the social sciences dominated.

3.3 HOW MANY PUBLICATION SOURCES OF LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

Figure 3
Publications by Sources

Regarding the annual references related to the education of living values in kindergarten, it can be observed that there were no changes recorded during the period from 2002 to 2018 at the Figure 3. The sources listed in the table, such as Cochrane Database Of Systematic Reviews, Journal Of Biological Education, Plos One, Early Childhood Education Journal, and Psychological Bulletin, all had only one document each, indicating a scarcity of updated materials in the mentioned source list. However, from the period of 2018 to 2023, Cochrane Database Of Systematic Reviews, Psychological Bulletin, and Plos One experienced their peaks with two documents each, in the years 2019, 2020, and 2023, respectively. More details, the sources with four publication are Early Childhood Education Journal, Educational Research Review, and Frontiers in Psychology. The sources with three publications include Contemporary Educational Psychology, Early Child Development and Care, Early Education And Development, International Journal Of Environmental Research And Public Health, Journal Of Environmental Education, Review Of Research In Education, and Science.

3.4 HOW MANY SPONSORS OF PUBLICATIONS OF LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

**Figure 4**

*Publications by Sponsor*

In terms of contributing organizations, there are 15 funding sponsors mentioned. In particular, the Economic and Social Research Council and the National Institutes of Health are at the forefront with six contributions related to the education of living values in kindergarten. The Academy of Finland follows closely with five contributions, not significantly different
from the aforementioned two contributors. The remaining organizations in the list all have three contributions each related to documents on the education of living values in kindergarten, including the British Health Foundation, Deutsche Forschungsgemeinschaft, Eunice Kennedy Shriver National Institution, European Commission, European Regional Development Fund, European Social Fund, and Medical Research Council. The details, the sponsors with six publications are Economic and Social Research Council, and National Institutes of Health. The only one sponsor with five documents is Academy of Finland. The sponsors with three publications are British Heart Foundation, Deutsche Forschungsgemeinschaft, Eunice Kennedy Shriver National Institute of Child Health and Human Development, European Commission, European Regional Development Fund, European Social Fund, Medical Research Council, National Health and Medical Research Council, National Institute of Child Health and Human Development, National Natural Science Foundation of China, Norges Forskningsråd, U.S. Department of Education, U.S. Department of Health and Human Services. And the rest is sponsors with two and one publication. Apart from many sponsors have locations in the Europe, there are many kinds of societies come from different areas in the world, which are sponsors of publications of living values and living value education for the kindergarten pupils.

3.5 HOW MANY TYPES OF DOCUMENTS HAVE PUBLISHED LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

**Figure 5**

*Publications by Type*
The chart highlights data about the documents by types of living values and living value education for kindergarten students were classified based on the database of Scopus, over three decades between 19676 and 2023. According to the presented chart, it is evident that the majority of archives related to the education of kindergarten students on living values are in the form of Books, accounting for 51.8% of the total (N=288). Following that, Articles constitute 32.0% of the archives (N=178), indicating a noticeable difference in the publication types and materials pertaining to the education of living values in kindergarten. Book Chapters (N=49) and Review (N=37) rank third and fourth, respectively, with comparable percentages of 8.8% and 6.7%. Conversely, Editorials, Conference Paper, and Note have received less attention from readers, with modest percentages of 0.4% and 0.2% for conference papers and notes, respectively.

3.6 WHICH COUNTRIES ARE THE MOST POSSESSIONS OF THE NUMBER OF PUBLICATIONS OF LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

**Figure 6**

*Publications by Countries*

[Bar chart showing publications by countries with the United States leading, followed by the United Kingdom and others listed below.]

Among the 15 countries/territories listed in the table, the United States possesses the highest number of documented materials, with over 180 references related to the education of kindergarten students on living values. Following closely is the United Kingdom, with just over
half the amount, approximately 110 materials relevant to the education of living values in kindergarten. Other countries such as Australia, Canada, and Germany all have a comparable number of materials ranging from 30 to 40 per country. Conversely, the data indicates that the documented materials related to this topic are less prevalent in the remaining countries listed in the table, namely the Netherlands, Israel, Spain, China, and Norway, with each country having fewer than 20 materials recorded. Based on the information provided, it can be concluded that the number of recorded documents tends to increase in recent years. The issue of education on living values in kindergarten is particularly emphasized in countries like the United States and the United Kingdom, accompanied by renowned and reputable organizations involved in conducting and supervising research. However, there are still limitations in terms of the forms and methods of research on this topic. Therefore, it is necessary to initiate discussions to diversify the forms and research methods in order to effectively implement various approaches to the subject matter.

3.7 WHO ARE THE MOST AUTHOR INFLUENTIAL OF LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

Figure 7

*Yearly Publications by Authors*

The above Figure 7 provides the information about the authors and their publications of living values and its education for kindergarten students. Generally, regarding
the authors of the documents on the education of living values for kindergarten students, Lerkkanen, M.K., Poikkeus, A.M., and Sandoval, J. are the top three authors with the highest number of documented materials, each having 5 publications. This can be considered a significant influence on the development of research resources for this topic among scholars. Following them, authors Nurmi, J.E., Pakarinen, E., Rasku-Puttonen, H., Runco, M.A., and Siekkinen, M. all have 4 documented materials. From the data in the table, it is evident that among the mentioned group of 15 authors, none of them has fewer than 3 research materials. Two authors, Green, F., and Hoeve, M., have three research materials on the education of living values for kindergarten students. The authors with five documents are Lerkkanen, M.K.; Poikkeus, A.M; Sandoval, J. The researchers with four publications are Nurmi, J.E; Pakarinen, E; Rasku-Puttonen, H; Runco, M.A; Siekkinen, M. The authors with three publications are Green, F; Hoeve, M; Kiuru, N; Meadows, S; Reynolds, D. The authors with two documents are Argyle, M; Barrutia, O; Bessant, J; Brock, S.E, and many other authors.

3.8 WHO ARE THE AFFILIATIONS OF LIVING VALUES AND ITS EDUCATION FOR KINDERGARTEN STUDENTS?

Figure 8

*Publications by Affiliation*

In terms of authorship of documents, the chart displays 15 affiliations that are highly regarded in affiliating the documents in the Figure 8. The differences in the numbers are not significant, as the mentioned organizations all have approximately 6-10 documents being authored and supervised. The UCL Institute of Education is considered a reputable institution.
with a total of 10 documents related to the education of living values in kindergarten. Meanwhile, the University of the Pacific, California, University of Bristol, University of Cambridge all have 8 documents each. The difference in the number of documents is not significant when compared to The City University of New York, The University of Texas at Austin, University of Toronto, and The Graduate Center, all of which have seven documents. The Open University and the University of Oxford are the last two names on the list, with six affiliated documents each. Looking at the details, the affiliation with ten publication is UCL Institute of Education, there are three organizations with eight documents are University of the Pacific California; University of Bristol; University of Cambridge. The affiliations with seven documents are The City University of New York, The University of Texas at Austin, University of Toronto, The Graduate Center. There are two societies with six documents are The Open University, University of Oxford. The organizations with five publications are Universiteit van Amsterdam; Tel Aviv University; University of Pennsylvania; Universiteit Utrecht; New York University; University College London; Durham University; Michigan State University; University of Wisconsin-Madison; University of Jyväskylä. The affiliations with four documents are University of Haifa; The University of Manchester; Queens College, City University of New York; The University of Auckland; Newcastle University; Vrije Universiteit Amsterdam; University of Manitoba; Universitetet i Oslo; University of Pittsburgh; University of Kentucky; University of Southampton; University of Michigan, Ann Arbor; University of Melbourne; Itä-Suomen yliopisto. And the rest are affiliations with three documents and two or one document.

4 CONCLUSION

Based on the documents have been published by year, it shows a rapid increase trend of living values and its education to kindergarten students recent years though there were few of publications of two previous decades. The common research topics of living values and its education to kindergarten students are social sciences. The numbers of documents per year by source is quite few and the sponsors are primarily economic and health sectors. It is noticeably that kinds of publications are books and articles, and the countries whose publications are developed nations, and affiliations are higher educational institutions. The author has the highest numbers of publications are five documents and the most of them published around three or four documents.
In order for life values and value education for preschool students to be effective and meet the needs of developing students’ qualities and abilities, all value education activities need to be associated with skill education activities. Because it takes a process of activity and the accumulation of activities and behaviors to form a certain value or a life value system, value education activities for kindergarten students need to be designed. Design a system of skills through specific behavioral expressions and place them in the living and learning environment of preschool students. This will ensure the process of recognizing, implementing, and forming the values of each student or a generation of students at the kindergarten level. An issue of lasting significance for life values and life values education for kindergarten students is that teacher-training institutions need to add value education content and life skills to training programs. Kindergarten teachers in particular and teachers at all levels in general.

In the overview from the data researched by the Scopus database, the increasing trend of the living values and its education to kindergarten students, which can be explained by many more researchers of the world have interested in this sector that combined with nature, preschoolers who have been carefully nurtured by the living values and its education in all stakeholders, schools, families and communities. However, life values and value education for preschool students are not only limited to the school, community, and country, but research and adapt universal values at the local level legal or global. Therefore, educational systems that determine an accurate life value system and educate that value system for future generations are very important and urgent because life values will ensure two issues.

Everything has its own limitations and this research is not exceptional, it is because its database is limited to publications in English which means many more wonderful ideas or research results have been published in other languages, it is because the method is applied to this research can not reveal all the contents and meanings of the searched documents. It, therefore, needs many more research projects in terms of global or regional scopes and interdisciplinary.

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