Research on Education for Values in Schools
An Academic Review and Classification

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Abstract

This article reviews the research papers published in the educational journals on values education in schools from 1995 to 2020. The report aims to present a categorisation of literature with a comprehensive bibliometric analysis. Five hundred eighty-one relevant research papers are selected from the SCOPUS database and analysed using VOS viewer software. This research investigates how values education research has developed over this period in critical areas, significant authors, research types, and tools and methodologies applied. There is a dearth of published literature in this field. The co-citation analysis of cited references has revealed six research clusters related to values education researches in the school context. This study identified the significant authors, journals and organisations in this area. This study dispenses the first such review and consequently presents the most recent taxonomy and literature study helpful to researchers, educationists and policymakers.

Keywords: *Values, Values Education, School, Bibliometric Analysis, Co-citation Analysis.*

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सार

यह लेख 1995 से 2020 तक विद्यालयों में शिक्षा के मूल्यों पर शैक्षिक पत्रिकाओं में प्रकाशित शोधपत्रों की समीक्षा करता है। इस रिपोर्ट का उद्देश्य व्यापक ग्रंथ सूची विश्लेषण के साथ साहित्य का वर्गीकरण प्रस्तुत करना है। 581 प्रासंगिक शोधपत्रों को स्कोपस (SCOPUS) डेटाबेस से चुना गया है और VO Sviewer का उपयोग करके विश्लेषण किया गया है। यह समीक्षा उपरोक्त अवधि में मूल्य शिक्षा से संबंधित शोध के विकसित होने की प्रक्रिया का विश्लेषण करता है जिसमें मूल्य शिक्षा के महत्त्वपूर्ण क्षेत्रों, लेखकों, शोध प्रकारों, प्रयुक्त उपकरणों और पद्धतियां शामिल हैं। यह पाया गया है कि इस क्षेत्र में प्रकाशित साहित्य की बहुत कमी है। उद्धत संदर्भों के विश्लेषण द्वारा विद्यालय में मूल्य शिक्षा अनुसंधान से संबंधित कुल छः शोध समूहों की पहचान की गई। यह अध्ययन इस तरह की पहली समीक्षा है जो शोधकर्ताओं, शिक्षाविदों और नीति निर्माताओं के लिए महत्त्वपूर्ण होगा।

Introduction

Values education refers to the activities in the school or outside of school from which students learn or build up values and morality (Thornberg, 2013). It is the core of the educational course of action and curriculum; no educational system eliminates values from learning otherwise, the system's potential effects on student well-being and academic learning would deteriorate (Lovat and Clement, 2008). Values education is the blend of all the processes by which a person develops capabilities, attitudes and other forms of behaviour of positive values prevailing in the society in which they lives (Good and Kappa, 1973). Values education aims to develop the body, mind and spirit (Gandhi, 1956). Some other descriptions of values education are given in Table 1.

Table 1

Descriptions of Values Education from Literature

Authors	Description of Values Education
Simon and Howe, 1972	It is student oriented teaching method to help them understand their feelings.
Seshadri et al., 1992	Values education is not authoritarian indoctrination. It is a process of inducing learning. It is to enable students to think, reason, reflect, question, feel, care, experience, will and act.

Bhardwaj et al., 2015	Values education is a comprehensive process. In its full range of connotation, it covers the entire domain of learning, cognitive, affective and psychomotor. It includes knowledge, understanding and appreciation of our culture, moral, aesthetic and spiritual values, i.e., the values springing from our nationalistic aspirations and universal perceptions. Thus, values education is a process of education which involves working on the overall personality of the individual keeping in view all aspects of personality development— the intellectual, social and emotional, will and character.

It is concluded, based on the above descriptions, that value education is the procedure of inculcating values and developing the ability to make a proper choice in complicated decision-making situations about issues involving values.

Conventionally, parents and families are expected to deliver values education to children. However, in recent times schools have emerged to play a significant role in teaching values to children. It has become more necessary because families have become nuclear, and parents are not available to take an active part in providing values education. Schooling helps students take a due position in society, not only as well-informed people but also as logical and compassionate persons (Stengel and Tom, 2006). School personnel must provide values-based education. It cannot be done in an adhoc and disorganised manner but has to be a conscious and purposeful, well-planned enterprise with knowledge and consideration (NCERT, 2005).

It is extensively acknowledged that education is always with values (Carbone, 1991; Hatton, 1998; Halstead, 1996; Hooper et al., 2003; Lovat and Schofield, 2004b; Veugelers, 2000; Veugelers and Vedder, 2003. Aspin (2005) emphasises the omnipresence of values as they infuse all facets of education. Children and youth need to be trained to exercise the commonly held values of agreement and amity with self and others (UNESCO, 1998). Children are emissaries of the upcoming time. The child is educated by the complete environment in which it is nurtured, and that

environment is established uniformly by the parents, teachers and community (Strong-Wilson and Ellis, 2007). From the perspective of individual children, their homes are the first and primary learning environment and educator of values, but school obtains an increasing role with age. Moral education permeates the school curriculum, the rules of the schools, teachers, and principles (Tirri, 1998).

UNESCO had issued a set of guidelines for education of values in early childhood in 2000. The main aim of these guidelines was to build up a synchronised and universal structure to incorporate values education in early childhood by involving various target groups, including policymakers, leaders of the society, instructors, families, parents, and students (Pigozzi, 2006).

Many countries have their guidelines for values education in schools based on universal values and their local values system. In Australia, the values education framework helps students understand and be able to apply values such as, doing your best; fair go; care and compassion; honesty and trustworthiness; integrity; freedom; respect; tolerance and inclusion; responsibility and understanding (National Framework for Values Education in Australian Schools, 2005). Japanese people have deep faith in schools and education (Fujita and Bethel, 1994). Their educational guideline emphasises the development of spiritual aspects and character, i.e., Kokoro, as the fundamental purpose of school education. Kokoro is a multi-faceted concept, meaning heart, mind, or spirit (Okamoto, 1992). The fundamental ideological values like democracy, socialism and secularism are elaborated as the constitutional values in the Indian Constitution.

Given the importance of values education in schools worldwide, this review article aims to synthesise the research on education for values in schools and discuss the gaps that are needed to be researched and explored further. Firstly, our analysis classifies the research articles based on the year and database. This analysis is done for all relevant papers published on the topic from the year 1995 to 2019 in the SCOPUS database. We found that it consists of many research papers on values education in schools compared to any other database.

This research used some descriptive and evaluative methods to analyse the distinctiveness of published research papers quantitatively (McBurney and Novak, 2002). It intended to determine the research trends of the area of values education in

schools by applying quantitative methods to study and classify the selected publications according to different characteristics. Citation study looked at the connection between a research article and the cited references, based on the assumption that articles citing each other are by some means connected. Associations studied by citation analysis include fields, authors, organisations, and nations (McBurney and Novak, 2002).

Research Questions

This review paper aims to answer the following questions —

- How much space has 'values education in schools' literature occupied in the educational journals?
- How is the research papers classified based on methodologies applied?
- What are the major themes of researches under this topic?
- What are the most significant studies and their contributors in this field?
- What are the areas to be explored in future research?

Method

SCOPUS database was used to find out all the publications on values education in schools. It is the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings. The number of papers in this database related to the topic was remarkably large compared to other sources. That's why, the SCOPUS database was selected for the study. Values education, moral education, and character education are used as synonyms in literature, so we searched all three words in our research. The 'values education' or 'moral education' or 'character education' and school keywords were explored in the titles, abstracts and author keywords of all the publications of the SCOPUS database. Overall, 650 research papers appeared in the subject areas of 'Social Science' or 'Arts and Humanities' or 'Psychology' in the English language as a search result excluding every other aspect. Article papers were included in this study. Each paper's relevance was checked thoroughly with the help of the title, keyword and abstract. Finally, 581 papers (open access— 64, others—517) with total citations 4023 were found suitable for this study. The duration of this review of the literature was 25 years, from 1995 to 2020.

In this review paper, 'Bibliometric analysis' and 'bibliometric visualisation methods' were used to analyse data with VOS viewer software. VOS viewer is a major tool designed as a software and used to envisage the bibliometric data (Eck and Waltman, 2010; Eck and Waltman, 2014a; Eck and Waltman, 2014b; Eck et al., 2017). Co-occurrences of author keywords, and inter-connectivity among the journals, inter-connectivity among the countries, inter-connectivity among the authors, inter-connectivity among research papers, and inter-connectivity among the publishing organisations were examined using this software. Co-citation analysis with cited references was also performed.

Bibliographic pairing or inter-connectivity is a similarity determinant that uses citation analysis to establish a connection relationship between the documents. Bibliographic pairing occurs when two studies reference a third common work in their bibliographies (total link strengths). It indicates that a probability exists that the two works treat an inter-connected subject matter (Martyn, 1964). The flowchart of the systematic literature review is given in Figure 1.
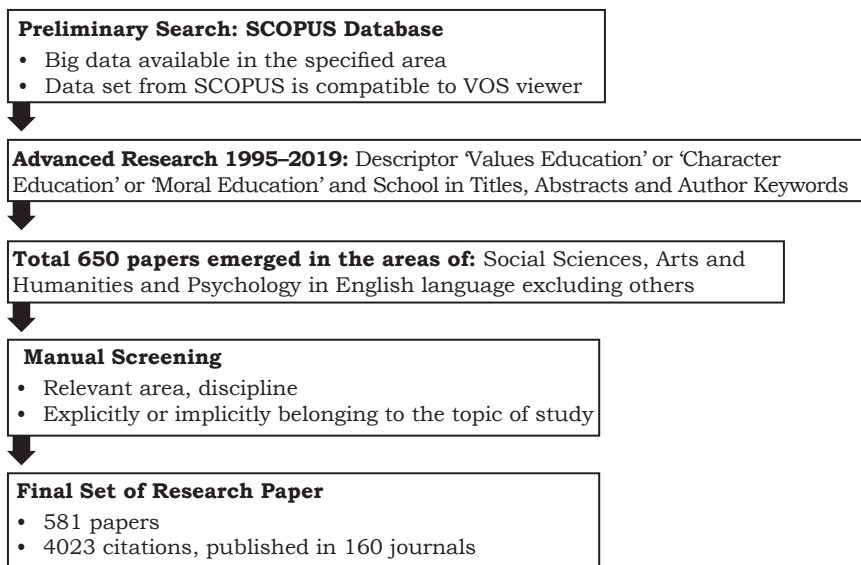
Preliminary Search: SCOPUS Database
- Big data available in the specified area
- Data set from SCOPUS is compatible to VOS viewer

Advanced Research 1995–2019: Descriptor 'Values Education' or 'Character Education' or 'Moral Education' and School in Titles, Abstracts and Author Keywords

Total 650 papers emerged in the areas of: Social Sciences, Arts and Humanities and Psychology in English language excluding others

Manual Screening
- Relevant area, discipline
- Explicitly or implicitly belonging to the topic of study

Final Set of Research Paper
- 581 papers
- 4023 citations, published in 160 journals

Figure 1: Systematic literature review flowchart

Results and Analysis

Space occupied by research papers on values education in schools

Figure 2 shows that only 581 of the total research articles (76568) in the school education field (1995–2019) were found on values, character and/moral education in schools. It came out approximately 0.75 per cent of the total research papers on school education. It indicates that there is a dearth of published literature in reputed journals in this area.
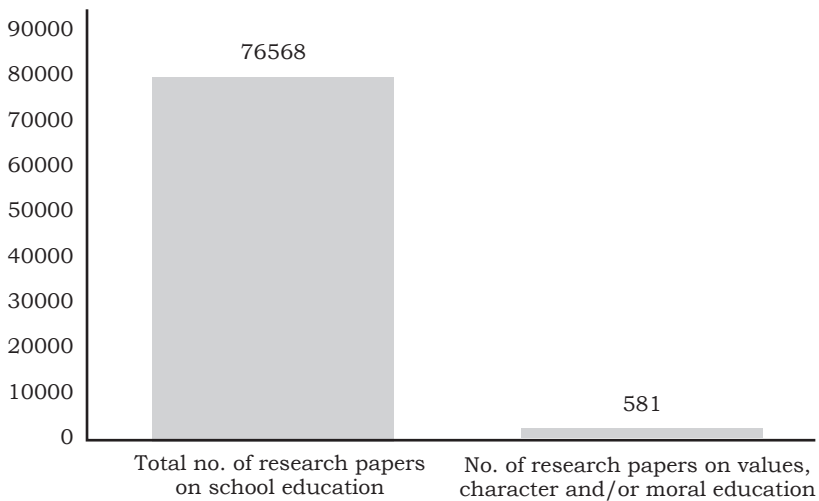

Figure 2: Space occupied by research papers on values education in schools

Categorisation of research papers by the year of publication

Table 2 represents the publication records and percentage of publications from 1995 to 2019. It shows that the greatest of articles (56) on 'values education in schools' was published in the year 2019, and the least number of papers (6) in 1997. The second highest number of documents was in 2017 (47), and the third highest in 2016 (41). It clearly shows that there is less published literature or quality research available in this particular area. The researchers and research organisations have shown little interest in this field.

Table 2

Publication Records and Percentages by Publication Years

Publication Years	Publication Records	% of 581
2019	56	9.64
2018	39	6.71
2017	47	8.09
2016	41	7.06
2015	36	6.20
2014	31	5.34
2013	30	5.16
2012	30	5.16
2011	36	6.20
2010	40	6.88
2009	26	4.48
2008	21	3.61
2007	10	1.72
2006	10	1.72
2005	16	2.75
2004	15	2.58
2003	8	1.38
2002	7	1.20
2001	9	1.55
2000	8	1.38
1999	24	4.13
1998	14	2.41
1997	6	1.03
1996	10	1.72
1995	11	1.89
Total	581	——

Categorisation based on the Type of Research

Figure 3 shows the allocation of articles by the type of research applied. Once the articles on 'values education in school' have been identified, each one was coded on the basis of the type of research applied. Research can be divided into various types— quantitative vs. qualitative, empirical vs. conceptual, applied vs. fundamental

and cross-sectional vs. longitudinal. In this review of the literature, the research papers were categorised into empirical research and conceptual research. Empirical research is data-driven research capable of verification by either experiment or observation (Kothari, 2004). The conceptual research depends upon existing literature and theory. It is in the form of classification of existing literature to suggest some propositions. It was found that out of a total of 581 articles, the empirical research papers were 424 (73 %) and conceptual research was 157 (27 %). Most of the empirical papers mentioned surveys to collect data, while some used observational data to check their hypotheses empirically. The conceptual papers acknowledged a variety of propositions supported by existing research papers and existing literature. The categorisation result shows that educational researchers employ empirical methods widely in their studies (Sota et al., 2019).
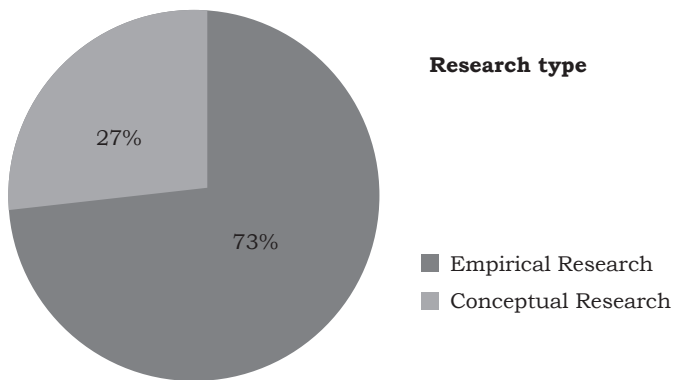

Figure 3: Research type based categorisation

Classification by Tools or Methods used in these Researches

All the research papers were classified based on tools or methods used for analysing the data (Figure 4). The most extensively used method in these studies was the interview and/or semi-structured interviews (128 papers). Researchers in this field predominantly used this method. Other significant methods were— survey (89), focus group (62), a meta-analysis (57), case study (57), content analysis (53), observation (34), experiment (34), ethnography (20), longitudinal (20), regression (6), multivariate statistical (5), descriptive statistical (11), and similarity structural analysis (5).
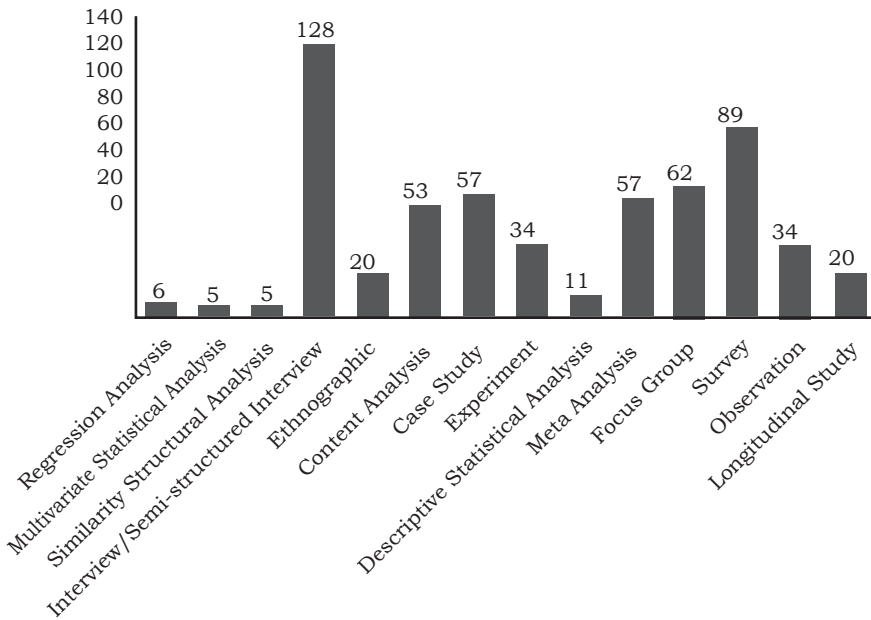
Figure 4: Distribution of articles by tool or methodology used for analysis

Co-occurrence of Author Keywords

Figure 5 represents the co-occurrence of author keywords (density visualisation). From the total 1117 keywords, 30 met the threshold, while the minimum number of occurrence of the keyword was kept at 5 to get a sufficient number of keywords. For each of 30 keywords, the total strengths of co-occurrence links with other keywords was obtained with the help of VOS viewer. 'Moral education', 'character education' and 'values education' were found to be the strongest keyword with 96, 72, 41 occurrences and 62, 47, 32 total link strength, respectively. For some of the remaining part of the list, the first numeral show the occurrence and second ones show the total link strength in the brackets: character (24; 31), values (27; 30), education (25; 30), ethics (12; 17), citizenship education (14; 16), curriculum (11; 15), school (6; 14), citizenship (8, 10), value (7; 10), religion (7; 7), democracy (5; 5), and globalisation (5; 5). In these publications, 'moral education', 'character education' and 'values education' are the main concept, and other main keywords are studied in association with them. Figure 6 represents the total

link strengths and the number of occurrence of author keywords. Total link strengths show the association between the keywords.

Figure 5: Co-occurrences of author keywords (density visualisation)

Occurrence ▪ Total link strength

Figure 6: Total link strength and occurrence of author keywords

Bibliographic Pairing of the Journals

The Figure 7 represents the bibliographic pairing of journals with network visualisation. From the 207 journals, 27 met the threshold, while the minimum number of publications of a journal was kept 5 to get a sufficient number of journals. For each of the 27 journals,

the total strengths of bibliographic pairing links with other journals were calculated. The journals with the highest total link were selected. *Journal of Moral Education* had the maximum number of publications— 126, with 1368 citations and 1027 total link strengths. The second was the *Journal of Belief and Values,* with 18 publications, 101 citations, and 458 total link strengths. For each journal, the first numeral shows the number of publications, the second one shows the number of citations, and the third one shows the total link strengths. The other significant journals in this list were as follows: *Journal of Research on Christian Education* (7, 30, 304); *International Journal of Educational Research* (5, 52, 256); *Oxford Review of Education* (8, 46, 186); *Teaching and Teacher Education* (7, 146, 303); *Educational Review* (6, 66, 268); *British Journal of Educational Studies* (8, 139, 174); Action in Teacher Education (8, 52, 242); *Educational Philosophy and Theory* (12, 102, 185); *British Journal of Religious Education* (11,99,161); *Theory and Research in Education* (8, 82, 152).
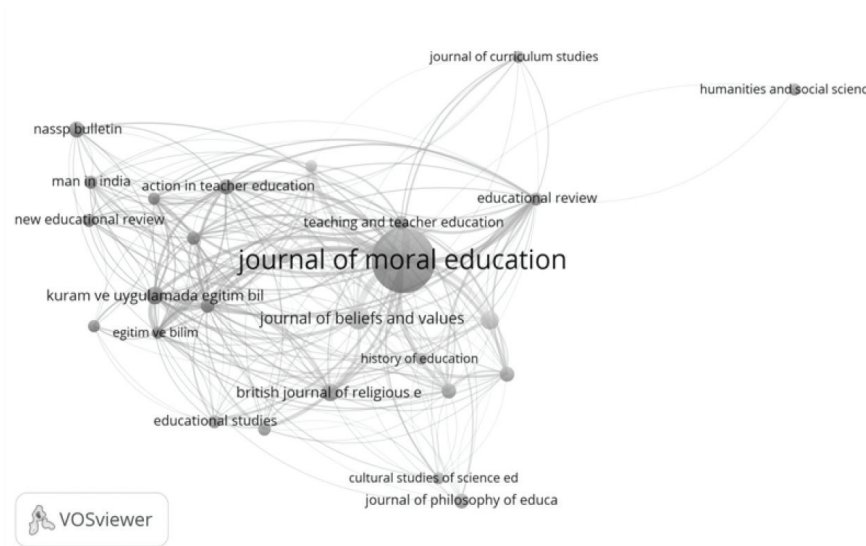

Figure 7: Bibliographic pairing of the sources (network visualisation)

Bibliographic Pairing of the Countries

Figure 8 represents the bibliographic pairing of countries with overlay visualisation. Out of 75 countries, 22 meet the threshold while the minimum number of publications of a country remained at 5 to get a sufficient number of countries. For each of the 22 countries, the total strength of the bibliographic pairing links with other countries was obtained. The countries with the greatest total link strengths were selected. Number one was the United States with 147 publications, 1208 citations and 3624 total link strengths. For the other significant countries, the first, second and third numeral show the number of publications, the number of citations and the total link strength, respectively. The United Kingdom was the second (110, 918, 2476), and Australia was the third (42, 366, 1171). The other countries were— Canada (17, 169, 696), Sweden (12, 170, 367), Turkey (33, 42, 863), Israel (14, 54, 422), South Africa (14, 56, 526), China (23, 223, 556), Indonesia (36, 63, 774), Netherlands (17, 111, 520), Singapore (9, 82, 267), Malaysia (11, 62, 384), Hong Kong (10, 115, 325) and Finland (9, 63, 317).
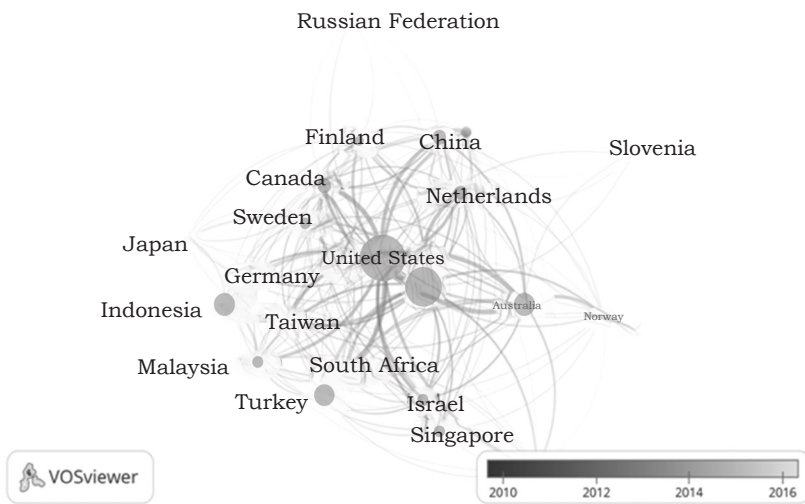

Figure 8: Bibliographic pairing of the countries (overlay visualisation)

Bibliographic Pairing of the Authors

Figure 9 represents the bibliographic pairing of the authors with overlay visualisation of the 972 authors, 21 met the threshold while the minimum number of publications of an author is kept at three. For each of the 21 authors, the total strength of the bibliographic pairing links with other authors was calculated. Fifteen authors with the greatest total link strength were selected to analyse. The first author was D.I. Walker, with 4 publications, 49 citations, and 461 total link strengths. For the other authors, the first, second and third numeral show the number of publications, the number of citations and the total link strength. K. Kristjansson, was the second (5, 82, 403), and Lovat, T. was the third one (5, 63, 380). The other authors were; Clement, N. (3, 55, 364) Sanderse, W. (3, 11, 255), Lovat, T.J. (3, 40, 229), Arthur, J. (6, 104, 212), Goodman, J.F. (3, 11, 156), Carr, D. (3, 38, 92), Pike, M.A. (2, 23, 111), Thornberg, R. (4, 114, 79), Berkowitz, M.W. (4, 50, 72), Lickona, T. (4, 107, 54).
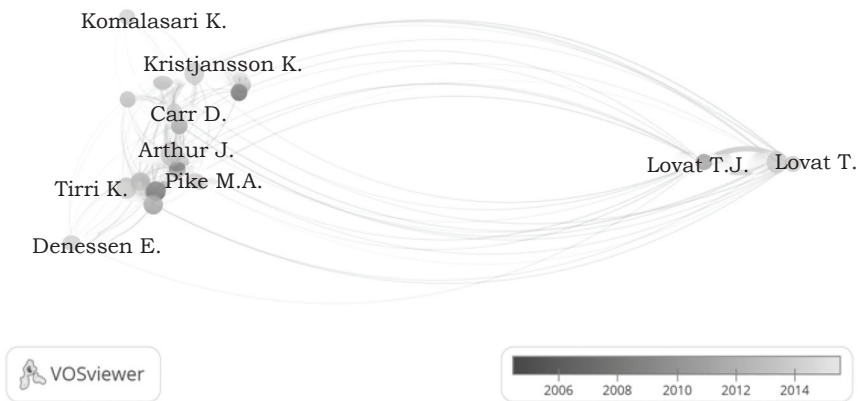

Figure 9: Bibliographic pairing of the authors (overlay visualisation)

The following table shows the most significant authors based on their total link strengths and their articles.

Table 3

Significant Authors and their Publications

Authors	Publications
Walker, D.I.	Walker, D.I. et al. (2017), Sanderse, W. et al. (2015), Walker, D.I. et al. (2015)
Kristjansson, K.	Kristjansson, K. (2014), Kristjansson, K. (2013), Walker, D.I. et al. (2017), Kristjansson, K. (2000), Walker, D.I. et al. (2015)
Lovat, T.	Lovat (2017); Semetsky and Lovat (2011); Lovat et al. (2011); Lovat et al. (2010); Lovat (2010); Lovat and Clement (2008); Lovat and Schofield (2004)
Thornberg, R.	Thornberg (2008); Thornberg (2008); Thornberg (2008); Thornberg (2007); Thornberg (2006); Thornberg (2006)
Arthur, J.	Revell, L., and Arthur, J. (2007); Arthur, (2005); Arthur and Carr (2013); Arthur, (2011)
Sanderse, W.	Sanderse, W. (2019), Sanderse, W. et al. (2015), Sanderse, W. (2016)
Clement, N.	Lovat et al. (2011); Lovat et al. (2010); Lovat and Clement (2008)
Goodman, J.F.	Dishon and Goodman (2017), Goodman, J.F. (2019), Goodman, J.F. (1998)
Carr, D.	Arthur and Carr (2013), Carr and Landon (1999), Carr and Landon (1999)
Arweck, E.	Arweck and Nesbitt (2004a); Arweck and Nesbitt (2004b)
Pike, M.A.	Pike, M.A. (2011), Pike, M.A. (2019)
Helwig, C.C.	Helwig et al. (2008); Prencipe and Helwig (2002)
Prencipe, A.	Helwig, et al. (2008); Prencipe and Helwig (2002)
Semetsky, I.	Semetsky (2010); Semetsky and Lovat (2011)

Bibliographic Pairing of the Research Articles

Figure 10 represents the bibliographic pairing of the publications (documents) with overlay visualisation. The least number of citations for each article was kept 15 to get a sufficient number of articles. Of the 581 articles, 82 met the threshold. For each of the 82 articles, the total strength of the bibliographic pairing links with other publications was calculated. Out of 82 publications, only 61 were found connected. The documents with the greatest

total link strength were selected. The article with the highest link strength was Lovat, T.J. (2008), with 16 citations and 93 total link strengths. Although Thornberg, R. (2008) was a highly cited article in this field with 73 citations, it has been the sixth strongest article with 30 total link strengths. The second one was Lovat, T. (2008), with 28 citations and 81 total link strengths. For each publication, the first numeral shows the number of citations, and the second one shows total link strengths. The other publications were listed consecutively— Lovat, T.J., 2010 (22, 73), Walker, D.I., 2015 (22, 51), Lovat, T. 2010 (20, 42), Kristjansson, K., 2013 (31, 24), Berkowitz, 2011, (31, 14), Jones, T.M., 2009, (33, 19), Holm, K., 2009, (21, 16), Lewis et al., 2009, (17, 5), Thornberg, R., 2008a (31, 19), Milson, A.J., 2002 (20, 18), Valk, J. 2007 (15, 18), Lin, A., 2015 (16, 18), Miller, S.C., 1997 (44, 14), Lickona, T., 1996 (84, 7).
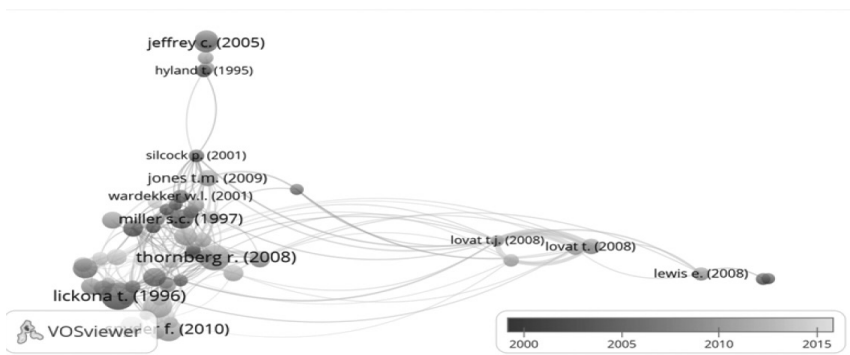

Figure 10: Bibliographic pairing of the research articles (overlay visualisation)

The strongest publication (on the basis of total link strengths) in this area is authored by Lovat and Clement (2008), titled, 'Quality Teaching and Values Education: Coalescing for Effective Learning'. It is an empirical study. In this paper, the authors try to determine the connection between knowledge of quality teaching and student accomplishment. This research extends the comprehension of the conception of 'teacher' beyond information-based learning to that of bringing on in-depth understanding at a rational level, which requires the application of communication and self-reflective abilities. Quality teaching prepares teachers for

explicit instruction in values education. It is clearly concluded that values education is the emotional and relational aspect of teaching that gradually produces a positive effect. The authors have used the data from the Australian Government's Good Practice Schools project.

The second strongest article (based on total link strengths) in this field was authored by Lovat, et al. (2010), titled, 'Values Education as Holistic Development for all Sectors: Researching for Effective Pedagogy'. This paper analyses the findings from publically funded projects in Australia. The authors studied the relationship of values education with school effectiveness and school ambiance. They concluded that high-quality values education contributes to holistic learning, including the academic progress of students.

The most cited research paper in this field was authored by Thornberg, R. (2008), titled, 'The Lack of Professional Knowledge in Values Education' (73 citations). It is a qualitative research. This paper aimed to investigate teachers' perceptions of their practice of values education and explore their degree of professionalism in this matter. Qualitative interviews with 13 teachers have been done and analysed by a relative analysis. In their view, values education is— (i) mostly immediate and ad hoc, (ii) entrenched in everyday school life with a focus on the typical behaviour of students in School, and (iii) partially or fully unconsciously performed. Also, professional knowledge appears to be absent in the field of values education among these teachers. Developing democratic skills by students from values education depends upon the students' abilities to participate in rule-making. It requires confident teachers with professional competence in values education, including a well-developed moral language and knowledge in moral, psychological, social-psychological, and values educational theories and research (Thornberg, R., 2008).

Bibliographic Pairing of the Organisations

The Figure 11 shows the bibliographic pairing of organisations with overlay visualisation. The minimum number of publications for an organisation was 2. The minimum number of citations of an organisation was 15. Out of the 820 organisations, 30 met the thresholds. For each of 30, the total strength of bibliographic links with other organisations was calculated; of the 30 organisations, 26 were found as the most extensive set of interconnected, as

shown in Figure 11. The influential organisations according to total link strengths, are listed as follows (the first number indicates the number of publications, the second one shows the number of citations, and the third one shows the total link strengths): University of Humanistic Studies, Netherlands (2, 1, 210), University of Amsterdam, Netherlands (2, 7, 199), The University of Kurdistan, Iran (2, 3, 96), The University of Helsinki, Finland (2, 3, 96), Sebelas Maret University, Indonesia (2, 2, 31), University of Nottingham, United Kingdom (2, 4, 23), University of Oxford, United Kingdom (4, 21, 29), University of Birmingham, United Kingdom (2, 23, 23), Stanford University, United States (3, 25, 8), Canterbury Christ Church University, United Kingdom (3, 81, 16), University of Hong Kong, China (2, 15, 6), University of Sydney, Australia (2, 55, 1), University of Missouri, United States (2, 36, 14), and Bar-Ilan University, Israel (2, 2, 17).
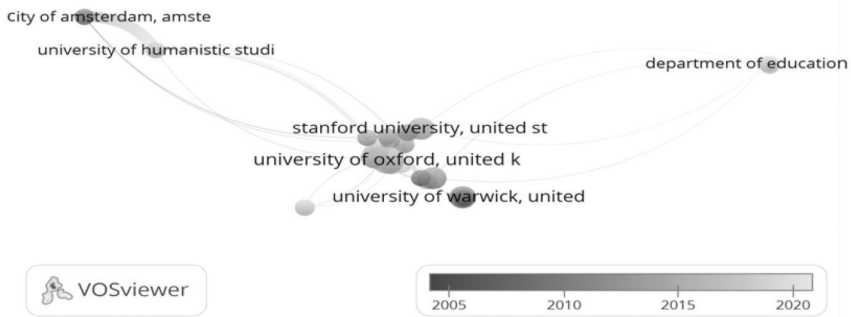

Figure 11: Bibliographic pairing of organisations (overlay visualisation)

The Figure 12 shows the organisations and their publications (more than 5). In this category, the University of Birmingham had the maximum number (17) of publications, followed by the University of Newcastle with 10 publications. The other significant contributors are the National Institute of Education, Helsingin Yliopisto, Bar-Ilan University, UCL Institute of Education, University of Oxford, University of Edinburgh, Nanyang Technological University, Queensland University of Technology, Stanford University and Canterbury Christ Church University.
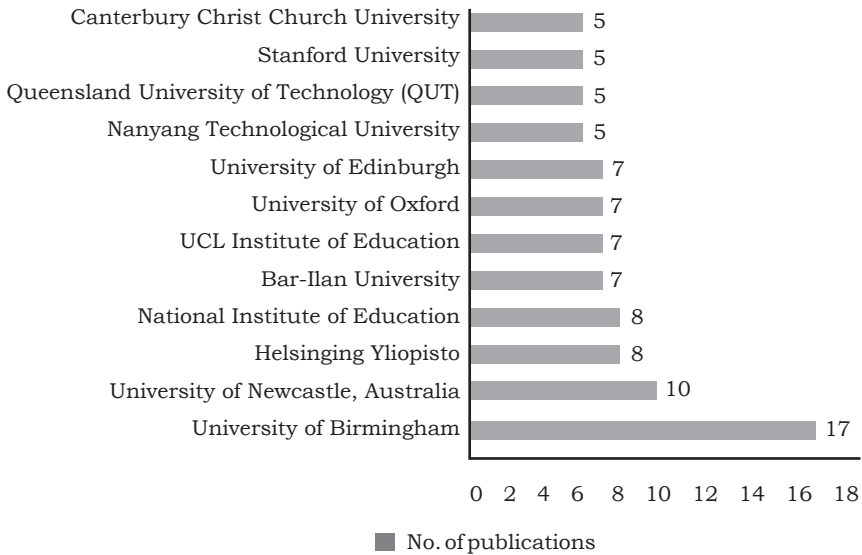
Canterbury Christ Church University — 5
Stanford University — 5
Queensland University of Technology (QUT) — 5
Nanyang Technological University — 5
University of Edinburgh — 7
University of Oxford — 7
UCL Institute of Education — 7
Bar-Ilan University — 7
National Institute of Education — 8
Helsinging Yliopisto — 8
University of Newcastle, Australia — 10
University of Birmingham — 17

■ No. of publications

Figure 12: Organisations and their publication without total link strengths

Co-citation Analysis of Cited Reference

The Figure 13 shows a co-citation image diagram of cited references with network visualisation. The minimum number of citations for each publication remained 4 to get a sufficient number of references. Of the 21671cited references, 33 met the threshold. For each of the 33 cited references, the total strength of the bibliographic pairing links with other references is calculated. Out of 33 cited references, only 26 were found connected. Co-citation analysis was a special kind of citation analysis used to identify clusters of references co-cited by subsequent articles (Small, 1973). A well-defined connection has been determined among references that have been published in the past with the help of bibliographical co-citation analysis. This analysis produced a visual map using VOS viewer software that shows the strength of the relationship between two co-cited articles. This relationship explains how the related research papers may be summarised in many related clusters obtained by co-citation analysis.

In the above figure, each node is a research paper and the size of the node indicates the frequency with which the paper has been co-cited with another paper in the map, reflecting its popularity.
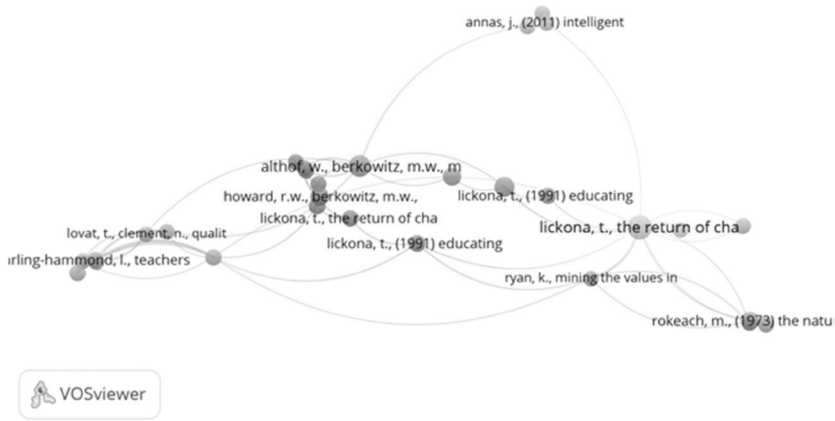
Figure 13: Co-citation image diagram of cited references

The distance between the nodes shows the relationship power between two co-cited articles. This indicates the development of research clusters based on strongly related nodes, where each node is assigned to only one cluster (Van Eck and Waltman, 2010). We carefully examined and analysed articles in each cluster and find out the common theme for each research cluster, which is as follows (Figure 13): Cluster 1 (red)—Community education; Cluster 2 (green)—Pedagogical imperatives; Cluster 3 (blue)—School as a guiding force; Cluster 4 (yellow)—Religious education; Cluster 5 (violet)—Humanistic and academic approach; Cluster 6 (aqua)— Whole school approach. The co-citation analysis determined the following six clusters (Table 4) in which highly cited references with total link strength are also mentioned.

Table 4

Most Cited References in Each Cluster

Cluster 1 (Community education)			Cluster 2 (Pedagogical imperatives)		
Citations	Link strength	References	Citations	Link strength	References
48	16	Arthur, J. (2005)	4	7	Benninga, J.S. et al. (2006)
4	6	Davies, I. et al. (2005)	5	13	Darling-Hammond, L. (1996)
6	4	Howard, R.W. et al. (2004)	5	14	Leming, J.S. (1993)

11	4	Lickona, T. (2009)	4	5	Lovat and Clement (2008)
8	5	Lickona, T. (1993)	4	13	Darling-Hammond, L. (1996)
4	2	Osler, A. (2011)	4	5	Veugelers, W. (2000)
4	3	Suissa, J. (2015)	5	7	Wentzel, K.R. (1997)
4	5	Westheimer and Kahne (2004)			
Cluster 3 (School as a guiding force)			Cluster 4 (Religious education)		
11	4	Lickona, T. (2009)	8	5	Lickona, T. (1993)
5	3	Lickona, T. (1996)	4	2	Noddings, N. (1984)
10	8	Althof and Berkowitz, (2006)	4	2	Noddings, N. (2015)
			4	1	Nucci, I.P. (2001)
Cluster 5 (Humanistic and acad emic approach)			Cluster 6 (Whole school approach)		
4	7	Halil, E. (2003)	4	4	Annas, J. (2011)
6	7	Rokeach, M. (1973)	4	4	Park and Peterson, (2006)
4	8	Ryan, K. (1993)	4	2	Peterson and Seligman (2004)

Conclusion

In this study, the research papers on, 'values education in schools' were analysed using a bibliographic analysis approach using the SCOPUS database. VOS viewer software was applied to analyse and visualise the different characteristics of the selected papers.

Primarily, it is observed that this topic or area is less focused by the contemporary educational researchers as there are only 681 papers (0.75 per cent of total research papers published on school education) are found relevant in the last twenty-five years (1995–2019) in the subject areas of Social Sciences, Arts and Humanities and Psychology. Though the importance of values education in schools has increased especially in the current social scenario; United Nations Organisation keeps on

emphasising on the need of values education in its reports and documents (UNESCO, 1998; UN sustainable goals, 2015), it is yet less researched area in the educational field with special reference to schools. It indicates that— (i) it may be a complex and difficult topic and (ii) the progress of the society is perhaps being equated with material development and consumption and not a good attitude towards values orientation. There are only a few authors and research groups across the globe who are researching in this area. 'Values education in schools' is still an area in progress, and there are many facets to this concept (i.e. values education delivery and curriculum, teachers' training and motivation, parents support and engagement, pedagogical approach, etc.) that should be studied by other researchers. It is also interesting to conclude that a significant amount of studies have been published in the last 10 years (around 65 per cent).

From the analysis, we can see that the word 'values education' has emerged in the 1990s in the publication world. And henceforth, it has been increased especially in the school context. Later on, the scholars, educators and organisation like United Nations has broadened the use and application of this topic with more emphasis on peace education, inclusive education, democracy, equality and civic consciousness (Lee and Taylor, 2013).

The co-occurrences of author's keywords analysis show that the researchers studied those concepts more recurrently in association with the major conceptual words, i.e., character education, moral education and values education. Other keywords— values, student, character education, education, teachers, curriculum, democracy, character, ethics, spirituality, teacher education, value, value education, citizenship and religion have been associated strongly with the main key concepts. The keyword 'moral education' has high connectivity with other keywords, and it means it is used by most of the authors.

The analysis of bibliographic pairing of journals shows that the most well-liked Journal in this field is the *Journal of Moral Education*. It is found that most of the researches in this area are published in the Journal. The *Journal of Moral Education* has published more than 22 per cent of research papers of the total number of published papers in this subject area.

The result of the bibliographic pairing of countries indicates that the most significant country of origin in the area of values, character and moral education in schools is the United States. The United Kingdom is the second, and Australia is the third. It can be concluded that most of these researches are being carried out in developed countries. In the studies held in Australia, the word 'values education' has been used more frequently as compared to the character or moral education. All of the above mentioned three countries collectively contribute more than 50 per cent of publications in this subject area.

The bibliographic pairing of the organisation indicates that the major universities in this area are the University of Humanistic Studies and the University of Amsterdam, both from the Netherlands that encourage this publication, and they have strong connections with other organisations. It is also interesting to observe that the University of Birmingham, United Kingdom and the University of New Castle, Australia, are at the top of the list when it is the number of research publications though their linkages are found low. It means they are working independently in the area of values education in schools.

In the co-citation analysis of cited references, six research clusters have been identified. The cluster 1 (Community Education) emphasises upon improvised citizen behaviour by citizenship education. It promotes community-based part-time educational activities and also argues for rational freedom and control in educational policy. The cluster 2 (Pedagogical Imperatives) promotes values development among children with curriculum-based support. Some of the references indicate socio-economic influence on character education. The cluster 3 (School as a guiding force) emphasises student-centred values education in schools. Values education should be delivered by teachers in a structured way. Cluster 4 (Religious Education) believes in the fusion of religious education with character education. The articles under this cluster emphasise that teaching values through religion has been found effective. They also promote parents' education to engage them actively in values education programmes of schools. Cluster 5 (Humanistic and Academic) says that there exists a positive relationship between academic performance and values education. Textbooks could be an effective guide to teach values. Cluster 6

(Whole School Approach) promotes to teach universal values like honesty and liberty to the students. The whole school approach includes creating policies and vision of schools related to each and every activity in the school with special emphasis on tolerance education.

Direction for Future Research

One of the aims of the study is to provide research direction in the future in the area of values education in School. Analysing the previous researches, the following topics and related areas are suggested for future studies.

- Experimental researches and longitudinal studies may be undertaken on the effect of values education programme in the schools on students and ultimately to society.
- Studies on parents' willingness to pay extra fees to the schools which offer a special values education programme. Can values education programmes become a marketing and/or branding technique for schools.
- Is there any method to find out how much does a school gains in terms of the number of admissions from the values education programme and from other curricular and extracurricular activities to undertake cost-benefit analysis?
- Studies based on the impact of teacher training programmes for values education in schools on teachers' behaviour and their performance.

Limitation and Future Scope

The research papers that have been included in the review paper have been searched and identified from a well-known database, i.e., SCOPUS, but there could be some relevant work in the specific area that could have been missed by authors. VOS viewer software mostly uses the database of SCOPUS and Web of Science. In this article, documents only from the database of SCOPUS are utilised. Few papers which are not in the SCOPUS database are excluded in this study. In the manual process of elimination of irrelevant papers, personal bias and subjectivity may have come into the picture. The authors have not considered other similar words like ethics, education or citizenship education as the keywords. Those words are left by authors for further exploration. However, since a few authors and research groups are working in this specific area,

'Values education in schools' is still an area in progress, and there are many dimensions of this field, i.e., values education delivery and curriculum, teachers' training, and motivation, parents training, support, and engagement that may be studied by other researchers in the future.

Data Availability Statement

The data used in the current study is available in the following link: https://drive.google.com/file/d/1ARC-jMhcmiRFb1KP3h-p6NBbWOmjkLJ5r/view?usp=sharing

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