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A Bibliometric Analysis of School Psychology International 2008 – 2013: What is the
Prevalence of International Affairs in the Field of School Psychology?

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Abstract

In the current study, researchers conducted a bibliometric analysis on the topic of international school psychology in order to gauge how prominent international school psychology is in the world today, if there has been growth in the area, and if it is important for current researchers to begin more work in the field. This study updated and extended a previous bibliometric analysis conducted by Jennings, Ehrhardt, and Poling (2008). The following questions were used as the common interest questions to perform the extended bibliometric analysis: (1) which nations contributed articles to *SPI*? (2) how many *SPI* manuscripts involved multi-author (and multinational) collaboration? (3) which institutions were the most prolific contributors to *SPI*? (4) which first authors or editors were most frequently published in *SPI*? and (5) what nations are the studies being conducted in? After data analysis, researchers found there was an increase in international contribution to *SPI*, an increase in cross-national collaboration, and a prevalence of English speaking institutional contributors. Furthermore, the area of international school psychology appears to be emerging as a new and important facet of school psychology.

Keywords: bibliometric analysis, international school psychology

The certified journal of the International School Psychology Association, *School Psychology International (SPI)*, has continually reached its mission of providing beneficial educational research information to psychologists around the globe. Because of this international focus, *SPI* is very distinctive in its field. Individuals all throughout the world can access this information through online outlets that provide numerous articles published through *SPI*.

As current research grows and develops, it is vital for researchers to look back on prior studies to gather a wide selection of information in order to help build a foundation for future studies. This process can be made easier by the means of a bibliometric analysis, in which all of the articles of a certain journal are analyzed and specific information is recorded based off of common interest questions. These bibliometric analyses are a fundamental part of research. Van Raan (2003) stated, "advanced bibliometric methods are...an indispensable element next to peer review in research evaluation procedures" (p. 20). In the current study, researchers were interested in conducting a bibliometric analysis on the topic of international school psychology in order to gauge how prominent international school psychology is in the world today, if there has been growth in the area, and if it is important for current researchers to begin more work in the field. This project updated a previous bibliometric analysis conducted by Jennings, Ehrhardt, and Poling (2008). The current study extended this previous work completed by Jennings et al. by conducting a bibliometric analysis on the *PI* journal articles from 2008 to 2013. When performing this analysis, the thought of globalization of school psychology was a main factor due to its prevalence. Researchers took the original seven questions in the Jennings bibliometric analysis, and then shaped five major research questions that they found relevant to their replication study:

- (1) Which nations contributed articles to *SPI*?
- (2) How many *SPI* manuscripts involved multi-author (and multinational) collaboration?
- (3) Which institutions were the most prolific contributors to *SPI*?
- (4) Which first authors or editors were most frequently published in *SPI*?
- (5) What nations are the studies being conducted in?

Methods

Researchers gathered all articles from 2008 to 2013 from the *School Psychology International* journal on Minnesota State University, Mankato's library web database and analyzed each article using the set of five pre-set questions relating to international psychology. When collecting the data, researchers used an excel spreadsheet to track every set of answers per article. Also, because there were a total of 234 journal articles to analyze, the analyzing process was divided up between the three student investigators.

These student investigators included two undergraduate students and one doctoral student. All three students analyzed a portion of the articles from the year 2008 to make sure their coding procedures were consistent. Once it was established that all procedures were found congruent among the researchers, therefore making the results consistently reliable, the three researchers then completed the data collection of the rest of the articles.

Research Question 1. Which nations contributed articles to SPI? To collect this data, authorship information was analyzed. All countries were given equal weight in the counting, regardless of whether they were a primary author, contributing author, etc.

Therefore, if, for example, Japan published an article on their own, they received one point of authorship credit. But, if France and the United States collaborated on a single article, they

both received one point of authorship credit respectively.

Research Question 2. How many SPI manuscripts involved multi-author (and multinational) collaboration? For this specific question, articles were first labeled as single or multi-authored entries. Then, for those that were collaborations, the nations of said collaborators were written down. This way, a grand total of how often different countries collaborated internationally could be investigated.

Research Question 3. Which institutions were the most prolific contributors to SPI? While accessing each article, the academic institutions, governmental agencies, or other institutions that conducted the research study were recorded. These data were then sorted to reveal which groups generated the highest number of article publications in *SPI* from 2008-2013.

Research Question 4. Which first authors or editors were most frequently published in SPI? To collect this information, all authors from the *SPI* articles between 2008 and 2013 were collected as data points, but the first authors/editors were separated from the rest of the collaborators in the data collection system. Because of this, it was possible to sort all first authors and editors to then generate a frequency list of their publications, therefore revealing which authors or editors were most frequently published in *SPI*.

Research Question 5. What nations are the studies being conducted in? To collect this data, researchers searched each article for a location of the research study. In some cases it was not listed within the article, therefore leaving it not applicable. But, if it was listed, then the data was marked down by country. Next, these data were sorted and listed by frequency of countries where said studies occurred.

Results

Research Question 1. Which nations contributed articles to SPI? After analyzing the data, the United States was found to be the most frequent nation that contributed articles to SPI between the years 2008-2013. Authors from the US had a publishing rate of 30.71%, which was the highest among all countries. The United Kingdom, Canada, Australia, China, Norway, and South Africa were the next leading countries that contributed to SPI (Appendix A).

Research Question 2. How many SPI manuscripts involved multi-author (and multi-national) collaboration? When analyzed, researchers found that 87% of all journal articles in SPI from 2008-2013 had two or more authors (Appendix B). The largest amount of authors who contributed to a manuscript was nine. There were 66 journal articles out of 241 that collaborated multi-nationally, which was a rate of 27% (Appendix C). The most frequent nations to multi-nationally collaborate were the United States, Canada, the United Kingdom, and China (Appendix D).

Research Question 3. Which institutions were the most prolific contributors to SPI? After tallying the data, researchers found that the most frequent institutions to contribute to SPI included the University of California-Santa Barbara, University College London, Massey University, University of Florida, University of Manchester, University of Stavanger, Arizona State University, Brigham Young University, Simon Fraser University, and the University of Ottawa (Appendix E). It was noted that these schools were generally in the United States or the United Kingdom, which are English-speaking areas.

Research Question 4. Which first authors or editors were most frequently published in

SPI? The researchers found that Shane R. Jimerson, Steven G. Little, and Thomas Oakland were the most frequently published authors from 2008-2013. Jimerson was published an average of one time per year and Little and Oakland were both published an average of .67 times per year, respectively. However, the student researchers did find that 90% of the authors in *SPI* were only published one time between the years 2008-2013.

Research Question 5. What nations are the studies being conducted in? Among the 241 manuscripts published over the period of six years, there were 121 different countries listed as locations for the conducted research. Seven countries out of 121 countries had at least 10 different studies conducted in them. The most frequent location was the United States, followed by the United Kingdom, China, Australia, Canada, Greece, and Norway (Appendix F).

Discussion

The current study's purpose was to gauge how prominent international school psychology is in the world today. The findings helped support the notion that international school psychology is relevant and growing. In comparison to the original study conducted by Jennings et al. (2008), there was a 7.79% decrease in the United States' frequency of publications in *SPI* from 2008-2013, indicating that other nations are beginning to conduct more research and having their studies published. The United Kingdom was one of these countries, and contributed more manuscripts to *SPI* from 2008-2013 than it did from 1995-2007. With this in mind, the amount of nations publishing manuscripts slightly decreased from 55 nations in the original Jennings analysis from 1995-2007 to 43 nations in the current analysis from 2008-2013. With this trend, it is possible that the amount of nations publishing

manuscripts could surpass the original Jennings analysis if the current study was continued for the same amount of time as the original study. There was a 32% increase in author collaboration and a 17% increase in cross-national collaboration, which reveals that more authors are choosing to work with other individuals, particularly those of differing cultures and origins.

Regarding the prolific institutions, the University of Florida, the University of California-Santa Barbara, and the University of Manchester maintained their involvement in contributing articles to *SPI*. It is important to note that these are all English-speaking institutions, which may have swayed their amount of involvement in *SPI* (a journal published in English) versus other potential non-English speaking institutions around the world.

In future research, the researchers suggest investigating journals not from the United States in order to investigate the prominence of international school psychology in other parts of the world as well as to investigate if there may be a bias in favor of the United States when publishing research manuscripts. An investigation of journals published in other languages besides English is also encouraged, as it is believed these journals may provide additional insight into international school psychology in non-English speaking countries. Lastly, it is recommended that future researchers continue to perform bibliometric analyses of *SPI* in order to discover any trends or differences in international research.

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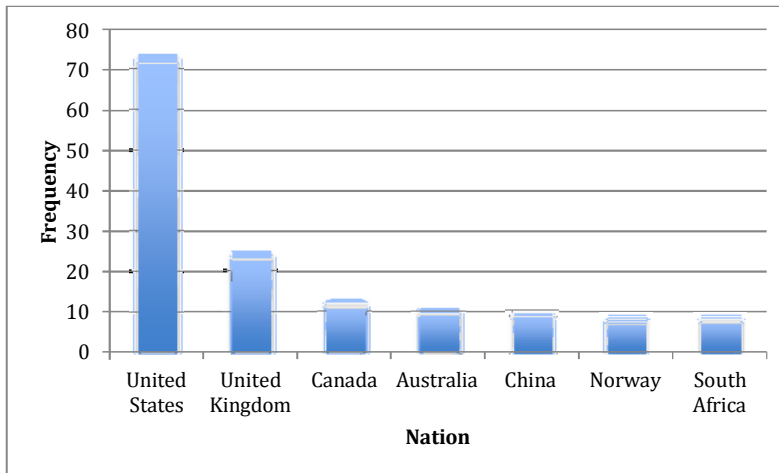
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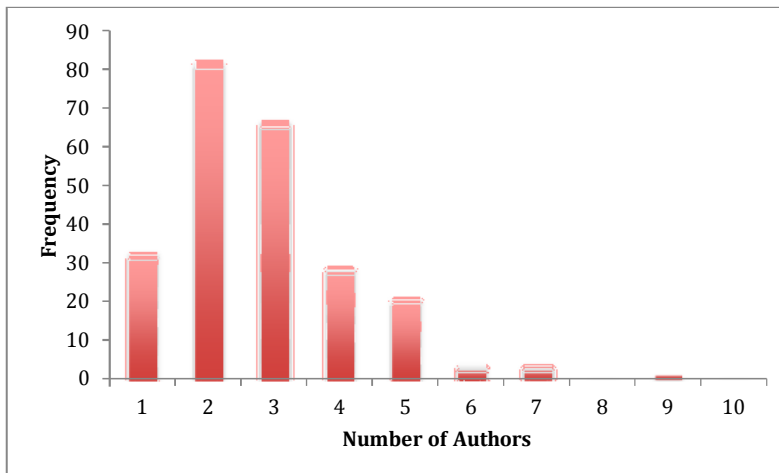
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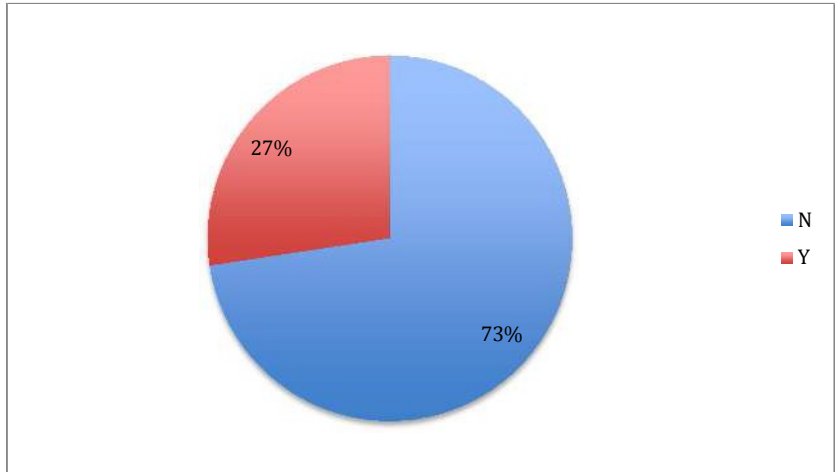
Appendix A:
Most Frequent Authors by Nation



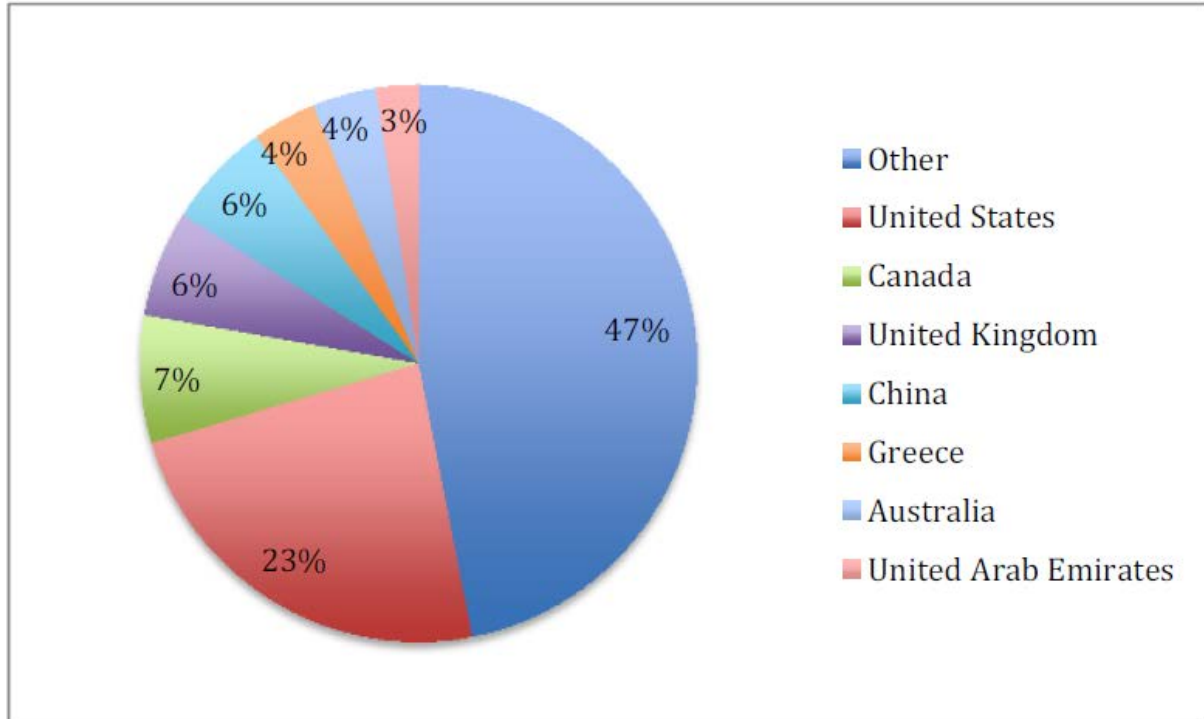
Appendix B: Amount of Authors



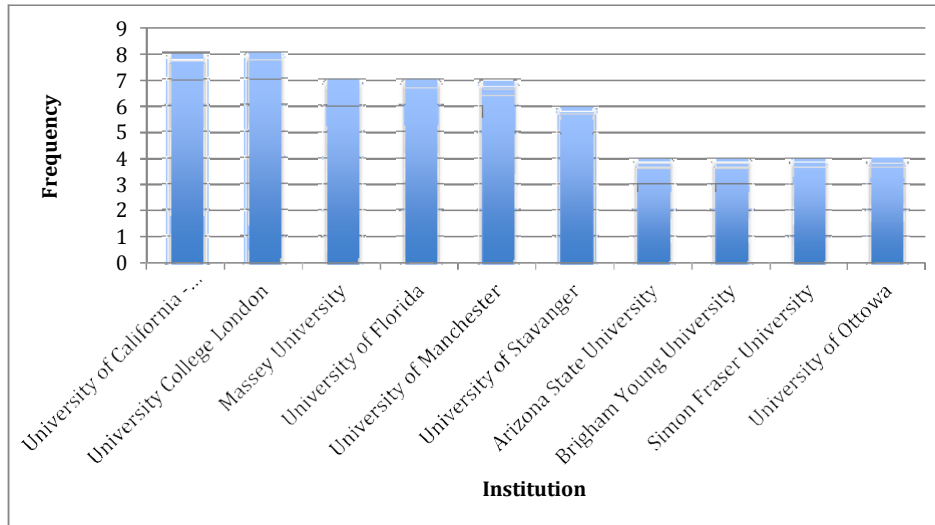
Appendix C: Multinational Collaboration



Appendix D: Frequency of Collaborating Nations



Appendix E: Most Frequent Institutional Contributors



Appendix F: Most Frequent Location of Study

