PLOTTING THE LITERATURE ON SOCIAL WORK EDUCATION FROM 1971-2020: A SCIENTOMETRIC ANALYSIS

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ABSTRACT
This paper aimed to examine social work education, school social work, and social work curriculum employing scientometric analysis from 1971 to 2020. The purpose was to consolidate the documents on social work education in the science citation index and web of science database indexed publications. We extracted 4351 published documents and presented them in tables and figures to show the trend of data. The study findings showed that the major documents were published as articles and the language English was used. Similarly, the top keyword social work education, Univ. of Maryland top organization, and the United States was the top country. The name of Bogo M was at the top of the list of top twenty authors, top keyword school social work, and social work curriculum. Further, social work education was the top source of published documents and the top-cited article had 202 citations published in 2007.
Keywords: Social Work Education, School Social Work, Social Work Curriculum, Scientometric Analysis.

INTRODUCTION
This study has been designed to show the consolidated published research work on social work education, school social work, and social work curriculum employing scientometric analysis from 1971 to 2020. As social work is the broad specialized area of work in social sciences and aligns with the field of sociology (Altshuler & Bosch, 2003; Gelman, Pollack, & Auerbach, 1996; Haga & Heitkamp, 2000; Wermeling, Hunn, & McLendon, 2013). It has a significant role in every sphere of society including education (Colby, 2014; Gill, 2014; Kreuger & Stretch, 2000). As social work in education is important for the development of students and teachers (Deichen Hansen, Holland, & Munn, 2020; Gatenio Gabel & Mapp, 2020; Wretman & Macy, 2016). School social work brings knowledge, skills, and practices to the school system and students, and these activities are carried out in teamwork (Kim & Sellmaier, 2020; Kourgiantakis et al., 2020; McGuire & Lay, 2020). Teachers are the major source of descending the social work traditions to the students (Bibus & Koh, 2021; Jackson, 2021; Jewell, Anthony, & Murphy, 2021). These traditions are further upheld by the students inside the institutions and in practical life to further continue social work practices in society (McClendon, Lane, & Flowers, 2021; Shoaib, Tariq, Shahzadi, & Ali, 2022; Shoaib & Ullah, 2019, 2021a, 2021b; Ullah & Shoaib, 2021; Paceley et al., 2021; Sanders, 2021). In education, there are integrated activities of social work included in the syllabus (Shoaib, Rasool, & Anwar, 2021; Shoaib, Rasool, Anwar, & Ali, 2023; Alvarez-Hernandez, 2021; Leung, 2015).

Generally, there is no such provision of these activities however every school has established a group of students that take up social work activities (Shoaib, Iqbal, & Tahira, 2021; Shoaib, Mustafa, & Hussain, 2022, 2023; Garrett, 2005). It is often a kind of social work squad that performs these activities outside the school (Lee, 2012; Leung, 2015). Similarly, the student-teacher relationship shows

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that how teachers inculcate the characteristics among the students (Costin, 1983; Isaksson & Sjöström, 2017). It includes acceptance of student experiences while stepping into the shoes of teachers to involve in social work activities (Pahwa, 2003; Redmond, 2003; Varley, 1980). These students are trained by the teachers to assist the people with different concerns of education, health, and classroom (Biddle, 1955; Welsh, 1983; Wong, 2013). They are supposed to support after the consultation with teachers and parents (Shoaib, Ali, & Akbar, 2021; Shoaib, Anwar, & Mustafa, 2022; Shoaib, Fatima, & Jamil, 2021; Garrett, 2005). It is pertinent to mention here that we are going to analyze the research documents published in the last five decades in the field of social work education. A great bulk of the literature has been evidenced growing in the last five decades due to the access technology that further paved the way for the common people to access, research, and construct the knowledge.

Objectives of the Study

We articulated the main objective to examine social work education, school social work, and social work curriculum employing scientometric analysis from 1971 to 2020. Further, the results were presented in the following sub-headings in the section of results and discussion.

- Types, language, year, and social work education keyword
- Top twenty organizations and countries of the published documents
- Top twenty authors and school social work keywords
- Social work curriculum and top twenty sources
- Top twenty cited articles

REVIEW OF LITERATURE

Several studies have been conducted to elaborate on the importance of social work education (Ahmad, Ahmad, Shoaib, & Shaukat, 2021; Ahmad, Shoaib, & Shaukat, 2021: Bibus & Koh, 2021; Jewell et al., 2021; McClendon et al., 2021; Park et al., 2021). A huge body of literature revealed that social work education had been practiced to address the social evils and problems in different countries in the globe (Altshuler & Bosch, 2003; Bush, 1977; Wermeling et al., 2013; Yarbrough, 1975). As the study of Moran (1989) asserted that social work education had been used to change the attitude of students at different levels. Similarly, the findings of Gelman et al. (1996) illustrated the liability-oriented issues in the field of social work education. Further, Moffatt, Oxhandler, and Ellor (2021) pointed out the role of social work education to promote spirituality and religiosity. As mentioned by Kourgiantakis et al. (2020) that social work education had been used to address individuals facing addiction, mental health issues, and suicide. However, the study of McGuire and Lay (2020) revealed that social work education had been used in reflective pedagogy and integrating classroom along with the education based on competency. It is important to mention here that research scholars highlighted the importance of social work education to tackle different social problems including forensic (nwar, Shoaib, & Mustafa, 2022; Shoaib, 2021; Shoaib, Abdullah, & Ali, 2020, 2021; Kheibari, Walker, Clark, Victor, & Monahan, 2021), intercultural humility (Bibus & Koh, 2021), disability (Kim & Sellmaier, 2020), human rights (Gatenio Gabel & Mapp, 2020), social change and transformation (Witkin, 2014), AIDS (Bowen, 2013), cooperative learning (Steiner, Stromwall, Brzuzy, & Gerdes, 1999), and liability issues (Gelman et al., 1996).

Similar to social work education, several studies had been conducted to mention and elaborate on the importance of school social work in different countries in the world (Biddle, 1955; Costin, 1983; Isaksson & Sjöström, 2017; Lee, 2012; Redmond, 2003). Similarly, several studies had been conducted to strengthen and highlight the issue raised in the field of school social work (Shoaib, Ahmad, Ali, & Abdullah, 2021; Shoaib, Ali, Anwar, & Abdullah, 2022; Garrett, 2005; Hale, 1966; Picton & Keegel, 1978; Redmond, 2003). As the study of Wong (2013) illustrated the school social work address the recovery of disabled children during an earthquake in China. Similarly, the findings of Lee (2012) pointed out the importance of school social work in the context of Australia. The findings of Averett and Hegde (2012) asserted the strength of school social work to address the students' attitudes. It is worth mentioning to state that several studies had been a highlight and used school social work to address different problems at the school level including group activities in school (Garrett, 2005), computer and virtual reality (Smokowski & Hartung, 2003), information system in schools (Redmond, 2003), usage of technology in schools (Pahwa, 2003), evaluation (Marshall & Rose, 1975), and educational planning (Hale, 1966).

Further, it observed that different studies had also been conducted to address the issues of the social work curriculum (Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021;

Shoaib, Ali, & Naseer, 2021; Canfield & Weiss, 2015; Hageman, Sherraden, Birkenmaier, & Loke, 2021). The study of Alvarez-Hernandez (2021) revealed that social curriculum had been a very important aspect of social work discipline. This study also added the teaching of intersectionality and also used analysis clusters. However, the study of Sousa, Yutzy, Campbell, Cook, and Slates (2020) pointed out the practice and need of social work curriculum at the macro level. It is important to mention here that in all the above-mentioned studies, scholars used different tools and techniques to conduct their studies along with scientometric analysis techniques. As the study of Shoaib, Ali, Anwar, and Shaukat (2021) employed scientometric analysis to show the trend of data on learning outcomes and academic performance in higher education. Similarly, the study of Shoaib, Ahmad, Ali, and Abdullah (2021) used the same method to show the trend of data on classroom and class participation. Hence, this study had also been used the bibliometric analysis technique to evaluate social work education, school social work, and social work curriculum employing scientometric analysis from 1971 to 2020.

METHODOLOGY

For this study, we employed scientometric analysis and extracted data from the science citation index database and web of science (core collection). The searched query was used as [TS=("Social Work Education") OR TS=("School Social Work") OR TS=("Social Work Curriculum")]. Further, the data was extracted on April 30, 2021, at 10:23 PM with the period of 1971 to 2020. Based on the scientometric analysis, searched keywords by topic were retrieved as 3891 social work education, 318 schools social work, and 307 social work curriculum. A total of 4516 results were found and 4351 published documents after screening. For analysis, Biblioshiny, VOSviewer, and MS Excel software were used. Further, a four-phase flow chart of the data extraction and filtration process was presented in *Figure 1*.
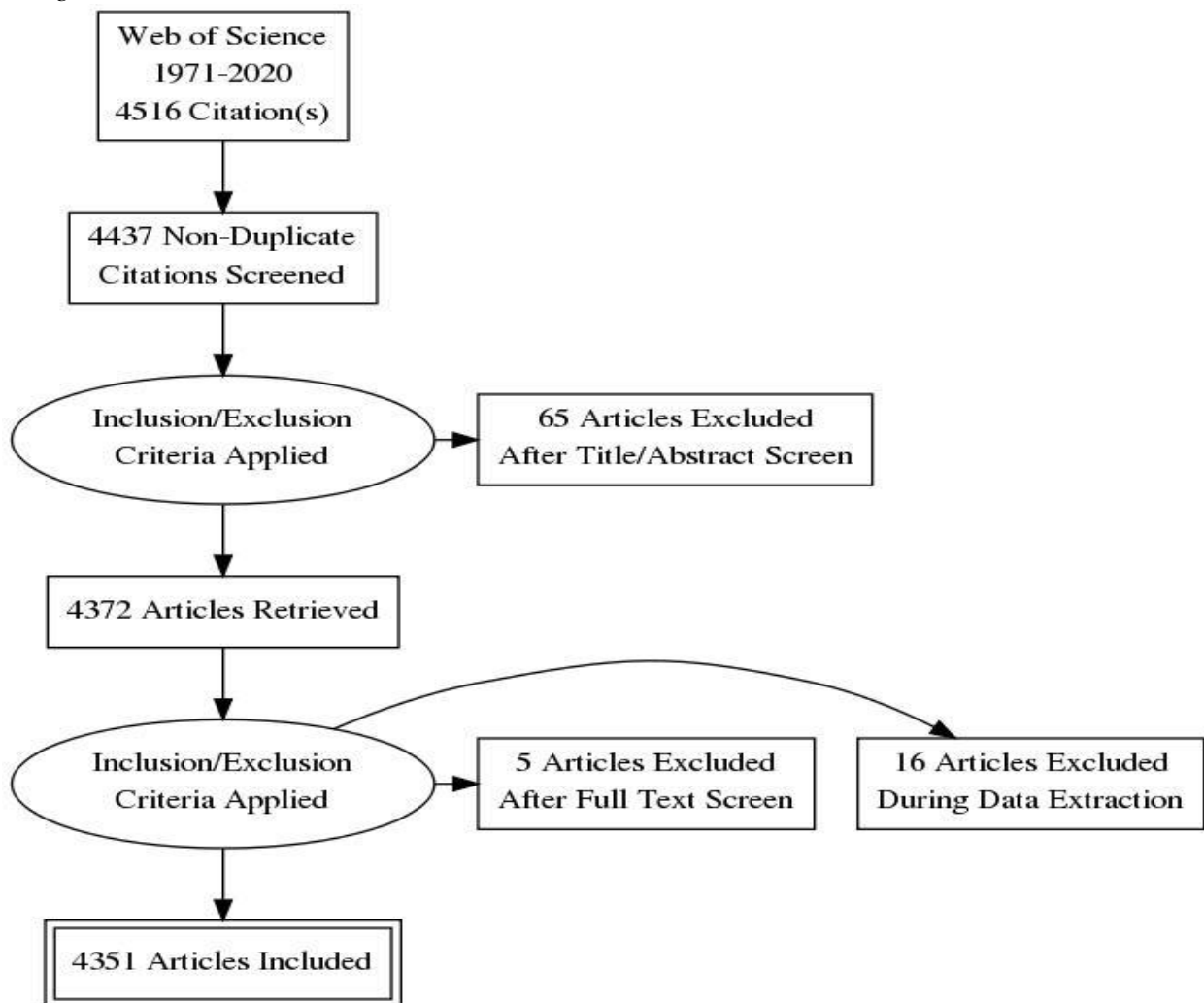

Figure 1. Four phase flow chart of the data extraction and filtration process

RESULTS AND DISCUSSIONS

This section included the results and discussion on the subject under discussion. Further, this section was divided into sub-sections as mentioned in the objective of the study. The results were depicted with the support of tables and figures to show the trend of data.

Types, Language, Year, and Social Work Education Keyword

Table 1 indicated the type of published documents along with language, year, and keywords used in social work education from 1971 to 2020. Data illustrated that 86.14 percent of the published documents were in the form of an article and 3.93 of the documents were editorial material. It is important to mention here that the documents were published in the type of book review, proceedings paper, review, meeting abstract, letter, note, and correction. However, there was only one document published in each type including the abstract of the published item, biographical-item, discussion, news item, and reprint. The overall results showed that the major proportion of the published documents were in the form of an article from 1971 to 2020.

In Table 1, the language of the published documents was also provided. Here, the data indicated that 99.29 percent of the documents were published in the language of English and 0.30 percent of published documents were in German. However, the documents published in the language of Spanish, Croatian, and Turkish were also reported. The scientometric analysis also reported that there was only one published document was found in the language of French, Portuguese, and Russian. The overall analysis based on the scientometric analysis described that the most preferred language used in the published document was English. This language is the international language and is used for communication at different local, national, and international levels in the globe.

The scientometric analysis also provided the publication year of the published documents in Table 1. Tabulated data depicted that there were a very smaller proportion of the documents published in the year category of 1971 – 1975, 1981 – 1985, and 1986 – 1990 that range from 1.59 to 1.82 percent of the documents. However, the publication of documents increased gradually from 1996 to 2020 as mentioned in the said table. It is important to mention here that 34.66 percent of the documents were published in the year from 2016 to 2020.

Table 1 also described the keyword used in the topic of social work education. Data in the table indicated that the keyword social work education was at top of the list of top keywords with the frequency of 1221 and 1645 total link strength. Similarly, the keyword social work secured the second position in the top social work education keywords with the frequency of 387 and 666 total link strength. It is important to mention here that the keywords including education, social justice, social work practice, evidence-based practice, curriculum, diversity, students, higher education, field education, social work students, international social work, mental health, research, social work curriculum, spirituality, cultural competence, and human rights were also in the list of top keywords of social work education. However, the keyword child welfare was at the bottom of the list of top keywords of social work education with the frequency of 47 and 66 total link strength.

Table 1

Published Documents by Their Types, Language, Year, and Social Work Education Keyword

Documents Published by Types					
Document Types	f	%	Document Types	f	%
Article	3748	86.14	Note	11	0.25
Editorial Material	171	3.93	Correction	6	0.15
Book Review	156	3.59	Abstract of Published Item	1	0.02
Proceedings Paper	138	3.17	Biographical-Item	1	0.02
Review	75	1.73	Discussion	1	0.02
Meeting Abstract	25	0.57	News Item	1	0.02
Letter	16	0.37	Reprint	1	0.02
Documents Published by Their Language					
Languages	f	%	Languages	f	%
English	4320	99.29	Turkish	3	0.07
German	13	0.30	French	1	0.02
Spanish	09	0.21	Portuguese	1	0.02
Croatian	03	0.07	Russian	1	0.02
Documents Published by Years					

Publication Years	f	%	Publication Years	f	%
1971-1975	79	1.82	1996-2000	221	05.08
1976-1980	118	2.71	2001-2005	289	06.64
1981-1985	71	1.63	2006-2010	795	18.27
1986-1990	69	1.59	2011-2015	1049	24.11
1991-1995	152	3.49	2016-2020	1508	34.66

Top Social Work Education Keyword

Keyword	f	Total Link Strength	Keyword	f	Total Link Strength
Social Work Education	1221	1645	Field Education	61	104
Social Work	387	666	Social Work Students	60	98
Education	148	284	International Social Work	56	125
Social Justice	119	257	Mental Health	55	70
Social Work Practice	90	180	Research	52	122
Evidence-Based Practice	82	121	Social Work Curriculum	52	70
Curriculum	68	168	Spirituality	50	103
Diversity	65	152	Cultural Competence	49	92
Students	63	146	Human Rights	48	94
Higher Education	62	122	Child Welfare	47	66
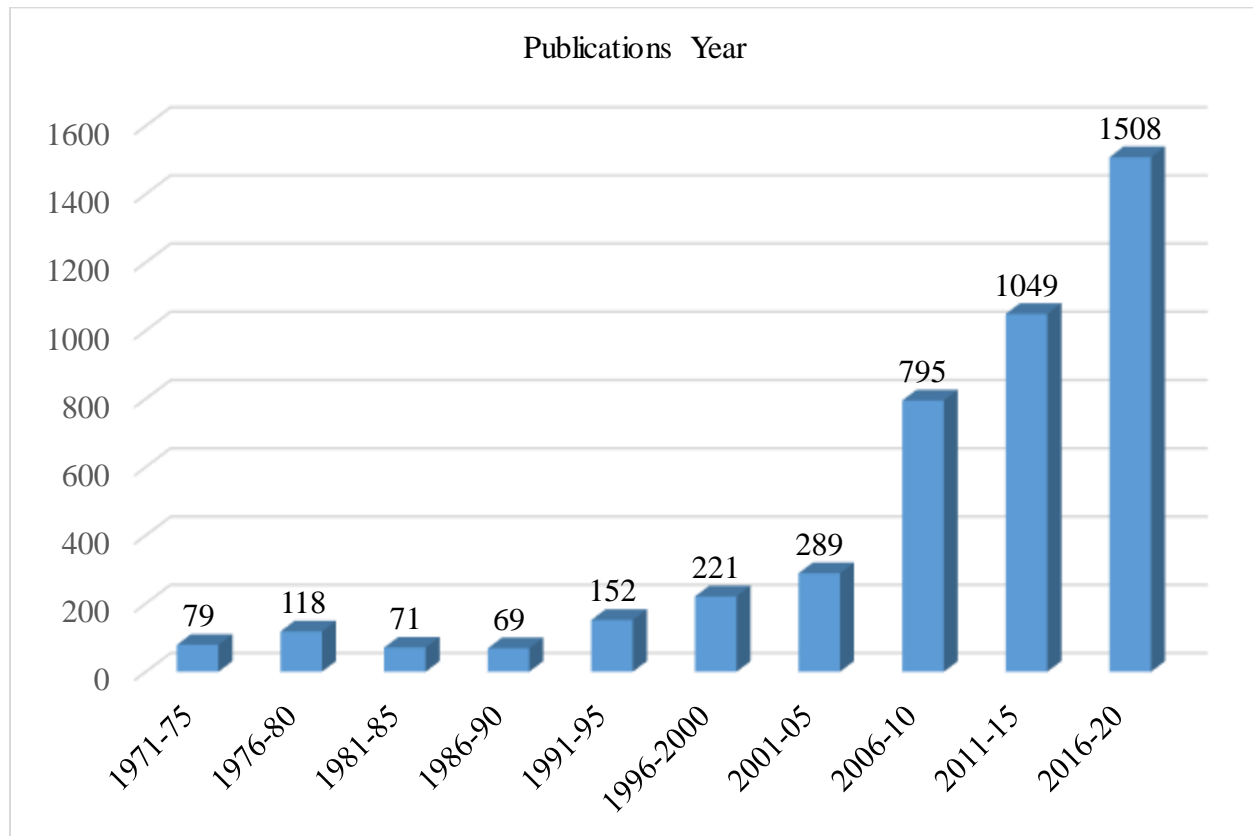
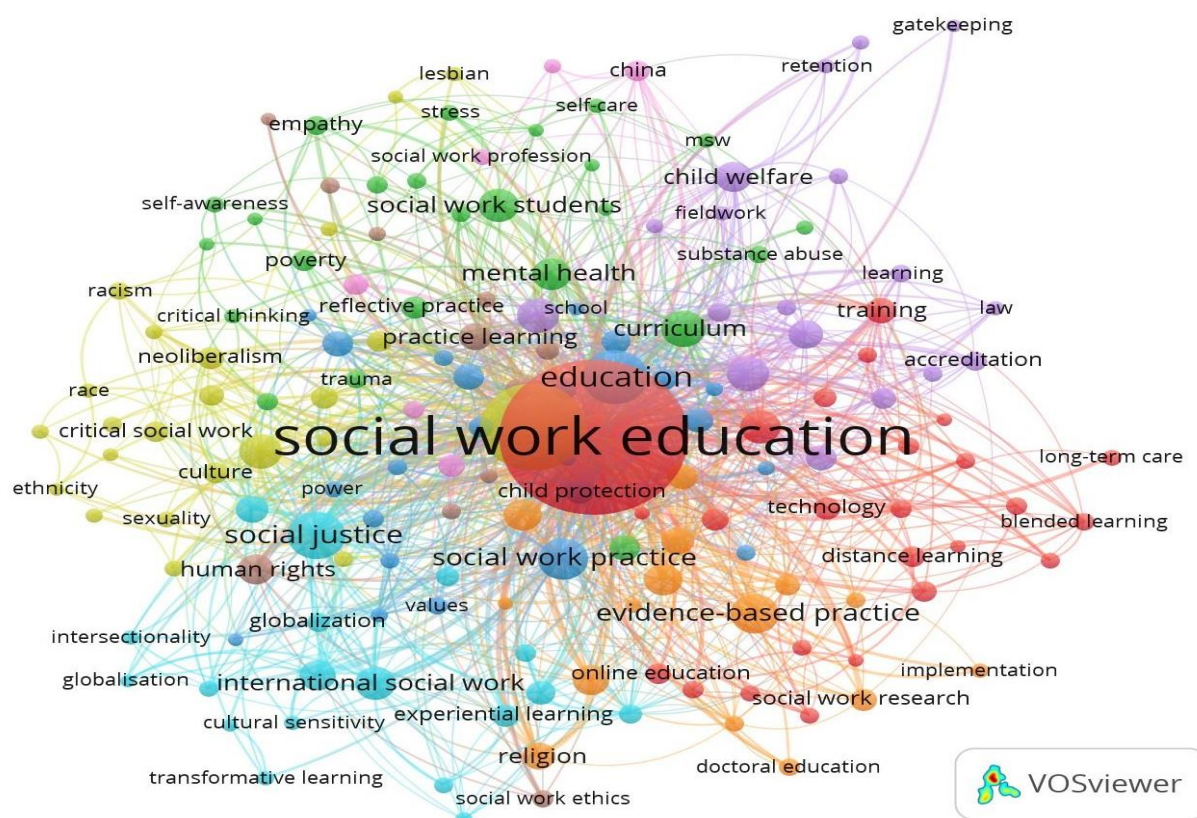*Figure 2. Distribution of Document by Years (1971-2020)*

Figure 3. Author Keywords of Social Work Education

Top Twenty Organizations and Countries of the Published Documents

Data in the Table 2 illustrated the top twenty organizations and names of countries of the published documents from 1971 to 2020. The scientometric analysis described the name of the organization Univ. Maryland was placed at the top of the top twenty organization list with the frequency of 82 published documents. Similarly, the name of Univ. Toronto secured the second position with a frequency of 75 publications. It is important to mention here that the name of Univ. Georgia, Univ. N Carolina, Univ. Michigan, Arizona State Univ., Univ. Illinois, NYU, Univ. Tennessee, Univ. Calif Berkeley, Virginia Commonwealth Univ., Univ. Denver, Rutgers State Univ., Univ. Connecticut, and Univ. Washington was also on the list of the top twenty organizations. However, the name of Florida State Univ. and Univ. Texas Austin published equal documents i.e., 45. Further, the name of Fordham Univ. was the last in the list of top twenty organizations. It is pertinent here to mention that there was 1727 organization in the total number reported to publish documents on the subject under discussion from 1971 to 2020.

Table 2 also revealed the list of the top twenty countries of the published documents from 191 to 2020. Data indicated that the name of the United States was at top of the list with 2306 published documents during the said period. Similarly, United Kingdom secured the second position with 490 publications and Australia opted for the third position with 276 total number of published documents on the subject under discussion. It is worth mentioning here to state that the name of Canada, China, Israel, New Zealand, Ireland, India, South Africa, Sweden, Norway, Spain, Italy, Germany, and Greece. However, three countries including Finland, Georgia, and the Netherlands published equal documents i.e., 11. The name of Belgium was the last in the list of top twenty published documents with 10 publications. It is stated that there were 93 countries reported to publish documents from 1971 to 2020.

Table 2

Top Twenty Organizations and Countries of the Published Documents

Organizations	*f*	%	Organizations	*f*	%
Univ. Maryland	82	1.885	Virginia Commonwealth Univ.	54	1.241
Univ. Toronto	75	1.724	Univ. Denver	49	1.126
Univ. Georgia	67	1.54	Rutgers State Univ.	48	1.103
Univ. N Carolina	63	1.448	Univ. Connecticut	47	1.08

Univ. Michigan	62	1.425	Univ. Washington	46	1.057
Arizona State Univ.	58	1.333	Florida State Univ.	45	1.034
Univ. Illinois	58	1.333	Univ. Texas Austin	45	1.034
NYU	56	1.287	Univ. Calgary	41	0.942
Univ. Tennessee	55	1.264	Univ. Kansas	39	0.896
Univ. Calif Berkeley	54	1.241	Fordham Univ.	38	0.873

Top Twenty Counties

Country	TP*	Freq.	SCP*	MCP*	MCP*_Ratio
USA	2306	0.571075	2198	108	0.0468
United Kingdom	490	0.121347	452	38	0.0776
Australia	276	0.068351	242	34	0.1232
Canada	236	0.058445	207	29	0.1229
China	104	0.025755	90	14	0.1346
Israel	91	0.022536	78	13	0.1429
New Zealand	59	0.014611	52	7	0.1186
Ireland	55	0.013621	51	4	0.0727
India	43	0.010649	41	2	0.0465
South Africa	42	0.010401	36	6	0.1429
Sweden	37	0.009163	27	10	0.2703
Norway	27	0.006686	20	7	0.2593
Spain	22	0.005448	20	2	0.0909
Italy	21	0.005201	15	6	0.2857
Germany	19	0.004705	17	2	0.1053
Greece	14	0.003467	14	0	0.000
Finland	11	0.002724	09	2	0.1818
Georgia	11	0.002724	11	0	0.000
Netherlands	11	0.002724	09	2	0.1818
Belgium	10	0.002476	07	3	0.300

TP* = Total Publication, SCP* = Single Country Publications, MCP* = Multiple Country Publications

Top Twenty Authors and School Social Work Keywords

Table 3 described the top twenty authors and school social work keywords. It stated that the name of Bogo M was top of the list of top twenty authors list with 31 publications, 732 citations, 16 h_index, 26 g_index, and 1992 starting publication year. Similarly, the name of Crisp BR placed at second position with 19 publications, 175 citations, 8 h_index, 12 g_index, and 1998 starting publication year. It is pertinent here to mention that the name of Manthorpe J, Moriarty J, Beddoe L, Hodge DR, Hussein S, Gair S, Taylor I, Frey AJ, Holden G, Birkenmaier J, Duffy J, and Grady MD was also in the list of top twenty authors published their work from 1971 to 2020. However, the name of Austin MJ, Gray M, and Grise-Owens E was at the lowest section of the list of top twenty authors with 10 publications.

Table 3

Documents by Top Twenty Authors and School Social Work Keywords

Top Twenty Authors

Author	TP*	TC*	h_index	g_index	m_index	PY*_Start
Bogo M	31	732	16	26	---	1992
Crisp BR	19	175	8	12	0.333	1998
Manthorpe J	17	208	10	14	0.588	2005
Moriarty J	15	229	11	15	0.647	2005
Beddoe L	14	105	5	10	0.200	1997
Hodge DR	14	345	9	14	0.429	2001
Hussein S	14	173	8	13	0.471	2005
Gair S	13	89	6	9	0.353	2005
Taylor I	13	106	5	10	0.172	1993
Frey AJ	12	124	7	11	0.412	2005
Holden G	12	347	9	12	0.346	1996
Birkenmaier J	11	67	6	7	---	2005
Duffy J	11	113	7	10	---	2010

Grady MD	11	96	6	9	00.462	2009
Mclaughlin H	11	61	5	7	00.500	2012
Preston-Shoot M	11	88	7	9	00.318	2000
Zuchowski I	11	54	5	7	00.714	2015
Austin MJ	10	76	5	8	00.192	1996
Gray M	10	147	6	10	00.250	1998
Grise-Owens E	10	69	5	8	00.250	2002

TP* = Total Publication, TC* = Total Citations, PY* = Publication Year

School Social Work Keywords

Keyword	f	Total Link Strength	Keyword	f	Total Link Strength
School Social Work	162	215	School Climate	6	12
Education	14	34	School Safety	5	10
Evidence-Based Practice	11	22	School Violence	5	9
Social Work	10	11	Academic Achievement	4	8
School	9	24	Assessment	4	9
Schools	9	25	Barriers	4	8
Children	8	20	Disability	4	10
Mental Health	8	16	High School	4	11
School Social Workers	8	15	Implementation	4	6
Collaboration	6	6	Response To Intervention	4	7

Table 3 also indicated the school social work keywords on the published documents from 1971 to 2020. Scientometric analysis showed that the keyword school social work was the top keyword in the top twenty words with 162 occurrences and education was at second position in the list with 14 occurrences. It is worth mentioning to state here that the keyword related to school social work also includes evidence-based practice, social work, school, schools, children, mental health, school social workers, collaboration, school climate, school safety, and school violence and were in the list of top twenty keywords of school social work. However, the keywords including academic achievement, assessment, barriers, disability, high school, implementation, and response to the intervention appeared equally with occurrences of 4 in the published documents. It argued that the top keyword that occurred in the published documents from 1971 to 2020 was school social work on the subject under consideration.

Figure 4. Author Keywords of School Social Work

Social Work Curriculum and Top Twenty Sources

Table 4 indicated the social work curriculum and top twenty sources of the published documents from 1971 to 2020. The scientometric analysis described that the top keyword was social work curriculum with occurrences of 52 and social work placed at second position in the list of top keywords with occurrences of 36 times. Similarly, the keywords including evidence-based practice, research, and social work practice occurred equally i.e., 9 times in the published documents. It is pertinent to mention here that the keywords human rights, teaching, aging, curriculum development, evaluation, higher education, mental health, problem-based learning, religion, social work students, and technology were also in the list of top twenty keywords among the published documents. However, the keyword assessment was at the bottom of the top twenty keywords list with 3 occurrences.

Table 4

Documents by Social Work Curriculum and Top Twenty Sources

Keyword	f	Total Link Strength	Keyword	f	Total Link Strength
Social Work Curriculum	52	71	Aging	4	6
Social Work	36	67	Curriculum Development	4	10
Curriculum	21	49	Evaluation	4	3
Education	13	34	Higher Education	4	8
Social Justice	11	22	Mental Health	4	6
Evidence-Based Practice	9	16	Problem-Based Learning	4	10
Research	9	18	Religion	4	11
Social Work Practice	9	18	Social Work Students	4	4
Human Rights	7	8	Technology	4	11
Teaching	5	17	Assessment	3	6

Top Twenty Sources

Source	TP*	TC*	h_index	g_index	m_index	PY*_Start
Social Work Education	737	5863	30	39	---	2005
Journal of Social Work Education	666	8429	41	57	---	1985
Journal of Teaching in Social Work	267	1526	18	22	1.058824	2005
British Journal of Social Work	209	3130	31	47	0.673913	1976
International Social Work	163	1603	21	32	---	1995
Children & Schools	135	974	17	23	1	2005
Journal of Education for Social Work	134	599	10	16	0.196078	1971
Research on Social Work Practice	106	1664	23	36	0.741935	1991
Social Work	99	1299	21	33	0.411765	1971
European Journal of Social Work	83	354	8	13	---	2008
Journal of Social Work	69	481	12	19	---	2008
Journal of Gerontological Social Work	67	455	10	17	---	1983
Australian Social Work	65	404	12	16	---	2009
Journal of Human Behavior in The Social Environment	57	300	9	14	---	2005
Social Work In Health Care	54	499	14	20	0.304348	1976
Affilia-Journal of Women and Social Work	51	384	11	16	---	1999
Clinical Social Work Journal	50	532	15	21	---	1977
Indian Journal of Social Work	44	78	4	6	0.085106	1975
Social Service Review	37	194	7	13	0.142857	1973
Journal of Religion and Spirituality in Social Work	36	329	11	17	0.647059	2005

TP* = Total Publication, TC* = Total Citations, PY* = Publication Year

Table 4 also depicted the top twenty sources of the published documents from 1971 to 2020. Scientometric analysis revealed that the top source of published documents was social work education with 737 publications and 5863 citations. The h_index was 30 and g_index reported as 39 along with starting publication year as 2005. Similarly, the journal of social work education secured the second position with 666 published documents, 8429 citations, 41 h_index, 57 g_index, and 1985 starting publication year. However, the name of 'journal of religion and spirituality in social work' was placed

at the bottom of the list of top twenty sources of the published documents with 36 publications, 329 citations, and 2005 starting year of publication. It is important to mention here that the total sources of the published documents from 1971 to 2020 were reported as 396.
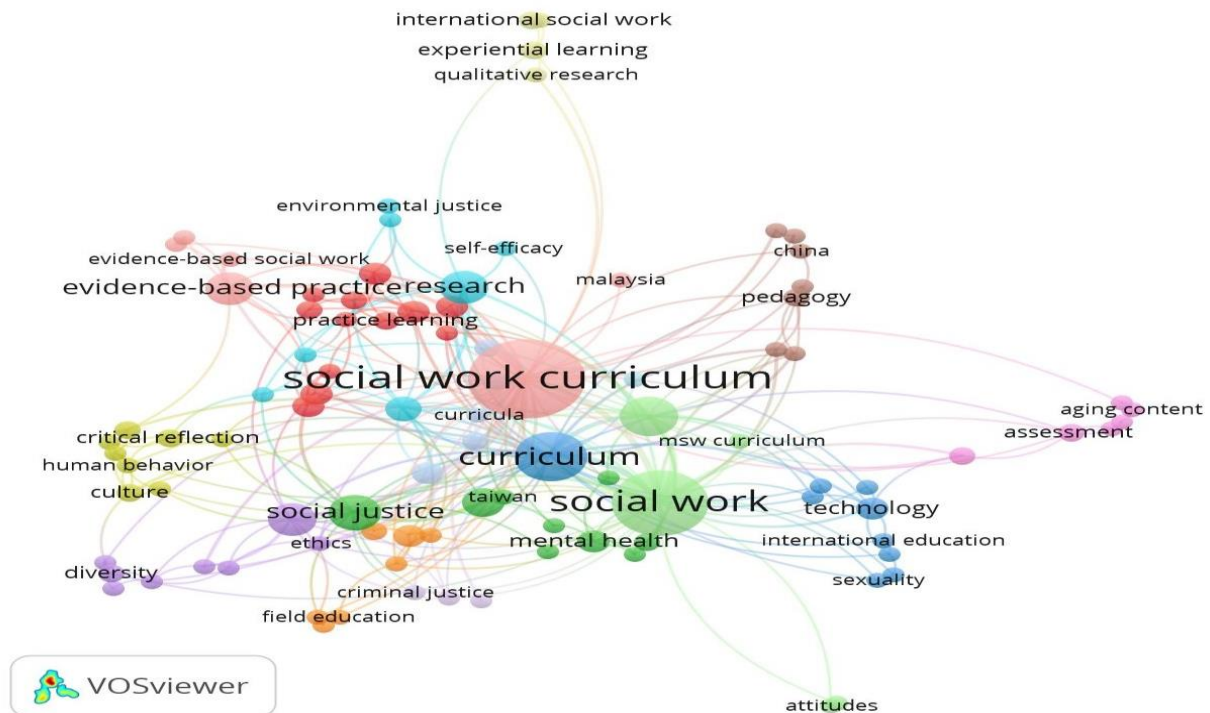

Figure 5. Author Keywords of Social Work Curriculum

Top Twenty Cited Articles

The scientometric analysis also indicated the top twenty cited articles (*Appendix A*). Data indicated that the top-cited article was published in 2007 [by D'Cruz, H; Gillingham, P; Melendez, S] with 202 citations and 18 pages (ISSN-0045-31102, Vol./Issue-37/1). Similarly, the second position in the top twenty cited articles was secured with 190 citations, 17 pages, and published in 2009 (by Abrams, LS; Moio, JA, ISSN-1043-7797, Vol./Issue-45/2). However, the last article in the list of top twenty cited articles had 77citaitons, 28 pages, and was published in 2009 (by Sheridan, M, ISSN-1542-6432, Vol./Issue-28/1-2). Further, the top-cited articles with citations, page numbers, ISSN, title, and authors detail was provided in Table 5.

CONCLUSION

We concluded that the scientometric analysis technique enabled academicians and scholars to gain insights into social work education and to identify the keywords used during different researches on the subject under discussion. The study was mainly based to examine social work education, school social work, and social work curriculum employing scientometric analysis of the documents published in science citation index database and web of science (core collection) from 1971 to 2020. It concluded that the major documents were published as articles and the language English was used. Similarly, the top keyword social work education, Univ. of Maryland top organization, and the United States was the top country. The name of Bogo M was at the top of the list of top twenty authors, top keyword school social work, and social work curriculum. Further, social work education was the top source of published documents and the top-cited article had 202 citations published in 2007. It is suggested that further scientometric analysis may be conducted from other databases and using other social work education-oriented topics.

Limitations of the Study

This study was purely based on eh scientometric analysis technique extracting published documents from science citation index and web of science databases. We did not extract data from other databases. Similarly, it had the only emphasis to examine social work education, school social work, and social work curriculum employing scientometric analysis technique from 1971 to 2020. Hence, we did not include other interlinked topics with the current study.

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