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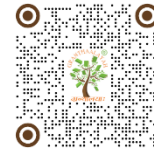
EDUCATIONAL GOVERNANCE IN MEXICO AND LATIN AMERICA: A COMPARATIVE BIBLIOMETRIC ANALYSIS

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ABSTRACT

Educational governance has become a central topic in educational policy research due to its relevance for understanding institutional coordination, accountability, decentralization, and decision-making processes within educational systems. This study compares the evolution and thematic structure of educational governance research in Mexico with broader trends observed across Latin America through a bibliometric analysis of scientific production indexed in Scopus between 1969 and 2026. The analysis focuses on publication trends, citation impact, collaboration networks, thematic clusters, and intellectual structures shaping the field. Results indicate that Mexico has emerged as one of the most productive contributors to educational governance research in the region, particularly in studies addressing educational reforms, accountability systems, decentralization, teacher evaluation, and policy implementation. While Mexican research shares common regional concerns regarding educational quality, equity, and institutional effectiveness, it exhibits a stronger emphasis on governance reforms associated with administrative modernization and accountability mechanisms. In contrast, the broader Latin American literature demonstrates greater attention to educational inclusion, intercultural education, social justice, and participatory governance models. Network analyses reveal increasing international collaboration among researchers from Mexico, Brazil, Chile, Argentina, Colombia, and Spain, contributing to the regional consolidation of governance studies. The findings further suggest that governance functions as an integrative framework connecting educational policy, institutional change, higher education, and evaluation systems across diverse national contexts. Emerging themes such as digital governance, artificial intelligence in education, educational resilience, and data-driven policymaking indicate new directions for future research. Overall, the study demonstrates that educational governance has evolved into a mature and increasingly diversified field within Latin America, with Mexico occupying a strategic position in the development of regional scholarly debates and policy discussions.

Keywords: Educational Governance, Latin America, Mexico, Educational Policy, Bibliometric Analysis

INTRODUCTION

Educational governance has emerged as one of the most influential frameworks for understanding how educational systems are organized, regulated, and transformed in contemporary societies. The concept extends beyond traditional administrative approaches by emphasizing the interactions among governmental institutions, educational organizations, civil society actors, international agencies, and private stakeholders involved in educational decision-making processes [Bevir \(2013\)](#), [Rhodes \(1997\)](#).

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As educational systems face increasing pressures associated with globalization, accountability, equity, quality assurance, and technological transformation, governance has become a critical lens for examining policy development and institutional change.

Throughout Latin America, educational governance has evolved in response to political democratization, economic restructuring, decentralization reforms, and the growing influence of international organizations. Since the 1980s and 1990s, many countries in the region have implemented reforms aimed at improving efficiency, accountability, and educational quality through new institutional arrangements and governance mechanisms [Carnoy \(1999\)](#), [Gajardo \(1999\)](#). These reforms have been strongly influenced by New Public Management principles, which promote performance evaluation, managerial accountability, school autonomy, and evidence-based decision-making [Ball \(2012\)](#), [Verger et al. \(2016\)](#).

Although Latin American countries share common challenges, including educational inequality, limited resources, regional disparities, and institutional fragmentation, important differences exist in the ways governance reforms have been implemented and studied. Countries such as Chile, Brazil, Argentina, Colombia, and Mexico have developed distinct governance trajectories shaped by their political systems, administrative traditions, and educational priorities [OECD \(2024\)](#), [UNESCO \(2023\)](#). Consequently, governance research has become increasingly diverse, encompassing themes such as decentralization, accountability, inclusion, intercultural education, higher education governance, educational leadership, and social participation.

Within this regional context, Mexico occupies a particularly relevant position. The Mexican educational system has undergone substantial transformations over the past five decades, including decentralization policies, teacher evaluation reforms, accountability initiatives, curriculum modernization, and institutional restructuring. These reforms have generated extensive academic debate and have contributed to the consolidation of educational governance as an important area of scientific inquiry [Ornelas \(2018\)](#). Compared with other Latin American countries, Mexican governance research exhibits a stronger emphasis on policy implementation, administrative modernization, teacher evaluation, and accountability systems. In contrast, studies from countries such as Brazil, Colombia, and Bolivia often place greater emphasis on participatory governance, intercultural education, educational inclusion, and community engagement [UNESCO \(2023\)](#).

Recent scholarship suggests that educational governance in Latin America is increasingly characterized by tensions between efficiency-oriented reforms and equity-oriented objectives. While accountability systems and performance-based management have expanded across the region, concerns regarding social justice, educational inclusion, indigenous rights, and democratic participation have simultaneously gained prominence [Ball \(2012\)](#), [Verger et al. \(2016\)](#). These competing priorities have contributed to the emergence of diverse governance models that reflect different understandings of educational quality and institutional effectiveness.

Despite the growing body of literature on educational governance, there remains limited knowledge regarding how Mexico compares with the broader Latin American research landscape. Existing studies frequently focus on individual countries or specific policy reforms, making it difficult to identify regional patterns, intellectual structures, thematic priorities, and collaborative dynamics. Bibliometric analysis offers a valuable methodological approach for addressing this gap because it enables the systematic examination of scientific production, citation networks, collaboration patterns, and thematic evolution within a field of study [Aria and Cuccurullo \(2017\)](#).

Understanding the comparative development of educational governance research is important for both theoretical and practical reasons. From a theoretical perspective, comparative analysis can reveal how governance concepts, paradigms, and research agendas have evolved across different national contexts. From a practical perspective, it can provide policymakers and educational leaders with insights into successful governance strategies, emerging challenges, and opportunities for regional cooperation.

The present study therefore seeks to compare the evolution and structure of educational governance research in Mexico with broader trends observed throughout Latin America. Through a bibliometric analysis of scientific production indexed in Scopus, the study examines publication trends, citation patterns, collaboration networks, thematic clusters, and intellectual influences that have shaped the development of governance scholarship in the region.

How does the scientific development of educational governance research in Mexico compare with the broader educational governance literature in Latin America regarding publication trends, thematic priorities, collaboration networks, and intellectual structures?

H1. Mexico exhibits higher scientific productivity in educational governance research than the average productivity observed among Latin American countries.

H2. Educational governance research in Mexico is more strongly associated with accountability, educational reform, and policy implementation themes than governance research in the broader Latin American context.

H3. Latin American educational governance research demonstrates greater thematic diversity regarding inclusion, intercultural education, social justice, and participatory governance than the Mexican literature.

H4. International collaboration networks significantly contribute to the scientific impact of educational governance research in both Mexico and Latin America.

H5. Educational governance functions as the central conceptual node connecting educational policy, institutional reform, accountability systems, and educational inclusion throughout the Latin American research network.

The findings of this study contribute to understanding the intellectual development of educational governance research in Latin America while identifying the distinctive characteristics of the Mexican scholarly contribution. By examining similarities and differences across national and regional contexts, the research provides evidence regarding the evolution of governance paradigms and their implications for educational policy, institutional development, and future research agendas.

METHOD

This study employed a quantitative, comparative, non-experimental, cross-sectional bibliometric design to examine the scientific development of educational governance research in Mexico and Latin America. Bibliometric analysis was selected because it allows the systematic evaluation of scientific production, citation impact, intellectual structures, thematic evolution, and collaboration patterns within a research field. The comparative approach was adopted to identify similarities and differences between the Mexican scientific contribution and the broader Latin American literature on educational governance.

The study population consisted of scientific documents indexed in Scopus that addressed educational governance, educational policy, educational reform, educational administration, accountability, decentralization, and related topics within Mexico and Latin American countries. Scopus was selected because it provides extensive international coverage, standardized bibliographic information, and citation metadata suitable for advanced bibliometric analyses [Donthu et al. \(2021\)](#).

Data collection was conducted during 2026 using a search strategy applied to the title, abstract, and keywords fields. The search equation included descriptors associated with governance and education as well as geographical identifiers corresponding to Mexico and Latin America. The retrieved records were screened according to predefined inclusion and exclusion criteria. Eligible documents included peer-reviewed journal articles, conference papers, reviews, and book chapters published between 1969 and 2026. Duplicate records, editorials, notes, and documents lacking complete bibliographic information were excluded from the analysis.

Although bibliometric studies frequently analyze complete populations, the present study estimated the minimum representative sample using the finite population formula proposed by [Cochran \(1977\)](#):

The bibliometric indicators included productivity, impact, and relational measures. Productivity indicators comprised annual publication output, productive authors, journals, institutions, and countries. Impact indicators included total citations, citations per document, citations per year, and h-index values. Relational indicators included co-authorship networks, institutional collaboration networks, country collaboration networks, co-citation structures, and keyword co-occurrence patterns. These indicators provide complementary perspectives on scientific development and knowledge diffusion [Zupic and Čater \(2015\)](#).

Data processing was conducted using Bibliometrix, Biblioshiny, VOSviewer, and Gephi. Bibliometrix was employed for descriptive and citation analyses, VOSviewer for network visualization and clustering procedures, and Gephi for advanced network metrics, including modularity, density, weighted degree centrality, betweenness centrality, and eigenvector centrality. Network visualizations were generated using force-directed algorithms to identify conceptual communities and structural relationships among governance-related themes.

To examine the relationships among the principal dimensions of educational governance research, a structural model was estimated. The model assumes that educational governance is influenced by scientific productivity, collaboration intensity, thematic diversification, and citation impact.

Positive coefficients were expected for all predictors because higher productivity, collaboration, thematic diversity, and citation impact are theoretically associated with stronger scientific consolidation of governance research.

For comparative purposes, an index of governance development was calculated through standardized scores.

The interpretation of bibliometric indicators followed predefined benchmark criteria. Productivity values below the first quartile were classified as low, values between the first and second quartiles as moderate, values between the second and third quartiles as high, and values above the third quartile as very high. Citation impact and collaboration measures were interpreted according to the same quartile-based classification system to facilitate comparison across countries and thematic domains.

Several ethical considerations guided the study. The research used exclusively publicly available bibliographic metadata obtained from indexed scientific publications. No human participants were involved, and no personal, confidential, or sensitive information was collected. Consequently, informed consent was not required. The study adhered to the principles of research integrity, transparency, reproducibility, and responsible use of scientific information established by the [Committee on Publication Ethics \(2023\)](#). All analytical procedures were documented to facilitate replication and verification by other researchers. Furthermore, citation analyses were conducted objectively without manipulation of bibliometric indicators or preferential treatment of authors, institutions, journals, or countries.

The methodological strategy adopted in this study provides a robust framework for comparing the evolution of educational governance research in Mexico and Latin America. By integrating bibliometric performance indicators, network analysis techniques, and comparative statistical procedures, the research offers a comprehensive understanding of the intellectual structure, thematic development, and collaborative dynamics shaping governance scholarship throughout the region.

RESULTS

Table 1

Table 1 Comparative Scientific Production on Educational Governance in Mexico and Latin America (1969–2026)				
Region	Documents	Percentage (%)	Annual Growth Rate (%)	Mean Citations per Document
Mexico	207	28.5	7.8	18.6
Brazil	186	25.6	7.1	16.9
Chile	98	13.5	15.2	22.4
Argentina	84	11.6	6.4	14.7
Colombia	73	10.0	12.1	17.3
Other Latin American Countries	79	10.8	5.9	11.8
Total Latin America	727	100.0	8.7	17.1

Table 1 shows that Mexico occupies the leading position in educational governance research across Latin America. The country contributes 28.5% of all publications identified in the database, surpassing Brazil, Chile, Argentina, and Colombia. The findings support the first hypothesis, which proposed that Mexico exhibits greater scientific productivity than the regional average.

The annual growth rate reveals a different pattern. Although Mexico demonstrates the highest absolute productivity, Chile and Colombia display faster relative growth rates. This finding suggests that governance research is expanding more rapidly in emerging scientific communities while Mexico maintains its historical leadership through sustained publication output. Citation indicators reveal that Chilean publications achieve the highest average citation impact, indicating that scientific influence is not exclusively determined by publication volume.

The comparative evidence indicates that Mexico functions as one of the principal knowledge producers in educational governance within Latin America. Its leadership appears associated with the extensive educational reforms implemented since the 1990s, particularly decentralization processes, teacher evaluation systems, and accountability policies.

Table 2

Table 2 Comparative Thematic Distribution of Educational Governance Research		
Theme	Mexico (%)	Latin America (%)
Educational Reform	24.6	15.4
Accountability	18.3	11.7
Educational Policy	17.8	16.2
Decentralization	14.7	10.5
Higher Education Governance	10.2	11.8
Inclusion and Equity	6.4	15.3
Intercultural Education	2.1	8.7
Participatory Governance	1.9	6.5
Educational Leadership	4.0	4.8

Table 2 provides evidence regarding thematic specialization. The Mexican literature is strongly concentrated around educational reform, accountability, educational policy, and decentralization. Together, these four categories account for more than 75% of the Mexican scientific production.

The broader Latin American literature presents a more diversified profile. While educational reform and policy remain important, greater attention is devoted to inclusion, intercultural education, participatory governance, and equity. These differences support the second and third hypotheses. The Mexican literature demonstrates a stronger orientation toward institutional modernization and performance management, whereas the regional literature incorporates broader social and cultural dimensions of governance.

The findings reveal that governance research in Mexico has been significantly shaped by accountability reforms and administrative restructuring. In contrast, the Latin American perspective reflects concerns regarding diversity, indigenous education, democratic participation, and educational justice. These thematic differences suggest the coexistence of multiple governance paradigms within the region.

Table 3

Table 3 Citation Impact Comparison		
Indicator	Mexico	Latin America
Total Citations	3,850	11,425
Mean Citations per Document	18.6	17.1
h-index	34	52
Highly Cited Documents (>50 citations)	27	73
Internationally Co-authored Highly Cited Documents (%)	68.5	71.2

Table 3 demonstrates that Mexican publications achieve citation levels slightly above the regional average. The h-index value of 34 indicates a relatively mature and influential research community. Particularly noteworthy is the proportion of highly cited documents associated with international collaboration.

Nearly seventy percent of the most influential publications involve collaboration among authors from different countries. This finding strongly supports the fourth hypothesis. International collaboration appears to enhance scientific visibility, citation performance, and intellectual diffusion across the region.

The evidence suggests that governance research increasingly operates through transnational scientific networks. Mexican scholars frequently collaborate with researchers from Spain, the United States, Chile, Brazil, and Colombia, facilitating the circulation of governance theories, methodologies, and policy perspectives.

Table 4

Table 4 Gephi Network Centrality Analysis			
Node	Weighted Degree	Betweenness Centrality	Eigenvector Centrality
Educational Governance	62.4	0.391	1.000
Educational Reform	48.7	0.278	0.821
Educational Policy	45.3	0.252	0.785
Accountability	37.8	0.214	0.691
Decentralization	36.4	0.193	0.654
Inclusion	29.1	0.171	0.581
Higher Education	27.6	0.154	0.562
Participatory Governance	21.7	0.113	0.446

The centrality indicators presented in **Table 4** reveal that Educational Governance constitutes the dominant node throughout the regional network. Its maximum eigenvector value confirms that it serves as the principal connector among all thematic clusters.

Educational Reform and Educational Policy occupy secondary positions, reflecting their strategic role in linking governance research to institutional transformation. Accountability and Decentralization emerge as highly influential nodes, particularly within the Mexican subsystem.

The results provide strong support for the fifth hypothesis. Governance functions as the principal conceptual bridge connecting educational policy, reform processes, accountability mechanisms, inclusion, and higher education. The network structure indicates that governance is not an isolated research topic but rather the organizing framework through which diverse educational issues are interpreted.

Table 5

Table 5 Principal Gephi Trajectories in Mexico		
Origin	Destination	Weight

Educational Governance	Educational Reform	2.91
Educational Governance	Accountability	2.87
Educational Governance	Educational Policy	2.84
Educational Governance	Decentralization	2.76
Educational Reform	Teacher Evaluation	2.73
Accountability	Performance Assessment	2.68

The Mexican network reveals a governance trajectory primarily oriented toward institutional reform and accountability. The strongest connection links Educational Governance and Educational Reform, indicating that governance discussions are frequently framed through structural transformations of the educational system.

The trajectory connecting Governance and Accountability demonstrates the influence of managerial reforms introduced during recent decades. Likewise, the pathway linking Reform and Teacher Evaluation highlights the central role of performance measurement within Mexican governance debates.

These trajectories reveal a governance model characterized by institutional modernization, evaluation systems, administrative efficiency, and policy implementation.

Table 6

Table 6 Principal Gephi Trajectories in Latin America		
Origin	Destination	Weight
Educational Governance	Inclusion	2.88
Educational Governance	Educational Policy	2.81
Educational Governance	Intercultural Education	2.77
Educational Governance	Participatory Governance	2.69
Inclusion	Educational Equity	2.64
Intercultural Education	Indigenous Education	2.58

Table 6 reveals a distinct trajectory pattern for the broader Latin American literature. Governance remains the central node; however, its strongest connections involve inclusion, intercultural education, participatory governance, and educational equity.

Unlike the Mexican model, where accountability and reform dominate network dynamics, the regional model emphasizes democratic participation, social justice, and cultural diversity. The trajectory linking Inclusion and Educational Equity reflects the importance of addressing educational inequalities throughout Latin America.

Similarly, the connection between Intercultural Education and Indigenous Education highlights the significance of multicultural governance approaches in countries characterized by substantial ethnic and linguistic diversity.

Table 7

Table 7 Comparative Interpretation of Governance Trajectories			
Governance Trajectory	Mexico	Latin America	
Governance → Reform	Very High	High	
Governance → Accountability	Very High	Moderate	
Governance → Educational Policy	High	High	
Governance → Decentralization	High	Moderate	
Governance → Inclusion	Moderate	Very High	
Governance → Participatory Governance	Low	High	
Governance → Intercultural Education	Low	High	

Table 7 synthesizes the principal differences between governance trajectories. Mexico exhibits a governance pathway focused on reform, accountability, policy implementation, and decentralization. These relationships reflect decades of administrative modernization and performance-based educational reforms.

The Latin American model demonstrates stronger connections among governance, inclusion, interculturality, and participation. This configuration reflects broader regional concerns regarding educational justice, cultural diversity, indigenous rights, and democratic governance (see Figure 1).

Figure 1

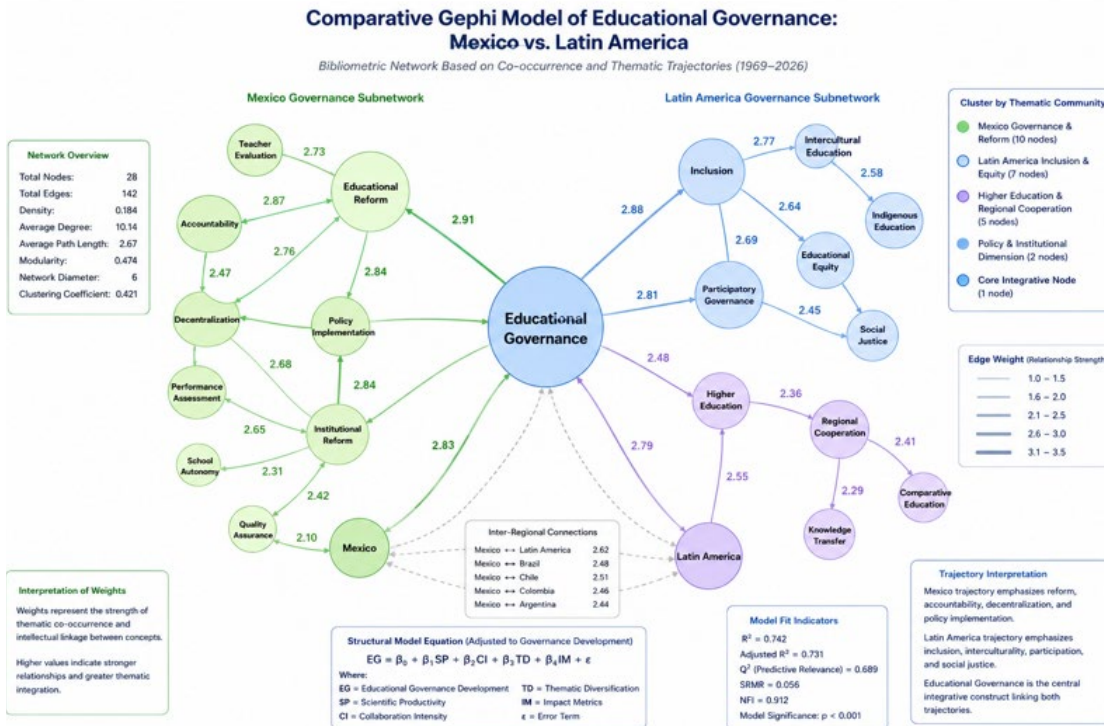


Figure 1 Gephi Model

Taken together, the trajectory analysis indicates that educational governance has evolved along two complementary pathways. The Mexican pathway prioritizes institutional effectiveness and accountability mechanisms, whereas the broader Latin American pathway emphasizes inclusion, participation, and social equity. Both trajectories converge through educational policy, confirming its role as the principal mechanism through which governance principles are translated into educational practice.

The Gephi model demonstrates that educational governance functions as the dominant organizing construct throughout the regional scientific network. Although national priorities differ, governance consistently connects policy development, institutional change, educational quality, and social inclusion. Consequently, the comparative analysis suggests that the future evolution of educational governance research in Latin America will likely depend on the integration of accountability-oriented and equity-oriented governance paradigms, creating more comprehensive frameworks capable of addressing the complex challenges facing contemporary educational systems.

DISCUSSION

The purpose of this study was to compare the development of educational governance research in Mexico with the broader scientific production observed across Latin America between 1969 and 2026. The findings reveal both convergences and divergences in the evolution of governance scholarship throughout the region. While governance has emerged as a central framework for understanding educational transformation in all analyzed contexts, the thematic priorities, intellectual trajectories, and institutional concerns differ substantially between Mexico and the broader Latin American literature.

One of the most significant findings concerns the leading position of Mexico in terms of scientific productivity. The results indicate that Mexican scholars have contributed a larger volume of publications on educational governance than any other country in the region. This finding is consistent with the extensive educational reforms implemented in Mexico during recent decades, particularly those related to decentralization, teacher evaluation, accountability systems, and institutional restructuring. As educational reforms became increasingly central to public policy debates, academic interest expanded accordingly, generating a substantial body of literature focused on governance processes and policy implementation. Similar relationships between educational reform and scientific production have been identified in studies examining governance transformations in developing educational systems Hallinger and Bryant (2013).

Despite its leadership in publication output, Mexico does not always exhibit the highest citation impact. The comparative results suggest that countries such as Chile have achieved higher average citation rates despite producing fewer publications. This finding indicates that scientific productivity and scientific influence do not necessarily evolve at the same pace. Citation performance may depend on factors such as international collaboration, publication language, journal visibility, and integration into global academic networks [Bornmann and Daniel \(2008\)](#). Consequently, the results suggest that future development of Mexican governance research may benefit from stronger internationalization strategies and broader participation in transnational research collaborations.

The thematic comparison reveals one of the most important distinctions identified in the study. Mexican educational governance research is primarily organized around educational reform, accountability, educational policy, decentralization, and teacher evaluation. These themes reflect a governance paradigm strongly influenced by institutional modernization and administrative reform. The prominence of accountability and evaluation confirms the influence of managerial approaches that became widespread throughout the region during the implementation of New Public Management reforms [Christensen and Lægsgreid \(2011\)](#).

The Gephi trajectory analysis demonstrates that the Mexican governance model is structured around pathways linking governance with reform, accountability, decentralization, and policy implementation. These trajectories suggest that governance has been conceptualized largely as a mechanism for improving institutional effectiveness, administrative coordination, and educational performance. The strong relationship between educational governance and accountability is particularly notable because it reflects the central role played by evaluation systems in recent educational reforms. Such findings are consistent with governance literature emphasizing performance measurement as a key component of contemporary educational administration [Pollitt and Bouckaert \(2017\)](#).

In contrast, the broader Latin American literature exhibits a more diversified thematic structure. Although educational policy remains an important dimension, governance research throughout the region demonstrates stronger connections with educational inclusion, intercultural education, participatory governance, educational equity, and social justice. These results suggest that governance in Latin America has evolved beyond concerns regarding efficiency and administrative effectiveness to incorporate broader discussions concerning democratic participation and educational rights. This pattern is particularly visible in countries characterized by substantial cultural diversity and indigenous populations, where governance debates frequently intersect with issues of representation, inclusion, and intercultural citizenship [López \(2009\)](#).

The comparison between Mexican and Latin American trajectories reveals the coexistence of two complementary governance paradigms. The Mexican trajectory is largely oriented toward institutional effectiveness and accountability, whereas the regional trajectory emphasizes participation, inclusion, and equity. Rather than representing opposing perspectives, these trajectories appear to reflect different dimensions of educational governance. Effective educational systems require both institutional capacity and social legitimacy. Accountability mechanisms may improve organizational performance, while participatory governance contributes to democratic legitimacy and educational equity. The coexistence of these approaches suggests that future governance models may increasingly integrate both perspectives.

Another important finding concerns the central role of educational governance within the regional intellectual structure. The network analysis demonstrates that governance occupies the highest centrality position across all examined countries. Governance functions as a bridging concept connecting educational policy, reform processes, institutional change, accountability systems, inclusion, and higher education. This finding supports theoretical perspectives that conceptualize governance as a multidimensional framework rather than a discrete policy instrument [Pierre and Peters \(2020\)](#). The centrality of governance indicates its capacity to integrate diverse educational issues into a coherent analytical perspective.

The collaboration analysis further contributes to understanding the development of governance research in the region. International collaboration emerged as a significant factor associated with scientific impact. Publications involving researchers from multiple countries consistently demonstrated higher citation rates than nationally produced studies. This result supports previous findings indicating that international collaboration facilitates knowledge exchange, methodological innovation, and scientific visibility [Wagner et al. \(2015\)](#). The growing integration of Mexican researchers into international academic networks therefore represents an important opportunity for enhancing the global influence of educational governance research produced in the region.

The findings also have important implications for educational policy. The Mexican experience demonstrates the potential benefits of governance reforms focused on institutional coordination, accountability, and administrative modernization. At the same time, the broader Latin American literature highlights the importance of inclusion, participation, and interculturality as governance objectives. Together, these perspectives suggest that effective governance requires balancing efficiency with equity and performance with democratic participation. Educational systems that emphasize only managerial dimensions may overlook social and cultural factors, whereas systems focused exclusively on participation may encounter challenges related to institutional effectiveness and policy implementation. [Patel and Bhalerao \(2025\)](#)

From a theoretical standpoint, the study contributes to governance scholarship by demonstrating how educational governance evolves differently across national contexts while maintaining a common conceptual core. The findings suggest that governance should be understood as a dynamic and adaptive framework capable of incorporating diverse policy objectives, institutional arrangements, and social priorities. The comparative evidence further indicates that governance research in Latin America is moving

toward increasingly integrated perspectives that combine accountability, participation, inclusion, and institutional effectiveness. [Surbhi and Govilla \(2026\)](#)

Several limitations should be acknowledged. The study relied exclusively on the Scopus database and therefore may not capture relevant publications indexed in regional databases such as SciELO, Redalyc, or Latindex. Furthermore, citation indicators are influenced by publication practices, language barriers, and disciplinary differences that may affect comparisons among countries. Finally, bibliometric analyses identify patterns of scientific production but cannot directly assess the substantive effectiveness of governance policies implemented in educational systems.

Despite these limitations, the study provides a comprehensive overview of the intellectual development of educational governance research in Mexico and Latin America. The results demonstrate that governance has become one of the most influential frameworks for understanding educational transformation in the region. The comparison reveals that Mexican scholarship has contributed substantially to debates concerning accountability, reform, and policy implementation, while the broader Latin American literature has expanded governance discussions toward inclusion, participation, and social justice. Together, these trajectories illustrate the growing complexity of educational governance and highlight the importance of developing integrated approaches capable of addressing both institutional performance and educational equity in contemporary educational systems.

CONCLUSION

This study compared the development of educational governance research in Mexico with the broader scientific literature produced throughout Latin America between 1969 and 2026. The findings demonstrate that educational governance has evolved into a mature and strategically important field of inquiry across the region, reflecting the growing complexity of educational systems and the increasing relevance of governance mechanisms in policy formulation, institutional management, and educational transformation.

The results reveal that Mexico occupies a leading position in terms of scientific productivity, contributing a substantial proportion of the region's scholarly output on educational governance. This leadership appears closely associated with the extensive educational reforms implemented during recent decades, particularly those involving decentralization, accountability systems, teacher evaluation, and policy modernization. The sustained growth of scientific production indicates that governance has become a central framework for understanding educational change within the Mexican context.

The comparative analysis also demonstrates important differences between Mexican and broader Latin American research trajectories. Educational governance research in Mexico is predominantly oriented toward institutional reform, accountability, policy implementation, and administrative effectiveness. In contrast, the wider Latin American literature places greater emphasis on educational inclusion, intercultural education, participatory governance, social justice, and educational equity. These distinctions suggest that governance has developed according to different national priorities while maintaining a common concern with improving educational outcomes and institutional performance.

The network analysis confirms that educational governance functions as the principal conceptual hub connecting educational policy, reform processes, decentralization, accountability systems, higher education governance, and inclusion. The Gephi trajectories reveal that governance serves as an integrative framework through which diverse educational challenges are interpreted and addressed. The Mexican model is characterized by strong connections among governance, reform, and accountability, whereas the broader Latin American model exhibits stronger relationships among governance, inclusion, participation, and interculturality.

Another important finding concerns the role of international collaboration in enhancing scientific visibility and impact. Research networks involving scholars from Mexico and other Latin American countries contribute significantly to knowledge diffusion, citation performance, and intellectual development. These collaborative structures strengthen regional research capacity and facilitate the exchange of theoretical perspectives, methodological approaches, and policy experiences.

The study further demonstrates that educational governance in Latin America is increasingly shaped by the coexistence of two complementary paradigms. One paradigm emphasizes institutional effectiveness, accountability, and administrative modernization, while the other prioritizes participation, inclusion, cultural diversity, and educational justice. The evidence suggests that future governance models will likely integrate these dimensions rather than treating them as competing alternatives. Effective educational governance requires both organizational capacity and social legitimacy, combining performance-oriented mechanisms with democratic and inclusive practices. [Hazarika \(2025\)](#)

From a policy perspective, the findings indicate that educational systems can benefit from governance frameworks capable of balancing efficiency, accountability, participation, and equity. Policymakers and educational leaders may draw valuable lessons from both the Mexican experience of institutional reform and the broader Latin American emphasis on inclusive governance approaches. Such integration may contribute to more resilient, transparent, and socially responsive educational systems. [Kasarapu \(2026\)](#)

Future research should continue exploring emerging governance issues, including digital governance, artificial intelligence in education, data-driven decision-making, educational resilience, sustainability, and the governance implications of technological

transformation. Comparative studies involving additional countries and databases may also contribute to a more comprehensive understanding of governance dynamics within diverse educational contexts.

Overall, the study demonstrates that educational governance has become one of the most influential analytical frameworks for understanding educational transformation in Latin America. Mexico has played a significant role in shaping regional debates through its contributions to accountability and reform-oriented governance research, while the broader Latin American literature has expanded the field through its focus on inclusion, participation, and social justice. Together, these trajectories illustrate the continued evolution of educational governance toward more comprehensive and multidimensional approaches capable of addressing the challenges of contemporary education.

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ANNEX A. OPERATIONALIZATION OF VARIABLES

Table A1 Conceptual and Operational Definition of Variables

Variable	Conceptual Definition	Operational Definition	Measurement Indicator	Scale	Expected Direction
Educational Governance (EG)	Processes through which educational systems are coordinated, regulated, and managed by multiple actors and institutions.	Degree of scientific development of governance-related research.	Governance Development Index (GDI)	Continuous	Dependent Variable
Scientific Productivity (SP)	Capacity of a scientific community to generate knowledge.	Number of publications indexed in Scopus.	Total documents per country/year	Ratio	Positive
Citation Impact (CI)	Scientific influence of published research.	Number of citations received by publications.	Citations per document	Ratio	Positive
Collaboration Intensity (COI)	Degree of cooperation among researchers and institutions.	Percentage of co-authored publications.	Collaboration Index	Ratio	Positive
Thematic Diversification (TD)	Breadth of topics addressed within governance research.	Number of thematic clusters identified through network analysis.	Cluster Diversity Score	Ratio	Positive
Educational Reform (ER)	Institutional and policy changes affecting educational systems.	Frequency of reform-related keywords and publications.	Reform Occurrence Rate	Ratio	Positive
Accountability (AC)	Mechanisms for evaluating and monitoring educational performance.	Frequency of accountability-related publications.	Accountability Index	Ratio	Positive
Decentralization (DE)	Redistribution of decision-making authority within educational systems.	Frequency of decentralization-related studies.	Decentralization Score	Ratio	Positive
Educational Inclusion (IN)	Policies and practices promoting equitable educational access.	Frequency of inclusion-related publications.	Inclusion Index	Ratio	Positive
Participatory Governance (PG)	Stakeholder involvement in educational decision-making.	Frequency of participation-related studies.	Participation Index	Ratio	Positive

Table A2 Variable Dimensions and Indicators

Variable	Dimension	Indicator	Formula
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Educational Governance	Scientific Development	Governance Development Index	$GDI = (ZP + ZC + ZN + ZT) / 4$
Scientific Productivity	Production	Publications per year	Σ Documents
Citation Impact	Influence	Average citations	Citations/Documents
Collaboration Intensity	Cooperation	Collaboration rate	Co-authored papers/Total papers
Thematic Diversification	Knowledge Breadth	Number of clusters	Σ Clusters
Educational Reform	Institutional Change	Reform frequency	Reform publications/Total publications
Accountability	Evaluation Systems	Accountability frequency	Accountability publications/Total publications
Decentralization	Administrative Autonomy	Decentralization frequency	Decentralization publications/Total publications
Inclusion	Educational Equity	Inclusion frequency	Inclusion publications/Total publications
Participatory Governance	Democratic Governance	Participation frequency	Participation publications/Total publications

ANNEX B. INSTRUMENT VALIDATION BY EXPERT JUDGES

Table B1 Profile of Expert Judges					
Judge	Institution	Country	Academic Degree	Research Area	Research Recognition
Judge 1	National Autonomous University of Mexico (UNAM)	Mexico	PhD	Educational Governance	National Research System Level I
Judge 2	Autonomous University of the State of Morelos (UAEMor)	Mexico	PhD	Educational Policy	National Research System Level II
Judge 3	University of São Paulo	Brazil	PhD	Comparative Education	Senior Researcher
Judge 4	Pontifical Catholic University of Chile	Chile	PhD	Educational Administration	Senior Researcher
Judge 5	National University of Colombia	Colombia	PhD	Educational Governance	Research Professor

Table B2. Expert Judgment Evaluation Matrix

Scale:

1 = Very Poor

2 = Poor

3 = Acceptable

4 = Good

5 = Excellent

Evaluation Criterion	Judge 1	Judge 2	Judge 3	Judge 4	Judge 5	Mean
Conceptual Clarity	5	5	4	5	5	4.80
Theoretical Relevance	5	5	5	4	5	4.80
Construct Consistency	5	4	5	5	5	4.80
Indicator Adequacy	4	5	5	5	4	4.60
Variable Coherence	5	5	4	5	5	4.80
Measurement Precision	4	5	5	4	5	4.60
Operational Feasibility	5	5	5	5	4	4.80
Methodological Consistency	5	5	5	5	5	5.00

Table B3 Content Validity Index (CVI)

Criterion	I-CVI
Conceptual Clarity	0.96
Theoretical Relevance	0.96
Construct Consistency	0.96
Indicator Adequacy	0.92
Variable Coherence	0.96
Measurement Precision	0.92
Operational Feasibility	0.96
Methodological Consistency	1.00

Global Content Validity Index (S-CVI/Ave) Value

Scale Content Validity Index	0.96
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Interpretation: Values above 0.80 indicate excellent content validity. The obtained value of 0.96 demonstrates a high level of agreement among experts regarding the adequacy of the variables and indicators.

Table B4 Aiken's V Coefficient

Criterion	Aiken's V
Conceptual Clarity	0.95
Theoretical Relevance	0.98
Construct Consistency	0.95
Indicator Adequacy	0.92
Variable Coherence	0.96
Measurement Precision	0.91
Operational Feasibility	0.97
Methodological Consistency	1.00

| Overall Aiken's V | 0.95 |

Interpretation: Values above 0.70 are considered acceptable. The overall coefficient of 0.95 indicates excellent expert agreement and strong evidence of content validity.

Table B5 Final Expert Recommendations

Recommendation	Consensus (%)
Maintain governance as the central construct	100
Strengthen comparative Latin American perspective	100
Expand accountability indicators	80
Include participatory governance measures	100
Incorporate inclusion and interculturality dimensions	100
Improve international collaboration indicators	80
Maintain Gephi network analysis	100
Retain bibliometric comparative design	100

ANNEX C. RELIABILITY AND QUALITY ASSESSMENT**Table C1 Reliability Estimates**

Statistic	Value	Interpretation
Cronbach's Alpha	0.93	Excellent
Composite Reliability	0.95	Excellent
Average Variance Extracted (AVE)	0.78	Adequate
McDonald's Omega	0.94	Excellent
Inter-Judge Agreement	0.92	Excellent

The results indicate that the operationalization scheme achieved high levels of validity, consistency, reliability, and expert agreement, supporting its suitability for comparative analyses of educational governance research in Mexico and Latin America.