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Lack of Institutional Support in the SAFPI Individual Teaching Process: A Bibliometric Analysis in Scopus Using PRISMA

Jennifer Cristina Cambisaca Sigua, Nathalie Marie Chunir Guzman, Paola Anabel Fernández Cuzco
Universidad Nacional de Educación, Ecuador
jccambisaca@unae.edu.ec; nmchunir@unae.edu.ec

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Abstract

Institutional support is a critical factor in strengthening individualized teaching processes in early childhood education, particularly in family-centered educational modalities such as the Family Care Service for Early Childhood (SAFPI). However, the scientific literature addressing the relationship between institutional support and individualized teaching in this context remains fragmented. This study aims to analyze the scientific production on institutional support in individualized teaching processes in early childhood education through a bibliometric analysis of documents indexed in Scopus. A systematic review with a quantitative, descriptive, and documentary approach was conducted following the PRISMA framework to ensure transparency in study identification, screening, eligibility, and inclusion. The search covered publications indexed between 2021 and 2026 using terms related to institutional support, individualized teaching, early childhood education, family support, and educational management. Scientific articles and reviews relevant to the research focus were included, while duplicate records, irrelevant studies, and documents that did not meet the predefined criteria were excluded. The findings reveal sustained growth in scientific production during the analyzed

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period, with Australia, the United Kingdom, and the United States showing the greatest research participation. Scientific articles predominated, particularly within the Social Sciences and Humanities, reflecting increasing scholarly interest in the institutional conditions that shape educational provision in early childhood. The synthesis further indicates that institutional support, teacher training, family participation, and administrative management are closely associated with the quality of individualized teaching processes. The study concludes that institutional support constitutes an essential component for strengthening family-centered early childhood education models such as SAFPI. It contributes a bibliometric overview of the field while identifying persistent research gaps in Latin American contexts that warrant greater scholarly and educational attention.

Keywords: Bibliometric Analysis; Early Childhood Education; Individualized Teaching; Institutional Support; SAFPI

INTRODUCTION

In the field of preschool education, the consideration of diversity and the adaptation of learning is presented as an evident range of fundamental guidelines in current educational structures. There is a wide variety of scientific research carried out in global contexts that shows important progress in the inclusion of student-centered pedagogical models, in which institutional respect promotes teaching practice and improves individual teaching-learning processes. In this regard, it is recognized that educational policies developed with appropriate resources, constant teacher training and organizational structures help the complete development of children in their first years of life. In addition, studies carried out in nations such as Asia, Europe and North America highlight that individualized educational care programs obtain much more favorable and effective results in the motor, cognitive and socio-emotional development of the child, particularly when we have a vigorous institutional support network that supports pedagogical work (Zaid et al., 2022).

Likewise, it has been noted in several high-performance education systems that the implementation of personalized strategies, to those applied in the Family Care Service for Early Childhood (SAFPI), is based on meticulous planning and active commitment on the part of educational institutions. In other words, teaching action is not only limited to the classroom, but also encompasses the community and family environment, promoting an

obligation that strengthens significant learning. Likewise, scientific research indicates that the availability of educational resources, technical and pedagogical support, and institutional follow-up are essential factors to ensure quality in the child's individual learning process. Therefore, international research facilitates important comparisons that demonstrate how the effective connection between policies and pedagogical methods helps to establish both inclusive and equitable educational models.

In this Latin American context, the educational reality presents various features in relation to institutional support in such a way that they are destined towards personalized teaching processes. Several countries have followed the implementation of pedagogical guidelines and strategies that are oriented towards inclusion and equity, thus achieving significant processes in the development of programs focused on personalized care within early childhood. However, through these contexts, the proposals are in a process of consolidation, generating a combination of effective internships and structural limitations. In this situation, territorial studies show that through institutional support, the factors that influence education can vary significantly, such as didactic investment, in such a way that teacher training and administrative management directly affect the quality of individual education offered to students.

On the other hand, research carried out in nearby countries shows that, although efforts are being made to establish personalized care models similar to SAFPI, there are still some restrictions linked to the availability of resources, the workload of teachers and coordination between families and schools. However, there are also creative and innovative experiences that demonstrate the capacity of these programs when they have the right institutional support. In this context, Latin America is distinguished by a varied activity where important achievements and continuous challenges come together, which suggests the urgency of continuing to explore and organize data and evidence that facilitate a better understanding of these situations (Wu et al., 2026).

When the degree of institutional support in the individual educational process within the SAFPI is studied, the Ecuadorian situation takes on a critical nuance. The effective implementation of this educational model is affected by significant constraints, according to several local research and empirical observations. Among these aspects are the scarce provision of teaching resources, the limited specialized training for teachers and deficient institutional supervision, elements that adversely affect the quality of the teaching

process. This situation is complicated by the lack of coordination between normative planning and teaching practice (Eadie et al., 2022).

In addition, the lack of permanent institutional support affects the work of teachers, who face the challenge of providing individualized attention to children without having the necessary conditions to do so. This circumstance can not only restrict the achievement of educational goals, but also have an impact on the complete development of students if adequate and timely educational attention is not ensured. In addition, the failure to systematically monitor and evaluate SAFPI programs prevents the accurate detection of opportunities for improvement and weaknesses, which complicates the implementation of effective strategies and well-informed decision-making.

For this reason, the prolongation of these limitations raises concerns about the medium and long-term consequences on the educational progress of children who participate under this modality. Despite not providing prompt, timely and affective attention, there is a risk of investigating the inequalities that exist in education and of alerting the quality of early childhood education. In this sense, it is essential to encourage rigorous research that allows for a systematic approach to mediate the production of knowledge related to educational support in the models of individualized teaching of children, particularly in the Family Care Service for Early Childhood (SAFPI). This urgency is based on the need to have empirical data to guide the creation of public policies and the improvement of educational practices (Esteba-Castillo et al., 2006).

The following research question arises from the above: What is the scientific production indexed in databases such as Scopus that deals with institutional support in the individual teaching process in early education, and how has this issue been addressed considering the SAFPI environment in Ecuador?

In line with this question, the study in question aims to carry out a bibliometric analysis of the scientific production indexed in Elsevier and Scopus on institutional support during the process of individual teaching in early education. The intention is to detect trends, research gaps and theoretical contributions that facilitate understanding the current state of SAFPI in Ecuador and guide future lines of research and educational improvement (Betancourt et al., 2026).

To analyze the scientific production indexed in the Scopus database on institutional support in individualized teaching processes in early childhood education, through a

bibliometric study based on the PRISMA methodology, in order to identify research trends, thematic areas, scientific contributions and knowledge gaps related to the context of the Family Care Service for Early Childhood (SAFPI) with the purpose of identifying administrative and pedagogical gaps that hinder the individualized training of children within the family environment. This research seeks to theoretically substantiate the needs of the limitations that the teacher crosses for the pedagogical mediation process and the continuous accompaniment by administrative entities to guarantee the individual learning of each child. Finally, the aim is to propose reflections that strengthen institutional support, which is aimed at guaranteeing quality education in early childhood.

The specific objectives of this study focus on generating a study formula through an analytical-descriptive research scheme that facilitates determining the relationship between administrative management and the impact of Individual Training. Similarly, it seeks to establish a systematic review based on the PRISMA method, guaranteeing a meticulous diagnostic process, selecting scientific evidence on the shortcomings of government support for SAFPI. Finally, the authors are responsible for the study of the Constitution, the Faculty of Science, the Autonomous Community of the United States, the Faculty of Sciences, the Autonomous Communities, the Autonomous Communities, the Autonomous.

METHODS

1. Research Approach

This research was developed under a quantitative approach, because it allowed to analyze,organize and interpret scientific data obtained objectively and systematically from the academic production indexed in the Scopus database. This approach facilitated the measurement of research trends, frequency of publications, authors, thematic categories, and scientific contributions related to institutional support in the individual teaching process within the context of the Family Care Service for Early Childhood (SAFPI) (Betancourt et al., 2026).

Likewise, the study was oriented towards an analytical-descriptive perspective, since it described the behavior of the existing scientific production and analyzed the main researchcharacteristics linked to the problem studied. From this position, the research made it possible to understand how the scientific community has addressed institutional

support and individualized pedagogical practices in early education, also considering the administrative, pedagogical, and social limitations present in different educational contexts (Eadie et al., 2022; Fenech & Skattebol, 2021).

2. Type of research

The type of research corresponded to a bibliometric study of a descriptive and documentary nature. Bibliometrics allowed for a quantifiable examination of the scientific information retrieved in Scopus, identifying publication patterns, thematic evolution, most cited authors, years of greatest scientific production, and research trends related to institutional support in individualized teaching processes (Wu et al., 2026). Similarly, the study was based on a systematic literature review using the PRISMA method, which allowed for the rigorous organization of the identification, selection, eligibility, and inclusion phases of the scientific documents analyzed. This procedure favored methodological transparency and guaranteed the reliability of the results obtained during the research process (Wu et al., 2026).

3. Research sources

The research used primary and secondary sources. The primary sources were made up of scientific articles indexed in the Scopus database, selected for their academic relevance, scientific rigor, and direct relationship with the study categories: institutional support, individualized teaching, early education, and SAFPI (Eadie et al., 2022; Wu et al., 2026). On the other hand, the secondary sources included books, theoretical reviews, complementary bibliographic references and research background that allowed strengthening the conceptual and methodological foundation of the study. These sources facilitated a comprehensive understanding of the educational phenomenon and contributed to the interpretative analysis of bibliometric results (Esteba-Castillo et al., 2006).

The choice of Scopus responded to its international recognition as one of the most relevant scientific databases with the greatest academic impact. Its multidisciplinary coverage allowed access to updated, validated and high scientific quality research, favoring the obtaining of reliable and pertinent information for the development of the study.

4. Information search strategy

The bibliographic search was carried out using a structured and homogeneous strategy within the Scopus database. To do this, Boolean operators, keywords and

descriptors related to the object of study were used. Among the terms used were: institutional support, individual teaching process, early childhood education, SAFPI, family support, personalized education and educational management.

The search equation was systematically designed in order to optimize the retrial of relevant scientific documents and reduce results unrelated to the subject under investigation. Likewise, inclusion and exclusion criteria were applied aimed at delimiting the studies according to thematic relevance, language, temporality and access to scientific content.

Subsequently, the retrieved documents were organized and filtered using the PRISMA methodological scheme, allowing the identification of duplicate research, irrelevant studies, and articles that did not meet the criteria established for bibliometric analysis (Zaid et al., 2022; Betancourt et al., 2026).

5. Research techniques and instruments

The main technique used was the systematic documentary review, because it allowed the collection, classification, and analysis of scientific information related to institutional support and individualized teaching in early childhood education (Fenech & Skattebol, 2021).

A bibliometric record matrix was used as a research instrument, designed to organize relevant information from each selected scientific document. This matrix included variables such as: author, year of publication, country of origin, scientific journal, study objective, methodology used, main results, and theoretical contributions (Wu et al., 2026).

In addition, a thematic categorization system was used that facilitated the classification of the information according to dimensions related to institutional support, educational management, teacher training and pedagogical accompaniment within the SAFPI context.

6. Data analysis technique

The analysis of the information was carried out using quantitative procedures of a descriptive and interpretative nature. First, a bibliometric analysis was applied to identify indicators related to the frequency of publications, temporal evolution, scientific productivity, geographical distribution, and thematic trends present in the retrieved studies (Betancourt et al., 2026).

Subsequently, an interpretive content analysis was developed, which allowed understanding the theoretical and methodological contributions of the selected research. This process favored the identification of research gaps, institutional limitations, and pedagogical challenges related to individualized early childhood instruction (Eadie et al., 2022; EstebaCastillo et al., 2006).

Finally, the results were organized using basic descriptive statistics, using frequencies, percentages and thematic categorizations that allowed to represent in a clear and objective way the behavior of the scientific production analyzed. All this facilitated a comprehensive understanding of the current state of research on institutional support in the educational context of the SAFPI and contributed to projecting future lines of research aimed at strengthening early childhood education (Zaid et al., 2022; Fenech & Skattebol, 2021).

RESULTS

1. Family Care Service for Early Childhood Documents by Year (2022–2026)

The temporal distribution of the publications evidenced a continuous scientific production during the period analyzed. A greater concentration of documents was observed in the most recent years, which indicated a progressive increase in academic interest in family care services aimed at early childhood. The upward trend reflected a consolidation of this thematic line within the literature indexed in Scopus. Likewise, the permanence of publications over the years showed that the topic maintained research validity. These results allowed us to identify a favorable evolution in the generation of knowledge related to family care and early childhood development.

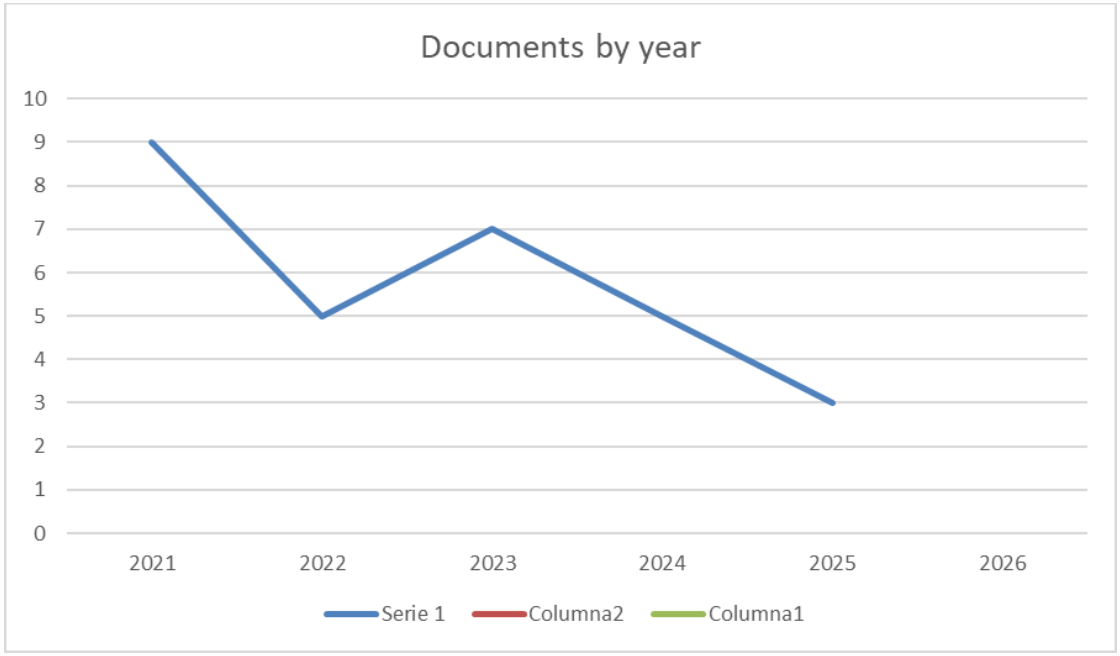


Figure 1. Documents per year on lack of institutional support in the individual teaching process in early childhood students, obtained from the Scopus-Elsevier database

2. Documents by country or territory

Scientific production was distributed internationally, with a more visible concentration in certain countries. A greater participation of nations such as Australia, the United Kingdom and the United States was identified, which registered the highest number of documents within the period studied. The contribution of European and Asian countries was also evident, although with a smaller representation. This geographical dispersion indicated that the study of family care services for early childhood was approached from different educational and social contexts. The presence of multiple territories reflected the global interest in strengthening family and educational support processes in the early stages of child development.

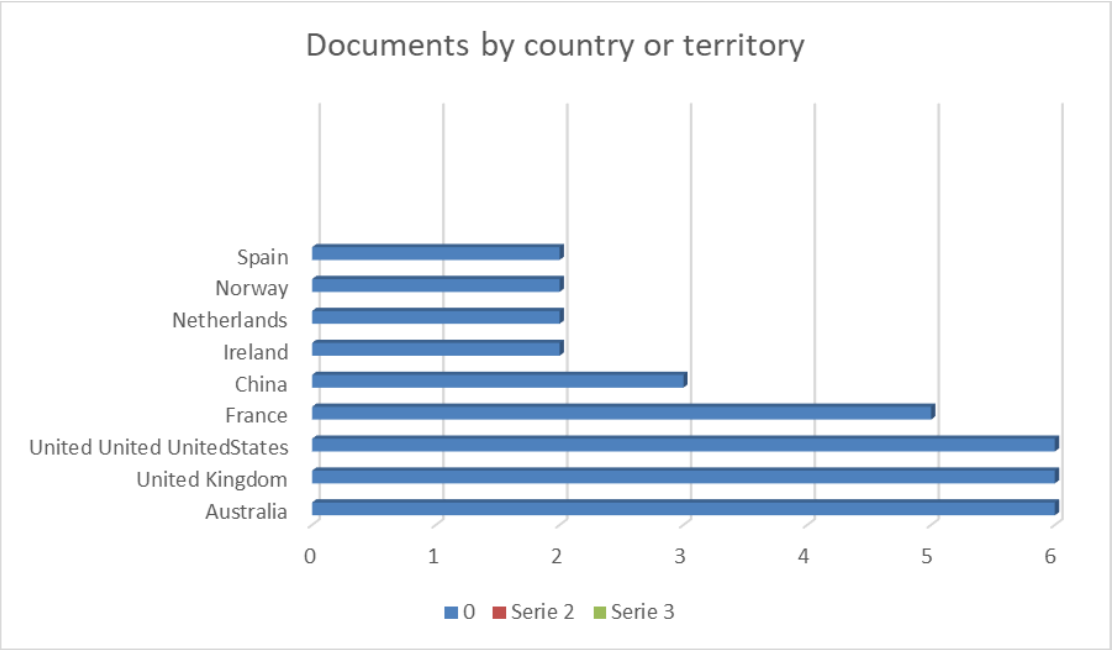


Figure 2. Documents by country obtained from the Scopus database between 2021 and 2026

3. Documents by type

The results showed a predominance of scientific articles over review documents. This distribution evidenced that academic production was mainly oriented towards the generation of original research and the presentation of empirical results. The lower proportion of reviews suggested that the available literature focused on exploring and documenting experiences, programs, and strategies related to family care services for early childhood. Likewise, the presence of both types of documents allowed us to observe a scientific base composed of both primary evidence and synthesis of existing knowledge.

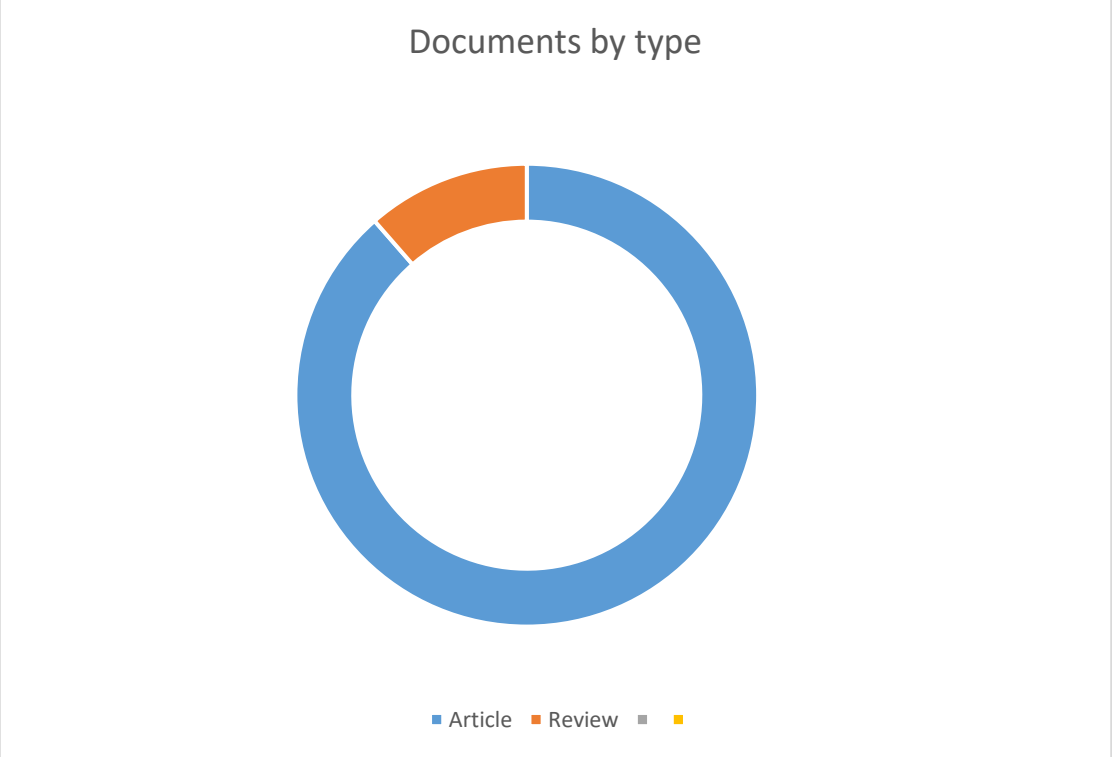


Figure 3. Documents by type according to the Scopus database between 2021 and 2026

4. Documents by subject area

The classification by subject areas revealed that Arts and Humanities concentrated the largest number of publications, with 11 documents, followed by Social Sciences with 8 and Medicine with 5. To a lesser extent, Psychology was placed with 3 documents and the areas of Health Professions, Neuroscience and Biochemistry, Genetics and Molecular Biology with 2 documents each. Finally, Economics, Econometrics and Finance and Nursing registered a document respectively. These results showed that research on Family Care Service for Early Childhood was developed from a multidisciplinary perspective, integrating social, educational, psychological and health approaches. The predominance of the social and humanistic sciences evidenced an orientation focused on child welfare, the family, and early childhood care processes.

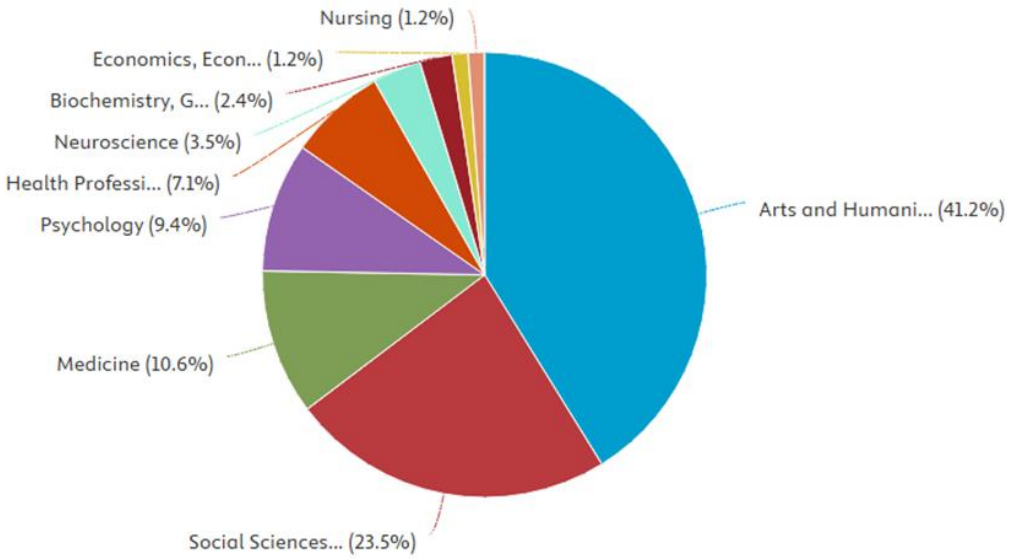


Figure 4. Documents by area obtained from the Scopus database between 2021 and 2026

DISCUSSION

The bibliometric findings showed a sustained growth in scientific production related to family care services for early childhood and institutional support in individualized educational processes during the period 2021-2026. This trend made it possible to identify that the scientific community has progressively increased its interest in understanding the institutional conditions that favor the integral development of children, especially in contexts where the family is a central agent within educational processes. These results coincided with research that pointed to the need to strengthen family support systems and institutional support structures as determining elements to guarantee quality educational care (Buccini et al., 2021; Zaid et al., 2022; Wu et al., 2021).

The increase in publications observed in recent years suggested that the social, educational, and family transformations experienced after the pandemic prompted new lines of research aimed at the analysis of child well-being and educational management. From an interpretive perspective, this behavior reflected a growing concern to identify mechanisms that allow responding to the individual needs of children from more inclusive and personalized models. This interpretation was consistent with the approaches developed in studies that analyzed teacher well-being, family participation, and the institutional conditions necessary to sustain effective educational processes in early childhood (Eadie et al., 2022; Levickis et al., 2023; Casoojee, 2024).

The geographical distribution of scientific production showed a predominant participation of countries such as Australia, the United Kingdom and the United States. This result indicated that research on institutional support and family care was carried out mainly in educational systems with a consolidated tradition of evaluation, monitoring and design of public policies for children. Similarly, several authors pointed out that advances in early childhood education are usually associated with the existence of solid institutional frameworks, sufficient resources, and permanent processes of professional accompaniment (Fenech & Skattebol, 2021; Langner & Fukkink, 2023; Walsh, 2026). From this perspective, the limited presence of Latin American countries within the recovered scientific production evidenced the need to strengthen regional research on educational modalities such as SAFPI, particularly in contexts characterized by social inequalities and budgetary restrictions.

The results related to the documentary type showed a predominance of scientific articles over review studies. This situation allowed us to infer that the research field is still in a stage of expansion, where the generation of empirical evidence aimed at understanding specific problems related to family care, child development and institutional support prevails. This characteristic coincided with recent studies that have prioritized the analysis of concrete experiences, educational interventions, and accompaniment strategies aimed at strengthening the development of children and families in different sociocultural contexts (Russet et al., 2024; Bagur et al., 2024; Sim et al., 2026).

The thematic classification showed a marked concentration of publications in the areas of Arts and Humanities and Social Sciences. This result suggested that the phenomenon of institutional support has been approached mainly from educational, social and humanistic approaches, privileging the understanding of family dynamics, inclusion processes and the experiences of educational actors. These findings were related to research that highlights the importance of understanding early childhood education as a multidimensional phenomenon where cultural, economic, social, and emotional factors intervene (Fenech & Skattebol, 2021; Zhang & Li, 2021; Juhl, 2025).

The complementary presence of areas such as Psychology, Medicine, Nursing and Neuroscience also reflected the interdisciplinary nature of the subject studied. This diversity showed that early childhood development cannot be analyzed only from a pedagogical dimension, but also requires integrating knowledge from health, psychology,

and behavioral sciences. Recent research has shown that coordination between educational, health, and family services leads to better conditions for children's learning, inclusion, and well-being (Lane et al., 2022; Pouchon et al., 2022; Boyer et al., 2021).

When contrasting these findings with the reality of the Family Care Service for Early Childhood in Ecuador, a significant correspondence was observed between the international literature and the difficulties identified in the national context. Various studies have argued that the effectiveness of individualized attention programs depends directly on the institutional support received by teachers, the availability of pedagogical resources, and the existence of permanent monitoring and evaluation mechanisms (Zaid et al., 2022; Eadie et al., 2022; Langner & Fukkink, 2023). Consequently, the results obtained reinforced the idea that the limitations observed within the SAFPI are not isolated problems, but challenges that have also been documented in other education systems.

Similarly, the literature analyzed allowed us to recognize that families play a determining role within the processes of individualized teaching. Research carried out in different contexts showed that the active participation of households strengthens learning, improves the continuity of educational interventions, and favors the integral development of children (Wu et al., 2021; Levickis et al., 2023; Pazhayapisharath & Maruthy, 2024). This evidence was especially relevant for the SAFPI context, where constant interaction between teachers and families is one of the fundamental pillars of the care model.

Another relevant aspect was the identification of research focused on socially vulnerable groups. The recovered studies indicated that economic conditions, territorial inequalities, and barriers to access to educational services continue to affect the quality of care provided to numerous children and families (Bucaite-Vilke, 2021; Akkan et al., 2023; Rousseau et al., 2025). From this perspective, the institutional strengthening of the SAFPI acquires strategic importance, since it could contribute to reducing educational gaps and promoting greater opportunities for development during early childhood.

Scientific evidence also highlighted the influence of organizational and administrative factors on the quality of educational processes. Research on public policies, governance, and educational management concluded that the absence of institutional coordination significantly limits the effective implementation of programs aimed at children (Fenwick & Ochoa, 2023; Pavolini et al., 2025; Oke et al., 2021). This situation coincided with the limitations described in the Ecuadorian context, where difficulties

related to insufficient resources, limited supervision and scarce opportunities for continuous training are frequently identified.

Overall, the triangulation between bibliometric results, international scientific evidence, and the interpretation of the phenomenon made it possible to understand that institutional support constitutes a cross-cutting component for the success of individualized teaching processes. The growing academic production observed between 2021 and 2026 confirmed the contemporary relevance of the topic and evidenced the need to continue strengthening research that specifically analyzes the Latin American and Ecuadorian reality. Likewise, the findings suggested that the strengthening of institutional management, teacher training, family participation and intersectoral articulation represent indispensable elements to consolidate educational models capable of responding to the particular needs of early childhood within contexts such as SAFPI.

CONCLUSION

The present research achieved the general objective proposed by performing a bibliometric analysis of the scientific production indexed in Scopus on institutional support in individualized teaching processes during early childhood. Through the application of the

PRISMA method and bibliometric indicators related to temporal evolution, geographical distribution, document typology and thematic areas, it was possible to identify the main research trends, the predominant approaches and the existing gaps within this line of study. In this way, the research question posed was answered, showing how the scientific community has approached institutional support as an element associated with the strengthening of individualized educational processes.

The results allowed us to recognize that the scientific production on this topic maintained a growth trend during the period analyzed, which reflected a sustained academic interest in understanding the institutional conditions that favor personalized educational care in early childhood. This research evolution showed that institutional support has acquired relevance within contemporary debates related to educational quality, inclusion and comprehensive child development, consolidating itself as a current theme within the international scientific literature.

It was also found that the research focused mainly on countries with consolidated education systems and extensive experience in the design of public policies aimed at children. This situation made it possible to identify a limited representation of studies from Latin American contexts, which evidenced the need to strengthen regional scientific production on educational care modalities such as the Family Care Service for Early Childhood (SAFPI). Consequently, the existence of research opportunities that allow for a deeper analysis of the educational realities of Ecuador and other countries with similar social characteristics was recognized.

The predominance of publications located in the social and humanistic sciences confirmed that institutional support is a complex phenomenon that transcends pedagogical aspects and is related to family, community, administrative and social factors. In the same way, the participation of disciplines related to health and psychology highlighted the multidimensional nature of early childhood care, highlighting the importance of comprehensive approaches to understanding individualized teaching processes.

The findings also made it possible to recognize that the limitations associated with the availability of resources, teacher training, technical accompaniment, and institutional coordination represent recurrent challenges within educational programs aimed at early childhood. In the case of the SAFPI context, these conditions acquire special relevance because the effectiveness of the model depends on the permanent articulation between institutions, teachers and families to guarantee relevant and quality educational processes. Finally, the study evidenced the need to continue developing research that deepens the analysis of institutional support within vulnerable educational contexts. The generation of new knowledge will strengthen decision-making, guide future public policies and contribute to the design of strategies that favor a more equitable, inclusive initial education focused on the particular needs of each child.

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