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Pedagogical management in peruvian education: a systematic review

Análisis de la gestión pedagógica en la educación peruana: una revisión sistemática

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Abstract

The objective of this systematic review was to analyze the scientific evidence on pedagogical management in the Peruvian educational context, based on documents published between 2021 and 2025. The methodology followed the guidelines of the PRISMA 2020 statement and included 24 studies indexed in the Scopus, Web of Science, and SciELO databases; these were selected using inclusion criteria that prioritized empirical research, review articles, and case studies conducted at Peruvian institutions. These findings reveal that effective pedagogical management has a positive impact on students' competency development, the consolidation of reflective teaching practice, and the creation of inclusive and participatory educational environments. The main contribution of this review was to systematize the key dimensions of pedagogical management, such as distributed leadership, teacher support, and formative assessment, all of which are critical for responding to the demands for social and technological transformation of the Peruvian education system, aimed at the continuous improvement of educational quality.

Keywords: Educational management, quality of education, pedagogical leadership.

Resumen

La presente revisión sistemática tuvo como objetivo analizar la evidencia científica sobre la gestión pedagógica en el contexto educativo peruano, a partir de documentos publicados entre 2021 y 2025. La metodología se rigió por los lineamientos de la declaración PRISMA 2020 e incluyó 24 estudios indexados en las bases de datos Scopus, Web of Science y SciELO; estos fueron seleccionados mediante criterios de inclusión que priorizaron investigaciones empíricas, artículos de revisión y estudios de caso desarrollados en instituciones peruanas. Estos hallazgos revelan que una gestión pedagógica efectiva incide positivamente en el desarrollo competencial de los estudiantes, en la consolidación de la práctica reflexiva docente y en la construcción de entornos educativos inclusivos y participativos. El principal aporte de esta revisión consistió en sistematizar las dimensiones clave de la gestión pedagógica, tales como el liderazgo distribuido, el acompañamiento docente y la evaluación formativa, las cuales resultan críticas para responder a las demandas de transformación social y tecnológica del sistema educativo peruano, orientadas a la mejora continua de la calidad educativa.

Palabras clave: Gestión educacional, calidad de la educación, liderazgo pedagógico.

Introduction

Across the globe, pedagogical management is generally theorized as a complex web of human and institutional resources aimed at guaranteeing quality education. Yet the literature points to a deep rift between this systemic ideal and the operational reality of education ministries (UNESCO, 2026), exposing a structural vulnerability in which 53% of countries still manage education through paper-based records and base their planning solely on overall enrollment figures (UNESCO, 2024).

In Latin America, shortcomings in pedagogical management are tied to inadequate infrastructure, persistent socio-educational inequalities, and insufficient training of school leaders in managerial competencies. Orozco et al. (2023) warn that pedagogical management across the region shows conspicuous weaknesses in linking curricular planning, learning monitoring, and institutional evaluation. Cabero et al. (2023) likewise document substantial differences in pedagogical management levels among countries in the region, a reflection of inequities in leadership training processes and in the professional development opportunities available for sound pedagogical instruction (Banco Mundial, 2024).

Within Peru, a systematic review of pedagogical management takes on particular relevance given the ongoing challenges in leadership training, pedagogical leadership, and results-oriented management models (Donayre, 2026; Juárez et al., 2024). Research in this area is essential to educational improvement, yet difficulties persist in curricular planning, teacher support, and evaluation (Olaya et al., 2024). Timeliness in management practices, in turn, proves decisive for teaching performance (Figueroa, 2023; Panta, 2024), which is why reviews of this kind can help identify gaps and effective strategies that inform decision-making and strengthen professional development policy (Peña et al., 2024; Vásquez, 2024).

Even so, despite the range of studies already conducted on pedagogical management in Peru, the available literature carries three significant limitations that justify the present systematic review: First, existing studies tend to take a fragmented approach, focusing on isolated dimensions such as school leadership or teacher support (Juárez et al., 2024; Olaya et al., 2024). Second, the national scientific output shows considerable methodological dispersion (Figueroa, 2023; Panta, 2024). Third, no synthesis has yet been carried out that, through the application of standardized protocols such as PRISMA, consolidates the available evidence and appraises its methodological quality (Vásquez, 2024).

This scientific gap is especially critical in a context that calls for decisions grounded in evidence rather than assumption. The present study therefore sets out to answer the following research question: What characteristics, dimensions, and factors are associated with pedagogical management in Peruvian educational institutions, according to the scientific evidence published between 2021 and 2026?

The study carries social relevance in that it advances understanding of how pedagogical management improves educational practice and knowledge acquisition, thereby offering teachers and school leaders evidence they can draw on (Huamán et al., 2022). It will also help identify trends, challenges, and opportunities within Peruvian pedagogical management, providing a solid foundation for researchers and education policymakers alike (Paragua, 2024). From a methodological standpoint, the review contributes a rigorous synthesis of the available evidence, pinpointing validated approaches and instruments for assessing pedagogical management (Rodríguez et al., 2021). Finally, on a theoretical level, it integrates and contrasts the principal conceptual contributions to the field, consolidating existing knowledge through a critical review of national and international research (Hadi et al., 2023).

Points of agreement and consensus in the literature

A cross-cutting agreement emerges among the studies reviewed regarding the connecting role that pedagogical management plays as a determining factor for educational quality and school transformation. Vásquez (2024) and Peña et al. (2024) both note that pedagogical management functions as an axis that integrates curricular processes, teaching performance, and learning outcomes, acting as a catalyst for institutional improvement. Arteaga and Fernández (2023) reinforce this claim, demonstrating empirically, through a correlational design, a significant link between pedagogical management and the quality of educational services; this suggests that pedagogical management is not a peripheral component of the education system but rather its backbone.

Divergences and tensions in the field

A first source of tension lies in methodological disparity: whereas Donayre (2026), Peña et al. (2024), and Vásquez (2024) favor systematic or documentary reviews under standardized protocols such

as PRISMA, Arteaga and Fernández (2023) rely on a quantitative correlational design, which complicates direct comparability and the systematic accumulation of knowledge. A second tension appears in how the object of study is delimited. Vásquez (2024) approaches pedagogical management from a broad perspective that encompasses school leadership and administrative management, whereas

Donayre (2026) breaks it down into four specific axes: paradigms and models, leadership and technological integration, teaching performance, and management in vulnerable settings, reflecting differing levels of analytical granularity.

Emerging research trends

Comparative analysis makes it possible to identify three main trends currently shaping the research agenda. The first is a growing concern with vulnerable contexts, reflected in the emphasis of Donayre (2026) on management in disadvantaged settings and in the observation of Vásquez (2024) about the gaps that persist in such models. The second is the integration of emerging technologies into management processes, identified by Donayre (2026) as a central axis, even though Vásquez (2024) flags it as an area that remains underdeveloped in the Peruvian context. The third is a methodological shift toward systematic reviews conducted under PRISMA protocols, marking a methodological advance for the field that moves beyond purely descriptive approaches and positions evidence synthesis as a standard for generating knowledge applicable to education policy.

Gaps and limitations in the reviewed literature

Despite these advances, certain limitations remain that the present review seeks to address. The first is geographic and temporal dispersion: while Donayre (2026) adopts a comparative Latin American approach, the remaining studies are confined to the Peruvian setting and cover time windows that do not always align (2020–2024 versus 2021–2026). The second is the scarcity of studies that integrate education policy, institutional management, and classroom practice into a single, cohesive framework. The third is the limited attention given to appraising the methodological quality of the studies included in prior reviews, an aspect the present investigation addresses through the rigorous application of the PRISMA protocol and a formal assessment of bias risk.

Theoretical framework

The legal basis for pedagogical management rests on General Education Law No. 28044, whose Article 64 requires school leaders to plan, organize, direct, and oversee institutional processes that underpin teaching and learning, while respecting pedagogical autonomy in the interest of improving educational quality across the Peruvian school system (MINEDU, 2021).

The dimensions of pedagogical management in Peru are further grounded in the regulations implementing that law (S.D. No. 011-2012-ED) and in the guidelines set out in S.D. No. 006-2021-MINEDU, which establish pedagogical leadership as the second most influential variable in student learning outcomes.

Structural dimensions of pedagogical management: an integrated model

The specialized literature converges on four interrelated dimensions (strategic, pedagogical, administrative, and community-based) that together constitute pedagogical management as a dynamic system, with each dimension operating within a logic of systemic interdependence.

The strategic dimension sets the institutional course by establishing a vision, mission, and objectives aligned with national education policy (S.D. No. 006-2021-MINEDU). It seeks to build a diagnostic picture of each educational community's capacities, opportunities, and needs, linking institutional planning to learning outcomes and guiding both pedagogical and administrative decisions (Díaz & Villafuerte, 2022).

The pedagogical dimension, is widely regarded as the very core of educational work, centering on the teaching-learning dynamics that unfold in the classroom. It is oriented toward the effective implementation of the National Basic Education Curriculum through curricular planning, instructional support, monitoring of teaching practice, formative assessment, and ongoing feedback, and it engages closely with instructional-leadership approaches (Bedoya et al., 2021).

The administrative dimension covers the range of support activities that ensure the institution's operating conditions. It allows pedagogical tasks to proceed efficiently and effectively, encompassing the acquisition, processing, and use of the required resources within a functional framework for distributing competencies and roles (Cárdenas, 2025).

The community dimension encourages the active involvement of community members, families, students, and the wider community in school life. It promotes strategic partnerships with social organizations to support collaborative projects, civic participation, and social responsibility (Solano, 2021).

Building on this theoretical contrast and the literature reviewed, the study sets out the following objectives:

General objective: to examine pedagogical management in Peruvian educational institutions through a systematic review of the scientific literature published between 2021 and 2026.

Specific objectives: to identify the importance of pedagogical management in Peruvian educational institutions based on the available scientific evidence; to describe the main theories and approaches that underpin pedagogical management within the Peruvian educational context; and to determine the trends and knowledge gaps in research on pedagogical management in Peru.

Methodology

This study adopts a qualitative approach aimed at understanding and interpreting the perceptions, meanings, and dynamics underlying pedagogical management within the Peruvian educational context (Medina et al., 2023). It is basic research, focused on generating new knowledge and deepening the understanding of the theoretical foundations of pedagogical management rather than pursuing an immediate practical application (Arias & Covinos, 2021). A systematic literature review was used as the research method, allowing the evidence to be gathered, analyzed, and synthesized rigorously through established procedures and explicit selection criteria, which in turn made it possible to identify trends, knowledge gaps, and contributions relevant to future research (Ruiz & Valenzuela, 2022). The methodological design followed the guidelines of the PRISMA 2020 statement, ensuring transparency throughout the process (Page et al., 2021).

Search strategy and information sources

The literature search was conducted in June 2026 across the Scopus, Web of Science, and SciELO databases, chosen for their well-established academic standing and their coverage of the social sciences and education. Descriptors and Boolean operators were adapted to each database: in Scopus, (“gestión pedagógica” OR “pedagogical leadership”) AND (“Perú”) AND (“calidad educativa” OR “educational quality”); in Web of Science, (“gestión pedagógica” OR “pedagogical management” OR “liderazgo pedagógico” OR “instructional leadership”) AND (“Perú”); and in SciELO, (“gestión pedagógica”) AND (“Perú”).

The search was further supplemented with queries in Google Scholar to capture gray literature and non-indexed studies that might contribute relevant evidence, applying the same eligibility criteria.

Eligibility criteria

The following inclusion criteria were established: (a) studies published between 2021 and 2026, to ensure the currency of the evidence; (b) documents written in Spanish or English, to broaden geographic and linguistic coverage; (c) research with clearly defined methodological designs (qualitative, quantitative,

or mixed) set within the Peruvian or Latin American context and bearing implications for Peru; and (d) scientific articles published in indexed journals.

In turn, the following exclusion criteria were applied: (a) documents duplicated across the different databases; (b) incomplete studies or those without full text available; (c) research exhibiting significant methodological weaknesses; and (d) publications that did not directly address pedagogical management as their central object of study.

Selection and data extraction process

The selection process unfolded in four stages, following the PRISMA 2020 flow diagram (Figure 1). In the first stage, a total of 244 records were retrieved (62 from Scopus, 78 from Web of Science, and 104 from SciELO). In the second stage, 94 duplicate documents and 38 irrelevant records were removed, leaving 112 unique records. A further 47 documents were then excluded after reviewing their titles and journal scope, leaving 65 publications for detailed evaluation. In the third stage, 21 articles were excluded for failing to meet the established eligibility criteria, leaving 44 publications assessed in full text; finally, another 21 were excluded for not directly addressing the study's objectives, leaving 24 studies included in the systematic review.

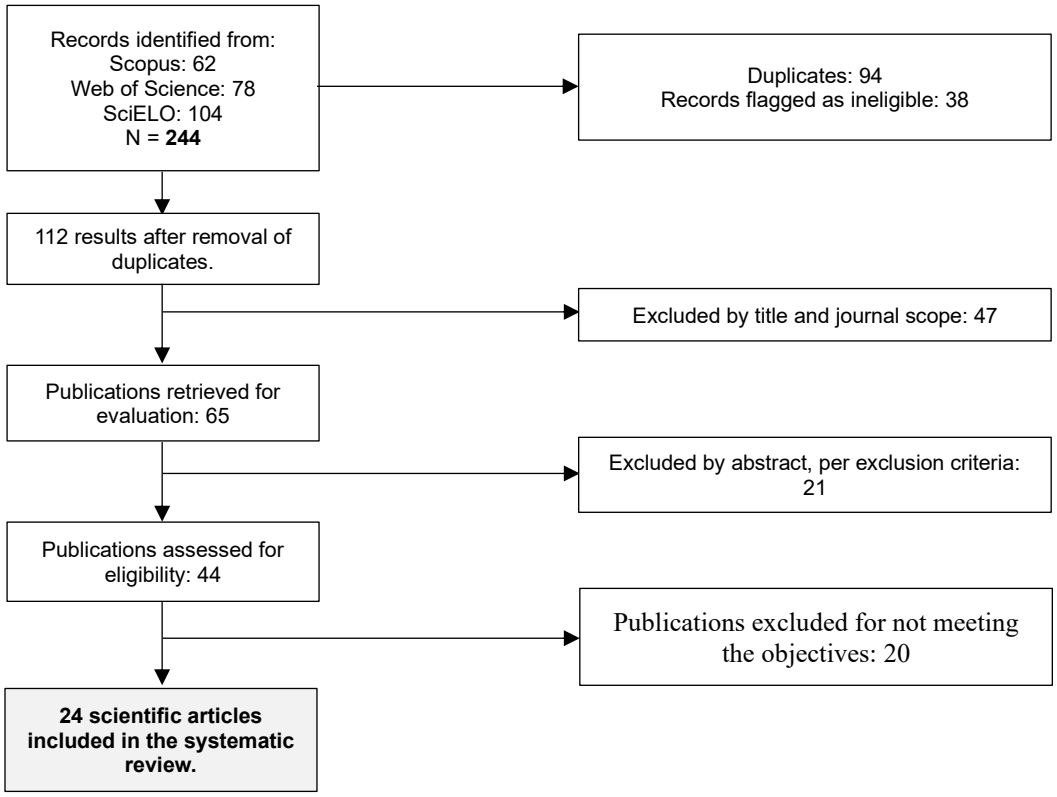
Methodological quality assessment

This assessment was carried out to ensure the validity and reliability of the 24 studies included in the systematic review, in keeping with the design of each investigation. For qualitative studies, the CASPe tool (Critical Appraisal Skills Programme, 2022) was applied, which evaluates the clarity of the objectives, the adequacy of the methodological approach, and the appropriateness of participant selection (Medina et al., 2023). For quantitative studies, an adaptation of the STROBE statement (Strengthening the Reporting of Observational Studies in Epidemiology) was used, taking into account sample representativeness, instrument validity, and the robustness of the statistical analysis (Von-Elm et al., 2021).

Synthesis and analysis process

The analysis of the extracted data was organized around the study's objectives: (a) the importance attributed to pedagogical management in the Peruvian context, (b) the theoretical approaches and dimensions addressed in the literature, and (c) the trends and knowledge gaps identified. This qualitative synthesis was complemented by a frequency analysis of the most recurrent categories, which allowed for a descriptive quantitative integration of the findings.

Figure 1. PRISMA analysis of the study



Results

The findings presented below offer a panoramic view of the scientific knowledge currently available on the topic under analysis. They likewise provide relevant theoretical and empirical grounding for explaining pedagogical management within educational institutions.

Table 1. *Results for the general objective.*

Year and author	Management focus	Type of study
Donayre (2026)	Examines pedagogical management in Peru, Chile, Colombia, and Brazil using the PRISMA protocol.	Systematic review
Juárez et al., (2024)	Determines the importance of contemporary educational models.	Systematic review
Peña et al. (2024)	Shows that articulated management models hold significant potential for improving teaching quality, learning, and transformational leadership.	Systematic review
Arteaga & Fernández (2023)	Provides evidence of a significant link between pedagogical management and the quality of educational services among teachers in Lima.	Quantitative correlational
Panta (2024)	Examines the timeliness of pedagogical management in relation to teaching performance.	Quantitative descriptive

Cueva-Pérez & Ortega-Cabrejos, (2024)	Proposes a pedagogical management model to strengthen teacher leadership.	Qualitative, proposal-oriented
Pajuelo (2025)	Determines the association between teachers' perceptions of pedagogical management and institutional practices.	Quantitative correlational
Vásquez (2024)	Pedagogical management, school leadership, and administrative management over the 2020–2024 period.	Documentary review
Cruz et al., (2022)	Provides evidence of the association between the dimensions of pedagogical management and educational quality.	Quantitative correlational
Figueroa (2023)	Examines pedagogical management and its link to teaching performance during the pandemic.	Quantitative correlational
Loayza. (2025)	Examines curricular management and pedagogical practice in educational institutions.	Quantitative correlational
Quispe-Morales et al., (2024)	Examines the link between educational management and teacher job satisfaction in schools in Ayacucho.	Quantitative correlational

Table 1 shows that the included studies approach pedagogical management from two complementary methodological angles: systematic reviews (Donayre, 2026; Juárez, 2024; Peña et al., 2024; Vásquez, 2024) and correlational empirical studies (Arteaga & Fernández, 2023; Panta, 2024; Quispe-Morales et al., 2024). While this methodological diversity enriches understanding of the phenomenon, it complicates the direct comparability of findings.

Table 2. *Results for specific objective 1: The importance of pedagogical management.*

Year and author	Importance of management instruments	Type of study
Bedoya et al., (2021)	Determines the link between pedagogical management and educational quality at a Peruvian public institution.	Quantitative correlational
Cárdenas (2025)	Proposes a model of university organization and management.	Qualitative, proposal-oriented
Díaz & Villafuerte (2022)	Pedagogical management directed toward institutional action in pursuit of long-term educational goals and objectives.	Theoretical review
Solano et al. (2021)	Pedagogical management as a strength of inclusive, democratic education.	Qualitative descriptive
Pesántez et al. (2025)	Analyzes educational management strategies for engaging teachers in curriculum development, toward a participatory and strategic form of pedagogical management.	Theoretical review

Table 2 reveals five lines of argument underpinning its importance: (a) a direct link to educational quality (Bedoya et al., 2021; Cruz et al., 2022); (b) strategic planning as an essential component (Díaz &

Villafuerte, 2022); (c) the community dimension as a democratizing element (Solano et al., 2021); (d) innovation in university management (Cárdenas, 2025); and (e) management strategies for curriculum development (Pesántez et al., 2025). Together, these findings confirm that pedagogical management operates as a dynamic, interdependent system.

Table 3. *Results for specific objective 2: Theories of pedagogical management.*

Year and author	Theoretical approaches to management	Type of study
Leithwood et al., (2020)	The impact of pedagogical leadership on learning quality and on the supervision and support of teaching practice.	Theoretical review
Balladares & Valverde (2022)	Examines the TPACK techno-pedagogical model and its impact on teacher training, and on the pedagogical and disciplinary knowledge that drives innovation in pedagogical management.	Systematic review
Juárez et al., (2024)	Current models of pedagogical management, change, and innovation.	Systematic review
Martos-Huamán, (2024)	Pedagogical management and teaching performance in regular basic education in Peru: A systematic literature review	Systematic review
Peña et al., (2024)	Articulated management models for improving educational quality in higher education institutions: A systematic literature review.	Systematic review

Table 3 identifies four predominant theoretical traditions: pedagogical leadership (Leithwood et al., 2020), the TPACK model (Balladares & Valverde, 2022), contemporary management models (Juárez et al., 2024), and articulated management models (Peña et al., 2024). The field shows a coexistence of established and emerging approaches, reflecting its ongoing evolution and the continued need to develop integrative conceptual frameworks.

Table 4. *Results for specific objective 2: Trends and knowledge gaps.*

No.	Year and author	Theoretical approaches to management	Type of study
1	Vásquez (2024)	Pedagogical management and administrative management in Peruvian educational research (2020–2024): A documentary review of patterns, trends, and challenges	Documentary review
2	Donayre (2026)	Examines the scientific output on pedagogical management in Peru, Chile, Colombia, and Brazil through a systematic PRISMA review.	Systematic PRISMA review
3	Cruz et al., (2022)	Shows a direct link between the various components of pedagogical management and educational quality, confirming that coherent, systemic institutional leadership matters.	Quantitative correlational
4	Figueroa (2023)	Examines pedagogical management and its link to teaching performance among Peruvian teachers in a disadvantaged area of Lima.	Quantitative correlational

5	Quispe et al., (2025)	Determines the relationship between curricular management and pedagogical practice, and the alignment between the curriculum and pedagogical actions in support of learning outcomes.	Quantitative correlational

Table 4 synthesizes the findings of five studies addressing emerging trends and knowledge gaps in the field of pedagogical management in Peru. Analysis of this table reveals four methodological and thematic trends, along with three significant gaps that inform the agenda for future research.

Discussion

The evidence confirms that pedagogical management in Peru is understood as a multidimensional, systemic construct that serves as the organizing axis of educational quality, integrating curricular processes, teaching performance, and learning outcomes (Vásquez, 2024; Peña et al., 2024), consistent with the framework proposed by Leithwood et al. (2020). Even so, a substantial gap emerges between the regulatory framework (Law No. 28044 and S.D. No. 006-2021-MINEDU) and its effective implementation, particularly in disadvantaged settings (Olaya et al., 2024; Panta, 2024), mirroring the structural weaknesses already documented across Latin America (Orozco et al., 2023; UNESCO, 2024).

Analysis of the four interrelated dimensions reveals uneven development across Peruvian institutions: the strategic dimension suffers from a disconnect between formal planning and operational reality (Díaz & Villafuerte, 2022; Pajuelo, 2025); the pedagogical dimension, recognized as the core of the system, shows weaknesses in teacher support and limited technological integration (Bedoya et al., 2021; Figueroa, 2023; Donayre, 2026); the administrative dimension tends to absorb a disproportionate share of institutional effort, skewing priorities (Cruz et al., 2022; Cárdenas, 2025); and the community dimension, though recognized as key in disadvantaged settings, faces persistent challenges in achieving genuine participation (Solano et al., 2021; Quispe-Morales, 2024). This uneven distribution points to the need for leadership-training policies that foster comprehensive, systemic management, moving beyond fragmented approaches and toward models that are both democratic and responsive to local realities (Donayre, 2026; Juárez et al., 2024).

Conclusions

This systematic review confirms that pedagogical management stands as a strategic element for meeting the demands of contemporary educational settings in Peru, functioning as the organizing axis of educational quality, institutional innovation, and the strengthening of teaching-learning processes. The main scientific contribution of this study lies in its systematic, critical synthesis of the evidence published between 2021 and 2026, which made it possible to identify common patterns, methodological tensions, and knowledge gaps that had not previously been integrated under a standardized PRISMA protocol. In doing so, the study offers school leaders, teachers, and decision-makers a holistic, up-to-date frame of reference that moves beyond fragmented approaches and provides a solid basis for informed decision-making.

This framework shows that pedagogical management interdependently weaves together pedagogical leadership, a systemic approach to school management, and results-based management, all of which bear directly on the quality of learning outcomes. Within this process, techno-pedagogical integration, particularly under the TPACK model, stands out as a key driver of innovation. Even so, for these theoretical foundations to translate into effective practice, several direct implications follow for Peruvian educational management: it is urgent to strengthen leadership-training programs focused on instructional leadership, teacher support, and curricular management, and to promote public policies that integrate the strategic, pedagogical, administrative, and community dimensions systemically, moving past the

disproportionate emphasis on administrative management that characterizes many institutions across the country

Building on these findings, the analysis found that the main trends in research on pedagogical management center on school leadership, educational quality, and management in disadvantaged settings. Significant gaps nonetheless remain in the study of curricular management, the alignment between policy and institutional practice, and the effective integration of emerging technologies. These shortcomings point to promising avenues for future research, where it becomes essential to develop longitudinal and experimental empirical studies that assess the effective implementation and long-term impact of pedagogical management models across Peruvian institutions.

In sum, pedagogical management is consolidated as a determining factor in raising the quality of teaching and learning processes, fostering the development of student competencies, strengthening teaching performance, and promoting an education that is more inclusive, participatory, and responsive to the demands of knowledge. The evidence reviewed underscores the urgency of addressing disadvantaged contexts through differentiated approaches and of moving toward management models that are both democratic and territorially relevant and precisely attuned to the diversity of educational realities across Peru.

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