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*Scientific articles*

## **Liderazgo pedagógico mejora la calidad educativa en docentes desde una institución educativa privada**

***Pedagogical leadership improves educational quality in teachers from a private educational institution***

***Liderança pedagógica melhora a qualidade educacional de professores de uma instituição de ensino privada***

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### **Resumen**

El liderazgo pedagógico se define como la capacidad de asumir el compromiso, la responsabilidad y la organización necesarios para alcanzar los objetivos de aprendizaje de los estudiantes. Esto implica tener en cuenta las realidades y experiencias presentes en diversos contextos para involucrar a toda la comunidad escolar con el objetivo de proporcionar una calidad educativa. Por tanto, esta investigación tiene como finalidad explorar y recopilar información publicada en artículos y tesis para describir la relación entre las variables *liderazgo pedagógico* y *calidad educativa*. El enfoque de la investigación fue cuantitativo, con un diseño no experimental de corte transversal y correlacional causal. Para la recolección de información se utilizó la investigación de 10 documentales en base de datos, también bases teóricas de autores como apoyo de la revisión bibliográfica reconociendo la relación de ambas variables. Como conclusión, se encontró la existencia de una relación entre liderazgo pedagógico y calidad educativa, respaldada por las conclusiones de los artículos revisados, que mayoritariamente coinciden en una relación significativa en las distintas dimensiones propuestas.

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**Palabras claves:** liderazgo, pedagogía, calidad, educativa, relación, dimensión.

## Abstract

Pedagogical leadership is defined as the ability to assume the commitment, responsibility and organization necessary to achieve students' learning objectives. This implies taking into account the realities and experiences present in various contexts to involve the entire school community with the aim of providing educational quality. Therefore, this research aims to explore and compile information published in articles and theses to describe the relationship between the variables of pedagogical leadership and educational quality. The research approach was quantitative, with a non-experimental cross-sectional and causal correlational design. To collect information, the investigation of 10 documentaries in a database was used. In conclusion, the existence of a relationship between both variables was found, supported by the conclusions of the reviewed articles, which mostly agree on a significant relationship in the different proposed dimensions.

**Keywords:** leadership, pedagogy, quality, educational, relationship, dimension.

## Resumo

A liderança pedagógica é definida como a capacidade de assumir o compromisso, a responsabilidade e a organização necessários para atingir os objetivos de aprendizagem dos alunos. Isto implica ter em conta as realidades e experiências presentes nos diversos contextos para envolver toda a comunidade escolar com o objetivo de proporcionar qualidade educativa. Portanto, esta pesquisa tem como objetivo explorar e compilar informações publicadas em artigos e teses para descrever a relação entre as variáveis de liderança pedagógica e qualidade educacional. A abordagem da pesquisa foi quantitativa, com desenho transversal não experimental e correlacional causal. Para coletar informações, utilizou-se a investigação de 10 documentários em um banco de dados. Concluindo, constatou-se a existência de relação entre ambas as variáveis, corroborada pelas conclusões dos artigos revisados, que em sua maioria concordam com uma relação significativa nas diferentes dimensões propostas.

**Palavras-chave:** liderança, pedagogia, qualidade, educacional, relacionamento, dimensão.

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## Introduction

The general population demands a change in the educational approach, which must take into account the diverse realities and experiences present in the different contexts of teachers and students. Unfortunately, according to the 2019 World Bank report (cited by Rafael and Orbegoso, 2019), there are multiple obstacles that prevent the achievement of institutional objectives, among which the deficient professional and comprehensive training of educators stands out, which impacts the poor academic performance of students. This, evidently, hinders the implementation of innovative pedagogical practices, as well as the achievement of the objectives to provide quality education.

Currently, in countries considered world powers, it is observed that 80% of managers carry out continuous monitoring and advice to educators in order to improve pedagogical practice. Furthermore, according to the Organization for Economic Cooperation and Development (OECD) (2019), educational systems worldwide are designed for managers to assume leadership roles in educational institutions, since these professionals are essential to motivate and guarantee support needed to deliver high-quality teaching and improve educators' performance.

In addition to the above, the United Nations Educational, Scientific and Cultural Organization (UNESCO) (2020) highlights the importance of implementing the sustainable development goals (SDGs) to achieve adequate educational quality, since there is an intrinsic relationship between these goals and the achievement of a quality education that allows us to overcome barriers such as scarcity and promotes a culture of peace. This shows that educational quality is directly related to efficient administration processes in educational institutions, through indicators and standards that involve and commit the community in educational and pedagogical processes.

## Context

Over time, education has experienced significant changes in various areas. One of these notable changes is the progressive development of pedagogical leadership, which is carried out gradually. This has allowed managers to adopt various strategies with the aim of promoting innovation and transformation in the teaching-learning processes, since in the 2019 ECE test, specifically in reading comprehension, barely 37.6% was reached in the satisfactory level, and in mathematics only 17% was achieved.

These realities are also related to aspects of the environment, such as the lack of adequate infrastructure, furniture in poor condition, outdated educational materials, deteriorated technological equipment, scarcity of teaching resources, limitations in the



job training of teachers in their vocation, lack of strategies to address the needs of students, repetitive pedagogical routines in the classroom and the lack of pedagogical leadership on the part of school authorities, etc., aspects that contribute to the inability to provide quality education.

In this context, and in relation to the documents provided by the Ministry of Education (MINEDU, 2018), which outline the educational processes that teachers must carry out to offer quality education, the importance of considering managers is highlighted. as pedagogical leaders. They are expected to assume their role in management to contribute to development, teaching and educational quality.

Regarding this topic, the analysis of the indicators on the pedagogical leadership scales revealed results for two types of profiles. On the one hand, it was observed that 43.1% of the managers achieved a medium to high level, while 56.9% of the other group achieved a low to medium level. In addition, it was found that 59.7% of state schools obtained a low to medium profile, compared to non-state schools, which achieved a medium to high profile with 53.5%.

Considering these figures, this article has been prepared with the purpose of offering a detailed description and a contextualized explanation of the problem, for which the following question has been formulated: what is the implication of pedagogical leadership in educational quality in institutions? private educational institutions? To answer this question, we will begin by specifying the meaning of the concept of *pedagogical leadership*.

Pedagogical leadership is defined as an individual's ability to lead effectively, understand his or her team, and apply an innovative leadership style. This approach seeks to reflect the results obtained and anticipate the factors that influence the environment in which it is practiced. According, the dimensions of pedagogical leadership, as described by Viviane Robinson (2007, cited by Bolívar, A., 2013) are four, and they support the achievement of effective learning results. These dimensions are:

1. Establish goals and expectations: The leader is involved in the implementation of various strategies with the objective of achieving fundamental and measurable goals together with the educational community. This implies precise and clear communication of goals, as well as the active participation of the community to achieve the expected success.
2. Obtain and allocate resources strategically: The leader, when directing his team, has the responsibility of identifying the resources and materials that the school does not possess. Then, you must manage effectively with the corresponding

- organizations to obtain these resources. This strategic action seeks to guarantee that the institution has the necessary elements to provide quality education.
3. Planning, coordination and evaluation of teaching and curriculum: The leader acts as a support for the professional practice of each member of his teaching team. That is, it provides support to evaluate the learning process through observation, implements monitoring mechanisms and evaluates compliance with quality standards. The objective is to achieve an effective educational process, followed by feedback that strengthens skills and corrects possible limitations to contribute to improving and consolidating leadership in the teaching staff.
  4. Promote and participate in the learning and professional development of teachers: The leader, by guiding his or her group, encourages active participation in the professional development of teachers. To do this, it stimulates the development of innovative strategies and carries out follow-up or monitoring to address the constant changes in pedagogical practice.
  5. Ensure an orderly and supportive environment: The leader recognizes the importance of creating a pleasant and positive environment. In this sense, it promotes favorable interpersonal relationships and seeks to reach agreements and commitments that govern the educational system to create an environment conducive to the learning and comprehensive development of students.

On the other hand, regarding educational quality, it is defined as educational systems that positively or negatively impact human development, establishing connections between the individual and society. Its objective is to train citizens through educational policies, planning and conditions indicated by the indicators with the purpose of improving needs and applying actions that generate positive results and are reflected in each member of the team ( Quintana, 2018 ). Educational quality standards establish the maximum and minimum acceptable level for an indicator, for which they provide a range that determines whether or not the quality criterion is met , as well as actions to address difficulties ( Chipana, 2016 ). Below are five dimensions associated with this variable:

1. Content: Related to the content of a poster, this aspect is used for the formulation of the desired learning and improvement to the individual needs of each student. In addition, it shows the physical effort made by the teacher, director and administrative staff to improve teaching in the educational field.
2. Environment: The leader must establish a healthy and conducive environment to facilitate learning progress, considering the specific needs of each student. This involves creating an environment free of distractions or difficulties that may

- hinder the teaching-learning process. In addition, educational services must be provided that encourage recreation and contribute to the development of knowledge.
3. Processes: Teachers carry out procedures adapted to the needs of students to achieve the desired learning. This involves the planning and execution of lessons adjusted to the individual needs of the students to guarantee the effective development of the teaching process.
  4. Results: Refers to the interventions carried out by the leader through positive activities and the ability to improve those that are less successful. Here, the leader seeks solutions with innovative approaches with the aim of realizing achievements and developing them to provide quality education.

## Background

Barba and Delgado (2021) focused on analyzing the relationship between school management and the leadership of the director in institutions in the Metropolitan District of Quito, Ecuador. Using a quantitative descriptive correlational approach with experimental design and using questionnaires as an instrument, they worked with a sample of 374 teachers. The conclusions highlight the importance of designing effective instruments and evaluating the variables together to provide quality education. Likewise, the need for the director's leadership to evaluate both leadership and learning is highlighted.

On the other hand, Vilchez (2021) focused on determining the extent to which an intervention program impacts pedagogical leadership and teaching performance in educational institutions in Lima. The experimental design included the application of a questionnaire to two groups of teachers: one control and the other experimental. After 30 work sessions with both variables, the results showed a significant value of 0,000 , which rejected the null hypothesis and accepted the alternative hypothesis, indicating that the program managed to improve both variables.

Finally, the research carried out by Del Rosario (2020) aimed to determine the impact of a program on improving school management in educational institutions of single-degree and multigrade levels at UGEL Zarumilla, Tumbes. The research adopted an experimental and quantitative approach, and used the questionnaire as a data collection instrument applied to a sample of 30 directors. The conclusions of the study indicate that the control group, which did not receive the program, obtained a low level of 100% in terms of improving school management. In contrast, the experimental group, which

participated in the program, achieved a high level of 60% in improving school management. These results lead to the conclusion that the application of the program has a significantly positive impact on the improvement of school management in the educational institutions analyzed.

## Method

This study focused on a qualitative design, for which a review approach was taken. Specifically, it was a non-experimental design, since it did not involve the manipulation of variables; Furthermore, it was cross-sectional and causal correlational (Hernández et al., 2014). The observation guide was used as a research instrument to obtain additional evidence about the problem. As the research was conducted, it sought to gather relevant information on a specific topic and address a primary problem that requires solution.

The main objective of the research was to determine the relationship between pedagogical leadership and the educational quality of teachers in a private educational institution. Furthermore, for the literature review, the information search was carried out by consulting the databases Proquest, Scopus, Web of Science, among others, to find journals of the highest scientific level. Likewise, to do the above, key words such as educational quality and pedagogical leadership were also used.

On the other hand, to determine this selection, the following criteria were applied to make the search much more specific and be more precise with the documents found in the different databases consulted. With all this, the review article has used the analysis, the synthetic comparative method in a sample of 10 scientific articles in electronic version, to be examined and analyzed, with their respective descriptors, which are shown in Table 1 allowing to analyze and describe the content and organized information.

Regarding the general hypothesis, it is proposed that pedagogical leadership is significantly related to educational quality in teachers of a private educational institution for the year 2023.

The materials used for the research included the virtual library (books, theses and scientific articles), the Internet as a source of information and a counselor, in addition to a computer.

## Results

**Table 1.** Documentary research in database

AUTHOR	JOURNAL or THESIS	QUALIFICATION	DISE – INV	CONCLUSIONS
Rafael, B. and Orbegoso, V. (2019)	Magazine of the Faculty of Law and Political Science	Pedagogical leadership of managers and teaching performance	Cross-sectional and causal correlational	There is a relationship between the director's leadership and institutional achievements; It is a direct, significant relationship, with a high positive correlation of 0.798 in Spearman.
Palacios, S. <i>et al.</i> (2020)	Complutense Education Magazine	Affective dimension of the teacher's pedagogical leadership	Descriptive	There are some divergent results regarding the emotional component of pedagogical leadership with respect to the opinions of students, teachers, parents, community and management team.
Velásquez, M. (2020)	Magazine Education	Use of structural analysis to characterize educational quality variables in Venezuelan primary and secondary institutions	Descriptive	The quality standard in the institution has undergone transformations that have lowered its level of service quality.
Lizandro, R. (2019)	UCV doctoral thesis	Management performance and pedagogical leadership in school management focused on learning in the educational institutions of the UGEL 05. 2018	Ordinal logistic linear regression	Teaching performance and pedagogical leadership influence educational management and is based on learning achievement.
Lugo, N. and Villasmil, J. (2019)	Electronic Magazine of Educational Sciences, Humanities, Arts and Fine Arts	Directive leadership as a factor for improving educational quality	Descriptive	The predominant leadership style is authoritarian, this demotivates teachers, who work in an unfavorable climate, without rewards, quality standards and promotion of teamwork.

<p>Barba, L. and Delgado, K. (2021)</p>	<p>Educare Magazine</p>	<p>School management and director leadership: contribution to educational quality</p>	<p>Correlational descriptive</p>	<p>This research aims to investigate to contribute through a design and an instrument, which is validated and reliable, that achieves the correlation of the situation of the variables under study, reviewing the approaches and instruments, the work of the manager being this not be evaluated in isolation or individually to the variable dimensions of school management. Therefore, an instrument must respond to the educational standards and regulations of a certain context. In addition, the instruments for evaluating the management's work must be measured from leadership and learning for their impact on improvement.</p>
<p>Rivera, Y. and Aparicio, C. (2020)</p>	<p>Scielo Magazine</p>	<p>Characteristics of pedagogical leadership practices in school integration programs that promote collaborative work between teachers.</p>	<p>Descriptive</p>	<p>Pedagogical leadership promotes teacher professional development, provides support, develops skills through refresher courses, reflective sessions, provides feedback, and innovates school teaching programs.</p>
<p>González , P. (2021)</p>	<p>doctoral thesis UCV</p>	<p>Innovative pedagogical leadership in the teaching pedagogical practice of the Alonso de Alvarado educational institution – Bagua Grande – Amazonas</p>	<p>Descriptive</p>	<p>The institution generates optimal relationships to develop the performance of educators to achieve quality of meaningful learning.</p>

<p>Allecca , C. (2019)</p>	<p>Doctoral thesis National University of Central Peru – Huancayo</p>	<p>Pedagogical leadership and teaching performance in the educational institutions of Huancayo</p>	<p>Correlational, descriptive, transversal</p>	<p>It was achieved that the majority of the sample, which are the teachers, perceive the characteristic of pedagogical leadership of the school management members, obtaining a medium level. In addition, the majority of teachers demonstrated a categorized performance of a medium level and, finally, through the analysis carried out in a correlational manner, it allowed pedagogical leadership to be established. This revealed that both variables are significantly and directly related, with the head teacher fulfilling his or her important role in the training of the teachers in the study.</p>
<p>Prieto, W. <i>et al.</i> (2020)</p>	<p>Conrado Magazine</p>	<p>Assuring educational quality in the context of a social rule of law.</p>	<p>Descriptive - correlational</p>	<p>To manage quality, it is necessary to articulate as a duty in the educational field, both the procedures to ensure quality education not only administratively, but also pedagogically, considering the difficulties of current education, so that the establishments and dimensions are recognized and the relationship between quality and education is recognized.</p>

Source: self made

The review was aimed at searching for various articles from indexed journals in electronic format, organized in Table 1, allowing relevant information to be highlighted on the relationship between pedagogical leadership and educational quality, to be analyzed and synthesized from a certain perspective that allows decision-making. This properly organized information allows us to realize that each article refers to these two variables and their dimensions, it is shown that each article presents different dimensions in the conclusions, which is another indicator that we analyze, the close relationship and the significant influence in some cases of pedagogical leadership is noted. and educational quality. The articles reviewed correspond to the years between 2019 and 2021 and correspond to quantitative and qualitative research, they have correlational and causal correlational and cross-sectional design, they also correspond to different areas, especially Latin America.

## Discussion

The results of this study are contrasted with the conclusions of Allca (2019), who points out that teachers perceive pedagogical leadership in the management members of the educational institution as medium level. Furthermore, the majority of teachers exhibited adequate performance, and a significant and direct relationship between the variables is recognized. On the other hand, Prieto *et al.* (2020) concluded that to achieve quality in education, it is necessary to address various management areas.

In the case of Lugo and Villasmil (2019), they deduce from their study that the predominant leadership style is authoritarian, which demotivates the educator and it is observed that they work in an unfavorable climate, without receiving rewards and without quality standards. In contrast, a leader who encourages teamwork is associated with a significant improvement in the variable investigated.

These findings suggest a convergence in perceptions about the importance of pedagogical leadership and its impact on educational quality; Furthermore, they highlight the direct relationship between these variables, as well as the relevance of addressing different management areas to achieve quality in education.

Likewise, Del Rosario (2020) points out in his work that his research had a positive effect, since it was possible to improve school management and provide quality education in the single-degree and multigrade educational institutions of the UGEL Zarumilla. In fact, it was observed that the control group reached 100%, while 60% was achieved with the experimental group. This relationship between the variables indicated that the research had the purpose of achieving significantly positive goals.

On the other hand, the findings of Velásquez (2020) indicate a decrease in quality when educational agents are surveyed, especially in relation to the transformations that educational systems are experiencing.

Finally, for Lizandro (2019) pedagogical leadership and performance have a direct influence on the way the organization is managed. Therefore, the importance of the leader performing correctly to positively impact organizational management is highlighted.

## Conclusion

*of pedagogical leadership and educational quality* is evident . For this reason, the need to promote the continuous training of teachers is highlighted with the aim of turning them into representative leaders in the learning process , which, in turn, will contribute to offering quality education in educational institutions.

In fact, all of the information reviewed agrees that there is a significant relationship between the proposed variables. This shows that if one of them presents deficiencies, the other variable will also face difficulties in improving or will require adjustments. Therefore, it is concluded that pedagogical leadership is intrinsically related to educational quality. By recognizing this interconnection, it is necessary to improve the profile of the pedagogical leader to ensure a favorable educational quality to achieve effective work that allows achieving the strategic objectives and expected goals.

On the other hand, it is recommended to carry out various activities with teachers to motivate and encourage the performance of good professional work and promote a stable work environment, so that quality education can be provided. However, to achieve this, it is necessary to carry out reviews and research from various sources of information. These reviews not only set a precedent to focus on in future research, but are also essential for educational institutions seeking to improve this problem. In addition, coordinated efforts must be carried out in the educational field, taking into account the procedures and requirements to ensure quality education, both administratively and pedagogically.

Therefore, it is essential to carry out exhaustive reviews of the information available in scientific articles related to these variables, since these articles constitute main sources of reference for future broader research and allow us to delve deeper into the topic.

Finally, regarding limitations, various limitations were identified, such as the need to obtain permission from the institution to carry out the study, the lack of financial resources for transportation to school, and limitations on the use of devices. technological, among others. Furthermore, the lack of resources and materials that would make carrying out an experimental study more feasible was observed. Even so, an information analysis instrument was used with the objective of collecting data for future research with these variables.

## Future lines of research

The information collected in this study will allow a more in-depth diagnosis to be made and various alternative solutions to be proposed. The ultimate goal is to improve both pedagogical leadership and educational quality. In other words, the goal is for each employee to feel more satisfied with their daily work to achieve the proposed goals.

Likewise, for future researchers it is suggested to carry out more exhaustive interviews with all collaborators who work at the institution. Furthermore, the application of pre-experimental or quasi-experimental designs can be considered, taking into account the results of the systematic reviews carried out in this study. Also, it is suggested to explore the possibility of implementing programs that strengthen pedagogical leadership, using the pretest and posttest technique to determine their effectiveness.

The application of a specific program can contribute significantly to improving educational quality, performance and achievement of the objectives and goals established by collaborators, especially in the case of educators. Finally, the execution of programs, workshops and models is proposed that help modify negative situations in the institution, so that a more favorable environment is promoted for all those involved.

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