



Category: Education, Teaching, Learning and Assessment

ORIGINAL

Pedagogical Management: The Key to Enhancing Academic Performance and Educational Quality

Gestión Pedagógica: La Clave para Mejorar el Rendimiento Académico y la Calidad Educativa

Rebeca Pablo-Huamani¹  , Wilder García-Vásquez¹  , Ruth Karina Alejandro-Bustamante¹  , Cecilia Patricia Sánchez-Llontop¹  , Jhonny Richard Rodríguez-Barboza²  

¹Universidad Tecnológica del Perú. Lima, Perú.

²Universidad Peruana de Ciencias Aplicadas. Lima, Perú.

Cite as: Pablo-Huamani R, García-Vásquez W, Alejandro-Bustamante RK, Sánchez-Llontop CP, Rodríguez-Barboza JR. Pedagogical Management: The Key to Enhancing Academic Performance and Educational Quality. Salud, Ciencia y Tecnología - Serie de Conferencias 2024;3:640. <https://doi.org/10.56294/sctconf2024640>.

Submitted: 18-12-2023

Revised: 07-02-2024

Accepted: 10-03-2024

Published: 11-03-2024

Editor: Dr. William Castillo-González 

ABSTRACT

The purpose of this research is to determine the significance of pedagogical management (PM) in the teaching practice of instructors and the relationship between it and students' academic achievement. 23 scholarly papers were reviewed bibliographically in order to perform the investigation. The findings show a strong correlation between high-quality instruction and efficient pedagogical administration. It highlights that the instructor is the change agent in this process and that the student's educational transformation depends on their own personal growth. The conclusion highlights the significance of PM as a crucial component in obtaining quality education and emphasizes how the quality of the teaching process reflects on the quality of education. The present study holds significant value for the educational sector because it emphasizes the necessity of concentrating improvement efforts on teacher preparation and classroom management skills. These have been identified as critical points, particularly in higher education, where a pedagogical management crisis has been identified.

Keywords: Pedagogical Management; Academic Performance; Teacher Training; Educational Transformation; Quality Education.

RESUMEN

El presente estudio tiene como objetivo determinar la importancia de la gestión pedagógica de los docentes en su práctica educativa y cómo esta se correlaciona con el rendimiento académico de los estudiantes. La investigación se creó revisando 23 artículos científicos. Los hallazgos muestran que existe una fuerte correlación entre una gestión pedagógica efectiva y la calidad de la enseñanza. Se enfatiza que el maestro es el agente de cambio en este proceso, y su evolución personal es esencial para la transformación educativa del alumno. La conclusión destaca que la calidad de la educación se refleja en la calidad del proceso de enseñanza y destaca la importancia de la GP como un factor crucial para el logro de una educación de calidad. Este estudio es crucial para el campo educativo porque enfatiza la necesidad de enfocar los esfuerzos de mejora en la formación docente y sus competencias de gestión en el aula. Estos dos aspectos han sido identificados como cruciales, especialmente en la educación superior, donde la gestión pedagógica está en crisis.

Palabras claves: Gestión Pedagógica; Rendimiento Académico; Formación Docente; Transformación Educativa;

INTRODUCTION

Recent research has focused on the significance of teachers' Pedagogical Management (PM) in their teaching practices and its relationship with student performance levels.⁽¹⁾ PM places the teacher, who is in a continual state of change and personal transformation, at its core, aiming to similarly transform students and foster the generation of new knowledge within the classroom. Thus, the quality of education is measured by the quality of the teaching process, highlighting the importance of the teacher's professional, ethical, and moral training. Proper training is crucial for the development of effective PM and for enhancing learning outcomes.

Discussions about quality education are longstanding, yet the precise indicators to determine if the education offered in schools genuinely meets quality standards remain elusive. One such criterion is the PM executed by teachers in their educational practice. This bibliographic research aims to explore whether there is a connection between PM, teaching practices, and the quality of education provided in educational institutions. Additionally, the purpose of this review, analysis, and reflection is to find answers that underscore the importance of PM in the teacher's pedagogical role and the quality of student learning.⁽²⁾

Pedagogical Management is a framework encompassing teacher performance that integrates professional aspects with curricular development and teacher training, all aimed at the holistic development of students. This, in turn, impacts the educational quality across educational systems, making PM a cornerstone for fostering learning.⁽³⁾

The quest for quality learning outcomes has always been a priority; however, challenges remain in achieving this aim. In various international evaluations, only a few students achieve the desired levels, thus highlighting the critical need to focus on the PM conducted by teachers in their pedagogical work. This raises the question of whether processes developed with effective PM can enhance learning, indicating a need to examine how PM and teachers' pedagogical practices are interconnected.⁽⁴⁾

Moreover, the teacher's role in PM is considered significant for quality pedagogical management. This role is evident in coordination, planning, direction, and administration, all of which benefit learning. Additionally, the management performed by principals impacts the entire educational community and its interactions.⁽⁵⁾

In the current context, effective PM by teachers requires specific roles and versatility to address the changing landscapes and meet current educational demands. In the same vein, PM as a professional competency focuses on the methodology employed by teachers in the educational process, enhancing the participation of all educational and social actors.

Given the importance of PM in educational quality and the need for its comprehension and development, this article aimed to conduct a comprehensive bibliographic review and analysis of studies pertaining to teachers' PM in their educational activities. The goal was to identify what is known and relevant about teachers' PM and their pedagogical work, as well as to determine which aspects remain unknown or significant regarding PM and teachers' pedagogical practices.

METHODOLOGY

This review article is descriptive and exploratory, aiming to answer the questions: What is known about the topic? Are the variables related? To this end, a thorough review of various documents was conducted, involving a detailed search of research, as well as their organization, analysis, and systematization.

For locating the research, multiple primary and secondary sources were used, along with exhaustive bibliographic searches through electronic databases such as EBSCO, SCOPUS, and Google Scholar. Descriptors such as "pedagogical management" and "teacher performance" were used in both Spanish and English, along with the Boolean operators AND, NOT, and OR, yielding records ranging from 74 to 10. To enhance search results, combinations of these descriptors were made, leading to more precise information.

Studies focusing on the two variables, emotional intelligence and professional capacity of the teacher, were selected. This selection considered various educational levels, from basic to higher education, and prioritized research with larger sample sizes. Key terms like "emotional intelligence," "teacher performance," and "pedagogical practice," and combinations thereof were used, resulting in 70 investigations, of which 23 were chosen based on inclusion and exclusion criteria related to the descriptors. Research not precisely focused on the mentioned descriptors or those considered outdated were excluded.

The gathered information was organized in an Excel database, noting the author, article title, objectives, results, and conclusions, with Mendeley software also being used. After organizing the data, documents were distributed by thematic fields, grouping studies with related aspects.

A reflective critical analysis of the theme's variables was then conducted to identify common and controversial points, using a comparison strategy. Authors who shared similar arguments, results, and conclusions, as well as

those with differing viewpoints on the investigated variables, were grouped. Finally, conclusions were drawn, and some recommendations were made.

RESULTS

The results are presented according to common aspects found in the 23 scientific articles analyzed regarding the importance of pedagogical management in the teacher's pedagogical practice. Categories for grouping were established, as shown in the following table:

N°	Grouping Categories	Number of Articles
01	Pedagogical Management in Basic Education Teachers	10
02	Pedagogical Management in Higher Education Teachers	4
03	Pedagogical Management by School Administrators	3
04	Models of Pedagogical Management	6
	Total	23

From the selected articles, various categories related to the two study variables have been identified, grouped into 4 categories. The analysis of each category was performed based on the closest approach to the research topic and its variables.

Pedagogical Management in Basic Education Teachers

From table 1, it can be seen that in this grouping criterion, 10 original studies were found. Therefore, to make a comparison between the results of these investigations, a table is presented where the common and different aspects that each investigation presents are made visible.

Pedagogical Management (PM) and teaching quality are closely linked, with a positive work environment enhancing teachers' dedication and appreciation. The influence of the director is crucial, especially if they possess skills in active listening, collaboration, and good treatment, impacting the personal, institutional, and interpersonal aspects of the teacher. This, in turn, directly affects the planning, execution, and evaluation of learning in PM.⁽⁶⁾

Pedagogical Management (PM) highlights teacher efficiency, including their knowledge and training, in all its processes. However, there are problems in its development, indicating the need to provide tools to improve the PM of teachers.⁽⁷⁾

Teachers believe that to improve educational quality, Pedagogical Management (PM) must include continuous training, self-evaluation of their methods, and transformation of teaching, ensuring quality educational opportunities for all students.⁽⁸⁾

A significant relationship was found between the quality of Pedagogical Management (PM) and teaching practice, indicating that the PM exercised by directors impacts teachers' performance. Additionally, the professional ethics of the teacher, essential for PM, is present in most of them, who promote values such as respect, kindness, willingness, and creativity in their pedagogical practices.⁽⁹⁾

There is a direct relationship between the Pedagogical Management (PM) of the director and that of the teacher in their educational work; poor PM by the director leads to unsatisfactory teacher performance, preventing good PM by the teacher.⁽¹⁰⁾

It was demonstrated that the pedagogical practice of the teacher is strengthened when a socio-formative approach with socio-critical theory is implemented, taking into account complex and reflective thinking, collaborative work, feedback, methods, and knowledge management in the PM carried out by the teacher.⁽¹¹⁾

It was found that PM is determined by curricular programming, methodological and didactic strategies; evaluation of learning, the use of materials and didactic resources which favor good teaching performance and improvement of learning.⁽¹²⁾

There is a direct relationship between PM and teaching performance; however, it must be considered that education is dynamic, therefore, the environment in which the educational institution is located must be taken into account, in addition to the teacher being aware of the functions they have to develop, betting on permanent innovation.⁽¹³⁾

Quality educational management allows all resources to be used effectively, achieving goals and improving learning. In addition, the policy guidelines established for improving educational quality must be taken into account, as well as prioritizing self-training and professional autonomy, which are fundamental for developing good PM in teacher practice.⁽¹⁴⁾

To have good PM in remote environments, teachers must practice efficient use of virtuality, develop strategies

that implement personalized attention, diversified planning with collaborative work among peers, home visits, community participation, and parents as allies for learning.⁽¹⁵⁾

The authors refer to the fact that PM is directly related to the pedagogical practice of teachers and if it is good, the teacher's practice will also be of high quality, raising student learning achievements. Conversely, if PM is deficient, the teacher's pedagogical practice will be as well. They also mention the leadership of the director and their PM for the development of an adequate pedagogical practice of the teacher, relating the PM of the director with that of the teacher.

Furthermore, it was found that the PM of the teacher covers the dimensions of planning, execution, and evaluation of learning, which are related to the dimensions of teaching practice that are framed in the social, personal, and intrapersonal aspects as well as the institutional.

Additionally, for the proper development of PM, educational policies established according to contexts must be considered since education is dynamic and therefore diverse, as well as considering virtual environments and resources when developing distance education.

Pedagogical Management in Higher Education Teachers

In this grouping criterion, 4 articles were found, detailed as follows:

Currently, PM is in crisis, thus it must adopt a strategic governance approach, establishing relationships among all members of the educational community to achieve efficient and effective academic, administrative, and social development. This includes adeptly facing challenging circumstances and utilizing technological platforms, as well as promoting collaborative work among educational, institutional, and community actors.⁽¹⁶⁾

PM consists of academic foundation, organization and implementation, curricular development, and quality supervision and control. Therefore, PM is related to educational quality. However, a lack of interest in properly conducting teaching and learning processes has been observed. Furthermore, authorities do not perform relevant monitoring and supervision of teachers' PM, leading to a lack of educational quality.⁽¹⁷⁾

PM is related to the professional competencies of the teacher and is dimensioned in the relationships among educational agents, which form the knowledge society. Teacher competence is determined by the set of skills and knowledge that the teacher possesses.⁽¹⁸⁾

Teachers' PM is related to the curricular design they implement, the educational resources and materials, the assessment, and the monitoring conducted by the teacher in the teaching and learning processes.

Regarding this criterion, teachers' PM is given by the curricular designs they implement, as well as the materials and resources, and the evaluation and monitoring they perform. It was also found that there are many difficulties in developing proper PM by higher education teachers, especially due to the lack of supervision and monitoring by relevant authorities.

Moreover, PM develops in interaction with all educational, communal, and social agents, and is given by the knowledge and skills that teachers possess and put into practice throughout the teaching process.⁽¹⁹⁾

Pedagogical Management by School Administrators

Regarding this category, 3 investigations on the theme were found, revealing the following findings:

There are positive and significant relationships between the PM of school administrators and the pedagogical performance of teachers, especially in aspects where decisions are made to improve teachers' pedagogical practices. This includes creating spaces and times for planning monitoring actions, organization, and direction, exercising their leadership, and promoting active participation of teachers in the development of pedagogical activities towards achieving common and shared objectives.⁽²⁰⁾

The PM conducted by school administrators has a positive influence on teachers' performance, improving student learning achievements. This PM must be framed within optimal interpersonal communication, acting both as a good sender and receiver, achieving understanding and comprehension of teachers.⁽²¹⁾

The PM of school administrators, focused on academic supervision, affects teachers' pedagogical competence. Professional competence of the teacher is given by the ability to manage learning, which includes diagnosing the student, planning and implementing learning, and evaluating the learning outcomes, developing each student's potential, with the quality of learning being an indicator of good PM.⁽²²⁾

Models of Pedagogical Management

The implemented model was advisory and support in PM to improve pedagogical practice and, consequently, student learning. This model primarily features the school administrator, whose role will be that of an empathetic advisor, fostering commitment, willingness, self-reflection, assertive communication, and practicing shared leadership, where a harmonious exchange of experiences and knowledge emerges, facilitating the analysis and reflection of one's practice, leading to active participation and collaborative work of teachers, making teaching practice more efficient and effective.⁽²³⁾

The pedagogical management model for an academic year is conceived through a holistic approach,

prioritizing personalized methodological work, energizing interdisciplinary and interpersonal dimensions, promoting ethical training, professional competencies, and personal development competencies.⁽²⁴⁾

A PM model based on teachers' transformational leadership was implemented to ensure adequate teaching work. This model promotes teaching functions in research and transformational leadership, focusing on the relevance and quality of teachers' academic practices. The model articulates the knowledge and experience of the teacher through the research process in the educational field.⁽²⁵⁾

PM models favor methodological innovation and result from participative and collaborative work, considering the interests and needs of the context.⁽²⁶⁾

The university teacher is a professional specialist in a subject but a novice in pedagogy, which causes many difficulties in carrying out the teaching and learning process.

From the authors, it can be said that different PM models have been practiced with the aim of improving the pedagogical practice of higher or basic education teachers. These models take into account the educational context, the needs and interests of teachers and students, as well as collaborative and participative work. They also consider the school administrator as the main actor due to their role in teachers' PM, requiring various skills and qualities such as leadership, assertive communication, and critical reflection, facilitating self-reflection of the pedagogical practice carried out by teachers.

Furthermore, these models emphasize holistic training and personalized work where different innovations in methodologies implemented by teachers are practiced, focusing on the interdisciplinary and interpersonal dimensions of teachers, promoting not only knowledge construction but also the ethical aspect of the student.

DISCUSSION

In basic education teachers, PM was found to have a direct relationship with the teacher's pedagogical practice, as mentioned, and its dimensions such as planning, execution, and assessment of learning, and the use of different didactic resources. It's argued that when teachers feel motivated and valued for their work, the effectiveness of the teacher's PM increases. In this vein, it's important to consider the context where learning takes place.^(6,10,12,13) The teacher's PM involves knowledge, training, and professional ethics, determining the efficient work they perform, hence requiring ongoing training for good PM, which also includes self-reflection of their pedagogical practice.^(7,8,9)

Furthermore, teachers need to demonstrate skills like complex and reflective thinking, feedback, the ability to perform collaborative work, and implement different methods for managing knowledge, leading to self-training and professional autonomy of the educator, demonstrating good PM in their teaching work.^(11,14,15)

Regarding the PM of higher education teachers and their pedagogical practice, there's a crisis in PM. Thus, work that integrates the entire educational community is necessary, conducting efficient collaborative work and considering academic, administrative, and social aspects. Also, control, supervision, and monitoring of the PM process are important, contributing to low educational quality. Additionally, PM is related to the professional competencies of the teacher, given by the different skills and knowledge that the teacher has. As for the dimensions of PM, like in basic education, it's comprised of curricular planning, resources and materials, assessment, and feedback conducted by the teacher in the teaching process.^(16,17,18,19) At this level, existing educational policies and strategic governance are considered important for carrying out good PM that the teacher implements in their educational work and the benefits it brings to educational quality.

On the other hand, it was found that the teacher's PM is directly related to the PM provided by the director in their management role. Through shared leadership, decision-making, monitoring actions, organization, and direction, as well as practicing active listening, all this favors the development of proper PM of the teacher, improving pedagogical practices. In the same line, the teacher develops different skills like assertive communication, the ability to manage learning by diagnosing before curricular planning, developing students' potential, increasing the level of academic achievement.^(21,22) Under these premises, the role of the director is predominant for proper PM of the teacher, hence it can be said that the PM carried out by the director is related to the teacher's PM and their pedagogical practice.

Different PM models that were put into practice were also found, considering the educational contexts. Among these are the advisory model based on providing personalized advice by the director, centered on reflective analysis of one's practice, resulting in more efficient PM. Similarly, the PM model for an academic year was implemented, dynamizing personalized methodology which mobilizes personal and disciplinary aspects of the teacher. The PM model based on transformational leadership was also found, articulating the teacher's experience with their disciplinary knowledge.^(23,24,25) It was demonstrated that the implementation of PM models favors methodological innovation, improving the pedagogical work of the educator.⁽²⁶⁾

CONCLUSION

In the research analyzed, it was found that the teacher's PM directly influences their performance and pedagogical practice. Therefore, if they have good PM, they will also carry out efficient pedagogical work,

increasing the level of learning. Conversely, if the educator does not carry out proper PM, they will not have a good pedagogical practice, and hence the learning will not be of quality. PM is also related to planning, execution, and curricular assessment, as well as the pertinent use of educational resources and materials, which will allow the development of competencies in the classroom, achieving quality education.

On the other hand, good PM of the teacher is framed in disciplinary knowledge, professional ethics, self-training, and critical reflection of the teacher, aspects that determine the teacher's PM and the pedagogical performance they carry out, aspects that are necessary in both higher education and basic education. At the higher education level, PM and the teacher's pedagogical practice are in crisis since there is no adequate supervision, monitoring, and control, which is considered indispensable for improving the educator's pedagogical work and the quality of learning.

Similarly, the teacher's PM is related to the work of the director, since if they perform collegiate work, recognize and value the teacher's work, generate shared leadership among other aspects, educators will have good PM, improving their teaching work. In the same line, different PM models related to pedagogical support and personalized advice by the director have been implemented. Other PM models highlight the methodology that the teacher implements, involving both personal and disciplinary aspects.

Lastly, more research was found in the field of basic education since it appears at this level where it's believed that the teacher must carry out PM to develop learning, as opposed to higher education which thinks that teachers only have to be specialists in the subject they teach and not so much in the strategies they manage to develop learning, hence there are not many investigations at this educational level. Also, many investigations were found on the PM of the director and its relationship with the teacher's PM.

REFERENCES

1. Rey A. Gestión pedagógica del docente y dimensión axiológica del conocimiento. *Dialogica: revista multidisciplinaria*. 2014;11(1):111-132. <https://dialnet.unirioja.es/servlet/articulo?codigo=5249543>
2. Román M, Torrecilla FJM. La evaluación del desempeño docente: objeto de disputa y fuente de oportunidades en el campo educativo. *Revista iberoamericana de evaluación educativa*. 2008;1(2):1-6.
3. Arteaga RMZ, Díaz-Camacho RF, Muñoz JLR. La gestión pedagógica de calidad mediante una revisión sistemática internacional. *Revista peruana de investigación e innovación educativa*. 2022;1(4):e22673.
4. Alanya SMR, León MAAN, Huamanyalli DLL, Alvarez PMB. La gestión pedagógica docente a partir de la virtualidad. *Ciencia Latina Revista Científica Multidisciplinar*. 2022;6(2):3834-3847. <https://ciencialatina.org/index.php/cienciala/article/view/2132/3095>
5. Paredes MAL. La Gestión pedagógica: Apuntes para un estudio necesario. *Dominio de las Ciencias*. 2017;3(1):201-215. <https://dialnet.unirioja.es/servlet/articulo?codigo=5907384>
6. Maldonado Caycho MY. La gestión pedagógica y su relación con la práctica docente en el nivel secundaria de la institución educativa "José Faustino Sánchez Carrión" del distrito de Lurín. 2019. <http://190.12.84.13:8080/handle/20.500.13084/4000>
7. Moreira SEM, De la Peña Consuegra G. Análisis de la Gestión Pedagógica y su incidencia en el proceso de enseñanza y aprendizaje. *Dominio de las Ciencias*. 2022;8(3):133. <https://dialnet.unirioja.es/servlet/articulo?codigo=8635310>
8. Cruz LDCB, Sánchez H. Concepciones de los docentes sobre la gestión pedagógica en el Nivel Primario. *Educación en Contexto*. 2022;8(16):58-77. <https://educacionencontexto.net/journal/index.php/una/article/view/184>
9. Sosa GutierrezF, Mamani Coaquira H, Condori CastilloWW. La gestión pedagógica y la práctica docente en el nivel primaria: gestión pedagógica, práctica docente. *REVISTA DE INVESTIGACIÓN EDUCATIVA Y CIENCIAS SOCIALES*. 2021;1(1):5-21. <http://revistas.unap.edu.pe/journal/index.php/RIEDCA/article/view/436>
10. Quispe-Pareja M. La gestión pedagógica en la mejora del desempeño docente. *Investigación Valdizana*. 2020;14(1):7-14. <https://doi.org/10.33554/riv.14.1.601>
11. Liz DLD, Alvarez PMB, León MAAN, Alanya SMR. La práctica pedagógica en un proceso de cambio. *Ciencia Latina Revista Científica Multidisciplinar*. 2022;6(2):4397-4409. <https://ciencialatina.org/index.php/cienciala/>

article/view/2169

12. Gudiño León AR, Acuña López RJ, Terán Torres VG. Mejora del aprendizaje desde la óptica de la gestión pedagógica. Dilemas contemporáneos: educación, política y valores. 2021;8(SPE2). https://www.scielo.org.mx/scielo.php?pid=S2007-78902021000400001&script=sci_arttext

13. Farías RER, Llauce CTDJC, Agurto WRA, Calle WH. Plan de Gestión Pedagógica para el desempeño docente en Instituciones Educativas de Primaria del distrito Frías Ayabaca, 2020. Ciencia y Educación. 2021;2(10):47-70. <https://cienciayeducacion.com/index.php/journal/article/view/85>

14. Antonio MRU, Alzamora NIO. Políticas educativas-gestión pedagógica y desempeño docente según la percepción de los usuarios de la Institución Educativa Mariano Melgar 2013-2016. IGOBERNANZA. 2022;5(17):377-399. <https://www.igobernanza.org/index.php/IGOB/article/view/184>

15. Hernández CMC, Castañeda RC, Corral MDLLF. Reconfiguración de la gestión pedagógica del docente de nivel primaria de la escuela pública en México, ante la pandemia por covid-19. Controversias y concurrencias latinoamericanas. 2021;12(22):273-304. <https://ojs.sociologia-alas.org/index.php/CyC/article/view/254>

16. Alvarado NB, Araque YC, Martínez AAV, Buelvas EDJH. Gestión pedagógica en tiempos de crisis del COVID-19: Una dinámica pensada desde la práctica interdisciplinaria. Utopía y praxis latinoamericana: revista internacional de filosofía iberoamericana y teoría social. 2021;(95):97-109. <https://dialnet.unirioja.es/servlet/articulo?codigo=8040435>

17. Bedoya Campos YY, Salinas Loarte EA, Palomino Torres EF, Sánchez Solis Y. Gestión pedagógica y calidad educativa en una universidad pública del Perú. Horizontes Revista de Investigación en Ciencias de la Educación. 2021;5(17):207-229. http://www.scielo.org.bo/scielo.php?pid=S2616-79642021000100207&script=sci_arttext

18. Alzamora NIO, Obregón PIT. Gestión pedagógica y competencias profesionales en docentes de la escuela profesional de educación secundaria de la UNFV. IGOBERNANZA. 2022;5(17):15-51. <https://igobernanza.org/index.php/IGOB/article/view/166>

19. Díaz ADR, Díaz TP. La gestión pedagógica y el desempeño docente especialidad mecánica automotriz, Instituto de Educación Superior Chorrillos, Perú. Revista Conrado. 2021;17(S2):226-234.

20. Hidalgo BLR, Rivera VO. Liderazgo pedagógico de los directivos y desempeño docente. Lex: Revista de la Facultad de Derecho y Ciencia Política de la Universidad Alas Peruanas. 2019;17(23):361-376. <https://dialnet.unirioja.es/servlet/articulo?codigo=6995222>

21. Singerin S. El impacto de la supervisión académica en la competencia pedagógica docente y el desempeño docente: el papel moderador de la eficacia docente. Revista Internacional de Educación Primaria. 2021;5(3):496-504. <https://ejournal.undiksha.ac.id/index.php/IJEE/article/view/34072>

22. Zavala MDCPS, Pérez AMM. Implementación de un modelo de asesorías fundamentado en la gestión pedagógica para mejorar la práctica docente en el nivel preescolar. Educando para educar. 2018;(35):47-62. <https://dialnet.unirioja.es/servlet/articulo?codigo=7186593>

23. Gutiérrez TB. La gestión pedagógica en el año académico desde un modelo integrador del currículo y la labor educativa. Revista Institucional Universidad Tecnológica del Chocó. 2007;26(1):99-104.

24. Alcántar JWC. Modelo de gestión pedagógica basado en el liderazgo transformacional para garantizar la satisfacción laboral de los docentes del ISEP "Sagrado Corazón de Jesús". UCV Hacer. 2016;5(2):92-98. <https://revistas.ucv.edu.pe/index.php/ucv-hacer/article/view/795>

25. Chen-Quesada E, Cerdas-Montano V, Rosabal-Vitoria S. Modelos de gestión pedagógica: Factores de participación, cambio e innovación en centros educativos costarricenses. Revista Electrónica Educare. 2020;24(2):317-345. https://www.scielo.sa.cr/scielo.php?script=sci_arttext&pid=S1409-42582020000200317

26. Ysla PDR. Modelo de gestión pedagógica según competencias para mejorar el desempeño del docente de la escuela de enfermería de una universidad privada de Lambayeque 2016. Tzhoecoen. 2016;8(2). <https://>

revistas.uss.edu.pe/index.php/tzh/article/view/399

FINANCING

The author did not receive funding for the development of this research.

CONFLICT OF INTEREST

No conflict of interest.

AUTHORSHIP CONTRIBUTION

Conceptualization: Rebeca Pablo-Huamani, Wilder García-Vásquez, Ruth Karina Alejandro-Bustamante, Cecilia Patricia Sánchez-Llontop, Jhonny Richard Rodríguez-Barboza.

Resarch: Rebeca Pablo-Huamani, Wilder García-Vásquez, Ruth Karina Alejandro-Bustamante, Cecilia Patricia Sánchez-Llontop, Jhonny Richard Rodríguez-Barboza.

Writing - original draft: Rebeca Pablo-Huamani, Wilder García-Vásquez, Ruth Karina Alejandro-Bustamante, Cecilia Patricia Sánchez-Llontop, Jhonny Richard Rodríguez-Barboza.

Writing - revision and editing: Rebeca Pablo-Huamani, Wilder García-Vásquez, Ruth Karina Alejandro-Bustamante, Cecilia Patricia Sánchez-Llontop, Jhonny Richard Rodríguez-Barboza.