



RESEARCH ARTICLE

Educational Management and Institutional Quality in Higher Education Institutes

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ARTICLE INFO	ABSTRACT
Received: Sep 13, 2024 Accepted: Nov 28, 2024	The article deals with the role of the Management of the Initial Teacher Training Institutions (FIT) in the development of teacher professionalism, educational and institutional quality, given the importance that the training of future teachers has for society. Using an interpretative paradigm and a qualitative approach with documentary design, the results have explanatory scope through an analytical-synthetic method. The review reveals that principals do not receive training specific to their roles, acting empirically in strategic planning and leadership, as required by academic and institutional circumstances. However, when FIT's Management combines pedagogical and transformational leadership, teaching professionalism is boosted and educational and institutional quality is strengthened. The activity of the Director must go beyond the administrative, empowering the entire educational community and promoting scientific research to strengthen teaching professionalism.
Keywords Educational Quality Educational Management Institutional Quality Initial Teacher Training Teaching Professionalism	
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INTRODUCTION

Educational quality depends on teacher performance in the classroom, where teachers should focus on attention, guidance and affection towards students, avoiding being distracted by administrative tasks. The school experience shapes students' mental constructs and behavioral models (Coto Tacusi, 2023). This article addresses the relationship between educational leadership and institutional quality in Initial Teacher Training Institutes (FIT), highlighting the importance of the principal's leadership.

In relation to this issue, in Spain, Ritacco Real & Amores Fernández (2018), found that the principal is able to effectively develop his work when he is prepared both in pedagogical and administrative management, this allows him to develop with autonomy making use of pedagogical leadership and transformational leadership respectively. In this context, in Chile, Pedraja-Rejas et al. (2021) found that transformational leadership is sufficiently effective in getting the members of the organization to propose innovative and quality activities, which lead to institutional quality. In a study conducted in Chile, from a gender perspective, leadership exercised by women is more likely to be transformational, according to Carrasco & Barraza (2020).

Educational leadership is fundamental in the educational context, focused on planning and optimization of resources to achieve institutional objectives and continuous improvement. To achieve efficiency, transformational and pedagogical leadership is crucial. However, in IDF institutes, principals focus on administrative tasks, which prevents them from addressing the complexity of their role and affects institutional and educational quality.

To provide greater perspective to the article, it is important to recognize that education is the entrance to culture, individualization and socialization, forming the identity and action models of young people. This is especially relevant in the training of future teachers, which must respect academic, administrative and axiological processes so that they understand and assimilate quality management through their experience in the university or training center (Emerson, 2022). Experiences in these institutions allow young people to develop concepts and strengthen constructs about educational quality and teaching performance. However, if the directors of FID institutions do not adequately fulfill their role, future teachers will lack the experiential experience necessary to achieve a professional profile in an institution that provides quality service.

The interest in quality in education emerged in recent decades, extrapolated from the business world where quality control ensures that defective products do not reach the customer. In education, this translates into forming competent human beings, with problem-solving skills and the ability to live in harmony with the environment. Quality education is a global commitment, although each country approaches it according to its possibilities. In Peru, Law 30512 provides the legal framework to train teachers with the right profile to offer quality education (MINEDU, 2017)....

Quality implies to any organization: cost, prestige and responsibility, even more so if we refer, as in the case of an institution that trains education professionals, who have in their hands the formation of the members of society. For Montenegro (2020) a teacher to develop his work with quality from the perspective of higher education students must have the following conditions.

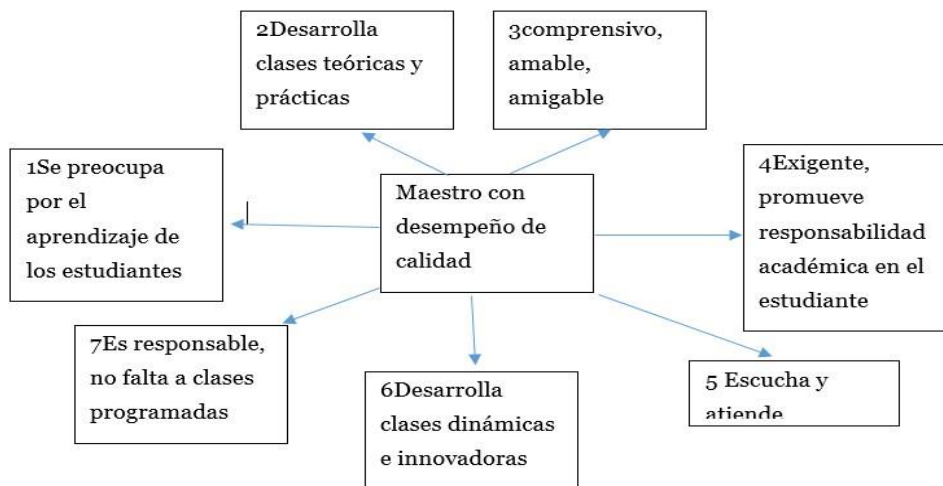


Figure 1: Teacher quality performances from the perspective of higher education students

Note: Montenegro (2020)

The Framework for Good Teaching Performance (MINEDU, 2012) highlights the need to regulate teacher training with specific competencies and to have a tool to evaluate and recognize good performance and good teaching practices. This framework, agreed upon by teachers, the State and society, promotes meritocracy and continuous training, fostering teacher professionalism. Although it is a normative document for Regular Basic Education, it also serves as a reference for FID, ensuring

that future teachers are trained according to the characteristics of the Profile of the Graduate and the Framework for Good Teaching Performance. For the first time, the perspectives of MINEDU's directorates of Initial Teacher Education and Regular Basic Education are aligned.

Educational leadership is the second most influential factor in student learning, as the principal's leadership impacts academic and management processes in both students and teachers (Fullan, 2016). Philosophically, educational leadership is inherent to education and is subordinate to pedagogy. Its objective is to manage educational institutions to ensure compliance with policies, plans and strategies that improve students' learning conditions.

In light of the importance of educational leadership and institutional quality, the latter includes educational quality. It is essential that all those involved in teacher training find the path to quality in education, especially in IDF. The role of the manager has evolved due to the demands of society, becoming a leader. Leadership is essential for educational management, with no opposition between the profile of the leader and the principal. Transformational leadership, according to Jimenez Perez et al. (2020), influences followers by transforming their values, allowing them to create a new reality.

In terms of quality in initial teacher training, it is basically a matter of teachers valuing their role in society and self-regulating their pedagogical work from a critical and reflective point of view. Only through collegial work and the commitment to improve every day can the behavioral pattern of teachers who see teaching as a trade and not as a profession be modified. Institutional quality and educational leadership are fundamental to change education in Peru, promoting a society of people of integrity and respectful of the rights of others. Schools are where the generations that define the present and future of the country are forged, highlighting the importance of training the best teachers. This ensures quality interactions with students, transcending instruction and forming reliable, caring and empathetic people in a quality school where the human being is respected and prioritized.

In the Peruvian education system, great efforts have been made to achieve educational quality, including Law 30512 and the promotion of the licensing process of teacher training institutions. Meritocracy is key to incentivize good teaching practices and promote learning and pedagogical research, thus bringing educational quality closer (MINEDU, 2017). The will of international organizations and the regulations of the Peruvian state are aligned in the search for institutional quality, especially in IDF.

In view of the above, the general objective was to explain the importance of educational leadership in the development of professionalism and the specific objectives were: to analyze the way in which strategic planning favors educational institutional quality, to analyze the impact of transformational leadership on the institutional quality of higher education institutes, to evaluate the need to exercise transactional leadership in the search for institutional and educational quality. the introduction at the level of background of the topic addressed, the problem and contextualization briefly explained, objective(s), purpose or justification of the research.

METHODOLOGY

The present study adopts the interpretive paradigm to understand the meaning of the phenomena and the action of the subjects, valuing subjectivity (Hernández-Sampieri et al., 2014). The approach is qualitative, using hermeneutics (Arias, 2012). A documentary design is employed, reviewing, analyzing and comparing articles from indexed journals that address topics such as educational quality, educational management, leadership and strategic planning. The scope is explanatory, performing a systematic review of articles to identify and understand key relationships.

Initially, a matrix was prepared with the research topics and objectives. Qualitative, quantitative and mixed research articles published in indexed journals and databases such as Scopus, Scielo and

Google Scholar were selected with advanced searches using logical and syntactic operators. The collected material was reviewed, excluding 11 articles for age, 10 for being reviews, 6 for lack of originality, and 8 for not fitting the topic at the top level. Thirty articles were included for the systematic review that complied with the structure and objectives of the research.

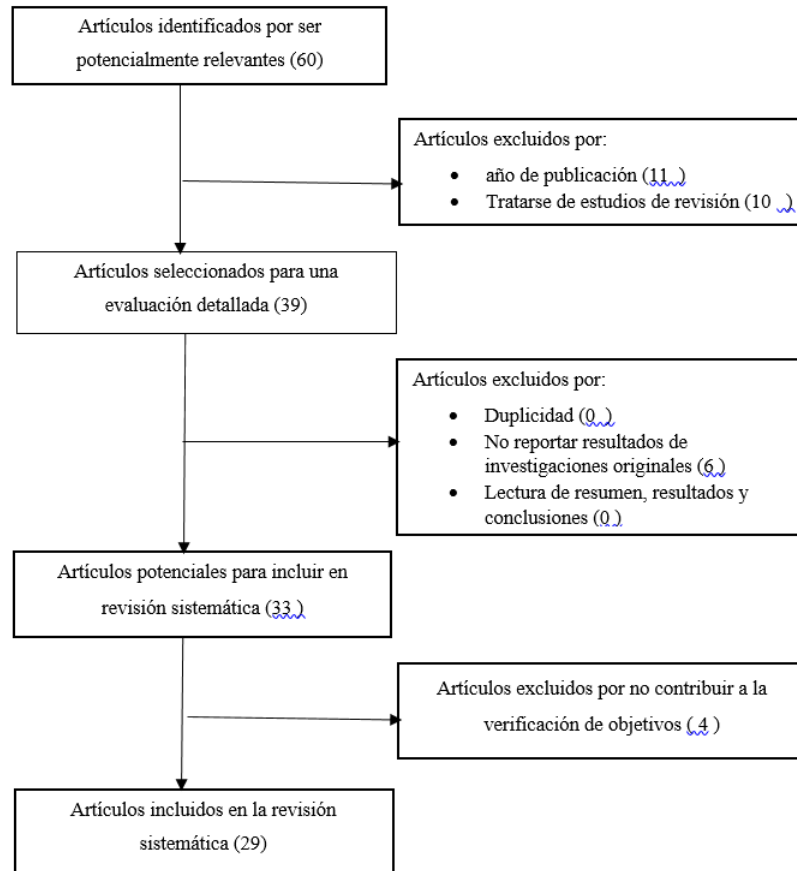


Figure 2

Note: Own elaboration

RESULTS

IDF institutions require teachers to develop teaching professionalism to ensure quality training. According to Reis-Jorge et al. (2020), continuous research strengthens the theoretical framework and decision-making capacity of the teacher. Gonzales et al. (2020) highlight that high quality accreditation and organizational culture positively influence knowledge management under managerial leadership. Ritacco Real & Amores Fernández (2018) point out that many principals have limitations to improve pedagogical practice due to restrictions in teacher decision making and lack of pedagogical advice. Oseda et al. (2020) propose structural innovation to achieve social efficiency and educational quality in higher education. Jiménez et al. (2020) emphasize that principals should be empowered in academic and administrative processes to exercise effective transformational leadership. Robinson (2016) describes the principal as a visionary leader who drives successful learning environments.

For successful academic and administrative management, the principal must lead with pedagogical skills, ensuring a positive organizational climate and the participation of all members. Lack of training and resistance to authority complicate their work and hinder their acceptance in the educational community. The combined use of transformational and transactional leadership is proposed as a strategy to develop teaching professionalism.

Strategic planning and its relationship with the achievement of institutional and educational quality

Strategic planning in higher education institutions takes the form of documents such as the Institutional Educational Project (PEI), the Annual Work Plan (PAT), and the Center's Curriculum Project (PCC), which reflect the principles, available resources and pedagogical strategies to fulfill the institutional mission and vision, adapting to the context and professional demands. According to Kevans (2020), educational management has a significant impact on educational quality, both for students and teachers. Emerson (2022) points out that experiential education can contribute to educational quality, although it faces challenges such as tensions between this modality and traditional teaching, which must be managed by academic professionals to ensure a comprehensive quality education.

The term management, derived from "management", initially translated as administration, has evolved into organizational management, encompassing diagnosis, design, planning, execution and control in interaction with the social context. Current strategic planning faces challenges due to the dynamics of the environment and the changing needs of Initial Teacher Education (ITE) students. Pedagogical management emerges as the principal's main function, promoting collaborative work among teachers, identifying weaknesses and creating stimulating environments to awaken the curiosity of both teachers and students. Strategies such as situated learning and action research projects are key to train competent teachers and develop research skills. Teamwork among teachers is fundamental to achieve the strategic objectives and consolidate educational and institutional quality.

Transformational leadership and its impact on institutional quality

Transformational leadership drives followers to exceed expectations and transform themselves personally, leading to institutional transformation. In higher education, this leadership promotes autonomy in teams and students to improve productivity and achieve goals. It is based on the "four I's": intellectual stimulation to foster curiosity and innovation, individual consideration to develop capabilities, inspirational leadership that communicates a clear vision, and idealized influence that earns respect and trust.

Female leaders, with their innate sensitivity and skills, often excel in this type of leadership, improving the work climate and promoting the personal and professional development of their followers (Gonzales et al., 2020; Carrasco & Barraza, 2020).

Transformational leadership in higher education has a direct impact on educational quality by profoundly influencing students and the development of teaching professionalism. Characteristics such as charisma, the ability to awaken cognitive curiosity and promote educational research are critical. However, many principals fail in this ideal approach due to their lack of real commitment to service, focusing more on power and authority rather than on ethical values and valuing individual performance.

This leads to a lack of commitment and poor communication within the institution. From a gender perspective, women leaders face additional challenges in macho societies such as Peru's, but those who develop enough poise can overcome these barriers, gaining respect for their work and performance across gender differences.

Transactional leadership and its impact on institutional quality

Transactional leadership focuses on incentivizing followers through rewards for good performance and sanctions for poor performance. The transactional leader clarifies expectations and establishes exchanges of rewards for services performed. Their focus is on enforcing rules and processes, and ensuring that rewards are fair and equitable (Montenegro, 2020). Key dimensions include: contingent reinforcement, where roles are defined and rewards are negotiated for achieving objectives; leadership by active exception, which involves intervention and constructive criticism to improve when deviations arise; and leadership by passive exception, where the leader acts only in case of errors or significant deviations (Gonzales et al., 2020).

Educational quality in higher education involves combining knowledge with tools that develop students' basic skills for future work activities (Kevans, 2020). It is based on having highly qualified teachers who cover dimensions such as thematic, methodological, scientific and ethical in their academic activity (Montenegro, 2020). Quality is measured by the degree of coherence between intention, action and achievement, ensuring that higher education meets established expectations and trains comprehensive professionals capable of meeting social demands (MINEDU, 2015).

In light of the research, it is possible to affirm that transactional leadership is effective in maintaining compliance with established processes and achieving immediate goals without problems in organizations. However, it is not adequate to achieve educational quality, especially in teacher performance, which is crucial for educational quality.

Teachers must diagnose the academic and socioeconomic needs of students, proposing actions consistent with the context. This requires competencies in learning readiness, effective teaching, community school management and teacher professional development, essential aspects of the graduate profile. To use their autonomy effectively, teachers must innovate and collaborate with the community, characteristics of transformational leadership that foster continuous improvement and innovation, fundamental to achieve educational quality.

In a higher education institution, both transactional and transformational leadership can be applied in a complementary manner. Transactional leadership can be used for administrative processes and specific goals, such as reaching enrollment targets by specific dates, by providing appropriate incentives. Transformational leadership, on the other hand, is critical for driving initiatives such as research to improve student achievement, especially in academic areas that require engagement beyond the core responsibilities of the faculty member. Both types of leadership complement each other to achieve educational quality, adapting to different institutional needs and objectives.

DISCUSSION

Two decades ago, principals of IDF institutions focused mostly on administrative issues and punitive supervision, without concern for the development of teacher professionalism. With the evolution towards pedagogical leadership, the importance of promoting research among teachers is recognized, since this activity strengthens and develops their professionalism. However, there is discrepancy among authors about the impact that principals have on this development. According to Reist Jorge et al. (2020), accreditation that seeks educational quality stimulates knowledge management, while Ritacco Real & Amores Fernández (2018) argue that principals face limitations to improve pedagogical exercise due to restrictions in decision making and reluctance to pedagogical advice. In summary, educational research is fundamental to strengthen teaching professionalism, although there is a negative perception among teachers about this activity due to its technical and academic difficulty. It is crucial to address this lack

of Peruvian studies in the context of IDF by promoting activities that bring future teachers closer to research.

Strategic planning in educational institutions takes the form of documents such as the PAT, the PCC and the PEI. These documents are unique and reflect specific realities, operationalizing actions to fulfill the institutional mission and vision, adapting to the demands of the environment. The elaboration of these documents should include the participation of all members of the educational community, including student representatives, which allows for the analysis of diverse contexts and the contribution of varied proposals. Strategic planning ensures coherence in the achievement of institutional objectives, integrating principles, teaching and didactic resources according to MINEDU regulations (2017).

Kevans (2020) highlights the significant relationship between educational management and educational quality in higher education institutes, arguing that improving management raises the educational level. Menacho-Vargas et al. (2021) and Oseda et al. (2020) agree that knowledge management, pedagogical leadership and innovation are key variables that positively influence educational quality. These studies emphasize that strategic planning, led by the principal, constitutes the central axis for sustaining educational and institutional quality, being crucial for achieving the strategic objectives of the institutions.

Transformational leadership encourages followers to become aware of the importance of their work for institutional objectives, promoting their personal transformation and that of the institution. In higher education, this leadership style fosters team and student autonomy, improving productivity and commitment to academic goals. Its dimensions include intellectual stimulation, individual consideration, inspirational leadership and idealized influence, supported by ethical values (Gonzales et al., 2020).

Authors such as Fullan (2016) and Pedraja-Rejas et al. (2021) agree that transformational leadership is crucial to foster innovation and institutional quality, training future teachers and promoting effective academic and management processes. However, there are gaps in research in the Peruvian context on this topic, especially in the education and training of principals to develop competencies in transformational leadership (Emerson, 2022).

The research identified gaps in the studies on transformational leadership in the Peruvian context. It is crucial that principals of educational institutions receive specific training to develop competencies in this type of leadership. This will not only strengthen institutional quality, but also promote innovation, ethical commitment and continuous improvement in educational practices.

Transactional leadership is manifested when the leader motivates his followers through rewards for their performance, clearly establishing expectations to exchange rewards for services. This approach seeks efficiency and precision rather than innovation, being suitable especially in the educational administrative field where processes must be complied with according to established regulations, such as in admission and enrollment (Montenegro, 2020). This type of leadership focuses on compliance with rules and processes, rewarding results in a fair and equitable manner, and its dimensions include contingent reinforcement, direction by active and passive exception (Gonzales et al., 2020). However, there are gaps regarding the potential disadvantages of this approach, suggesting the need for more research on how the focus on rewards might affect the commitment and accountability of an organization's members in the long term (Herrera, 2018).

CONCLUSIONS

The principal of an educational institution has the responsibility to promote teaching professionalism among FID teachers. This professionalism is evidenced when teachers perform their work in a comprehensive manner, creating environments conducive for students to develop the

expected competencies. According to the research reviewed, teaching professionalism is strengthened through continuous educational research, which addresses relevant topics and challenges specific to the teacher's academic context. The principal's pedagogical and transformational leadership plays a crucial role in positively influencing teachers to achieve this professionalism by facilitating appropriate conditions and support.

Strategic planning involves establishing clear short-, medium- and long-term objectives for the educational institution. It is essential that all members participate from the situational analysis, such as the SWOT system, to the formulation of improvement proposals and concrete plans. This collaborative approach ensures an efficient distribution of financial, material and human resources to achieve institutional objectives. This translates into improvements in both academic and administrative processes, and is reflected in the competencies developed by students in their FID, thus strengthening institutional quality.

The work of training teachers is enormously challenging because of the ethical, moral and professional responsibility involved in influencing the education of thousands of children and young people. In a globalized world where knowledge is accessible, it is crucial that Initial Teacher Education students discover how they learn best, which enables them to discriminate and investigate diverse topics. Teachers, through their influence and provision of resources and strategies, enhance self-regulation and a sense of responsibility in their students. Transformational leadership is clearly seen in the transformation of students from freshman entry to graduation, where they find their path and develop the capacity to contribute to the common good. This type of leadership has a positive impact on institutional quality by ensuring that all members of the institution constantly contribute to the development of the desired graduate profile in the corresponding specialty.

Transactional leadership is effective in achieving concrete goals such as meeting enrollment percentages or executing community projects, through a system of rewards and sanctions. However, it does not necessarily promote genuine commitment to tasks or positively link workers to institutional objectives, since they tend to work exclusively for the rewards agreed upon with the leader.

In the future, it is crucial to implement studies on the impact of transactional leadership in teacher training, given the humanistic nature of this profession that requires vocation, service and commitment to the integral formation of students. These values are fundamental to guarantee a fair and caring society, aspects that contrast with the reward motivations of transactional leadership. In addition, it is important to consider the promotion of a second specialty in leadership of IDF institutions, since not all teachers possess the innate skills to be principals. This initiative could strengthen leadership and improve performance in the ever-challenging work of educational leadership.

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