

Impact of institutional management on the well-being of higher education students: Systematic analysis

Impacto de la gestión institucional en el bienestar de los estudiantes de educación superior: análisis sistemático

Guadalupe del Carmen Balta Sevillano

<https://orcid.org/0000-0002-1413-0653>

dbalta@ucvvirtual.edu.pe

Universidad César Vallejo

Lima - Peru.

Piero Alexander Sagastegui

<https://orcid.org/0009-0007-0709-0415>

piero.sagastegui@edu.uah.es

Universidad de Alcalá

Madrid - Spain.



Received: 02/03/2025 Accepted: 05/06/2025

2026. V6. N 1.

Abstract

In a global context marked by constant change, higher education institutions face the challenge of implementing effective programs that respond to new educational demands. The present study aimed to analyze institutional management and its impact on the well-being of university students. To this end, a qualitative approach was adopted, based on a systematic review of the literature, following the guidelines of the PRISMA model. The literature review process covered a total of 80 scientific articles published between 2020 and 2025, of which 18 met the established inclusion criteria. The results show that educational management strategies tend to prioritize student well-being, recognizing it as a key component for academic achievement. It is concluded that efficient institutional management, articulated with academic and mission objectives, has a positive impact on well-being programs by facilitating equitable access to resources and services, creating favorable conditions for learning, and enhancing both academic performance and the comprehensive development of students.

Keywords: educational management, student well-being, educational strategies.

Resumen

En un contexto global marcado por transformaciones constantes, las instituciones de educación superior enfrentan el desafío de implementar programas eficaces que respondan a las nuevas exigencias formativas. El presente estudio tuvo como objetivo analizar la gestión institucional y su incidencia en el bienestar de los estudiantes universitarios. Para ello, se adoptó un enfoque cualitativo, basado en una revisión sistemática de la literatura, siguiendo los lineamientos del modelo PRISMA. El proceso de revisión bibliográfica abarcó un total de 80 artículos científicos publicados entre 2020 y 2025, de los cuales 18 cumplieron con los criterios de inclusión establecidos. Los resultados evidencian que las estrategias de gestión educativa tienden a priorizar el bienestar estudiantil, reconociéndolo como un componente clave para el logro académico. Se concluye que una gestión institucional eficiente, articulada con los objetivos académicos y misionales, incide positivamente en los programas de bienestar, al facilitar el acceso equitativo a recursos y servicios, crear condiciones favorables para el aprendizaje, y potenciar tanto el rendimiento académico como el desarrollo integral del estudiante.

Palabras clave: gestión educacional, bienestar del estudiante, estrategias educativas.

Introduction

Organizations define clear objectives and goals aimed at achieving benefits and results, which vary according to the nature and focus of each institution. These objectives must be implemented through various strategies and specific actions (Adiela et al., 2022). In this sense, the work within educational organizations encompasses both academic and administrative aspects. Many achievements in management depend on human capacity to develop skills in students and position the institution competitively. Issues such as inadequate environments or internal difficulties with staff pose obstacles that hinder the attainment of institutional goals (Rashid et al., 2021).

Higher education constitutes a fundamental component in the formation of human capital through the development of specialized competencies that respond to labor market demands. However, institutional management in many universities still fails to adequately meet the needs and expectations of students, leading to dissatisfaction, demotivation, and even dropout. This issue is exacerbated when administrative models are ineffective, student support is poor, and communication channels are unclear or inefficient. The absence of a student-centered culture adversely affects students' academic experiences (Leoncio et al., 2022). Among the main reasons for academic dropout are family factors and economic constraints (Miranda & Alarcón, 2021).

One of the most relevant topics is the role of research and management in a globalized environment, in light of the changes and adaptations that higher education institutions must undertake according to contemporary educational and administrative theories and models (Vătămănescu et al., 2022). For instance, a comparative analysis between the educational systems of Spain and the Dominican Republic revealed significant differences in the professional training models applied in both countries (Carrascal et al., 2022).

Additionally, a study conducted by a Spanish corporation in 2023 reported deficiencies in faculty professional development (2.3%) and a low motivation to improve practices (4.6%). Problems in organizational collaboration (2.3%) and the availability of adequate material resources (4.6%) were also identified. Regarding teacher evaluation, only 5% of educators perceived significant interaction and support from their institutions. This underscores the need for institutional management with clear characteristics that articulate different sectors to generate public value (CEPAL, 2023).

In general terms, educational systems in Latin America lack structured training programs specifically aimed at preparing personnel for leadership roles. Existing programs tend to be generalist and do not address the real needs of the educational context. Furthermore, administrators exhibit limited capacity to make decisions regarding human talent management (Ramírez et al., 2021).

Accreditation processes have become increasingly complex due to the incorporation of new standards and indicators. Therefore, it is essential to strengthen institutional management to comply with the requirements of quality assurance systems in higher education (Otero, 2023). One of the main challenges lies in generating concrete actions to improve administrative processes, as the quality of service directly influences student attraction and future labor market insertion (Arriagada-Poblete et al., 2023).

In Ecuador, higher education is regulated by a specific legal framework and overseen by an agency dedicated to educational quality; however, it is still necessary to evaluate the impact of administrative management on the effective delivery of academic services (Bravo & Alvites, 2020). In Colombia, technological advancement and social and economic changes pose the challenge of preparing students with competencies and values that

foster social development. The appropriate use of knowledge and pedagogical methodologies becomes key to ensuring the relevance of educational programs (Pertuz et al., 2024).

Rivera (2021) argues that universities must take an active role in research and social outreach, extending the reach of their services and contributing to collective well-being through effective communication and proper information dissemination. To achieve this, evaluation models should aim to guarantee quality standards in both public and private institutions (Otero, 2023). In Venezuela, Durán (2022) found that student welfare programs are present in public universities, but budgetary constraints hinder their proper implementation.

In the case of Peru, institutional projects often do not align with the real needs of schools, and deficiencies persist in the monitoring and control of planned activities, as well as a scarcity of materials in public institutions (Shuan & Arizapana, 2024).

In this context, the primary objective of the present study is to conduct a comprehensive analysis of institutional management and its direct impact on the overall well-being of students in higher education. The research seeks to understand how administrative practices and decisions affect key dimensions of the academic, emotional, and social development of university students.

Methodology

This study adopted a qualitative approach, based on a systematic literature review, aimed at rigorously and systematically collecting, analyzing, and synthesizing empirical evidence related to institutional management and its impact on the well-being of higher education students. The methodological procedure was developed following the guidelines of the PRISMA model, which allowed for a transparent structuring of the stages of search, selection, evaluation, and synthesis of the included studies. This model facilitated the traceability of each methodological decision made during the research process.

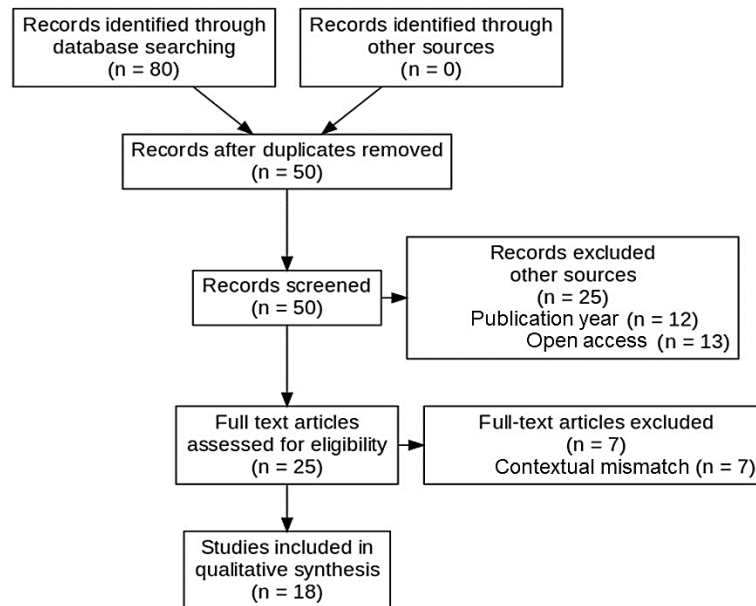
The search strategy was applied across three recognized academic databases relevant to the social sciences and education: Scopus, SciELO, and Latindex. Combinations of keywords related to "institutional management," "higher education," "student well-being," and "educational quality" were employed. This initial search yielded a total of 80 records. After eliminating 30 duplicate articles, the abstracts of the remaining 50 documents were reviewed.

During the screening phase, the following inclusion criteria were applied: thematic relevance regarding institutional management in the context of higher education, methodological clarity, publication between 2020 and 2025, and availability of the full text. Conversely, the exclusion criteria included studies with poorly defined methodological approaches, limited direct relevance to the central topic, and articles outside the established time frame. As a result, 18 articles that met all the established criteria were selected.

The distribution of selected studies by database was as follows: Scopus (6 articles), SciELO (10 articles), and Latindex (2 articles), reflecting a total of 18 relevant investigations for in-depth analysis, following a second filtering focused on methodological quality and direct relation to the study objectives. The analysis of the documents was conducted through critical reading and thematic categorization, allowing for the identification of patterns, conceptual approaches, and common findings related to the effects of institutional management on student well-being. This methodology enabled the construction of a solid and updated theoretical framework, providing significant and contextualized evidence for the development of the study's conclusions.

Figure 1.

Graphical representation of the PRISMA flow illustrating the publication selection procedure.



Results

The analysis of recent literature allowed for the identification of various approaches to institutional management (IM) within the educational sector, highlighting its influence on both academic quality and the comprehensive development of students, as well as institutional sustainability.

Firstly, several studies emphasize the need to strengthen collaboration between educational institutions and other key stakeholders. Cabrera et al. (2024) propose the creation of a strategic guide to promote effective collaboration between schools and families, supported by institutional policies that ensure smooth communication and active participation. Complementarily, Moreno (2024) points out that robust institutional management directly impacts the physical and mental well-being of students, necessitating a holistic approach.

Kathirveloo (2024) and Martínez et al. (2024) agree that improving educational governance and ongoing self-evaluation are fundamental pillars for achieving quality higher education. This quality is sustained by a commitment to academic excellence and comprehensive training adapted to the demands of a globalized environment. In this same vein, Rosales & Uquillas (2025) highlight that student-centered academic administration directly affects the perception of quality and student satisfaction.

The studies by Mendoza et al. (2025) and Shuan & Arizapana (2024) reinforce the importance of educational innovation, viewing it not only as a driver of pedagogical improvement but also as a strategic tool for fostering socioeconomic development. This approach entails effective collaboration among governments, educational institutions, the private sector, and the international community.

Moreover, the role of educational leadership is emphasized. Barnes et al. (2021) assert that leaders must master key areas such as performance management, personal development, and alignment between institutional and individual values. In this regard, Bárcenas et al. (2024) and Anchayhua Serna (2024) underscore the significance of strategic planning and ongoing evaluation as necessary conditions for ensuring effective and adaptive institutional management.

From an operational perspective, Cabrera, Perachimba & Orlenda (2024) argue that institutional management should integrate pedagogical, administrative, and community dimensions, with administrative efficiency being an essential component for the continuous improvement of educational quality. Oseda et al. (2020) complement this view by indicating that educational change requires clear goals, inclusion, curricular relevance, and professionalism in the implementation of actions.

Furthermore, Pulido et al. (2023) suggest that institutional management involves concrete actions developed by various academic stakeholders (administrators, teachers, and students), oriented towards fulfilling the institutional mission. In this context, Sucre Pérez (2024) emphasizes that university administration should identify differences in teaching methods and align its strategic goals with the needs of the environment.

Balta, G. & Sagastegui, P. (2026). Impact of institutional management on the well-being of higher education students: Systematic analysis. *Revista InveCom*, 6 (1). 1-9. <https://zenodo.org/records/15637418>

Kariuki (2023) addresses the regulatory component, indicating that university reforms should be grounded in solid legal frameworks—such as the Companies Law—that guide decision-making in critical areas of management. Causo et al. (2021) and Romero (2022) agree that effective institutional management is based on active participation, clarity in leadership communication, and the promotion of collaborative work.

Finally, Henríquez, Castro & Naveda (2022) assert that institutional management in higher education must be guided by trained personnel, in accordance with ten-year plans and public policies. Their comprehensive approach includes administrative, financial, and accounting dimensions, ensuring transparent and efficient use of institutional resources.

Discussion

The results obtained in this research align with specialized literature regarding the positive impact of institutional management (IM) on the well-being and academic performance of students in higher education. As noted by Mangestuti et al. (2022), contemporary educational strategies recognize student well-being—in its physical, emotional, and social dimensions—as a central component of holistic development, rather than a peripheral element. This holistic view reinforces the need to implement coherent institutional practices that prioritize mental and emotional health as a prerequisite for academic achievement.

In this framework, formative feedback takes on a leading role in the teaching-learning process. Abad et al. (2023) argue that its systematic incorporation not only improves academic outcomes but also promotes collaborative work and collective knowledge construction. This practice fosters an institutional culture oriented towards pedagogical innovation, consistent with the principles of continuous improvement and adaptability that characterize dynamic university environments.

Moreover, IM consolidates as a key tool for achieving organizational and educational objectives. Zavaleta (2021) argues that strategic and structured management ensures adequate conditions for future generations, securing both institutional sustainability and the relevance of the education offered. However, Ordóñez et al. (2019) caution that methodological weaknesses persist in many management practices, as they rely on empirical approaches lacking theoretical support or systematic criteria for decision-making.

To overcome these limitations, the incorporation of conceptual management models, such as the one proposed by Kevans (2020), offers operational frameworks that strengthen administrative efficiency and the adaptive capacity of educational institutions. These models not only guide decisions within complex institutional networks but also contribute to the competitive positioning of universities in highly demanding and globalized contexts.

In this same vein, Bravo & Alvites (2020) highlight a paradigmatic shift in higher education institutions, which have reoriented their processes towards management centered on active participation, shared responsibility, and the acquisition of competencies relevant to the labor market. This institutional transformation fosters a culture of continuous learning and exemplary organizational behavior, both essential for the professional and civic development of graduates.

Similarly, the approach of Cubela et al. (2024) regarding quality university management underscores the importance of integrating the entire academic community—administrators, teachers, and students—in continuous improvement processes. The proposal emphasizes a strategic and forward-looking vision, oriented towards academic and institutional excellence through coherent management of the university's substantive functions. In this sense, the alignment between teaching and institutional quality principles constitutes an indispensable condition for achieving increasingly demanding educational standards.

In this context, it is essential to recognize that IM in higher education cannot be separated from quality assurance processes. Orozco et al. (2020) argue that the alignment between internal management—focused on continuous improvement—and external management—related to evaluation and accreditation processes—constitutes a complementary mechanism essential for ensuring compliance with standards set by regulatory bodies. This duality allows for the alignment of institutional operations with structural and normative demands, ensuring the effective implementation of educational policies.

From this perspective, Ruiz & Classerman (2021) assert that educational quality, understood as the central axis of IM, is expressed through the collaborative integration of various university stakeholders. This active participation, both in pedagogical and academic realms, fosters an institutional culture committed to excellence, which in turn promotes interdisciplinary research as a driver of innovation and sustainability.

Cardona et al. (2020) reinforce this view by noting that higher education institutions are engaged in a sustained process of solidifying their commitments to educational quality. This evolution responds not only to increasing social demands but also to the imperative of maintaining legitimacy, relevance, and institutional prestige.

in a highly competitive academic environment subject to constant evaluation. In this sense, the institutionalization of quality transitions from being optional to becoming a fundamental strategy for ensuring the continuity and evolution of the university's substantive functions.

Finally, Portocarrero et al. (2021) propose a renewal of the IM model, oriented towards establishing a paradigm in which administrators assume an active role as public managers with strategic competencies. This transformation is crucial for addressing contemporary challenges in the educational system, including the need to promote inclusive environments. This involves not only incorporating pedagogical practices sensitive to diversity but also designing organizational structures that foster equity and full participation of the entire student community, thereby consolidating a truly transformative higher education.

Conclusions

Efficient institutional management, aligned with academic and mission objectives, directly impacts the quality of welfare programs in higher education. This alignment favors equitable access to resources and services that create conducive conditions for learning, optimize academic performance, and promote the comprehensive development of students.

In this context, universities play a fundamental role in effectively organizing and coordinating resources, processes, and services aimed at ensuring high-quality academic training. Their significance lies in their ability to generate educational environments that enable students to achieve their personal and professional goals while reducing structural barriers and fostering an equitable, successful, and sustainable academic trajectory.

Moreover, institutional management fulfills a strategic role in promoting student well-being by facilitating the implementation of policies, programs, and services that comprehensively address the academic, emotional, and social needs of students. This holistic vision contributes to consolidating more inclusive and equitable educational environments, which translates into higher levels of motivation, improved academic performance, and lower dropout rates.

Consequently, student well-being should be prioritized within strategic planning and the design of institutional policies. Only through committed, diversity-sensitive management oriented toward continuous improvement will it be possible to advance towards a fairer, more relevant, and transformative higher education.

References

- Anchayhua Serna, A. D. (2024). Gestión educativa institucional en el desempeño profesional en los docentes de una institución educativa con JEC, La Mar, Ayacucho en Perú: un estudio piloto. *Revista de Climatología*, 24, 100–107. <https://doi.org/10.59427/rccli/2024/v24cs.100-107>
- Arriagada-Poblete, C., Gálvez-Gamboa, F. & Adasme-Jara, B. (2023). Definición conceptual de calidad y de excelencia en la educación superior en el contexto universitario chileno. *Actualidades Investigativas en Educación*, 23(1), 71-101. <https://dx.doi.org/10.15517/aie.v23i1.51570>
- Abad, I., Pantigoso, N., Jara, G. & Colina, F. (2023). Retroalimentación y trabajo en equipo en estudiantes universitarios de una universidad nacional de Lima Metropolitana. *Desde el Sur*, 15(3). <https://revistas.cientifica.edu.pe/index.php/desdeelsur/article/view/1461/1165>.
- Arjona, M., Lira, A. & Maldonado, E. (2022). Los sistemas de gestión de la calidad y la calidad educativa en instituciones públicas de educación superior de México. *Retos*, 12(24), 268–283. <https://doi.org/10.17163/ret.n24.2022.05>
- Adiela, J. L., Amah, E. & Friday, O. B. (2022). Leadership skills and organizational productivity in Nigeria. *South Asian Research Journal of Business and Management*, 4(3), 90-98. <https://doi.org/10.36346/sarjbm.2022.v04i03.002>
- Bravo, M. & Alvites, V. (2020) Influencia de los procesos administrativos en la calidad productiva de las instituciones de educación superior y extensiones universitarias de Manabí. *Revista científica mundo de la investigación y el conocimiento*. 4(3), 251-266. <http://recimundo.com/index.php/es/article/view/872>
- Barnes, N., Du Plessis, M. & Frantz, J. (2021). Institutional culture and academic career progression: Perceptions and experiences of academic staff. *SA Journal of Industrial Psychology*, 47(0), a1878. <https://doi.org/10.4102/sajip.v47i0.1878>
- Bárcenas, M. Beltrán, E. Regino, F. Martínez, R. Flores, F. y Carrillo, A. (2023) Application of the Balanced Scorecard methodology in the management of a higher education institution. *Revista Foro de Estudios sobre Guerrero*, 10(1), 50-55. <https://doi.org/10.62384/fesgro.v10i1.285>

- Bretaña, R. Chávez, D. Fernández, N. Hincapié, N. & Bonilla, M. (2022). Certificación de sistemas de gestión y acreditación de la calidad en la educación superior. *Revista Iberoamericana de Educación*, 88(1), Article 1. <https://doi.org/10.35362/rie8814779>
- Cabrera Félix, C. & Bennasar-García, M. I. (2022). Gerencia Educativa: Dimensión Social, Transformaciones, Retos y Desafíos. *Revista Publicando*, 9(34), 17-30. <https://doi.org/10.51528/rp.vol9.id2314>
- Cabrera, L. Perachimba, S. & Orlenda, J. (2024). Gestión institucional para promover el acompañamiento de representantes legales a estudiantes en sus procesos pedagógicos. *MQRInvestigar*, 8(4), 938–960. <https://doi.org/10.56048/MQR20225.8.4.2024.938-960>
- Carrascal, M. Maneiro, R. Revesado, D. (2022) La importancia del enfoque pedagógico inclusivo en los programas de formación docente. *Revista de lecturas educación física y deportes*. 27(288), 160-175. <https://doi.org/10.46642/efd.v27i288.3281>
- Cardona, L., Pardo del Val, M., & Dasí A. (2020). El cambio organizativo en la educación superior en Colombia: Perspectivas y retos. *Revista de docencia universitaria*, 18(1), 249–273. <https://doi.org/10.4995/redu.2020.12878>
- Causo, E. J. V., De la Cruz Licas, M., Osore, J. C. V., Rosillov, F. F., Selis, D. Q. & Osore, R. I. V. (2021). Gestión institucional y planificación estratégica en una institución educativa pública del distrito de Jaén, Cajamarca, Perú. *Revista Científica Pakamuros*, 9(1). <https://doi.org/10.37787/m0t1z133>
- Comisión Económica para América Latina y el Caribe -CEPAL (2023) *Participación ciudadana en la gestión institucional*. <https://comunidades.cepal.org/ilpes/es/grupos/discusion/participacionciudadana-en-la-gestion-institucional>
- Cubela, J. Delgado, E. Lema, A. (2024) Gestión docente y educativa en la educación superior por la calidad de la formación. *Revista de Ciencias Sociales y Humanas*. 6(1), <https://doi.org/10.47606/acven/ph0229>
- Corporación española (2023). Antecedentes, diagnóstico actual y perspectivas de la calidad de la Educación Superior en América Latina y el Caribe. <https://acortar.link/4gly8H>
- Cruz, C. (2021). Gestión educativa y competencias profesionales directivas. *Ciencia Latina Revista Científica Multidisciplinar*, 5(4), 6008–6018. https://doi.org/10.37811/cl_rcm.v5i4.755
- Colina, F. & Albites, J. (2020). Aprendizaje e innovación: retos en las organizaciones del siglo XXI. *Desde el Sur*, 12(1), 167-176. <https://revistas.cientifica.edu.pe/index.php/desdeelsur/article/view/597/639>
- Guerra, I. & Palomino, G. (2021). Modelo de gestión por resultados para mejorar la calidad de gasto en la Unidad de Gestión Educativa Local, San Martín. *Ciencia Latina*, 4(2), 1–21. https://doi.org/https://doi.org/10.37811/cl_rcm.v4i2.112p
- Henríquez, A. Castro, M. & Naveda, A. (2022). Procesos de Gestión en Instituciones Experimentales de Educación Universitaria. *Revista de Ciencias Sociales*, 28(2), 364–380. <https://doi.org/10.31876/rcs.v28i2.37944>
- Kariuki, P. (2023) *Prácticas de gestión institucional, estrategias de sostenibilidad y desempeño de las universidades públicas autorizadas en Kenia*. [Tesis doctoral. Universidad De Karatina] <https://karuspace.karu.ac.ke/handle/20.500.12092/3004>
- Kathirveloo, P. (2024). Assessing Institutional Readiness for Blended Learning Management and Implementation in Malaysian Higher Education. *Management Research Journal*, 13(2), 55–67. <https://doi.org/10.37134/mrj.vol13.2.5.2024>
- Kevans, Ma. (2020). Gestión educativa y calidad de la educación superior tecnológica en instituciones estatales de Lima metropolitana. *Educación*, 26(2), 147–162. <https://doi.org/10.33539/educacion.2020.v26n2.2229GESTIÓN>
- Leoncio, J., Muñoz, R., Ángel, I., Díaz, E., Isabel, Ú., & Miranda, R. (2022). La satisfacción estudiantil en la educación virtual: una revisión sistemática internacional. Chakiñan, *Revista de Ciencias Sociales y Humanidades*, 2(16), 1–17. <https://doi.org/10.37135/chk.002.16.11>
- Moreno, A. (2024). Incidencia de la gestión institucional en el bienestar de los estudiantes de la Universidad Nacional de Loja (Ecuador). *Desde el Sur*, 16(1), e0013. <http://www.scielo.org.pe/pdf/des/v16n1/2415-0959-des-16-01-e0013.pdf>
- Muñoz, L. & Román, E. (2022). Estado de formación y desarrollo en gestión educativa de los directores escolares. Caso de estudio distrito de educación manta. *ARETÉ*, 8(15), 35–59. <https://doi.org/10.55560/ARETE.2022.15.8.2>
- Ministerio de educación (2021). Boletín estadístico de instituciones de educación superior y CETPRO. <https://acortar.link/uDV1YZ>

- Ninco, G. (2021). Liderazgo pedagógico en el desarrollo de la gestión educativa en la Institución Educativa Luis Edgar Durán Ramírez de Paicol, Huila. Panamá: Universidad UMECIT, 2021. <https://repositorio.umecit.edu.pa/handle/001/3835>
- Mangestuti, R., Mulyadi, M., Wahyuni, E., Aziz, R. & Qudsy, S. (2022). The successful of student well-being development through child-friendly school programs. *International Journal of Elementary Education*, 6(2), 315-324. <https://doi.org/10.23887/ijee.v6i2.46019>
- Martínez, P., Enrique, Á., Escobar, S., Arturo, J. & Parra, B. (2024). Administration in Livestock Organizations in Colombia. <file:///C:/Users/Usuario/Downloads/88.pdf>
- Moncada, J., Barrutia, L., Riz, C., Vargas, J. & Palomino, G. (2021). Calidad de servicio en las Unidades de Gestión Educativa Local. *Ciencia Latina Revista Científica Multidisciplinar*, 5(2), 1341–1358. https://doi.org/10.37811/cl_rcm.v5i2.333
- Mendoza, A., Calderón, O. Cedeño, A. Vélez, C. García, A. Cevallos, R. (2025) Desafíos y Oportunidades de la Innovación de las IES Manabitas. *Revista Polo del conocimiento*.10(2), 1168-1190. <https://polodelconocimiento.com/ojs/index.php/es/article/view/8938/23374>
- Ñañez, M. V., Pariona, R. B., Quispe, J. C., & Díaz, H. (2021). Directive management and pedagogical innovation model for public universities. 3C Empresa. Investigación y pensamiento crítico. *3C Empresa*, 44(3), 33-45. <https://doi.org/10.17993/3cemp.2021.specialissue1>
- Lule, M., Serrano, M. & Montenegro, N. (2023). La gestión educativa: factor clave en la calidad educacional. *Revista Científica UISRAEL*, 10(3), 57–71. <https://doi.org/10.35290/rcui.v10n3.2023.893>
- Otero, S. (2023), Análisis de los procesos de Acreditación de Institutos Técnicos y Tecnológicos en el Ecuador, *Revista de Investigación en Ciencias Sociales*, 8(3). 1-10. <https://idicap.com/ojs/index.php/ogmios/article/view/199>
- Oseda, D. Mendivel, R. Duran, A. (2020) Potencial de innovación y gestión institucional en la Universidad Nacional de Cañete-Perú. Colección de Filosofía de la Educación. 28(1), 207-235. <https://doi.org/10.17163/soph.n28.2020.08>
- Orozco, E., Jaya, A., Ramos F., & Guerra, R. (2020). “Retos a La Gestión de La Calidad En las Instituciones de Educación Superior en Ecuador. (Spanish).” *Revista Cubana de Educación Médica Superior* 34 (2): 1–14. <http://www.ems.sld.cu/index.php/ems/article/view/2268/1083>
- Otero, S. (2021). Análisis de los procesos de acreditación de institutos técnicos y tecnológicos en el Ecuador. *Ogmios*, 9(2), 45-60. <https://idicap.com/ojs/index.php/ogmios/article/view/199>
- Pulido, A., Pérez, V. & Bravo, M. (2023). Una aproximación a la gestión de los procesos universitarios: sus dimensiones. *MENDIVE*, 21(1), e3012. <https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/3012>
- Portocarrero, L., Restrepo, J., Valencia, M. & Calderón, L. (2021). Gestión educativa para la sostenibilidad académica en Colombia. *Formación Universitaria*, 14(5), 107–118. <https://doi.org/10.4067/S0718-50062021000500107>
- Pertuz, A. Buelvas, J. Santamaría, A. Castellano, A. Arango, L. (2024). Gestión organizacional y calidad institucional: un enfoque universitario para la formación integral en la universidad de sucre en los próximos diez años. *Revista de Investigación en Comunicación de Crisis y Riesgos Internacionales*, 90–106. <https://doi.org/10.63278/jicrcr.vi.604>
- Quispe, A., Hinojosa, Y. Miranda, H. & Sedano, C. (2021). Serie de Redacción Científica: Revisiones Sistemáticas. *Revista del cuerpo médico Hospital Nacional Almanzor Aguinaga Asenjo*, 14(1), 94-99. <http://dx.doi.org/10.35434/rcmhnaaa.2021.141.906>
- Ramírez, D., Licea, I., & Martínez, R. (2021). Producción científica indizada en Scopus sobre Modelos de Gestión de Información en Educación a Distancia. *Revista Alcance*, 10(27). http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S241199702021000300107
- Rivera, A. (2021). Bienestar universitario, encuentros con doctorados de RUDECOLOMBIA. Universidad Tecnológica de Pereira. Colombia. <https://hdl.handle.net/11059/13956>
- ‘Rosales, M. & Uquillas, N. (2025) Gestión académica en la educación superior: una aproximación a la calidad y satisfacción de los estudiantes. *Revista de Educación y Cultura*, 6 (11), e250263. <https://doi.org/10.46652/runas.v6i11.263>
- Rodríguez, L. (2022). Modelos de gestión universitaria: contexto latinoamericano y retos de la universidad Especializada de las Américas. *Investigación y Pensamiento Crítico*, 10(3), 04-17. <https://doi.org/10.37387/ipc.v10i3.322>

- Rashid, A. S., Tout, K. & Yakan, A. (2021). The critical human behavior factors and them impact on knowledge management system–cycles. *Business Process Management Journal*, 27(6), 1677-1702. <https://doi.org/10.1108/BPMJ-11-2020-0508>
- Romero, J. (2022). Scope and challenges of institutional management in the period 2020-2021 [Alcances y desafíos de la gestión institucional en el periodo 2020- 2021]. *Horizontes Revista de Investigación en Ciencias de la Educación*, 6(25), 1627-1636. http://www.scielo.org.bo/scielo.php?pid=S261679642022000401627&script=sci_abstract&lng=en
- Ruiz, J., & Classerman, L. (2021). Characteristics of educational quality assurance: A systematic mapping 2016-2020. *Revista Complutense de Education*, 32 3, 337-348, <https://doi.org/10.5209/rced.70182>
- Secretaría de Gestión Pública. (2021). Política Nacional de Modernización de la Gestión Pública al 2021. <http://www.pcm.gob.pe/wpcontent/uploads/2013/05/PNMGP.pdf>
- Shuan, A. & Arizapana, V. (2024). Relación entre la gestión institucional y calidad educativa en docentes de instituciones educativas estatales de Lima. *Arandu UTIC*, 11(2), 2669–2677. <https://doi.org/10.69639/arandu.v11i2.458>
- Shahin, A. & Mirshad, T. (2021). Student welfare services in higher educational institutions during global pandemic: issues and challenges. *Indian Journal of Applied Research*, 11(5), <https://doi.org/10.36106/ijar/5213320>
- Shishov, S., Lustina, T., Sergeeva, S., Klimakina, E., Suslov, A. & Solovyanenko, N. (2022). Management of university research activities in the «openscience» concept. *Revista Conrado*, 18(S1), 628-634. <https://conrado.ucf.edu.cu/index.php/conrado/article/view/2380>
- Sucre Pérez, C. (2023). Gestión institucional universitaria por dirección por valores. *Orbis Tertius UPAL*, 7(14), Pág. 17-41. <https://doi.org/10.59748/ot.v7i14.134>
- Topor, R., Cârçu, M. & Vasilescu, C. (2021). Quality management in higher education institutions. *Sustainability*, 13(9), 4782. <https://doi.org/10.3390/su13094954>
- Tarazona, K. F. (2020). Relationship of transformational leadership with organizational growth. Universidad Militar Nueva Granada. <http://hdl.handle.net/10654/37703>
- Vătămănescu, E. M., Bratianu, C., Dabija, D. C. & Popa, S. (2022). Capitalizing online knowledge networks: from individual knowledge acquisition towards organizational achievements. *Journal of Knowledge Management*, 27(5), 1366-1389. <https://doi.org/10.1108/JKM-04-2022-0273>
- Zambrano, G.; Álvarez, D. & Yoza, N. (2021). La importancia de la auditoría de gestión y los procesos administrativos y técnicos, realidades y perspectivas. *Revista Científica Multidisciplinaria*, 5(3). <https://revistas.unesum.edu.ec/index.php/unesumciencias/article/view/568>
- Zavaleta, E. (2021). Analysis of institutional management in the academic units of the National Police - Perú. *Comunicación*, 12(1). <https://doi.org/10.33595/2226-1478.12.1.489>