

Executive management and institutional performance: evidence in the Peruvian context

Gestión directiva y desempeño institucional: evidencia en el contexto peruano

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Abstract

School leadership in public schools is crucial to ensuring educational quality and equity. This systematic review, conducted between 2015 and 2025, followed the PRISMA guidelines and considered the Scopus, SciELO, ProQuest, Redalyc, and Dialnet databases. Of the 70 initial records, 25 studies were selected after eliminating four duplicates and applying the inclusion criteria. The findings show that effective management integrates pedagogical leadership, ethics, strategic vision, and community participation, and is strengthened through teacher development, a collaborative school climate, and institutional autonomy. Effectiveness does not depend solely on the principal, but also on policies that promote pedagogical leadership and continuing education. Educational quality improves when school management aligns resources, goals, and pedagogical monitoring processes; however, barriers such as administrative overload and limited adoption of evidence-based management practices persist. It is concluded that consolidating administrative management from a comprehensive and innovative approach—focused on pedagogical leadership and formative assessment—is essential to raising learning outcomes and reducing educational gaps. This synthesis offers guidance for the design of administrative development programs and for the formulation of policies that prioritize the school as the basic unit of improvement.

Keywords: executive management, educational leadership, educational quality.

Resumen

La gestión directiva en las escuelas públicas resulta decisiva para garantizar la calidad educativa y la equidad. Esta revisión sistemática, desarrollada entre 2015 y 2025, siguió las directrices PRISMA y consideró las bases de datos Scopus, SciELO, ProQuest, Redalyc y Dialnet. De 70 registros iniciales, tras eliminar cuatro duplicados y aplicar los criterios de inclusión, se seleccionaron 25 estudios. Los hallazgos evidencian que una gestión directiva efectiva integra liderazgo pedagógico, ética, visión estratégica y participación comunitaria, y se fortalece mediante el desarrollo docente, un clima escolar colaborativo y la autonomía institucional. La efectividad no depende únicamente del director, sino también de políticas que promuevan el liderazgo pedagógico y la formación continua. La calidad educativa mejora cuando la gestión directiva alinea recursos, metas y procesos de monitoreo pedagógico; sin embargo, persisten barreras como la sobrecarga administrativa y la limitada adopción de prácticas de gestión basadas en evidencia. Se concluye que consolidar la gestión directiva desde un enfoque integral e innovador —centrado en el liderazgo pedagógico y la evaluación formativa— es fundamental para elevar los aprendizajes y reducir las brechas educativas. Esta síntesis ofrece orientaciones para el diseño de programas de desarrollo directivo y para la formulación de políticas que prioricen la escuela como unidad básica de mejora.

Palabras clave: gestión directiva, liderazgo pedagógico, calidad educativa.

Introduction

Despite the accelerated changes occurring globally, the educational sector continues to face significant challenges. In this context, attention is focused on the role of school leadership in managing resources to ensure a quality, inclusive education that is geared towards fostering learning (Hoyos-Rubio et al., 2023). Education plays a crucial role in economic, technological, and social development, promoting peace and enhancing quality of life. Hence, it occupies a priority position on the 2030 Agenda as well as in the policies of ECLAC and the OECD (Galavis, 2024).

In Latin American schools, effective management is valued for its efficiency and the resulting learning outcomes. However, statistics reveal a concerning reality: limited decision-making, postponed priorities, inadequate administrative performance, and a lack of capacity to implement pedagogical actions negatively impact educational quality (Pintag & Siong-Tay, 2021; Lucero-Tello et al., 2023). According to Anand et al. (2023), enhancing educational quality requires strengthening the management competencies of school leaders. Although they examined various interventions, their efficacy was constrained by low acceptance, lack of incentives, and the complex relationship between management and learning.

Wiyono et al. (2020) found that the integrity of facilities, the quality of learning, administrative services, and teacher competence positively influence school management and student performance, with the latter being more adversely affected by leadership oversight. Likewise, Bujang et al. (2025) conducted a systematic review of 19 studies on ethical leadership in school management, identifying integrity and value-based training as essential pillars for effective leadership. This study emphasizes the need for innovative approaches that enhance ethical practices in management.

Similarly, Juárez et al. (2025) identified post-pandemic challenges including strengthening leadership, ensuring inclusion, fostering shared leadership, and overcoming organizational and pedagogical setbacks. These challenges demand an integrated, flexible, and transformative management approach. In this regard, Soto et al. (2020) assert that educational management is an ever-evolving field influenced by traditional administration and new public management.

Miranda-Calderón and Rosabal-Vitoria (2018) affirm that administration and management are complementary concepts: the former encompasses organizational processes aimed at achieving goals, while the latter involves proactive and planned actions to attain results. According to the Ministry of Education (Minedu, 2021), school management includes administrative processes and leadership strategies aimed at the comprehensive development of students and ensuring their retention in basic education.

School leaders must possess managerial and pedagogical competencies that encourage teaching transformation. They face constant demands requiring efficiency, adaptability to reforms, and responsiveness to societal scrutiny. Moreover, they must prevent student dropouts, motivate staff, and achieve institutional objectives (Orihuela et al., 2021; Lozano et al., 2017).

Institutional effectiveness depends on the work environment, the interaction between leaders and teachers, and staff motivation. Factors such as positive attitudes, management competencies, working conditions, and training strengthen productivity and academic excellence. Directors must exercise democratic and participatory leadership to foster a supportive organizational climate and enhance educational quality.

Teacher effectiveness is influenced by the work environment as well as cognitive and motivational skills. Robust leadership allows for the identification of factors that impact learning and promotes educational quality. Nevertheless, collaboration and workplace climate remain challenges that require effective leadership to resolve conflicts and foster constructive relationships, thereby supporting well-organized, high-performing schools (Pintag & Siong-Tay, 2021).

Administrative efficiency is essential for improving learning outcomes. Although evidence regarding the impact of managerial training is limited, the meta-analysis conducted by Anand et al. (2023) revealed positive, though moderate, effects with high cost-benefit potential. However, the adoption of best practices remains low, influenced by the school environment and teacher-family collaboration. Beyond academic performance, management must promote students' socio-emotional development and well-being through collaborative leadership.

Educational management seeks to enhance learning and reduce inequalities, constituting an essential public value. Its aim is to transform managerial practices through pedagogical leadership, a critical element for educational success that encompasses operational administration, pedagogical practice, and institutional well-being.

School management is organized into four interconnected dimensions: strategic, administrative, pedagogical, and community, each contributing to the necessary actions required to ensure quality educational service (Malpaso & Lapa, 2022; Apaza & Rivera, 2022; Medina, 2024; Minedu, 2021). Additionally, Juárez-Tamayo

et al. (2024) noted that school management models aligned with modern pedagogical approaches promote efficiency, participation, and equity through collaborative work and strategic resource utilization. In alignment with this notion, García-Cauchá (2021) defines public management as the set of actions taken by the state through policies aimed at efficiently using resources to meet citizen needs and foster national development.

The role of leadership is fundamental in shaping educational policy planning. This process requires that directors possess competencies to perform administrative and pedagogical functions, mobilize the educational community, manage resources, and address the demands of the school context while respecting diversity and institutional identity.

Leadership is another essential characteristic of the educational system as it drives professional growth and continuous learning, facilitating communication between teachers and leaders to coherently implement policies and procedures (Pintag & Siong-Tay, 2021).

Moreover, school management must be participatory, involving all members of the educational community in decision-making processes. An ethical and civic education should be promoted in schools that operate as democratic spaces, where teaching is not commodified and contextual limitations are addressed through creative and innovative management (Tello & Pinto, 2015).

According to Anastasiou and Garametsi (2020), the effectiveness of school management depends on factors such as the director's skills, teaching performance, curricular relevance, workplace climate, institutional efficiency, and family collaboration. Within this framework, the director must efficiently manage time and resources. Effectiveness is also linked to budget compliance and the execution of academic and technical actions aligned with institutional improvement plans to achieve educational excellence.

The director's role transcends pedagogical leadership as it encompasses continuous improvement and the implementation of educational policies. Additionally, the social context imposes further responsibilities, such as interpreting and adapting political directives, albeit with limited margins for action, which restricts their capacity to make decisions and manage resources. They also face national and institutional pressures stemming from governmental policies and school dynamics (Hernández-Gil et al., 2023; Torres, 2021; Catalán et al., 2020).

Optimizing school management must be grounded in national and international regulatory frameworks. In Peru, notable examples include Supreme Decree No. 006-2021-MINEDU and Ministerial Resolution No. 189-2021-MINEDU, which guide the work of School Management Committees. These committees, led by school directors, are responsible for implementing practices defined in the School Management Commitments (Soto Builes et al., 2020; Minedu, 2021).

To achieve effective management, the director must act efficiently, exercise leadership that ensures staff performance, resolve conflicts assertively, and foster a collaborative environment. They should also promote active participation from the educational community to generate meaningful learning experiences that contribute to fulfilling the expected academic profile (Pintag & Siong-Tay, 2021).

School effectiveness depends on multiple factors that influence academic performance. Effective schools emerge from the interaction between leadership, teacher expectations, a culture of change, innovation, and student progress. In this context, school leadership optimizes available resources to achieve institutional objectives and strengthen educational management.

Teachers significantly influence school effectiveness through innovations that enhance student motivation and performance (Donoso-Díaz & Benavides-Moreno, 2019; Anastasiou & Garametsi, 2020).

Although Peru has regulatory frameworks such as the Framework for Good Managerial Performance and the School Management Commitments, the practices of many directors remain focused on administrative aspects, neglecting pedagogical, strategic, and community dimensions (Ruelas, 2023). Weaknesses persist in decision-making, problem-solving, establishing shared goals, and implementing distributed leadership models, factors that adversely impact educational quality.

While the Ministry of Education has established guidelines to steer managerial efforts, the administrative demands consume much of the director's time, limiting their comprehensive and strategic actions (Apaza & Rivera, 2022; Ruelas, 2023).

Consequently, this study seeks to address the question: What evidence does the recent scientific literature provide regarding the conceptualizations, efficiency, effectiveness, and importance of school leadership in public educational institutions?

Accordingly, the general objective is to analyze the conceptualizations, efficiency, effectiveness, and significance of school management in public educational institutions.

Methodology

To explore scientific publications, the PRISMA methodology was employed, utilizing recognized databases such as WorldWideScience, Scopus, SciELO, Dialnet, Redalyc, ProQuest, DOAJ, ResearchGate, and MIAR. The search included relevant keywords—management, educational management, school management, education, and educational administration—adapted to the language of each database. Subsequently, the results were filtered according to the established time frame. Following the search, articles were read and evaluated to determine their inclusion in the study.

This strategy, based on a systematic approach and qualitative design, allowed for the identification of relevant studies on educational management from both managerial and administrative perspectives. The PRISMA methodology ensured an exhaustive and rigorous process, optimizing the quality and relevance of the selected sources (Juárez et al., 2025).

A. Review process

A total of 70 articles were compiled, and their titles and abstracts were reviewed for initial classification. Bibliographic and summary tables were developed to organize the studies and filter those most aligned with the research objective. Articles deemed highly relevant were selected for comprehensive review, enabling an in-depth analysis of their contents and findings. This procedure facilitated the identification of the most significant contributions from recent literature and supported the development of the study.

B. Selection process

Inclusion and exclusion criteria.

Included were scientific articles published in indexed databases in Spanish or English from 2015 to 2025 that were complete, contained most of the keywords, and provided relevant information for the research. The selected studies addressed the conceptualization and importance of school management in educational institutions, offering both theoretical and practical insights into their impact on institutional improvement.

The exclusion process was carried out in two phases. In the first phase, four duplicate articles from different databases were eliminated. In the second phase, thematic and relevance criteria were applied based on titles and abstracts, excluding incomplete articles, non-indexed works, and those outside the search period. In total, 41 articles not directly linked to the study's objective were discarded. This sequential process enabled the selection of the most pertinent works for detailed analysis.

Analytical technique

Data collection involved the use of registration forms that systematically organized information from each article, forming an organized database. Each form included the following fields:

1. Identification data (author, year, journal).
2. Study summary.
3. General objective.
4. Type and research design.
5. Keywords.
6. Statistical techniques used.
7. Relevance.
8. Main findings.
9. Conclusions and contributions.

This procedure facilitated the organization and comparative analysis of the selected studies, ensuring transparency and traceability throughout the systematic review process.

Results

Following the search process, 70 scientific articles published between 2015 and 2025 were obtained, distributed as follows: SciELO (24), Dialnet (15), Scopus (10), Redalyc (6), ProQuest (6), WorldWideScience (3), DOAJ (3), ResearchGate (2), and MIAR (1).

After the initial review filter, which involved eliminating duplicate articles, 66 studies remained. Subsequently, inclusion and exclusion criteria were applied to determine their relevance to the research objective, resulting in the exclusion of 41 articles. Ultimately, a total of 25 articles were selected for this systematic review.

Figure 1
Flow diagram of article selection.

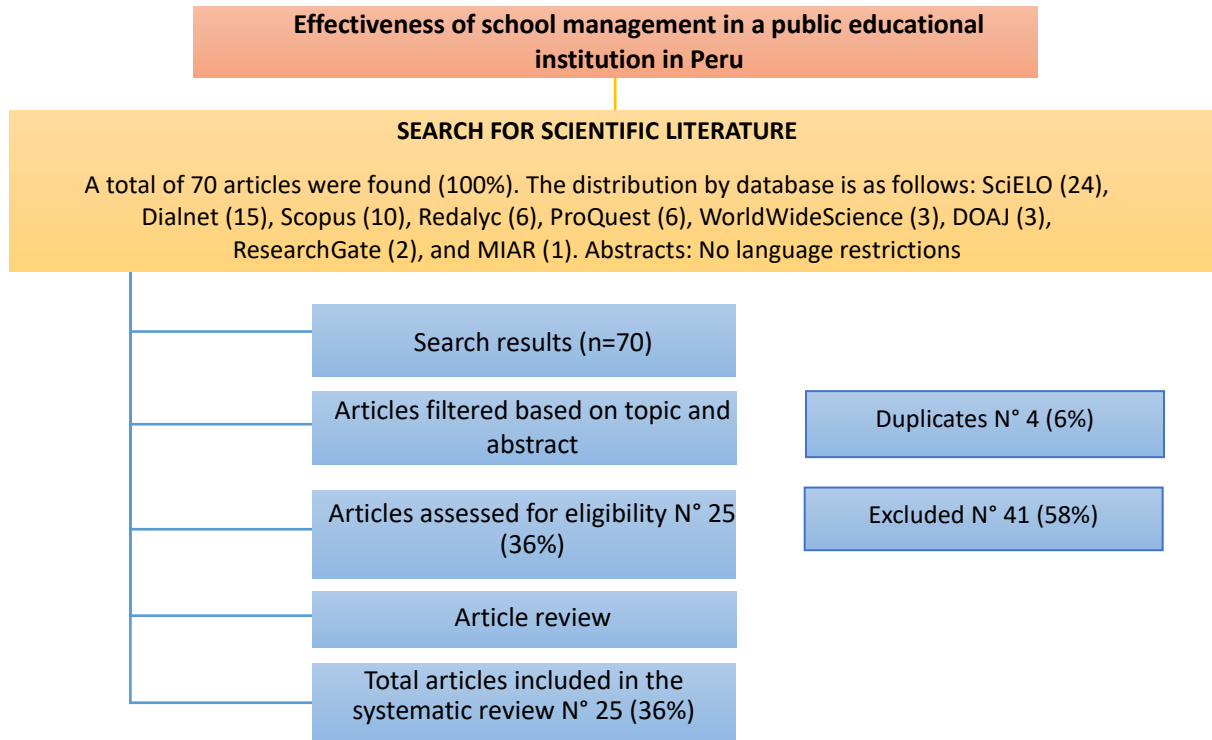
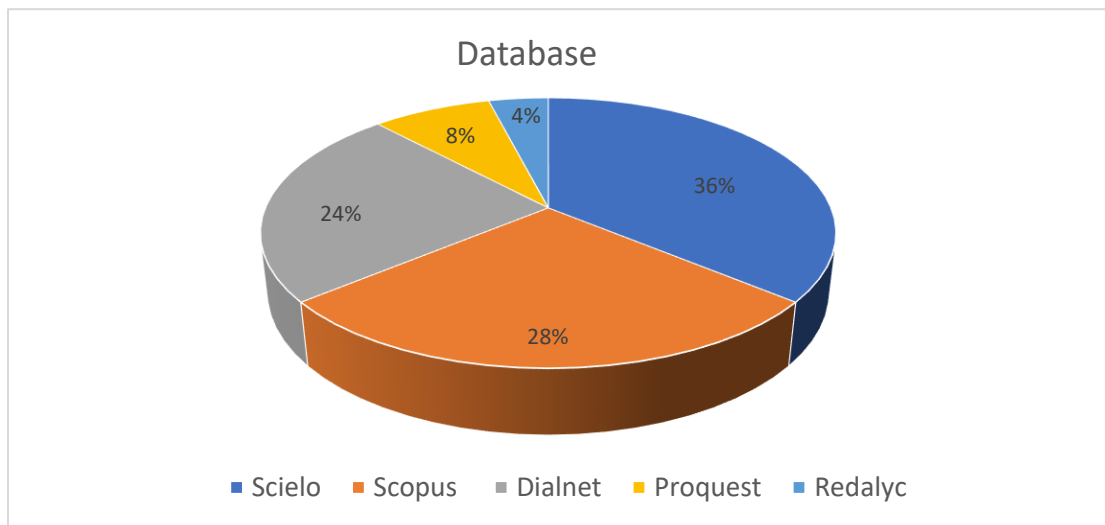


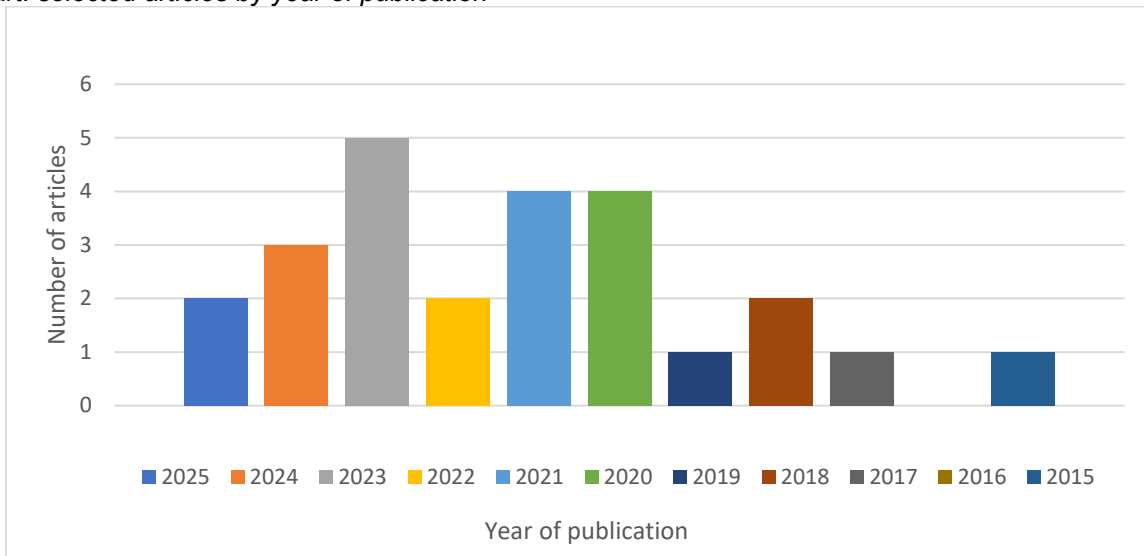
Figure 2
Pie chart: selected scientific articles by database



The distribution of the 25 selected articles is as follows: Scielo (36%) 9, Scopus (25%) 7, Dialnet (24%) 6, Proquest (8%) 2 and Redalyc (4%) 1.

Figure 3

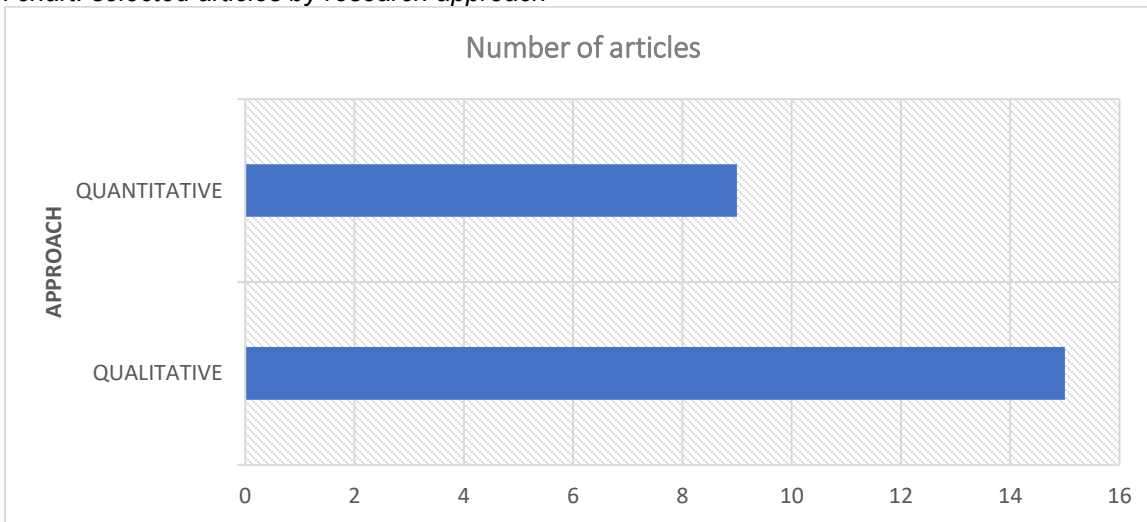
Bar chart: selected articles by year of publication



The scientific articles reviewed were published in various years, ranging from 2015 to 2025, as detailed in the chart.

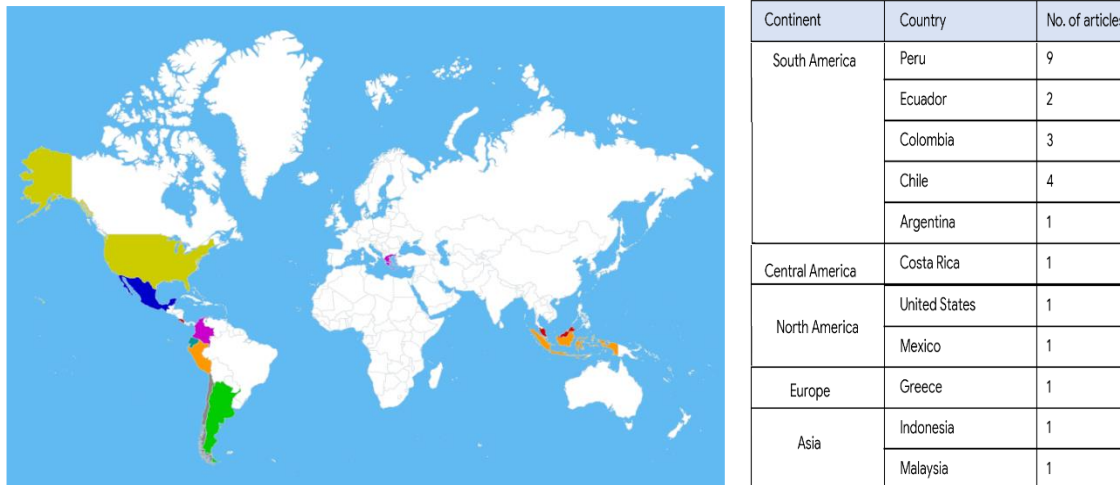
Figure 4

Column chart: selected articles by research approach



Among the studies reviewed: 15 employed a qualitative approach, 9 adopted a quantitative approach, 1 utilized a mixed approach.

Figure 5
Geographic distribution of articles identified in scientific literature.



In terms of geographic origin, 22 articles are from the Americas, 1 from Europe, and 2 from Asia. **Table 1** presents the characteristics of the selected sources, including database, year of publication, journal, title, author(s), country, and methodological approach.

Table 1
Overview of selected scientific articles

Database	Year	Journal	Title	Author(s)	Country	Focus
Scopus	2025	Internacional de Evaluación e Investigación en Educación	Promoting Integrity in Ethical Leadership Among School Principals: A Comprehensive Systematic Review	Mackencidy and Bujang, Bity Salwana Alias, Azlin Norhaini Mansor	Malaysia	Qualitative
Scielo	2024	InveCom	Emerging Challenges in Management for Schools in the Americas in the Post-Pandemic Era	María Trinidad Juárez Paccotaípe, Juan Pablo Lopez Choque, Wilfredo Carcausto Calla	Peru	Qualitative
Scielo	2024	Horizontes Revista de Investigación en Ciencias de la Educación	School Management in Public Educational Institutions During Health Emergency Contexts	Laura Álvarez Medina	Peru	Qualitative
Dialnet	2024	Ciencia Latina Revista Científica Multidisciplinar	Influence of Management on Teacher Development and Educational Quality	Solano Galavis, Katty Milena	Colombia	Qualitative
Scielo	2024	Revista Arbitrada	Current Models of Pedagogical	Nélyda Juárez-Tamayo, Magda Patricia Ramos-	Peru	Qualitative

		Interdisciplinaria Koinonía,	Management: A Systematic Review	Cevallos, Matilde Esther Segovia-Avendaño		
Proquest	2023	Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud	Challenges in Educational Leadership in Fostering Scientific Skills	Mg. Cristian Hernández-Gil, Mg. Carol Jennifer Cardozo-Jiménez, Mg. Laddy Tatiana Perdomo-Rojas	Colombia	Qualitative
Dialnet	2023	. Revista Tecnológica-Educativa Docentes 2.0	School Management in Early Childhood Institutions	Yolanda Amelia Hoyos-Rubio, Mónica Ysabel Ortega-Cabrejos, Marleny Mabel Salazar-Caballero	Peru	Quantitative
Dialnet	2023	593 Digital Publisher CEIT	School Management and Educational Quality	Joselyn Monserrath Lucero-Tello, Carlos Alfredo Hernández-Dávila, Wilma Lorena Gavilanes-López	Ecuador	Qualitative
Scielo	2023	Horizontes Revista de Investigación en Ciencias de la Educación	School Management by Principals in Educational Institutions: A Systematic Review	Ines Jihuallanca Ruelas	Peru	Qualitative
Scopus	2023	Revista de economía de la educación	Improving School Management in Low- and Middle-Income Countries: A Systematic Review	Gautam Anand Aishwarya Atluri, Lee Crawford, Todd Pugatchd, Ketki Sheth	United States	Qualitative
Scielo	2022	Horizontes Revista de Investigación en Ciencias de la Educación	Educational Management as a Quality Factor in Public Educational Institutions	Madlyn Susana Apaza Chávez, Jorge Leoncio Rivera Muñoz	Peru	Qualitative
Scielo	2022	Horizontes Revista de Investigación en Ciencias de la Educación	Strategic Educational Management of Quality in a Public I.E. of Ancash	Rosana Claudia Malpaso Morales, Gloria Lapa Human	Peru	Quantitative
Dialnet	2021	Revista De Estudios Socioeducativos . ReSed	The Teacher as School Principal: Pedagogical Management and Public Space in Chile (1900-1927)	Torres Bravo, Leyla	Chile	Qualitative

Scielo	2021	Horizontes Revista de Investigación en Ciencias de la Educación	Managerial Competencies in Change Management of Teachers in the Local Management Unit 01, Peru	Myriam Diana Orihuela Alvino, Isabel Menacho Vargas, Rubén Moisés Mauricio Avalos, José Luis Camarena Mucha	Peru	Quantitative
Dialnet	2021	593 Digital Publisher CEIT	Analysis of the Management Model in the Work Effectiveness of Teachers in a Fiscal Institution	Leona Pintag-Pilatuña, Patricia Jacqueline Siong - Tay-Gastón	Ecuador	Qualitative
Scielo	2021	Revista Educación	Analysis of the School Management Model of Multigrade Public Schools in San Ignacio, Peru	García Caucha, Humberto	Peru	Quantitative
Scopus	2020	Revista de Investigación Educativa y Social	Teachers' Opinions on the Priorities of Effective School Management	S. Anastasiou, V. Garametsi	Greece	Quantitative
Proquest	2020	Innovar	Management Profile of Teaching Principals in Antioquia and Approaches to Administrative Management	Norely Soto Builes, Solbey Morillo Puente, Gregorio Calderón-Hernández, Héctor Darío Betancur	Colombia	Quantitative
Scopus	2020	Utopía y praxis latinoamericana : revista internacional de filosofía iberoamericana y teoría social	Comparative Effect of Principal Supervision and Quality of Organizational Management in School Education	Bambang Budi Burhanuddin Maisyaroh	Indonesia	Quantitative
Scopus	2020	Fronteira: Journal of Social, Technological and Environmental Science,	Professional Learning Communities (PLC): A Theoretical Review for Management and the Achievement of Pedagogical Leadership in 21st Century Schools	Juan Pablo Catalán Cueto, Raquel Villalobos Lara, Carolina Estrella Muñoz Urtubia	Chile	Qualitative
Scopus	2019	Ensaio: Avaliação E Políticas	Management of Preschool Centers in the Maule	Benavides Moreno, N., Donoso Díaz, S.,	Chile	Qualitative

		Públicas Em Educação	Region (Chile): Visions from Educational Practice	Araya, República Dominicana, Iturrieta, Tennessee		
Scielo	2018	Revista Electrónica Educare	Management in Single-Teacher Schools and Direction 1: A Challenge to Achieve Educational Equity in Rural Contexts of Costa Rica	Luis Alfredo Miranda-Calderón, Satya Rosabal-Vitoria	Costa Rica	Quantitative
Scielo	2018	Revista Brasileira De Educação	Management Practices of Management Teams in Chilean Public Schools	Sebastián Donoso-Díaz, Nivaldo Benavides-Moreno	Chile	Qualitative
Redalyc	2017	Indivisa. Boletín de Estudios e Investigación	The Management Function and the Strengthening of Management Autonomy: A Study in Primary Schools of the State of Tlaxcala, Mexico	María Elza Eugenia Carrasco Lozano, Adriana Carro Olvera Felipe Hernández Hernández	Mexico	Quantitative
Scopus	2015	Roteiro	School and Education Management in Latin America: Analysis of the Political Reality	César Gerónimo Tello; María de Lourdes Pinto Almeida	Argentina	Qualitative

Of the 25 selected articles, all are related to managerial management, although the term is presented under various designations: 10 studies refer to it as managerial management, 8 as school management, and 7 as educational management. Researchers such as García-Cauchá (2021), Soto et al. (2020), and Miranda-Calderón & Rosabal-Vitoria (2018) conceptualize managerial management as a set of processes and actions aimed at achieving learning outcomes. They emphasize its strategic role in institutional leadership and the continuous improvement of educational quality.

Discussion

The results of this systematic review affirm that leadership in public educational institutions is a strategic component for enhancing educational quality. The analyzed empirical and theoretical evidence indicates that effective school leadership emerges when principals go beyond administrative tasks to exercise pedagogical, ethical, organizational, and community leadership. This finding addresses the research question by illustrating the evolution of the concept of leadership from an operational view to a comprehensive and interdependent approach.

The efficacy of educational leadership is reflected in the leader's capacity to strategically manage human, material, and pedagogical resources. However, various studies (Juárez-Tamayo et al., 2024; Lucero-Tello et al., 2024) highlight limitations associated with administrative overload, insufficient training in leadership, and weak management autonomy. Effectiveness, as noted, is achieved when leadership actions create favorable institutional conditions for learning (Anand et al., 2023; Pintag & Tay, 2021). It is not measured solely by academic achievements but also by school climate, socio-emotional well-being, and professional development of teachers.

Nevertheless, Wiyono et al. (2020) caution that factors such as infrastructure, the quality of pedagogical processes, and teacher performance significantly impact leadership effectiveness.

The significance of educational leadership lies in its ability to mobilize the educational community towards a shared vision. Ethical (Bujang et al., 2025), inclusive (Juárez et al., 2025), and democratic leadership is essential for addressing contemporary challenges such as the post-pandemic landscape, inequity, and digital transformation in public schools. The literature reviewed consistently underscores the role of pedagogical leadership and collaborative work as critical components of effective schools (Donoso-Díaz & Benavides-Moreno, 2019; Tello & Pinto, 2015). In alignment, the Ministry of Education of Peru (MINEDU, 2021) suggests that the Framework for Good Leadership Performance should integrate the pedagogical, strategic, administrative, and community dimensions, as confirmed by recent research (Ruelas, 2023; Malpaso & Lapa, 2022).

Furthermore, it is reaffirmed that although improvement programs in educational leadership yield positive effects, their practical implementation remains constrained by a lack of institutional conditions and low acceptance of change (Anand et al., 2023). One of the most critical aspects is pedagogical leadership as the core of school management. Various authors (Lozano et al., 2017; Catalán et al., 2020; Donoso-Díaz & Benavides-Moreno, 2019) argue that leadership fostering collaboration, teamwork, and teacher autonomy strengthens the educational community. In this regard, distributed leadership, which engages teachers in decision-making, is decisive for improving educational outcomes (Juárez et al., 2025). This approach contrasts sharply with hierarchical and centralized structures where principals predominantly assume administrative roles, a situation still prevalent in the Peruvian context due to highly centralized educational policies.

Another recurring challenge is the continuous training of leaders and teachers. Inadequate training hampers informed decision-making, the application of innovative methodologies, and the efficient management of resources. In this context, Miranda-Calderón and Rosabal-Vitoria (2018) and Carrasco Lozano et al. (2018) emphasize the need to implement contextually appropriate continuous training programs that align with current demands of the educational system. Educational supervision also plays a crucial role in ensuring proper resource management and adherence to public policies. However, multiple studies indicate that this function is often carried out in a bureaucratic manner, failing to address the real needs of institutions. Benavides-Moreno et al. (2019) and Wiyono et al. (2020) stress the importance of directing supervision toward support and continuous feedback rather than administrative control.

Finally, integrating the educational community into management processes and decision-making is affirmed as an effective strategy for strengthening the relationship between schools and their environments. Tello and Pinto (2015) highlight that active participation from families and other social actors fosters a school climate committed to institutional objectives. This aspect is particularly important in the Peruvian context, where limited community involvement poses an obstacle to the successful implementation of educational policies driven by leaders.

Conclusions

1. The analyzed studies reveal that leadership in public educational institutions in Peru faces various challenges and opportunities that directly impact its effectiveness. Key factors must be addressed to strengthen educational quality and optimize school management.
2. Educational leadership should not be viewed merely as an administrative task, but as a comprehensive process that integrates resources, people, and knowledge for the purpose of learning. Research consistently indicates that effective management requires pedagogical, ethical, and participative leadership.
3. Efficiency is linked to the appropriate administration of human, material, and technical resources, which affects both teacher and student performance. However, gaps persist in the training of leaders, the coordination of school committees, and operational management.
4. Effective management enhances academic performance, promotes a favorable institutional climate, and ensures the continuity of educational services. This effectiveness hinges on distributed leadership, collaborative decision-making, and adaptability in adverse contexts, as evidenced post-pandemic.
5. Educational leadership is a decisive factor in establishing inclusive, democratic, and excellence-oriented schools. Principals' leadership influences school culture, teacher motivation, and family involvement, creating environments conducive to students' holistic development.
6. Effective management demands strengthening continuous training policies, institutional support, and professional autonomy. Success depends not only on the leader but also on a collaborative ecosystem that integrates teachers, families, and the community, fostering innovation and educational equity.

7. Ongoing training is essential for leaders and teachers to possess leadership and management tools that equip them to tackle the challenges of the educational system. A lack of training limits performance and sustainable improvements in educational quality.
8. Lastly, educational supervision requires rethinking. A collaborative model focused on feedback is more effective than one centered on control. Furthermore, promoting leadership autonomy is essential to allow contextualized decisions based on each institution's characteristics.

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