

## Impact of Articulated Management Models on Educational Quality in Peru: A Systematic Review

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### Abstract

*This study aimed to analyze the impact of articulated management models on improving educational quality and equity in Peru. Through a systematic review of the literature with a qualitative approach that applied the PRISMA methodology in the search in the databases: Scopus, SciELO, Redalyc, Dialnet, and the library of the César Vallejo University, various studies are identified that explore the characteristics, implementation and results of these models. The results showed that articulated management models have significant potential to improve the quality of teaching and learning, especially when the participation of the educational community is promoted and transformative leadership is available. However, challenges are identified such as lack of resources, resistance to change and the need for continuous teacher training. It is concluded that articulated management models represent a promising way to improve education in Peru, but their implementation requires a comprehensive approach and educational policies that support them.*

**Keywords:** *Management Models, Articulated Models, Educational Quality, Equity.*

### Introduction

Educational management in Peru faces significant challenges that affect the quality and equity of the educational system (Álvarez, 2024). These challenges increase as time goes by and the country faces more problems of all kinds. Thus, among the main obstacles faced by educational management in the country, the marked gap between urban and rural areas stands out, where rural schools lack adequate infrastructure and technological resources, which limits access to quality education. (Cuenca and Urrutia, 2019). This has been exacerbated by the pandemic, which widened learning inequalities, especially affecting students in communities without internet access.

Likewise, the lack of continuous and adequate training for teachers is a significant challenge for educational management in Peru, since many educators do not have the necessary pedagogical tools to adapt to new methodologies, which directly impacts the teaching-learning process (Fariás-Veloz et al., 2022). Therefore, it is necessary for teachers to have training that allows them to be at the forefront of the technological advances of these days.

In that same sense, educational management in Peru is affected by corruption and lack of transparency in public management, which has generated distrust among the actors involved and has weakened the implementation of effective educational policies (Cohaila, 2021). What this author indicates establishes a direct and forceful relationship between corruption in Peruvian educational management and the weakening of educational quality. Which is a fundamental starting point to analyze the educational crisis that our country is going through. In addition to the above, the working conditions of teachers are also worrying. Well, the lack of a positive work environment and little institutional support affect their motivation and performance, which has an impact on the educational quality provided at all levels (Ponce-Domínguez et al., 2024).

All of this has led to poor management and organization within educational institutions, which is why it is necessary to establish clear and effective structures to improve school administration and ensure adequate implementation of the curriculum (Peralta et al., 2023). Therefore, these challenges require a joint

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commitment between the State, educational authorities, civil society and teachers to transform the Peruvian educational system and guarantee inclusive and quality education for all students.

This problem is also evident at the international level, since, according to Romero et al. (2024), the implementation of articulated management models in educational units in Ecuador is essential to address the fragmentation of educational processes, where institutions often operate in isolation, thus limiting collaboration and the exchange of good practices. This problem is reflected in indicators such as the low graduation rate and unequal academic performance between various regions of the country. These authors, in their study, determined that the vast majority of respondents (90%) see the need to improve educational quality, while a slightly lower percentage (85%) considers training in new teaching methodologies essential.

Likewise, Asprilla (2024), in his study that proposed the implementation of a holistic management model of pedagogical resources to strengthen teaching practice, conducted semi-structured interviews with 20 teachers, to explore the perception of educational resources, as they are used in the classroom, how frequently they are used and the pedagogical actions that are followed to implement them. From this, it was determined that there is a trend towards integrated educational management models to optimize resources and improve results, which highlights the importance of a holistic approach that considers not only pedagogical aspects, but also administrative and community aspects.

On the one hand, from a social perspective, the justification for this review lies in the need to promote inclusive and equitable education that benefits all sectors of the population. Because the implementation of articulated management models can be a fundamental step to ensure that each student has access to quality education. On the other hand, theoretically this study is based on educational management theories that advocate collaboration between different actors in the educational system, which allows for better alignment of objectives and resources. Finally, methodologically, a systematic review was carried out that analyzed relevant literature from the last four years to identify the characteristics and results associated with these models. Ultimately, this article seeks to contribute to the debate on how articulated management models can be an engine to transform the educational system in Peru, promoting not only improvements in academic results, but also broader social development.

Consequently, the research question that guides this study is: What is the impact of the articulated management models on the improvement of educational performance in Peruvian institutions in the last four years? This question seeks to explore how an integrated approach can contribute to the resolution of specific problems in the Peruvian educational context, as well as the creation of more collaborative and effective environments.

From the above follows the general objective: Analyze the impact of articulated management models on improving the quality and equity of the educational system in Peru, identifying effective strategies that address access inequalities through a systematic review of the last four years. Whereas, the specific objectives of this review are to identify the key characteristics of the articulated management models used in educational institutions in the last four years, to evaluate the impact of these models on academic performance and community satisfaction during the last four years and propose recommendations based on evidence obtained from the systematic review for the effective implementation of integrated models in the Peruvian context.

## Methodology and Materials

In the methodology of this work, a systematic review of the literature was carried out using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method to guarantee transparency and rigor in the review process (Alcoba, 2024). Since, this approach will allow the compilation and exhaustive analysis of existing studies on management models articulated in the educational context, both nationally and internationally.

In this sense, the search will be carried out in various academic databases, including: Scopus, SciELO, Redalyc, Dialnet, Latindex and the César Vallejo University Library. In addition, the strategy will include the use of keywords related to "articulated management model", "educational management", "educational quality" and "equity in education". Likewise, articles published in the last four years will be searched to ensure the relevance and timeliness of the information.

Therefore, the criteria for selecting studies were the following:

#### *Inclusion Criteria*

Empirical studies that analyze management models articulated in educational contexts.

Peer-reviewed articles published between 2020 and 2024.

Documents that present quantitative or qualitative results on the impact of said models on educational quality.

#### *Exclusion Criteria*

Studies not directly related to educational management.

Articles that are not available in full text.

Publications that have not been peer-reviewed or that lack methodological rigor.

In the same way, relevant data was extracted from the selected articles, for which a structured form was used to record key information, including:

Title of the study

Authors

Year of publication

Methodology used

Main results

Relevant conclusions

Among the perspectives of the present systematic literature review, it was expected to recover a significant number of studies. These were analyzed using qualitative and quantitative techniques. After which, a narrative synthesis was carried out to summarize the most relevant findings and flow charts were used to illustrate the process of selection and exclusion of studies, following the guidelines of the PRISMA method. In addition, the methodological quality of the included studies was evaluated to ensure that the conclusions are solid and substantiated. This methodological approach allowed us to obtain a comprehensive vision of the impact and effectiveness of the management models articulated in the educational field, thus contributing to the academic and practical discussion on this crucial topic in Peru and other international contexts.

## **Results and Discussion**

Once the exhaustive search was carried out in the indicated databases, the results that support this systematic literature review were obtained: the 10 articles shown in Table 1.

Table 1. Data Extraction

Author(s)	Year	Objective of the Study	Methodology	Results Main	Conclusions
Juárez-Tamayo et al.	2024	Determine the importance of the current school management models present in educational institutions.	Systematic review under the PRISMA method, basic, descriptive in nature.	After an exhaustive selection process among 1088 articles, 15 relevant studies were identified.	The models analyzed have generated significant changes in the functioning of schools, contributing to the fulfillment of their goals.
De la Puente et al.	2024	educational sciences teaching separately, mathematics learning.	Hermeneutic approach and qualitative modality and used a documentary-bibliographic typology.	A good educational manager must have a set of key skills, such as in-depth knowledge of the educational field, dynamism, ability to relate to others, empathy and skills to make the right decisions in complex situations.	The results show the importance of good educational management to improve the quality of teaching.
Baeza	2024	Analyze how managerialist policies have transformed educational management, imposing changes in institutions and in the work of teachers.	Qualitative study	Managerial policies have generated profound changes in education, subordinating teaching work and limiting the capacity of schools to adapt to local needs.	It is necessary to radically transform educational management, decentralizing decisions and improving teachers' working conditions.
Vitor	2023	Analyze how the notion of	Qualitative study of documentary analysis	Although it represents a	The law, although it

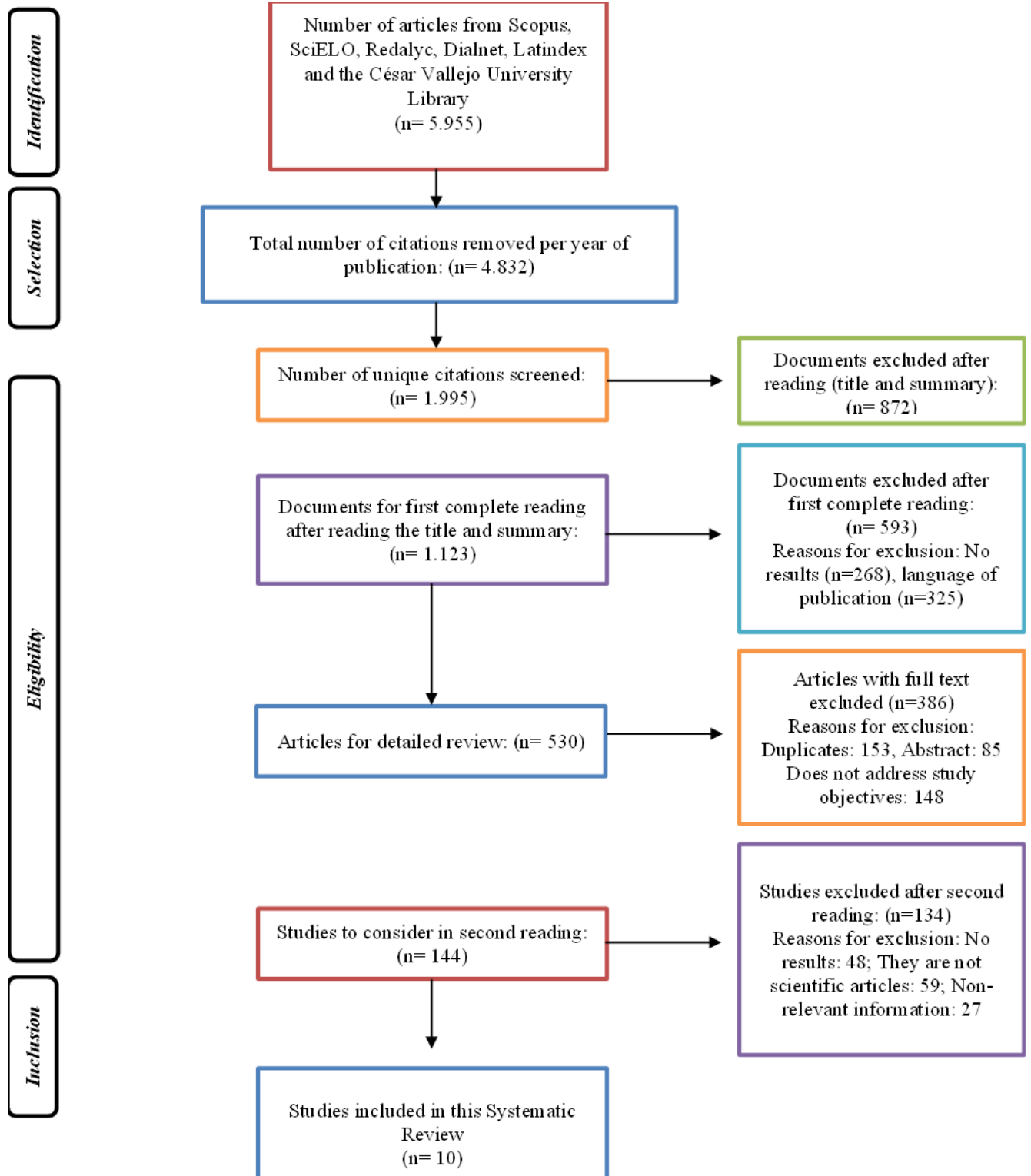
		democratic management has been inserted into Brazilian educational legislation since the 1988 Constitution.		significant advance, the research reveals that the law does not detail how to implement this management in practice.	establishes democratic management as an objective, does not provide clear guidelines for its implementation, and also links it to concepts that can limit its scope and deepen existing inequalities.
<b>Chen-Quesada</b>	2020	Evaluate the impact of the Pedagogical Management Models (PGM) implemented between 2005 and 2013.	Mixed methodology, which combines quantitative and qualitative approaches.	The results show that the PGMs promote active and collaborative participation, encouraging innovation and adapting to the specific needs of each educational center.	MGP are perceived as valuable tools to promote innovation and adaptation to the needs of students and the educational community.
<b>Becerra et al.</b>	2022	Explore how the implementation of teaching models with ICT in Colombian schools and universities, particularly in disadvantaged areas, affects teaching practices.	Mixed methodology	The results suggest that, while educational innovation has positive potential, limitations related to resources and teacher training need to be addressed.	This study opens new lines of research to better understand how to maximize the benefits of ICT integration in complex educational contexts.
<b>González et al.</b>	2024	Analyze how educational management influences the performance of teachers at the educational institution	A quantitative research design was used with 46 teachers.	A direct relationship was evident between good educational management and teaching	It was concluded that, although educational management positively influences curricular

		16228 San Luis, located in San Luis de Bagua Grande, Peru.		performance, especially with regard to curricular planning.	planning, there are areas that require greater attention, such as school coexistence, monitoring learning and curricular execution.
<b>Morales-Granados &amp; Useche-Cogollo</b>	2024	Develop a theoretical basis to transform educational management in regular and extended school days, adopting a complex and constructivist approach.	Qualitative analysis of interviews and observations.	Key elements were identified such as curricular renewal, community participation and pedagogical innovation.	The results suggest that complexity is a useful paradigm for understanding and addressing the challenges of educational management in changing contexts.
<b>Garzón et al.</b>	2024	Evaluate the impact of different aspects of school management on the educational quality of Ecuadorian institutions.	Quantitative approach with surveys and observations.	The results, obtained through surveys and observations, reveal that the participation of the educational community is a key factor to improve the quality of teaching.	This study highlights the importance of comprehensive and participatory school management to achieve quality education.
<b>Briceño et al.</b>	2020	Analyze the educational management model of the virtual graduate programs of the Arturo Prat University, highlighting its innovative approach and its commitment to quality.	Systematization of experiences.	It was determined how this model integrates elements such as curricular design, technological resources, academic support and evaluation to guarantee a	This model is constantly evolving and complies with national and international standards for accreditation.

				high-quality learning experience.	
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Source: Own elaboration

Figure 1. Search Diagram



The results of this systematic review suggest that articulated management models have significant potential to improve the quality and equity of education, which agrees with Juárez-Tamayo (2024) which is part of the results of this literature review. However, the successful implementation of these models depends on various factors, such as leadership, community participation, teacher training, and the availability of resources (Chen-Quesada, 2020). Therefore, it is important to highlight that most of the included studies focused on specific contexts, which limits the generalizability of the results. Additionally, a need was identified for more long-term research to evaluate the sustained impact of these models.

On the one hand, the studies reviewed agree with Escanio (2023), who points out that transformative and visionary leadership is essential to promote the implementation of articulated management models. Therefore, leaders who foster collaboration, innovation and continuous learning are key to overcoming resistance to change and achieving sustainable results. On the other hand, the active participation of teachers, parents and the community in general is another recurring element in the studies analyzed. In this regard, Mendoza and Cárdenas (2022) highlight that community participation not only enriches educational processes, but also increases the sense of belonging and commitment to the school.

Likewise, the results suggest that teacher training is a necessary aspect for the successful implementation of these models. Therefore, teachers need to develop skills to work as a team, use new technologies and design innovative teaching strategies. As Huamán et al. point out. (2024), teacher training must be understood as a continuous and contextualized process. Similarly, Torres et al. (2024), points out that educational policies play a fundamental role in promoting and supporting articulated management models. However, the studies analyzed suggest that, in many cases, existing policies are not sufficient to guarantee the effective implementation of these models.

Finally, it can be indicated that this study has shown that articulated management models represent an opportunity to improve the quality and equity of education in Peru. However, its implementation requires a comprehensive approach that considers aspects such as leadership, community participation, teacher training, educational policies and the sociocultural context of each institution.

## Conclusions

The present systematic review of literature has shown the relevance and impact of articulated management models in improving educational quality and equity in the Peruvian context. These models, by promoting collaboration between different educational actors and the adoption of innovative practices, contribute to overcoming the traditional challenges of school management and creating more effective learning environments.

Thus, articulated management models have proven to have a positive impact on the quality of teaching and learning, by promoting more innovative pedagogical practices and the use of technological resources. While, the participation of the educational community in decision-making has been identified as a key factor to improve the perceived quality of education.

Regarding educational equity, it has been demonstrated with this systematic review of literature that although articulated management models have the potential to reduce educational inequalities, greater efforts are required to guarantee that these benefits reach all institutions, especially those located in vulnerable contexts. Therefore, transformative leadership and continuous teacher training are essential elements for the success of articulated management models. Therefore, educational leaders must promote collaboration, innovation and the professional development of teachers.

The above highlights the need for educational policies to play a predominant role in the implementation of articulated management models. Therefore, policies must be coherent, clear and aligned with the needs of educational institutions. On the other hand, it can be indicated as limitations that the implementation of these models presents challenges such as resistance to change, lack of resources and the need for continuous teacher training. Furthermore, evaluating the long-term impact of these models remains an area of pending research.



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