

Pedagogical Support in Human Talent Management: A Systematic Review

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Abstract

This systematic review explored the impact of pedagogical coaching on human talent management and teacher performance over the past four years. A qualitative approach was employed using the PRISMA methodology to conduct searches in the following databases: Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex, the University of César Vallejo library, and other relevant databases. Inclusion and exclusion criteria were applied. For inclusion, articles published between 2021 and 2024 that addressed pedagogical coaching in the context of human talent management and teacher performance were considered, while studies that did not focus on educational contexts, were not peer-reviewed, or were not available in full text were excluded. Through the analysis of 229 studies, it was found that pedagogical coaching has a positive effect on improving teaching practices and teacher satisfaction. However, the effectiveness of coaching varies depending on the context and the quality of its implementation. The results suggest the need to strengthen the training of coaches, personalize support, and establish clear regulatory frameworks to ensure the quality of coaching. This review contributes to consolidating pedagogical coaching as a key strategy to improve educational quality and teacher professional development.

Keywords: *Pedagogical Support, Management, Human Talent, Professional Development, Educational Quality.*

Introduction

Pedagogical Support (AP) has been consolidated as a key strategy in the management of human talent in the educational field, especially in the last four years (Vela, 2023). This training process not only improves teaching practice, but also directly impacts student learning. Therefore, it has emerged as a fundamental component in the management of human talent in the educational field, especially in a context where the quality of teaching is under constant evaluation. In the last four years, the need to adapt educational practices to the demands of the 21st century has led to growing attention towards AP as a strategy to improve teaching performance and, therefore, student learning (Díaz-Rivadeneira et al., 2023).

Now, AP is defined as a systematic and reflective process that seeks to support educators in their professional development (San Martín et al., 2021). This process not only involves the observation and evaluation of teaching practices, but also encourages constructive dialogue between peers, allowing teachers to share experiences, reflect on their methodologies and receive effective feedback. Thus, the AP becomes a collaborative learning space that enhances pedagogical skills and promotes a culture of continuous improvement within educational institutions.

Various studies, such as the one carried out by Rodríguez-Castro (2024), have documented how AP positively impacts teachers' motivation and confidence, which in turn impacts educational quality. The proper implementation of AP can lead to a significant transformation in the teaching-learning dynamics, favoring an environment where students become active protagonists of their educational process. However, despite its potential benefits, the effectiveness of AP varies considerably depending on the context and methodology used.

In the Peruvian context, Sánchez et al. (2024) highlight that AP is not implemented optimally, which generates dissatisfaction among students and limits the professional development of teachers. The lack of specific training for pedagogical companions and the absence of a clear regulatory framework are factors that contribute to this problem. Furthermore, many teachers perceive PA as a form of supervision rather

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than as professional support, which can generate resistance and distrust towards the process (Villena-Lobato et al., 2023).

On the other hand, in Network 08 of Puente Piedra, Lima, it was found that, although there is a positive correlation between AP and specific aspects of teaching performance, no significant impact is observed on general performance. This suggests that other factors may be influencing the effectiveness of AP, requiring deeper attention to the individual needs of teachers and the contextual conditions in which they operate (Dávila and Santos, 2024).

At the international level, the situation is similar. In Colombia, a study carried out in the rural educational institutions Bajo Lorenzo and Nueva Granada in Puerto Asís, Putumayo reveals that AP is not very evident in the classrooms and that feedback is not adequately materialized in teaching practices. This study emphasizes the need for a more contextualized and participatory approach to strengthen PA (Meneses and Rodríguez, 2024). The lack of visibility of AP in daily practice can limit its potential to transform educational quality.

Thus, the research question for this systematic review is formulated as follows: How has pedagogical support influenced the management of human talent and teaching performance in educational contexts during the last four years? Therefore, the general objective is formulated to carry out a systematic review of pedagogical support in the management of human talent during the last four years. In the same way, as specific objectives, it is proposed: to identify the publications that have analyzed pedagogical support and its effectiveness in the management of human talent during the last 4 years; list the institutions of affiliation of the authors of publications on pedagogical support in the last 4 years and identify the countries that have published on pedagogical support and its effectiveness in the management of human talent during the last 4 years.

The aforementioned objectives will be achieved through the analysis of recent studies, seeking to identify trends, challenges and good practices that can serve as a reference for future implementations of AP in different educational contexts. It is expected that this review will not only contribute to academic understanding of the topic, but also offer practical recommendations to improve the quality of pedagogical support in educational institutions.

In another vein, AP has been the object of study in various investigations, but the literature on its specific impact on human talent management and teaching performance is still limited and dispersed. The need for a systematic review arises from the lack of a consolidated theoretical framework that integrates existing findings. According to San Martín et al. (2021), AP has become a very important element for educational improvement, but its conceptualization and application vary significantly between contexts. Consequently, this review seeks to establish a solid theoretical foundation that allows us to better understand the dynamics of PA and its relationship with teacher professional development, thus contributing to a more robust academic corpus, which theoretically justifies the research.

Likewise, the systematic review methodology is justified by its rigorous and structured approach, which allows the available evidence on PA to be exhaustively synthesized. Unlike other forms of review, such as narratives, systematic reviews apply predefined criteria for the selection and evaluation of studies, thus guaranteeing the reproducibility and transparency of the process (Moreno et al., 2018). This approach not only makes it easier to identify patterns and trends in the data, but also minimizes bias in the interpretation of the results. Furthermore, the application of the PRISMA method ensures that this review meets international quality standards, which is essential to inform evidence-based educational decisions.

From a social perspective, AP plays a fundamental role in improving educational quality and teacher professional development. In a context where education faces significant challenges, such as inequality and lack of resources, it is imperative to have effective strategies that promote the professional and personal growth of educators (Fariás-Veloz et al., 2022). This systematic review aims not only to identify best practices in PA, but also to provide recommendations that can be implemented in different educational contexts to improve student learning and well-being. The evidence collected can serve as a basis for more

effective educational policies adapted to local realities, thus contributing to the sustainable development of the educational system.

Methodology and Materials

The methodology for this systematic review was developed following the qualitative approach and the guidelines of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method. Because, qualitative systematic reviews are suitable for addressing research questions that cannot be fully answered through quantitative approaches. This approach allows greater flexibility in data collection and analysis, which is decisive for adapting the research to the particularities of AP and its impact on teaching performance (Piza et al., 2019). This includes the ability to incorporate different types of studies, such as narratives, case studies, and ethnographic approaches.

Below are the steps followed to apply the PRISMA Method:

The research question was formulated: How has pedagogical support influenced the management of human talent and teaching performance in educational contexts during the last four years?

The inclusion and exclusion criteria were established to select the relevant studies: for inclusion, those articles published between 2021 and 2024 that address pedagogical support in the context of human talent management and teaching performance, while, for exclusion, those studies that do not focus on the educational context, articles that are not peer-reviewed, and those that are not available in full text.

The information search was carried out in the following databases: Scopus, SciELO, Redalyc, Dialnet, Erih Plus, Latindex, the César Vallejo University library and other relevant databases.

As a search strategy, combinations of keywords and terms related to "pedagogical support", "human talent management", "teaching performance", and "education" were used. Additionally, filters were applied to limit the results to academic articles and systematic reviews.

The selection process was carried out in two stages: the initial review, in which a review of the title and summary of the articles found was carried out to identify those that meet the inclusion criteria, while, in the complete review, selected articles were downloaded and read in their entirety to confirm their relevance and appropriateness to the research question.

In data extraction, a table was created for data extraction that included: author(s), year of publication, objective of the study, methodology used, main results and conclusions (See table 1).

In the Risk of Bias assessment, the methodological quality of the selected studies was assessed using appropriate tools, such as the PRISMA checklist, which includes criteria to assess the risk of bias in qualitative studies.

The extracted data were analyzed qualitatively, looking for patterns, trends and relationships between pedagogical support and its impact on human talent management and teaching performance. The synthesis is presented in narrative form, highlighting the practical and theoretical implications.

The results are presented following PRISMA guidelines, including a flow chart that illustrates the study selection process (See Figure 1).

Finally, the relevance and implications of the findings are discussed, as well as the limitations of the study and recommendations for future research on pedagogical support in educational contexts.

This methodology guarantees a rigorous and systematic approach to address the research question, ensuring the validity and reliability of the results obtained.

Results and Discussion

Table 1. Data Extraction

Author(s)	Year	Objective of the Study	Methodology	Main Results	Conclusions
San Martín et al.	2021	Evaluate the impact of AP on teaching performance.	Qualitative study, interviews.	Significant improvement in teaching practices after the AP.	The AP is essential for teacher professional development.
Alberca et al.	2021	Analyze the perception of teachers about AP.	Survey and statistical analysis.	Teachers see the AP as a useful tool but with limitations.	Training is required to improve the effectiveness of the AP.
Delgado et al.	2022	Examine the relationship between AP and academic results.	Case study, observation.	Positive correlation between AP and student achievement.	AP can positively influence learning.
Abanto et al.	2021	Analyze pedagogical	Systematic bibliographic review	Pedagogical accompaniment is an important strategy that	Most of the studies correspond

		accompaniment as a strategy for training a teacher		effectively strengthens teaching performance, also in pedagogical practice.	nd to the quantitative, descriptive and correlational approach, while very few correspond to the qualitative and mixed approaches.
Alcántara y Álvarez	2024	Review the most relevant findings of the indexed research on teacher support in the context of the health emergency	Systematic review	Most of the research (75%) chose to use quantitative data to analyze teaching competence during the pandemic. 54% of the studies followed a non-experimental design.	Peru led the publications on this topic, representing 54% of the total. It was determined that pedagogical support is key to supporting teachers
Vela	2023	Study the relationship between pedagogical support and teaching performance	Systematic literature review, using the PRISMA protocol.	The results show the relationship between the variables analyzed and the importance of promoting pedagogical support to optimize teaching and learning.	It is concluded that pedagogical support is essential to achieve quality teaching and, as a

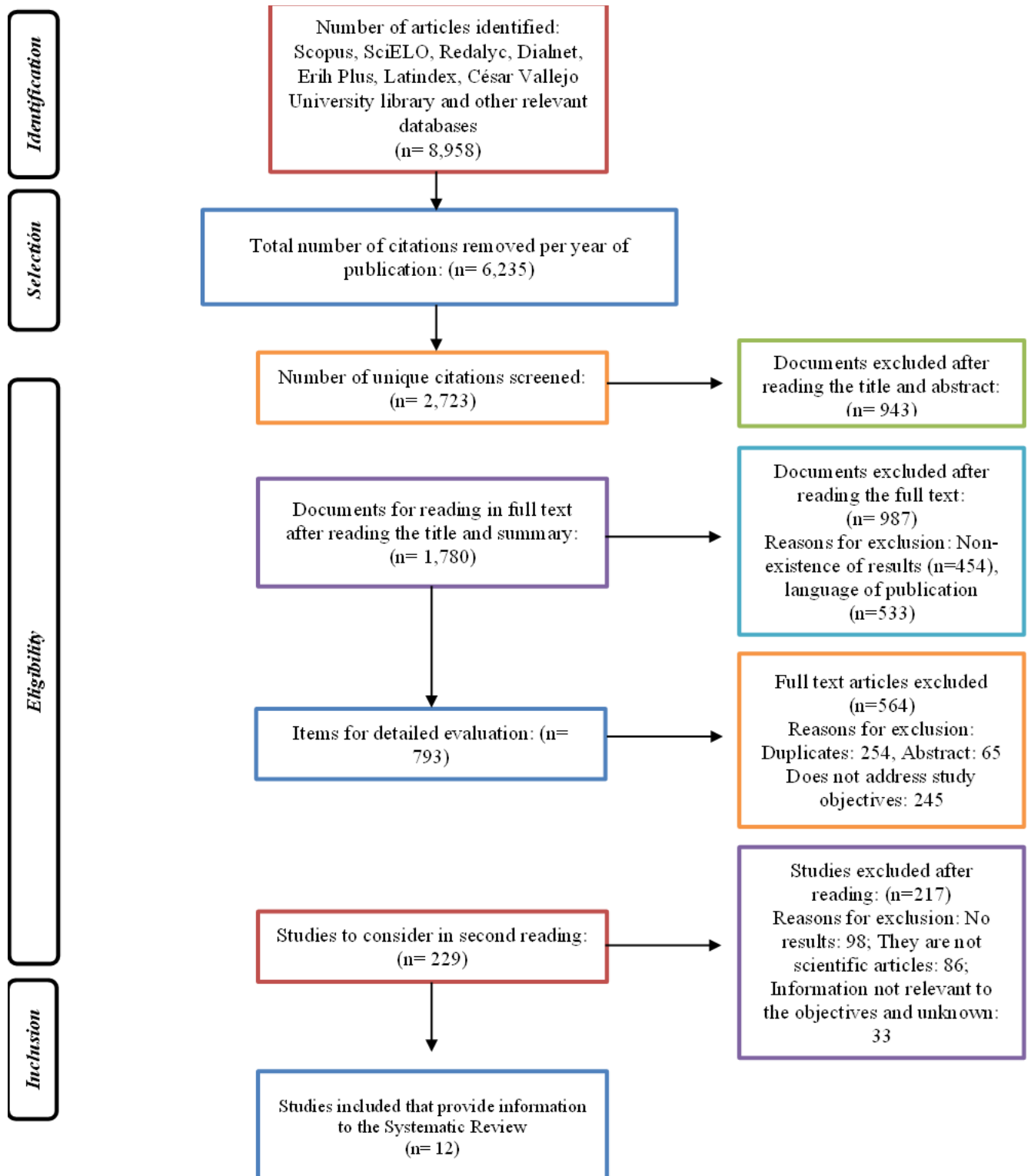
		man e from a theore tical appro ach.			result, better grades for students.
Sánchez et al.	2024	Analy ze how pedag ogical suppo rt influe nces the qualit y of teach ers' teachi ng.	A quantitative, cross-sectional and non-experimental research design was used, using surveys and questionnaires to evaluate pedagogical support and educational quality.	The SPSS program was used to calculate the Spearman correlation coefficient, which turned out to be 0.679.	The data confirm that there is a strong connection between teacher support and the quality of teaching.
Paredes et al.	2024	Analy ze the role of pedag ogical suppo rt in second ary schoo ls.	An exhaustive bibliographic review of academic articles focused on pedagogical support was carried out.	More than 50 articles that studied the influence of pedagogical support in secondary education were analyzed.	The study concludes that pedagogical support is a tool to continually improve teaching practice.
Beltrán et al.	2024	Analy ze the impac t of pedag ogical suppo rt on the teachi	A qualitative methodology, specifically a collective case study, was chosen to deepen the understanding of the experiences and perspectives of the participants.	The results show that the pedagogical accompaniment helps teachers plan their classes collaboratively. Additionally, constant feedback improves your thinking	Pedagogical support improves teaching and the work of teachers.

		ng practi ces of rural school teachers in Bío Bío.		skills.	
Catalán and Obeso	2023	Evalu ate the impac t of accom panim ent on teache rs' perfor mance .	A systematic review of the literature was carried out in databases such as Redalyc, Scielo, ResearchGate and Google Scholar.	Twenty-eight studies were selected from a total of 73 that met the inclusion criteria.	Pedagogi cal support improve s the teacher's skills in various areas, such as training, inclusion and assessme nt of students.
De la Rosa et al.	2023	Invest igate the relatio nship betwe en suppo rt for teache rs and their perfor mance in public school s.	A qualitative approach was used to analyze previous studies on pedagogical support and teaching performance.	40 reference studies analyzed.	Pedagogi cal support is a systemati c process that seeks to evaluate teaching perform ance, identify their training needs and provide the necessar y support for their professio nal

					develop ment.
Taveras and López	2023	Investigate the perception of 301 teachers and 40 trainers on pedagogical support in Dominican primary education.	A questionnaire was used to know the characteristics, practices and beliefs of the participants in relation to pedagogical support.	The results show favorable attitudes towards pedagogical support on the part of teachers and coordinators, appreciate its plan aligned with guidelines of the Ministry of Education and focus on individual needs.	The positive attitude and training of teachers and trainers are key to the success of pedagogical support.

Source: Own elaboration

Figure 1. Search Diagram



Source: Own elaboration

The systematic review carried out has identified growing evidence that supports the positive impact of pedagogical support in the management of human talent and teaching performance. However, the results

obtained also reveal the need to deepen research on this topic, considering the diversity of methodological approaches, educational contexts and results found.

Below, a detailed analysis of the results obtained is presented, relating them to the main contributions of various authors in the field of pedagogical support.

To begin with, regarding the impact of pedagogical support on teaching performance, the results obtained agree with the research of San Martín et al., (2021) and Delgado et al., (2022), who have highlighted the significant improvement in practices teachers after the implementation of support programs. However, studies such as that of Jimenez-Parra (2023) suggest that the impact of accompaniment may vary depending on the context and characteristics of the program. Therefore, it is necessary to further analyze the factors that moderate this relationship.

On the one hand, as in the studies by Alberca et al. (2021), the teachers participating in the studies in this review positively value pedagogical support as a useful tool for their professional development. However, various studies such as those by Valencia et al. (2024) and Panta (2024) point out the need to improve the quality and relevance of support. Likewise, it is deduced from the results of Delgado et al. (2022) and other studies the need to establish a positive correlation between pedagogical support and student performance. However, additional research is required to establish a causal relationship and explore the underlying mechanisms.

On the other hand, the results show that research on pedagogical support has been developed in various countries, with a greater concentration in Spanish-speaking countries and Anglo-Saxon countries. This geographical diversity reflects the importance of this topic at a global level and the need to adapt support strategies to the specific educational contexts of each country.

Conclusions

Once the systematic review has been carried out, it is concluded that it has allowed us to identify a growing trend towards research into pedagogical support as a key strategy to improve the management of human talent in the educational field. Furthermore, the studies analyzed have shown a positive relationship between pedagogical support and teaching performance, highlighting its importance in professional development and improving educational quality.

Likewise, it has been possible to identify a considerable number of publications that address this topic, with a greater concentration in recent years. The studies have focused mainly on analyzing teachers' perception of accompaniment, its impact on teaching performance and its relationship with learning results.

On the one hand, the review has made it possible to identify a diversity of institutions of affiliation of the authors, which indicates a growing interest in this topic at an international level. Likewise, a greater participation of university institutions and research centers has been observed in the production of knowledge about pedagogical support.

Consequently, pedagogical support has been consolidated as a fundamental strategy to improve the management of human talent in educational institutions. Since, there is growing evidence that demonstrates the positive relationship between pedagogical support and teaching performance, as well as its impact on student learning results.

On the other hand, studies have identified various factors that influence the effectiveness of pedagogical accompaniment, such as the training of accompaniment, the personalization of support, and the participation of teachers in the process. Therefore, more research is required to deepen the understanding of the mechanisms through which pedagogical support produces changes in teaching practice and educational results.

Among the limitations, it can be noted that the review has revealed a diversity of methodological approaches used in the research, which makes the comparison of the results somewhat difficult. Likewise, studies have been carried out in various educational contexts, which suggests that the effects of pedagogical support may vary depending on the characteristics of each context.

Also, it was determined that most of the studies have a cross-sectional design, which limits the possibility of analyzing the long-term effects of pedagogical support. In that same sense, the diversity of support programs makes it difficult to identify the key components that contribute to their effectiveness.

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