



Pedagogical Leadership Practices And Their Impact On Academic Results: A Systematic View

Lirio Cruzado Llanos^{1*}, Luis Alberto Albarran Silva², Juan Carlos Lozano Estrada³, Renzo Jesus Maldonado Gomez⁴, Jorge David Ríos Gonzales⁵, Janeth Tomanguilla Reyna⁶, Teresita Del Rosario Merino Salazar⁷, Luis Santiago Garcia Merino⁸

^{1*}(<https://orcid.org/0000-0002-8730-7202>) Professor of Pedagogical Innovation – Secondary Level

²(<https://orcid.org/0000-0002-1664-0825>) Social Sciences Teacher - Secondary Level

³(<https://orcid.org/0000-0002-59723-895X>) César Vallejo University. Trujillo, Perú

⁴(<https://orcid.org/0000-0001-8026-8215>) Technological University of Peru

⁵(<https://orcid.org/0000-0001-6073-0804>) Professor César Vallejo University, National University of Trujillo, Regular Basic Education

⁶(<https://orcid.org/0000-0002-7460-7214>) Teacher of the anatomy curricular experience - School of Nursing at Cesar Vallejo University

⁷(<https://orcid.org/0000-0001-8700-1441>) César Vallejo University. Trujillo, Perú

⁸(<https://orcid.org/0000-0001-9392-2474>) Autonomous University of Ica Peru

*Corresponding Author: Lirio Cruzado Llanos

(<https://orcid.org/0000-0002-8730-7202>) Professor of Pedagogical Innovation – Secondary Level

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ABSTRACT

The systematic review article whose objective is to identify the most effective pedagogical leadership practices for improving academic results in students, based on the review and critical analysis of the included studies. It is a basic type, systematic review, with a quantitative approach and relational descriptive design. The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was used to guarantee the transparency and quality of the systematic review. As well as the search for scientific articles published in the last five years, in databases such as Scopus, Scielo, Web of science and Google Scholar. The search identified 60 articles, 16 were selected for the systematic review. The results are presented in tables, considering the studies related to pedagogical leadership practices and academic results and the questions that guided the research. It is concluded that the findings of this systematic review highlight the importance of promoting pedagogical leadership focused on distributed leadership, emphasis on learning, teacher collaboration and professional development, as fundamental practices associated with improving the academic results of the students. These results provide relevant inputs for decision-making in the educational field. Keywords: Pedagogical leadership, academic results, improvement, educational practices.

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INTRODUCTION

This systematic review research will address the importance and relevance of pedagogical leadership practices in the educational context and its impact on academic results. Thus, 21st century education needs and demands a pedagogical leader with qualities, characteristics and a profile with a vision for the future; with knowledge, experience and pedagogical, creative and innovative sense and high human development, which allows you to exercise and develop efficient and effective school management, to achieve high quality education. In this sense, the Ministry of Education of Colombia (MINEDUC, 2005), points out that the pedagogical leader is the one who concentrates his educational work on establishing guidelines, evaluates the achievement of the proposed institutional goals and puts into action the planning of programs and strategies to its realization.

Along the same lines, García (2021), in his study carried out in the province of San Ignacio - Peru, referring to the level of school management, maintains that the following results were obtained: 58.6% of the learning management dimension level is deficient; 100% of the institutional management dimension is regular; For the social management dimensions, the level is 75.9% regular and 69% of the administrative management dimension

is good. Therefore, the dimensions: learning management and institutional management, as they are located at poor and fair level, should be given special attention. Therefore, it is necessary to implement pedagogical leadership practices that impact student results.

The pedagogical leader has been recognized as a determining factor in improving the academic results of students. According to Fullan (2021), effective pedagogical leadership focuses on promoting a learning-oriented school culture, teacher professional development, and evidencebased decision making. In this sense, recent literature has highlighted the importance of identifying the pedagogical leadership practices that are most strongly associated with improving student academic outcomes. Various investigations have addressed the relationship between pedagogical leadership and academic results. For example, Robinson, Lloyd, and Rowe's (2019) study found that leadership that focuses on effective instruction and monitoring student progress is positively related to academic achievement. Likewise, Harris's (2020) research highlighted the importance of distributed leadership in improving student achievement, evidencing the relevance of collaboration and empowerment of teaching staff. Despite advances in understanding the relationship between pedagogical leadership and academic results, there are thematic gaps that require greater attention. In particular, the need to carry out a systematic review of the literature has been identified to accurately identify the pedagogical leadership techniques that most influence the improvement of students' academic performance. Given what was described in previous paragraphs, the need arises to review research to analyze pedagogical leadership practices and their influence on academic results.

In this sense, the following research question is posed: To what extent do pedagogical leadership practices impact the academic results of students at a Chepén 2024 educational institution?

Therefore, the objective of this systematic review article is to conduct a critical synthesis of the available evidence to determine which educational leadership strategies are most closely related to improving student academic performance.

METHODOLOGY

To carry out the systematic review on the pedagogical leader techniques that are most strongly associated with the improvement of students' academic results, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) method was applied. This method is used to guarantee the transparency and quality of the systematic review, which provides a methodological framework to carry out systematic reviews in a rigorous and transparent manner (Fernández-Simón et al., 2020).

The research questions that were posed to guide the systematic review were the following:

1. What are the pedagogical leadership practices that have demonstrated a significant association with improving student academic performance?
2. In what educational contexts have these pedagogical leadership practices been successfully implemented?
3. What are the most common methodological approaches used to evaluate the impact of pedagogical leadership on academic outcomes?
4. What are the limitations and challenges that have been identified in research on pedagogical leadership and academic outcomes?
5. What practical and theoretical implications are derived from the findings of the systematic review?

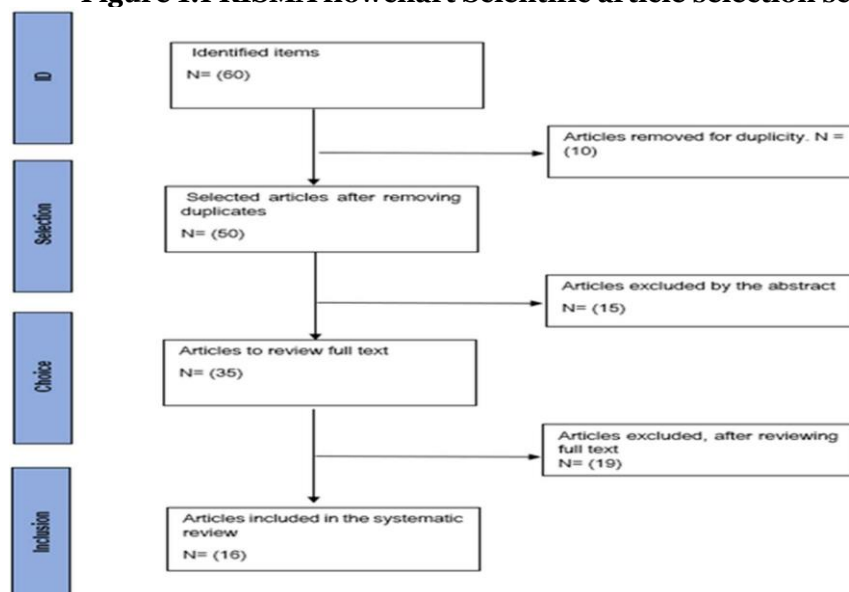
The search strategy was based on keywords related to pedagogical leadership, academic performance and improving student results. Terms were used such as: "Pedagogical leadership", "academic results", "improvement", "leadership practices".

The inclusion criteria were searches in databases such as: Scopus, SciELO, Web of science and Google Scholar, considering articles published in the last 5 years in Spanish or English, which will address the relationship between pedagogical leadership and academic results, and that

will use quantitative or mixed methodologies, to ensure the relevance and timeliness of the information.

The exclusion criteria for the studies found were: studies that did not address the direct relationship between pedagogical leadership and academic results, studies that will use qualitative methodologies, studies that were not available in full text and studies that did not meet the established methodological quality criteria.

The study population was made up of 60 scientific articles, identified in the database used for the review. The sample was 16 articles selected, according to inclusion and exclusion criteria. This approach includes the development of a review protocol, the identification and selection of studies, data extraction, evaluation of methodological quality, and analysis of the results of the documents to be included in the literature review. By following these guidelines, the integrity and reproducibility of the systematic review process is ensured. The information collected was then ordered, respecting a certain sequentiality with previously established patterns, as seen in Figure 1:

Figure 1:PRISMA flowchart Scientific article selection scheme

Note: The figure shows how the information collected was organized.

RESULTS

After the identification and selection process, 16 scientific articles were included as the final sample for the systematic review. Table 1: shows the studies organized chronologically, taking into account: author, title, objective, type of study, sample, results and conclusion.

From Table 2 to Table 6; The answer to the questions that guided the research posed in the PRISMA method of the systematic review is shown, with bibliographic sources with research articles from databases: Scopus, Scielo, Web of science and Google Scholar, for each bibliographic source is shown : author, year, methodology of the article and the most important conclusion.

Board1 Studies related to pedagogical leadership practices and academic results

Author	Qualification	Aim	Type of study	Sample	Results	Conclusion
CamposMorán, S. (2019)	Role of effective principals secondary educational institutions. Salvador Case	Analyze the role of successful principals at the secondary education level in El Salvador.	Ex post facto with crosssectional design	a sample of 291 schools and 15 departments.	It can be seen that all departments have a medium/positive perception about the curriculum; that directors and teachers show dissatisfaction with the access to technology available in the centers.	The social role of the director consists of serving as a mentor to the following generations, possessing knowledge, skills and actions that serve as an example to his followers. He also has an inventive, modern, and conceptually rich way of thinking that allows for a departure from conventional wisdom. For the new educational method to be

						truly democratic, versatile and lasting, it is necessary to think about training that has an impact on the adequate preparation of students for social and personal reality, and it is also necessary to reflect, aspire and try to formulate sufficiently deep and forceful ideas. .
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Tirado Gálvez, MI, & Heredia Llatas, FD (2022)	Transformational leadership in educational management: a literature review	Determine importance transformational leadership educational management.	Systematic review	20 scientific and review articles	The results provide scientific evidence to justify and specify that it is necessary for educational institutions to be concerned about having adequate educational management of the processes, resources and social actors involved, which through transformational leadership will be able to achieve the success of the school.	Transformational leadership allows the adequate fulfillment of the activities assigned in the educational management of the school, as well as in the function of the collaborators and contributes to the development of processes focused on directing, organizing and controlling the resources of the institution in order to offer sustainability with the participation of students and social actors
Chi, J., Porres, A., & Velez Bustillo, E. (2023)	The role of the school principal: a strategy to raise the level of teaching.	Adapt the specific needs and problems of each teacher to support they receive.	Systematic review	10 scientific and review articles	The results provide scientific evidence for reflection and dialogue about the role of the school director and how to strengthen his capacity to perform his duties. It must	The manager has the opportunity to control the change and establish an atmosphere conducive to the development of a shared project. By having high expectations for

be understood that the director is the second factor that has the greatest impact on student learning. In this way, by strengthening the capacity of these actors, improvements would be achieved in the educational process, learning and the quality of education.

students, including their community, expanding teaching teams, and completing a collaborative project, the way leadership is exercised affects everything that happens at the institution (Porres, 2018). collaborative effort (Porres, 2018).

Note: The information has been obtained from scientific articles from databases such as: Scielo and Google Scholar.

The literature selected for the systematic review is organized into:

Table 1: Studies related to pedagogical leadership practices and academic results, for this three research studies were selected and analyzed, the study by Campos-Morán, S. (2019), determined that the social function of the director is to form new generations, based on skills and performances that make him a model for his disciples. Likewise, he must think, desire and create effective educational proposals, for a new educational, democratic, equitable and inclusive approach, with relevant training that influences the comprehensive training of students. For their part, Tirado Gálvez, MI, & Heredia Llatas, FD (2022), affirm that transformational leadership allows the fulfillment of the activities assigned in school management and contributes to the development of processes focused on directing, organizing and controlling the resources of the institution in order to offer sustainability with the participation of students and educational actors. Finally, Chi, J., Porres, A., & Vélez Bustillo, E. (2023) maintain that the director needs to control change and foster a favorable environment to forge a collaborative project. Everything that happens in the institution is impacted by the way leadership is used; this includes setting high standards for students, integrating the community, expanding teaching teams, and completing collaborative projects (Porres, 2018).

Board2Leadership practices associated with improving academic performance			
Author	Year	Methodology	Conclusion
Fullan, M. (2019)	2019	Theoretical review	Fostering an educational environment that prioritizes teacher professional growth and learning is a prerequisite for effective instructional leadership.
Sequera & Regalado (2021)	2021	Systematic review	They analyzed the impact of transformational leadership on the work performance of secondary school teachers, highlighting its influence in the educational context.

Note: Information that answers the first research question of the systematic review.

In Table 2, referring to pedagogical leadership practices associated with improving students' academic results, Fullan, M. (2019), maintains that effective pedagogical leadership is related to the promotion of a school culture focused on learning. and teacher professional development. For their part, Sequera & Regalado (2021) managed to analyze the impact of transformational leadership on the work performance of secondary school teachers, highlighting its influence in the educational context.

Board3 Educational contexts in leadership practices			
Author	Year	Methodology	Conclusion

Sun, (2019)	2019	Systematic review	It examined how teaching methods and student academic outcomes were influenced by transformational leadership, as well as how transformational leadership influenced teachers' emotional states, sense of job satisfaction, and classroom engagement.
Tao & Botero, (2020)	2020	Systematic review	They reviewed the relationship between neurosciences, emotions and higher education, proposing the control-value theory of achievement emotions and its implications for educational research and practice.
Cabrera, (2022)	2022	Systematic review	They reviewed the relationship between neurosciences, emotions and higher education, proposing the control-value theory of achievement emotions and its implications for educational research and practice.

Note: Information that answers the second research question of the systematic review.

In Table 3, regarding the educational contexts in which these pedagogical leadership practices have been successfully implemented, Sun, (2019), managed to examine how the teaching methods and academic results of the students were influenced by the transformational leadership, as well as the way in which it influenced teachers' emotional states, their sense of job satisfaction, and their dedication to the classroom. Tao & Botero, (2020) and Cabrera, (2022), carried out a review of the relationship between neurosciences, emotions and higher education, proposing the control-value theory of achievement emotions and its implications for educational research and practice. . Highlighting the importance and relevance of pedagogical leadership in various educational contexts and its impact on the improvement of pedagogical action and achievement of academic results in students.

Board4 Methodological approaches used to evaluate the impact of pedagogical leadership on academic results

Author	Year	Methodology	Conclusion
Fullan, (2019)	M. 2019	Theoretical review	Evaluation of the effects of pedagogical leadership on academic outcomes has focused on the measurement of learning, academic achievement, and life readiness.
Cordova (2021)	2021	Systematic review	It examined the extent to which university students' learning techniques predicted their academic performance using the MSLQ (Motivated Techniques for Learning Questionnaire) exam.
Lomelí et al. (2022)	2022	Systematic review	They studied the self-regulation profile, learning strategies and academic performance of university students, highlighting the importance of these abilities for adaptation to the educational and work environment.

Note: Information that answers the third research question of the systematic review.

In Table 4, oriented to the most common methodological approaches used to evaluate the impact of pedagogical leadership on academic results; Fullan, M. (2019), maintains that the evaluation of the effects of pedagogical leadership on academic results has focused on the measurement of learning, academic performance and preparation for life. Córdoba (2021), Examined the extent to which university students' learning techniques predicted their academic performance using the MSLQ (Motivated techniques for Learning Questionnaire) exam. For their part, Lomelí et al. (2022), managed to study the self-regulation profile, learning strategies and academic performance of university students, highlighting the importance of these capabilities for adaptation to the educational and work environment.

Board5 Limitations and challenges on pedagogical leadership and academic results

Author	Year	Methodology	Conclusion
Gronn, (2019)	P. 2019	Quantitative study	Limitations and challenges identified in research on instructional leadership and academic outcomes include the need to address educational equity, student diversity, and social justice.

Mulford, (2020)	B. 2020	Quantitative study	Limitations and challenges identified in research on pedagogical leadership and academic outcomes include consideration of external factors, evaluation of the sustainability and transferability of identified practices.
Louis, (2021)	K. 2021	Mixed study	Limitations and challenges identified in research on instructional leadership and academic outcomes include the need to address student engagement, student voice, and emotional well-being.

Note: Information that answers the fourth research question of the systematic review.

In Table 5, related to the limitations and challenges that have been identified in research on pedagogical leadership and academic results; Gronn, P. (2019), maintains that the limitations and challenges identified in research on pedagogical leadership and academic outcomes include the need to address educational equity, student diversity, and social justice. Along the same lines, Mulford, B. (2020), states that the limitations and challenges identified in research on pedagogical leadership and academic results include the consideration of external factors, the evaluation of the sustainability and the transferability of the identified practices. Finally, Louis, K. (2021), concludes that the limitations and challenges identified in research on pedagogical leadership and academic outcomes include the need to address student engagement, student voice, and emotional well-being.

Board6 Practical and theoretical implications derived from the findings of the systematic review

Author	Year	Methodology	Conclusion
Leithwood, K. (2019)	2019	Systematic review	Practical and theoretical implications derived from the findings of the systematic review include the importance of promoting distributed leadership, teacher collaboration, and professional development to improve academic outcomes.
Harris, (2020)	A. 2020	Mixed study	Practical and theoretical implications derived from the findings of the included studies include the need to promote shared pedagogical leadership, student engagement, and educational equity to improve academic outcomes.
Day, C. (2021)	2021	Systematic review	Practical and theoretical implications derived from the findings of the systematic review include the importance of promoting reflective pedagogical leadership, teacher collaboration, and student well-being to improve academic outcomes.
Fullan, (2022)	M.	Systematic review	Practical and theoretical implications derived from the findings of the systematic review include the importance of promoting pedagogical leadership focused on learning, educational innovation, and social justice to improve academic outcomes.

Note: Information that answers the fifth and final research question of the systematic review.

In Table 6, oriented to what practical and theoretical implications are derived from the findings of the systematic review, Leithwood, K. (2019), The practical and theoretical implications derived from the findings of the systematic review include the importance of promoting leadership distributed, teacher collaboration and professional development to improve academic results. Harris, A. (2020), Practical and theoretical implications derived from the findings of the included studies include the need to promote shared pedagogical leadership, student engagement, and educational equity to improve academic outcomes. Day, C. (2021), Practical and theoretical implications derived from the findings of the systematic review include the importance of promoting reflective pedagogical leadership, teacher collaboration, and student well-being to improve academic outcomes. Fullan, M. (2022), Practical and theoretical implications derived from the findings of the systematic review include the importance of promoting pedagogical leadership focused on learning, educational innovation and social justice to improve academic outcomes.

DISCUSSION

When comparing the results of this systematic review with other studies, a convergence is observed in the importance of distributed leadership, emphasis on learning, teacher collaboration, and professional development as practices associated with improving academic outcomes. For example, Robinson (2011) and Leithwood (2016)

agree that leadership focused on academic goals, teaching, and learning is related to student achievement. However, divergences are observed in the emphasis on teaching collaboration, communicating a shared vision, and establishing high expectations as key characteristics for the effective implementation of these practices.

Among the limitations of this study is the restriction to sources from Scielo and Scopus, which could have limited the inclusion of relevant research published in other databases. Additionally, the selection of studies in Spanish and English could have excluded evidence in other languages, limiting the generalizability of the findings. Furthermore, the exclusion of qualitative studies could have limited the holistic understanding of pedagogical leadership practices.

Based on the identified limitations, it is recommended that future research expand the search to other databases and consider the inclusion of studies in various languages to ensure the representativeness of the evidence. Furthermore, it is suggested to carry out systematic reviews that integrate qualitative and quantitative evidence for a more complete understanding of pedagogical leadership techniques. Finally, it is recommended to explore the impact of these practices in specific educational contexts, such as rural, urban or schools with vulnerable populations, to inform contextualized interventions.

CONCLUSION

The main results of this systematic review indicate that effective instructional leadership is most strongly associated with improved academic outcomes when it focuses on the distribution of leadership, emphasis on learning, teacher collaboration, and professional development. These findings coincide with previous research that highlights the importance of these practices for school improvement.

In response to the objective of conducting a systematic review of the pedagogical leadership practices that are most strongly associated with the improvement of academic results, based on the review and critical analysis of the included studies, it has been possible to identify and synthesize the available evidence to highlight the relevance of distributed leadership, emphasis on learning, teaching collaboration and professional development as fundamental elements for improving academic results. These findings provide relevant inputs for decision-making in the educational field and point out the importance of promoting these practices in school management.

CONFLICT OF INTERESTS.

The authors declare that there is no conflict of interest for the publication of this scientific article.

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