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Pedagogical leadership and management of innovation projects among teachers at four public educational institutions

Liderazgo pedagógico y gestión de proyectos de innovación en docentes de cuatro instituciones educativas públicas

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Abstract

The topic of pedagogical leadership opens up research perspectives for understanding principals' and teachers' ability to guide, motivate, and coordinate educational processes in effective learning environments. The objective of the study was to determine the influence of the former on the latter. A type of applied research was used, with a quantitative approach, a hypothetical-deductive method, a non-experimental, and a cross-sectional design. The population consisted of 120 teachers from four public educational institutions, from which a sample of 92 was taken. Data collection was done through two questionnaires, one for each variable, which were validated by experts and had reliability accepted by Cronbach's alpha. The results when applying the ordinal logistic test were p-value of 0.000, which is less than the allowable margin of error (0.05), proving that innovation project management is explained by pedagogical leadership, with a Cox and Snell Pseudo R2 of 94.7% and Nagelkerke of 94.8%. Therefore, it was concluded that pedagogical leadership significantly influences innovation project management among teachers from four public institutions. The importance of strategic planning with clear, relevant, and measurable objectives is reaffirmed.

Keywords: Pedagogical leadership; Innovation project management; Educational institutions; Public education; Goal and expectation setting

Resumen

La temática del liderazgo pedagógico abre perspectivas investigativas para entender la capacidad de los directores y docentes para orientar, motivar y coordinar procesos educativos en ambientes de aprendizaje efectivo. El objetivo del estudio fue determinar la influencia que presenta la primera sobre la segunda. Se empleó un tipo de investigación aplicada, con un enfoque cuantitativo, método hipotético-deductivo, diseño no experimental y de corte transversal. La población estuvo conformada por 120 docentes de cuatro instituciones educativas públicas, de los cuales se tomó una muestra de 92. La recolección de datos se hizo a través de dos cuestionarios, una para cada variable, los cuales fueron validados por expertos, además tuvieron confiabilidad aceptada por el alfa de Cronbach. Los resultados al aplicar la prueba logística ordinal fueron p-valor de 0,000 que es menor al margen de error permitido (0,05), probando que la gestión de proyectos de innovación es explicada por el liderazgo pedagógico con un Pseudo R2 de Cox y Snell de 94,7 % y Nagelkerke en 94,8 %. Por ende, se concluyó que el liderazgo pedagógico influye significativamente en la gestión de proyectos de innovación en docentes de cuatro instituciones públicas. Se reafirma la importancia de la planificación estratégica con objetivos claros, pertinentes y medibles.

Palabras clave: Liderazgo pedagógico; Gestión de proyectos de innovación; Instituciones educativas; Educación pública; Establecimiento de metas y expectativas

INTRODUCTION

Public educational institutions face significant challenges, exacerbated by the pandemic, which has diminished educational stakeholders commitment and revealed the lack of sustainable educational policies. Before the pandemic, half of ten-year-old students could read and understand texts; this figure fell to a third during the pandemic. Globally, the inability to read and write among children under ten in poor countries increased from 53% to 75% (UN, 2022). According to UNICEF (2022), Peru is experiencing an unprecedented educational crisis with a ten-year setback in learning. It is imperative to establish a lasting educational pact and increase investment to make education a priority on the government agenda.

In Peru, although there is a regulatory framework for educational projects, these are neither adequately implemented nor sustainable, failing to contribute to student learning. According to Guerrero (2019), this shows that the project-based approach is not being properly applied to integrate areas and foster meaningful learning. Educational institutions face difficulties integrating educational projects with the curriculum, which limits meaningful learning. Teachers fail to effectively link their pedagogical work with innovative projects, which affects the fulfillment of the work expectations set by the Ministry of Education (MINEDU) and the development of competent citizens.

The 2022 research focuses on how pedagogical leadership and other factors influence the management of innovation projects. It seeks to delve into strategies that improve educational projects integration with the curriculum and promote applied learning. Pedagogical leadership is defined as the ability to motivate and influence students to achieve higher educational standards (MINEDU, 2014). Similarly, this institution highlights the role of the teacher as a pedagogical leader, motivating and influencing the educational institution. The research seeks to strengthen teachers' pedagogical leadership to promote and manage innovation projects in four public educational institutions. A quantitative, hypothetical-deductive, and non-experimental approach was employed, using surveys and questionnaires based on the Likert scale.

The overall objective is to determine the influence of pedagogical leadership on the management of innovation projects. Specific objectives include assessing goal setting and the impact of strategic resource acquisition, analyzing instructional planning and coordination, exploring teacher promotion and participation, and examining the assurance of an orderly project management environment.

From the review of the scientific literature, it was possible to recover as international antecedents Jaramillo (2019), in his thesis on *Pedagogical leadership and educational quality at the Sulima García Valarezo basic education school in the city of Machala* - 2018, investigated pedagogical leadership and educational quality using a non-experimental and correlational design, with a sample of 100 teachers. Likert scale surveys were used and the Spearman coefficient was Rho = 0.746**, indicating good correlation (p = 0.00, p <0.05), rejecting the null hypothesis. 30% of the teachers had inadequate pedagogical leadership, 60% regular and 10% adequate. The research concluded a positive relationship between the variables, recommending strategic government programs to improve teacher pedagogical leadership.

Pérez et al. (2022) focused on teacher professional development in their research Methodology for a requirements organizing system for academic projects management in research calls. Data were collected through a survey validated by 20 professors and administered to 168 teachers. The reliability was 0.875 (Cronbach's alpha). 48% of the teachers had experience in educational projects; 81% agreed with implementing project-based work, 10% strongly agreed, and 9% disagreed. A detailed methodology was proposed to improve project management and participation in academic events.

Roca and Alonso (2020) conducted a basic correlational and quantitative research on, Proposal of the pedagogical leadership competency to be developed in Basic Education teachers, using a non-experimental design. In the sample with 20 teachers, a Likert-type questionnaire was used to collect data. The results showed that none of the teachers were classified as "very good", 25% were rated as "good", 35% as "regular" and 40% as "poor". A Chi-Square test was applied to confirm the hypothesis, finding

a significant relationship between the variables studied ($p < 0.05$). This indicates the need to focus on pedagogical leadership training from the beginning of teacher training.

Vargas (2021) in his thesis *Pedagogical leadership and its relationship with teacher performance in private educational units in the city of Ambato* conducted a study on the relationship between pedagogical leadership and teacher performance, using a quantitative methodology and a descriptive correlational approach. In a sample of 6 principals and 88 teachers, it was found that 10% of teachers perceived a lack of leadership, 40% saw it as occasional, and 50% saw it as frequent. Pearson's correlation showed a high negative relationship ($r = -0.710$), suggesting that less pedagogical leadership improves teacher performance. It is recommended to train principals in administration to improve their leadership.

Finally, Gonzales-Fernández et al. (2020) conducted a study on the evidence of principals pedagogical leadership, heads of studies, and teaching staff from the perspective of stakeholders with the aim of understanding the perceptions of those involved within an institution. A cross-sectional quantitative method was used for a non-experimental design, and a population of 2,184 people was surveyed, including teachers (53.71%), principals (13.64%), students (14.42%), and families (10.30%). The questionnaire used had a reliability of 0.88 to 0.94 according to Cronbach's alpha. The results showed an average perception of $M = 7.34$ and an average agreement of $M = 7.65$. The established dimensions showed a significant relationship ($p < 0.01$), concluding that pedagogical leadership is reflected in knowledge and skills in education.

At the national level we have:

Mamani (2019) in his *thesis Pedagogical Leadership of the Principal and the Management of Educational Innovation Projects in Educational Institutions of the Gregorio Albarracín District, 2019,* conducted a non-experimental correlational study. The research focused on 8 principals and 88 teachers, although the sample included only the principals. Two surveys were used to collect data, and the results showed that a high percentage of respondents perceived the principal's leadership as efficient. A statistical analysis using Cronbach's alpha and Pearson's correlation confirmed a significant relationship between pedagogical leadership and the management of educational projects, suggesting the promotion of pedagogical innovation projects.

Calcina (2018) in his thesis *Pedagogical Leadership and Management of Innovation Projects in Secondary Education Institutions in Pueblo Nuevo District*, using a quantitative approach and a hypothetical-deductive method in a sample of 132 secondary school teachers. The results indicated a significant statistical correlation between the variables studied, recommending training for teachers in the innovation of educational projects.

For his part, Gutiérrez (2017) used a non-experimental quantitative methodology in his thesis, "Pedagogical *Leadership and Change and Innovation Management in Teachers at a Primary School."* The results revealed a significant influence of pedagogical leadership on change and innovation practices, recommending regional training for teachers in project management.

Villanueva (2019) used a descriptive and explanatory framework in his thesis *Pedagogical Leadership and Teaching Performance at Santa Rosa de Carhuamayo Educational Institution*, with a sample of 21 educators. Despite a low correlation coefficient, the research suggested a relationship between these variables, suggesting that the instruments used would be applied in other institutions.

On the other hand, Córdova (2019), with a sample of 24 participants, obtained a significant relationship between leadership and performance, recommending that the Ministry of Education continue with training in pedagogical leadership.

Pedagogical leadership, according to Fazio and Fernández (2004), employs scientific methods to address educational challenges. Chiavenato (2017) highlights its evolution toward behaviors that impact organizational success. MINEDU (2014) emphasizes goals and the promotion of learning, and López et al. (2021) underline its capacity to foster collaboration and cultural change. Educational project management, constructivist according to Arias (2017) and Reyero (2019), involves students in the construction of knowledge. Zavaleta (2013) describes problem identification and strategic planning. Teacher adaptation and

innovation are essential according to Barraza (2015), Rodríguez (2017), and Macanchí et al. (2019). Pacheco and Herrera (2015) highlight the importance of innovative educational projects to motivate meaningful learning and active engagement.

The implementation of educational projects requires teachers and students to identify local problems and set goals articulated with practical and reflective learning (Rico et al., 2018). According to Martínez (2019), these projects require adequate resources and a coordinated approach to improve educational quality (Carrión and Berasategi, 2010). UNESCO (2022) highlights the need for a global educational research and innovation program to promote equitable and effective learning. Rivas (2017) suggests that educational innovation should develop 21st-century skills and replace traditional methodologies (FONDEP, 2021). MINEDU (2019) affirms that educational innovation transforms pedagogical practices, improving student learning and school culture. Ramírez-Montoya and Valenzuela (2019) consider educational innovation vital to ensure meaningful learning. Blanchard and Muzás (2016) indicate that innovation arises when identifying a need for change, while Fernandes and Guimaraes (2013) emphasize that educational projects must identify needs and propose solutions that guide learning.

Based on the analysis of international and national backgrounds, key theories that support the study variables were identified. For pedagogical leadership, the transformational leadership approach proposed by Fazio and Fernández (2004) was considered, complemented by the institutional framework of MINEDU (2014), which establishes teacher motivation, goal setting, and the promotion of learning as its main axes. This perspective was reinforced by Chiavenato (2017), who relates leadership to behaviors that impact organizational success. Regarding the management of innovation projects, the constructivist approach of Arias (2017) and Zavaleta (2013) was taken as a basis, which emphasizes students active participation in the planning, development, and evaluation of projects. These theories guided the construction of the data collection instruments, specifically the structured questionnaires with a Likert scale, ensuring theoretical coherence and the validity of the items used to measure both variables.

METHOD

Type and design of research

Research in four public institutions, using a quantitative approach and a hypothetico-deductive method, statistically analyzed the relationship between pedagogical leadership and project management. This non-experimental, correlational, and causal study confirmed the planned hypotheses.

Population, sample, sampling

The research had a population of 120 teachers from four public educational institutions in the province of Huaraz, department of Ancash: IEGUE Mariscal Toribio de Luzuriaga, IE Antonio Raymondi, IE Jorge Basadre Grohmann and IE Niño Jesús de Praga de Atipayán.

The probability sample included 92 teachers from four public institutions in Huaraz, Ancash, using stratified sampling. The conversion factor was $n = 92/120 = 0.77$, and this value was multiplied by the totals for each institution to determine their representation.

Table 1. *Sample distribution*

Teachers	IE 1	IE 2	IE 3	IE 4	Sample
Men	12	15	13	15	55
Women	9	10	10	8	37
Total	21	25	23	23	92

Source: Own elaboration.

Exclusion criteria include faculty members not employed at the four selected institutions, non-volunteers, or those on leave/license. Inclusion criteria include faculty members from these institutions who voluntarily participate.

Data collection technique and instruments

A structured survey was used, based on the hypotheses and dimensions of each variable, with 33 and 28 questions respectively. The instruments validity was confirmed by experts, and their reliability was verified using Cronbach's alpha, obtaining high values of 0.839 and 0.819 in the pilot test, and 0.955 and 0.975 in the final questionnaires on pedagogical leadership and innovation project management, ensuring their reliability and applicability.

Procedures

The research began with a search for international and national research backgrounds and the definition of key theories for each variable to develop Likert-scale instruments, ensuring their reliability and expert validation. Authorization was obtained from the institutions, through their directors, to administer the instruments and collect the necessary information. A questionnaire with structured items related to the study variables was used to gather information from the sample.

Data analysis method

After collecting the information, a database was created in Microsoft Excel and analyzed using SPSS-26 statistical software. Tables and graphs were generated to interpret the questionnaire results and summarize each variable. Inferential statistics were applied for hypothesis testing, including a normality test (KS) for a sample of 92, and the hypothesis was confirmed using the RLO.

RESULTS AND DISCUSSION

The results obtained show a significant influence of pedagogical leadership on the management of innovation projects in public educational institutions. The statistical model employed revealed that pedagogical leadership explains between 94.7% and 94.8% of the effectiveness of innovation project management (Pseudo R2 tests), a result supported by a p-value of 0.000. This demonstrates the effectiveness of pedagogical leadership in the management of innovation projects, which allows to reject the null hypothesis and confirm a statistically significant relationship.

Table 2. *Pseudo R square of the general hypothesis*

Cox and Snell	,947
Nagelkerke	,948
McFadden	,403

Beyond the quantitative support, these findings allow to infer that pedagogical leadership not only acts as an organizational component, but also as a transformative tool in educational work. This assertion is supported by the fact that 71.7% of teachers perceive leadership as high and 64.1% evaluate project management as efficient, reinforcing the idea that leadership style can mobilize, motivate, and sustain change processes.

Authors such as Fazio and Fernández (2004), from a positivist perspective, and Arias (2017) and Zavaleta (2013), from a constructivist perspective, agree in attributing a key role to pedagogical leadership in improving educational practice. The articulation between leadership and innovative projects implies not only management capacity, but also a strategic vision oriented toward sustainable results.

Table 3. *Pedagogical leadership vs. Innovation project management*

		Innovation project management			
		Deficient	**Moderate**	**Efficient**	**Total**
Pedagogical leadership	Half	1	24	1	26
		1.1%	26.1%	1.1%	28.3%
	High	0	8	58	66
		0.0%	8.7%	63.0%	71.7%
Total		1	32	59	92
		1.1%	34.8%	64.1%	100.0%

Regarding goal setting, the results show that this dimension explains project management effectiveness. 68.5% of the teachers surveyed considered goal setting to be high, while 64.1% associated it with efficient management. This correlation confirms what Mamani (2019) suggested, who demonstrated that collective work on goals significantly improves school management. In theoretical terms, it is argued that goals must be clear, shared, and evaluable, which is consistent with the principles of transformational leadership (MINEDU, 2014) and with approaches to strategic educational planning (Rodríguez, 2017). From an institutional perspective, this implies that goals cannot be formulated in isolation, but rather as part of a shared, achievement-oriented organizational culture.

Table 4. *Setting goals and expectations vs. managing innovation projects*

		Innovation project management			
		Deficient	**Moderate**	**Efficient**	**Total**
Setting goals and expectations	Low	0	1	0	1
		0.0%	1.1%	0.0%	1.1%
	Half	1	18	9	28
		1.1%	19.6%	9.8%	30.4%
	High	0	13	50	63
		0.0%	14.1%	54.3%	68.5%
Total		1	32	59	92
		1.1%	34.8%	64.1%	100.0%

Likewise, obtaining strategic resources showed a significant influence on innovation project management, accounting for between 85.1% and 85.2% of such management. Although only 32.6% rated this variable as medium, 67.4% considered it to be high, indicating a general recognition of its importance. This dimension becomes relevant in contexts of budgetary constraints, where resources—material, human, or technological—can determine the viability of a project. Studies such as those by Jaramillo (2018) and Villanueva (2019) coincide with this approach, highlighting the need for strategic resource management to achieve institutional effectiveness. The implications of this finding are especially relevant for educational financing policies and for the design of school plans with sustainability criteria.

Table 5. *Strategic resource acquisition vs. Innovation project management*

		Innovation project management			
		Deficient	**Moderate**	**Efficient**	**Total**
Obtaining resources strategically	Half	1	22	7	30
		1.1%	23.9%	7.6%	32.6%
	High	0	10	52	62
		0.0%	10.9%	56.5%	67.4%
Total		1	32	59	92
		1.1%	34.8%	64.1%	100.0%

Another dimension analyzed was the planning, coordination, and evaluation of teaching, which explained between 68.5% and 68.6% of project management effectiveness. Although percentage-wise lower than the previous variables, its influence is still significant. 55.4% of teachers rated these processes highly, and 64.1% considered project management efficient in this context. This shows that effective educational management requires, in addition to leadership and resources, a functional, monitoring-oriented organizational structure. Barraza (2015) and Luevanos et al. (2018) agree that proper coordination and evaluation allow for the continuous adjustment, redesign, and improvement of innovative actions.

Table 6. *Planning, coordination, and evaluation of teaching vs. management of innovation projects*

		Innovation project management			
		Deficient	**Moderate**	**Efficient**	**Total**
Planning, coordination and evaluation of teaching	Low	0	1	0	1
		0.0%	1.1%	0.0%	1.1%
	Half	1	26	13	40
		1.1%	28.3%	14.1%	43.5%
	High	0	5	46	51
		0.0%	5.4%	50.0%	55.4%
		1	32	59	92
		1.1%	34.8%	64.1%	100.0%

Regarding teacher promotion, participation, and development, an 88.0% to 88.1% influence on project management was found. This result, supported by 76.1% positive responses, indicates that teacher commitment to continuous improvement processes and collaborative learning is a critical component in school environments seeking innovation. Institutional policies must therefore foster teacher training opportunities and promote a culture of participation so that projects do not depend exclusively on management leadership but on the collective empowerment of the teaching staff.

Table 7. *Promotion and participation in learning vs. Innovation project management*

		Innovation project management			
		Deficient	**Moderate**	**Efficient**	**Total**
Promotion and participation in learning	Low	0	1	0	1
		0.0%	1.1%	0.0%	1.1%
	Half	1	19	1	21
		1.1%	20.7%	1.1%	22.8%
	High	0	12	58	70
		0.0%	13.0%	63.0%	76.1%
Total		1	32	59	92
		1.1%	34.8%	64.1%	100.0%

CONCLUSIONS

This research determined that pedagogical leadership exerts a significant influence on the management of innovation projects among teachers in public educational institutions. This conclusion is supported by the results obtained through Ordinal Logistic Regression, where the model demonstrated an optimal fit with Cox and Snell Pseudo R^2 (94.7%) and Nagelkerke (94.8%) values, indicating that pedagogical leadership is a key predictor variable in school innovation processes. This influence is reflected not only in statistical terms but also in the perceptions of teachers, who recognize that managerial leadership directly impacts motivation, decision-making, and the articulation of significant projects for the educational community.

Among the specific components of pedagogical leadership, it was identified that teacher goal-setting and expectation-setting accounts for between 81.3% and 81.4% of project management efficiency. This finding reaffirms the importance of strategic planning with clear, relevant, and measurable objectives. Similarly, strategic resource acquisition proved to be a critical variable, with a predictive impact of up to 85.2%, demonstrating that the availability and proper management of human, material, and technological resources is an enabling condition for the effective execution of innovative educational projects, especially in contexts of financial constraints.

On the other hand, variables such as planning, coordination, and evaluation of teaching (68.6%), as well as teacher promotion, participation, and development (88.1%), are consolidated as fundamental practices that strengthen project sustainability. These dimensions highlight the need to build collaborative environments where teachers feel involved, empowered, and supported throughout the project cycle. Finally, ensuring an orderly environment is also positioned as a determining factor (85.4%), since a positive and structured organizational climate helps reduce resistance to change, improve institutional coexistence, and guarantee the fulfillment of the proposed objectives.

Generally speaking, the results of this study allow to conclude that pedagogical leadership should not be considered an isolated competency, but rather a cross-cutting axis that energizes

educational innovation processes. The impact of this variable transcends the management level and impacts organizational culture, teacher autonomy, and the implementation of learning-centered pedagogical practices. Thus, the research confirms a statistical relationship between the variables studied and also provides a theoretical and empirical basis that supports strengthening pedagogical leadership as a key strategy for promoting educational quality and transformation. In this regard, teacher training institutions, regional education directorates, and individual schools are encouraged to prioritize the development of leadership and management skills at all levels of the educational system.

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