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Transformational leadership and institutional management for scientific production among basic and higher education teachers

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Abstract

Introduction: Teacher scientific production is a strategic component of educational development, pedagogical innovation, and knowledge generation. Strengthening it requires institutional conditions related to leadership, organization, participation, collaboration, and knowledge management. In this context, transformational leadership may contribute to strengthening institutional management aimed at creating favorable conditions for research and scientific production among teachers in basic and higher education. **Objective:** To determine the relationship between transformational leadership and institutional management among teachers in a public educational institution in northern Lima and to analyze its implications for strengthening institutional conditions oriented toward teacher scientific production. **Methodology:** A quantitative, applied, non-experimental, cross-sectional, correlational study was conducted with a sample of 72 teachers. Data were collected through questionnaires and analyzed using descriptive statistics and Spearman's rank correlation coefficient. **Results:** Institutional management was perceived at a high level by 44.4% of teachers, at a very high level by 41.7%, and at a medium level by 13.9%; jointly, the high and very high levels represented 86.1%. Furthermore, a strong and statistically significant positive relationship was identified between transformational leadership and institutional management ($\rho = 0.763$; $p < 0.001$; $n = 72$). **Conclusions/Contributions:** Transformational leadership is favorably associated with institutional management. Participatory, innovative, and knowledge-oriented management can create favorable institutional conditions for strengthening research, knowledge sharing, and teacher scientific production. These findings highlight the importance of institutional leadership in promoting academic collaboration and research-oriented educational environments.

Keywords: transformational leadership, institutional management, scientific production.

Liderazgo transformacional y gestión institucional para la producción científica en docentes de educación básica y superior

Resumen

Introducción: La producción científica docente constituye un componente estratégico para el desarrollo educativo, la innovación pedagógica y la generación de conocimiento. Su fortalecimiento requiere condiciones institucionales relacionadas con liderazgo, organización, participación, colaboración y gestión del conocimiento. En este contexto, el liderazgo transformacional puede contribuir al fortalecimiento de una gestión institucional orientada a generar condiciones favorables para la investigación y la producción científica de docentes de educación básica y superior. **Objetivo:** Determinar la relación entre liderazgo transformacional y gestión institucional en docentes de una institución educativa pública de Lima Norte y analizar sus implicaciones para fortalecer condiciones institucionales orientadas a la producción científica docente. **Metodología:** Se desarrolló una investigación cuantitativa, aplicada, no experimental, transversal y correlacional, con una muestra de 72 docentes. Los datos fueron obtenidos mediante cuestionarios y analizados mediante estadística descriptiva y el coeficiente Rho de Spearman. **Resultados:** El 44,4 % de los docentes percibió la gestión institucional en nivel alto, el 41,7 % en nivel muy alto y el 13,9 % en nivel medio; conjuntamente, los niveles alto y muy alto representaron el 86,1 %. Asimismo, se identificó una relación positiva fuerte y estadísticamente significativa entre liderazgo transformacional y gestión institucional ($\rho = 0,763$; $p < 0,001$; $n = 72$). **Conclusiones/Aportes:** El liderazgo transformacional se relaciona favorablemente con la gestión institucional. Una gestión participativa, innovadora y orientada al conocimiento puede generar condiciones institucionales favorables para fortalecer la investigación, el intercambio de conocimiento y la producción científica docente. **Palabras clave:** liderazgo transformacional, gestión institucional, producción científica.





Liderança transformacional e gestão institucional para a produção científica de docentes da educação básica e superior

Resumo

Introdução: A produção científica docente constitui um componente estratégico para o desenvolvimento educacional, a inovação pedagógica e a geração de conhecimento. Seu fortalecimento requer condições institucionais relacionadas à liderança, organização, participação, colaboração e gestão do conhecimento. Nesse contexto, a liderança transformacional pode contribuir para o fortalecimento de uma gestão institucional orientada à geração de condições favoráveis à pesquisa e à produção científica de docentes. **Objetivo:** Determinar a relação entre liderança transformacional e gestão institucional em docentes de uma instituição educacional pública de Lima Norte e analisar suas implicações para o fortalecimento de condições institucionais orientadas à produção científica docente. **Metodologia:** Foi realizada uma pesquisa quantitativa, aplicada, não experimental, transversal e correlacional, com uma amostra de 72 docentes. Os dados foram obtidos por meio de questionários e analisados mediante estatística descritiva e o coeficiente de correlação Rho de Spearman. **Resultados:** 44,4% dos docentes perceberam a gestão institucional em nível alto, 41,7% em nível muito alto e 13,9% em nível médio; conjuntamente, os níveis alto e muito alto representaram 86,1%. Além disso, identificou-se uma relação positiva forte e estatisticamente significativa entre liderança transformacional e gestão institucional ($p_s = 0,763$; $p < 0,001$; $n = 72$). **Conclusões/Contribuições:** A liderança transformacional relaciona-se favoravelmente com a gestão institucional. Uma gestão participativa, inovadora e orientada ao conhecimento pode gerar condições institucionais favoráveis para fortalecer a pesquisa, o compartilhamento de conhecimento e a produção científica docente. Esses resultados destacam a importância da liderança institucional na promoção da colaboração acadêmica e de ambientes educacionais orientados à pesquisa.

Palavras-chave: liderança transformacional, gestão institucional, produção científica.

Leadership transformationnel et gestion institutionnelle pour la production scientifique des enseignants de l'éducation de base et supérieure

Résumé

Introduction: La production scientifique des enseignants constitue une composante stratégique du développement éducatif, de l'innovation pédagogique et de la génération de connaissances. Son renforcement nécessite des conditions institutionnelles liées au leadership, à l'organisation, à la participation. **Objectif :** Déterminer la relation entre le leadership transformationnel et la gestion institutionnelle chez les enseignants d'un établissement public d'enseignement du nord de Lima et analyser ses implications pour renforcer les conditions institutionnelles favorables à la production scientifique des enseignants. **Méthodologie :** Une recherche quantitative, appliquée, non expérimentale, transversale et corrélacionnelle a été menée auprès de 72 enseignants. Les données ont été recueillies au moyen de questionnaires et analysées à l'aide de statistiques descriptives et du coefficient de corrélation de Spearman. **Résultats :** 44,4 % des enseignants ont perçu la gestion institutionnelle à un niveau élevé, 41,7 % à un niveau très élevé et 13,9 % à un niveau moyen ; les niveaux élevé et très élevé représentaient ensemble 86,1 %. Une relation positive forte et statistiquement significative a également été identifiée entre le leadership transformationnel et la gestion institutionnelle ($p_s = 0,763$; $p < 0,001$; $n = 72$). **Conclusions/Contributions :** Le leadership transformationnel est favorablement associé à la gestion institutionnelle. Une gestion participative, innovante et orientée vers les connaissances peut créer des conditions institutionnelles favorables au renforcement de la recherche, du partage des connaissances et de la production scientifique des enseignants. Ces résultats soulignent l'importance du leadership institutionnel pour promouvoir la collaboration académique et des environnements éducatifs orientés vers la recherche.

Mots-clés : leadership transformationnel, gestion institutionnelle, production scientifique.





1. Introduction

Scientific production constitutes a strategic component of the development of educational systems, as it enables the generation, systematization, and dissemination of knowledge aimed at understanding and transforming educational practices. In the case of teachers in basic and higher education, research activity contributes to pedagogical innovation, the resolution of institutional problems, and the development of scientific knowledge derived from professional experiences.

However, teacher scientific production does not depend exclusively on teachers' individual competencies. Its development requires institutional conditions related to organization, leadership, availability of support, collaboration, recognition, knowledge management, and the creation of opportunities for research. Consequently, institutional management acquires particular importance by articulating people, resources, processes, and objectives to guide the functioning of educational institutions.

In this context, transformational leadership constitutes a relevant perspective for understanding how educational administrators can foster institutional change and development processes. This type of leadership is characterized by promoting a shared vision, intellectually stimulating collaborators, generating motivation, and encouraging participation around common objectives.

Recent literature has shown that transformational leadership is associated with various educational processes. Kareem et al. (2023), for example, analyzed transformational educational leadership and found that it may strengthen educators' commitment through processes related to vision, collaboration, and empowerment.

Similarly, Schmitz et al. (2023) analyzed transformational leadership for technology integration in schools and highlighted the importance of leadership practices in promoting professional development and teachers' capacity to use new technologies.

In the Latin American context, Quispe-Llactahuaman et al. (2023) analyzed transformational leadership in relation to institutional climate and teacher performance in Peru, demonstrating the importance of leadership for the functioning of educational institutions.

The relationship between leadership and knowledge management is particularly relevant to the present study. Recent research conducted with university teachers has identified associations between transformational leadership, knowledge sharing, and a knowledge-oriented institutional culture. This evidence suggests that leadership has not only administrative implications but also academic and organizational ones.

From this perspective, institutional management can become a mechanism for creating conditions that foster teacher research. An institution that facilitates collaboration, academic communication, experience sharing, innovation, and recognition can provide a more favorable environment for teachers to engage in research activities and disseminate their findings.

In higher education, Marin-Rodriguez et al. (2025) analyzed transformational leadership and organizational culture among workers associated with university higher education and found results related to innovation, teamwork, and organizational culture.





Based on these antecedents, it is relevant to analyze the relationship between transformational leadership and institutional management and to discuss its implications for strengthening an institutional culture oriented toward research and teacher scientific production. Accordingly, the research problem was formulated as follows:

What relationship exists between transformational leadership and institutional management among teachers in a basic and higher education institution for scientific production, and what are its implications for strengthening institutional conditions oriented toward teacher scientific production?

Objective: To determine the relationship between transformational leadership and institutional management among teachers in a basic and higher education institution for scientific production and to analyze its implications for strengthening institutional conditions oriented toward teacher scientific production.

2. Methodology

The research was conducted using a quantitative approach and corresponded to an applied study. A non-experimental, cross-sectional, correlational design was employed because the variables were observed without deliberate manipulation and the information was collected at a specific point in time.

The purpose was to establish the existence, direction, and magnitude of the relationship between transformational leadership and institutional management.

The study population consisted of teachers from a public educational institution in Lima. The sample comprised 72 teachers who participated in the data collection process.

The survey technique was employed, using questionnaires to collect information on the variables of transformational leadership and institutional management. The data obtained were organized and processed to establish both the descriptive levels of institutional management and the relationship between the variables.

For the descriptive analysis, frequencies and percentages were used. To determine the relationship between transformational leadership and institutional management, Spearman's Rho correlation coefficient was used, considering a statistical significance level of 0.05. Given the correlational and cross-sectional nature of the study, the results establish an association between the variables but do not allow causal relationships to be inferred.

3. Results

3.1. Levels of Institutional Management

Table 1. Levels of Institutional Management



Level	n	%
Medium [26; 39]	10	13.9
High [39; 52]	32	44.4
Very high [52; 65]	30	41.7
Total	72	100.0

Note. Author's own elaboration based on the results obtained through the instrument administered.

The results show that the high level of institutional management was predominant, accounting for 44.4%, followed by the very high level, with 41.7%. The medium level accounted for 13.9%.

Overall, the high and very high levels represented 86.1% of the participating teachers. This result indicates a predominantly favorable perception of the institutional management implemented at the educational institution under study.

The concentration of teachers in the higher levels constitutes a favorable indicator; nevertheless, the 13.9% positioned at the medium level indicates the existence of a group whose perception does not reach the higher levels and which should therefore be considered in future institutional improvement processes.

3.2. Relationship between Transformational Leadership and Institutional Management

Table 2. Correlation between Transformational Leadership and Institutional Management

Variables	Transformational Leadership	Institutional Management
Transformational Leadership	1.000	0.763**
Institutional Management	0.763**	1.000
Two-tailed significance	—	< 0.001
N	72	72

Note. The correlation is significant at the 0.01 level (two-tailed).

Table 2 shows a strong and statistically significant positive correlation between transformational leadership and institutional management ($r_s = 0.763$; $p < 0.001$; $n = 72$). The coefficient obtained indicates that teachers who perceive higher levels of transformational leadership also tend to evaluate institutional management more favorably.

The value of $p < 0.001$ demonstrates that the observed association is statistically significant. Consequently, the results support the existence of a relationship between the variables studied. Nevertheless, it must be emphasized that correlation does not constitute evidence of causality. Therefore, it is methodologically inappropriate to state that transformational leadership alone causes better institutional management.



4. Discussion

The principal finding of the study was the existence of a strong and statistically significant positive relationship between transformational leadership and institutional management ($\rho_s = 0.763$; $p < 0.001$). This result indicates that both variables exhibit a considerable association within the educational institution analyzed.

The finding is consistent with Abanto Castillo et al. (2023), who studied four public schools in Villa María del Triunfo and found evidence of a relationship between transformational leadership and educational management. This correspondence is particularly relevant because both studies were conducted in public institutions in Lima.

There is also correspondence with Hernández (2023), who analyzed transformational leadership and organizational performance in a Peruvian Local Educational Management Unit. Although the institutional construct analyzed is not identical to that of the present study, both studies highlight the role of transformational leadership within educational organizations.

The result is also consistent with Quispe-Llactahuaman et al. (2023), who studied transformational leadership, institutional climate, and teacher performance in a Peruvian educational institution. Their research emphasizes that educational administrators require transformational leadership competencies to develop appropriate management of educational centers.

From an international perspective, Kareem et al. (2023) indicated that transformational leaders can create a vision for the future, strengthen collaboration, and empower members of educational institutions. This allows the coefficient obtained in the present study to be interpreted not merely as a statistical association but within an organizational framework in which vision, motivation, and participation may contribute to more favorable perceptions of management.

Schmitz et al. (2023) found that transformational leadership by school principals is associated with conditions that facilitate the pedagogical integration of technology. This finding broadens the understanding of leadership, since favorable institutional management should also create conditions that enable teachers to respond to emerging educational demands.

Yu and Jang (2024) proposed that transformational leadership may enhance teacher work performance through dimensions related to organizational vision, inspirational communication, intellectual stimulation, support, and recognition. This perspective helps explain why leadership may be closely associated with perceptions of institutional management.

Likewise, Abuhassira et al. (2024) showed that transformational leadership plays a relevant role in classroom interaction and in the implementation of school plans. Thus, institutional management can be understood as a process that extends beyond administrative tasks and is projected toward pedagogical practices.

Zhang (2024) provides an additional explanation by demonstrating a positive relationship between transformational leadership and teacher professionalism, with teacher recognition playing a mediating role. This suggests that educational administrators can strengthen management when they recognize teachers' professional capacities and contributions.





In the field of higher education, Marin-Rodriguez et al. (2025) identified the importance of transformational leadership for university organizational culture. Although the context differs from that of the present study, the finding reinforces the idea that leadership can influence the cultural and organizational conditions of educational institutions.

Liu et al. (2025), based on a sample of 537 teachers, found that transformational leadership is directly associated with teacher retention and that communication and organizational behavior play mediating roles. This finding is particularly relevant to the interpretation of institutional management, as it demonstrates that communication constitutes a mechanism through which leadership can generate organizational effects.

La Riva Quiroz et al. (2025) analyzed transformational leadership as an alternative for educational change and associated it with teacher management and strategic planning. This perspective is consistent with the need for institutional management to be oriented toward planning and transformation processes rather than merely administrative compliance.

Furthermore, Salazar Balarezo et al. (2025), through a systematic review, synthesized evidence linking transformational leadership with organizational culture, professional development, teacher performance, and job satisfaction. Collectively, this evidence provides a consistent framework for interpreting the findings obtained in the present research.

Consequently, the correlation of $\rho_s = 0.763$ found in northern Lima should not be regarded as an isolated result. It is aligned with recent literature showing that transformational leadership is associated with various components of educational functioning. Nevertheless, important differences exist among the studies. Some examine teacher performance, while others address organizational culture, innovation, commitment, retention, technology, or strategic planning. Therefore, the present study contributes specifically to the evidence concerning the relationship between transformational leadership and institutional management.

Another relevant finding is that 86.1% of teachers were classified within the high and very high levels of institutional management. This demonstrates a predominantly favorable evaluation of the institution under study. However, it would be incorrect to interpret this result as evidence of perfect or optimal management across all its components. The 13.9% classified at the medium level constitutes a group that should be considered in improvement processes.

Educational institutions require permanent evaluation mechanisms to identify difficulties related to communication, coordination, participation, planning, leadership, and decision-making. From an educational management perspective, the results suggest that administrators should strengthen leadership based on participation and the construction of shared objectives.

Institutional management acquires greater potential when teachers are not regarded merely as executors of decisions but actively participate in identifying problems, formulating alternatives, and evaluating results. Therefore, transformational leadership may constitute a strategic component of institutional management, particularly in public educational contexts where administrators must coordinate administrative, pedagogical, social, and organizational demands.

4.1. Implications for Educational Management



First, leadership training programs for educational administrators should strengthen transformational leadership competencies, particularly inspirational motivation, communication, intellectual stimulation, recognition, and the construction of a shared vision.

Second, educational institutions should promote permanent mechanisms for teacher participation in institutional planning and the evaluation of results.

Third, organizational communication should become a strategic component of management because it helps reduce uncertainty, strengthen trust, and coordinate actions.

Fourth, educational administrators should promote a culture of innovation and continuous improvement by encouraging teachers to formulate proposals and solve institutional problems.

Fifth, institutional management should progressively be articulated with teacher professional development, educational research, pedagogical innovation, and the systematization of experiences.

In this way, institutional management can evolve from a predominantly administrative perspective toward a participatory and transformational leadership model.

4.2. Limitations

First, the research was conducted in a single public educational institution in northern Lima with a sample of 72 teachers. Therefore, the results should not be directly generalized to all educational institutions in Peru.

Second, the information was obtained through questionnaires and therefore represents teachers' perceptions.

Third, the cross-sectional and correlational design allows associations to be established but does not permit causal relationships to be determined.

Fourth, the study did not incorporate additional variables such as institutional climate, teacher performance, innovation, scientific production, or organizational commitment. Therefore, future research could expand the model by incorporating these variables.

It is also important to consider the approach to the management of Peruvian educational institutions and the work by Moreno et al. (2024) on the development of research competence within the Technical Council of the Pre-University program, which may imply certain limitations.

5. Conclusions

A strong and statistically significant positive relationship was established between transformational leadership and institutional management among teachers at the public educational institution studied ($\rho_s = 0.763$; $p < 0.001$; $n = 72$). Institutional management received a predominantly favorable evaluation: 44.4% of teachers classified it at a high level and 41.7% at a very high level. Together, these levels represented 86.1% of the participants.





The inferential result supports the conclusion that higher levels of transformational leadership are associated with more favorable perceptions of institutional management. Consequently, it is appropriate to strengthen educational administrators' competencies in shared vision, motivation, communication, teacher participation, innovation, and continuous improvement. Nevertheless, due to the correlational and cross-sectional nature of the study, the results should be interpreted as evidence of association rather than as evidence of causality.

Finally, the study opens a line of inquiry for future research incorporating teacher scientific production as an additional variable. This would make it possible to empirically examine whether transformational leadership and institutional management are also associated with research, article publication, innovation, and knowledge generation among teachers in basic and higher education.

It is recommended that future studies employ larger samples, include institutions from different regions of the country, and use longitudinal or explanatory research designs.

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