Uisrael
REVISTA CIENTÍFICA

January – April 2025 Period
Vol. 12, No. 1
rcientifica@uisrael.edu.ec
https://doi.org/10.35290/rcui.v12n1.2025.1237 • e-ISSN: 2631 - 2786

Educational management and soft skills in technological higher institutes: A systematic review

Gestión educativa y habilidades blandas en institutos superiores tecnológicos: Revisión sistemática

Date of receipt: 2024-03-04 • Date of acceptance: 2024-09-11 • Published: 2025-01-10

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Abstract

The general objective of this research was to identify and analyze the most relevant and recent studies that address educational management and soft skills in a technological higher institute (TGI). Methodologically it was approached from the principles of the PRISMA declaration. The following inclusion criteria were applied for the selection of documents: a) original and review scientific articles, b) published in the period 2013 to 2023, c) disseminated in Spanish or English, d) with open access; and those of exclusion: a) opinion articles, blogs, editorials and theses, b) outside the established range, c) in a language other than English or Spanish and d) studies with restricted access. The results of the search and application of the inclusion and exclusion criteria allowed to recognize 30 works that were analyzed from a quantitative perspective. It is concluded that educational management and soft skills play a fundamental role in the integral development of students of a TGI, evidencing the relevance of promoting the formation of socio-emotional competencies and transversal skills together with technical knowledge, since this contributes to prepare students to face the challenges of the working world and promote their professional success.

Keywords: teaching center management, skill, institute, curriculum development, learning process

Resumen

La presente investigación tuvo como objetivo general identificar los estudios más relevantes y recientes que aborden la gestión educativa y habilidades blandas en un instituto superior tecnológico (IST). Metodológicamente se abordó desde los principios de la declaración PRISMA. Para la selección de documentos se aplicaron los siguientes criterios de inclusión: a) artículos científicos originales y de revisión, b) publicados en el período 2013 al 2023, c) divulgados en idioma español o inglés, d) con acceso abierto; y los de exclusión: a) artículos de opinión, blogs, editoriales y tesis, b) fuera del rango establecido, c) en idioma diferente al inglés o español y d) estudios con acceso restringido. Los resultados de la búsqueda y aplicación de los criterios de inclusión y exclusión permitieron reconocer 30 trabajos que fueron analizados desde una perspectiva cuantitativa. Se concluyó que la gestión educativa y las habilidades blandas desempeñan un papel fundamental en el desarrollo integral de los estudiantes de un IST, evidenciando la relevancia de promover la formación de competencias socioemocionales y habilidades transversales en conjunto con los conocimientos técnicos, ya que esto contribuye a preparar a los estudiantes para enfrentar los retos del mundo laboral y fomentar su éxito profesional.

Palabras clave: gestión del centro de enseñanza, habilidad, instituto, desarrollo del currículum, proceso de aprendizaje

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Introduction

Education, as a fundamental pillar in human and social development, plays a crucial role in preparing individuals to face the challenges of the 21st century. In this context, Educational Management (EM) stands out as a key discipline that seeks to ensure the quality and effectiveness of the educational process (Chamorro, 2023). Through strategic planning, resource organization, and the management of teaching and learning processes, EM aims to guarantee comprehensive education that fosters the development of skills and competencies necessary for success in personal, professional, and social life. In this regard, it has become imperative to highlight the relevance of integrating Soft Skills (SS) or socio-emotional skills within the framework of EM, recognizing that these personal abilities not only complement technical knowledge but also enhance students' overall growth and their ability to adapt in a constantly changing work and social environment.

In the educational field, EM refers to the planning, organization, and management of resources and processes involved in teaching and learning. Its main objective is to ensure educational quality by promoting the holistic development of students and the efficiency of academic outcomes. It encompasses various aspects such as curriculum design, the selection of pedagogical methods, teacher training, and learning assessment (Araya & Garita, 2019). In this context, SS or socio-emotional skills have gained significant importance in education. These skills, also known as non-technical skills or transversal competencies, refer to personal abilities that go beyond specific disciplinary knowledge. They include skills such as effective communication, teamwork, problem-solving, empathy, critical thinking, and adaptability to change, among others (Montes, 2019).

SS are fundamental to students' comprehensive development, as they enable them to effectively face challenges in both the workplace and society. Although technical and specialized knowledge is important, SS complement and enhance these competencies, facilitating interactions with others, decision-making, conflict resolution, and leadership (Muñoz Iparraguirre et al., 2021).

EM and the development of SS have become essential aspects of education, especially in a Technological Higher Institute (IST). Today, the educational system faces the challenge of preparing students not only with technical and specialized knowledge but also with socio-emotional competencies that allow them to function effectively in work and social environments (Avelino, 2022).

In this regard, EM plays a crucial role in establishing policies and strategies that promote the acquisition and development of SS (Lozano et al., 2022). This involves creating appropriate learning spaces, implementing innovative pedagogical methodologies, encouraging active student participation, and continuously evaluating their progress in these competencies. Likewise, EM must ensure the ongoing training of teaching staff, providing them with opportunities for professional development in SS. Teachers, as role models and learning facilitators, play a fundamental role in fostering these competencies among students. Therefore, it is essential that they are well-prepared and up to date with best teaching practices that promote SS development in the classroom (Rodríguez Siu et al., 2021). Furthermore, collaboration and networking with other ISTs, educational

institutions, and industry organizations should be encouraged. Such collaboration facilitates the exchange of experiences, best practices, and resources to strengthen the implementation of programs and projects that foster SS development in students.

Thus, EM in an IST must aim to develop a comprehensive training approach that combines technical knowledge with the SS required for success in the workplace. This involves designing pedagogical strategies that encourage the development of these skills, as well as providing opportunities for practice and assessment (Araya & Garita, 2019). In an IST, where programs focus on technical and technological fields, EM must consider integrating SS into the curriculum and student training. This is because companies and organizations increasingly demand professionals who not only possess technical knowledge but also skills such as teamwork, effective communication, and adaptability to technological changes, among others. Therefore, institutes must adapt to this demand and provide students with the necessary tools to excel in the job market (Montes, 2019).

For this reason, Rodríguez Siu et al. (2021) emphasized the importance of EM in promoting and developing SS in an IST. Meanwhile, Zepeda et al. (2019) specifically addressed the implementation of innovative pedagogical strategies that foster SS development in technological settings. Consequently, in recent years, various studies have been conducted on this topic, highlighting the importance of integrating EM and SS in an IST. For example, the study by Palma et al. (2022) demonstrated that efficient EM focused on SS development contributes to strengthening self-confidence, effective communication, and problem-solving.

Given the above, it is important to emphasize that efficient EM, centered on promoting SS, creates a conducive environment for the comprehensive development of IST students, providing them with the opportunity to acquire socio-emotional competencies essential for excelling in a constantly changing work and social environment (Hernández & Neri, 2020). However, despite the significance of EM and SS, there is a lack of systematic studies on the subject. Therefore, conducting a systematic review to analyze the most relevant studies is justified, as it will allow for synthesizing the available evidence, providing useful information for researchers and other stakeholders, and facilitating the identification of best practices and recommendations to strengthen EM and SS development in an IST, thus closing the existing knowledge gap and guiding future research.

The need for adaptation and the growing demand for SS alongside technical knowledge reflect the central problem of this research. Questioning the current progress and perspectives on the integration of EM and SS in an IST has been the starting point for understanding the objective of this study. In this context, the analysis of the most relevant studies addressing EM and SS in an IST was proposed.

Methodology

A systematic review approach was chosen for the design and development of this research. This process is carried out to identify key aspects of a literature review relevant to practice. It involved searching for and extracting relevant information based on criteria that have been evaluated and established by other experts in the field. To conduct this research, the guidelines established in

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the PRISMA statement were followed. These guidelines provided a methodological and reporting framework to conduct a systematic review in a rigorous and transparent manner.

In this regard, the proposals put forth by researchers such as Rosales and Marcano (2023) were considered, as they emphasized the importance of following a set of rules in the development of systematic reviews to ensure the scientific quality of the work. These rules included the precise delimitation of the research question and objectives, which made it possible to conduct a critical evaluation of the collected material, allowing for a thorough analysis. Following these guidelines, a rigorous and structured approach to the systematic review process was ensured. Therefore, an exhaustive collection of information was carried out through a meticulous search in databases, which were defined as interconnected repositories of data storing relevant information to meet the informational needs of a specific user community. For this purpose, relevant scientific articles were used as sources for the search. To optimize the search, keywords and Boolean operators were employed in formulating the queries, such as “Educational Management” AND “Soft Skills” AND “Technological Higher Institute” or “Educational Management” AND “Promotion of Soft Skills” AND “Higher Technical Education.”

The identification and consultation of articles were conducted following the systematic review approach, which involves searching, analyzing, selecting, and comparing bibliographic references published in indexed journals. In this way, the steps corresponding to this method were applied to ensure the comprehensiveness and quality of the information collection for this study. Accordingly:

1. A thorough search for academic articles on Educational Management and Soft Skills in a Technological Higher Institute (IST) was conducted using databases such as Scopus, SciELO, Redalyc, Google Scholar, Latindex, and Dialnet.
2. Inclusion and exclusion criteria were applied to select the most relevant studies, as follows:

Inclusion criteria:

a. Original scientific and review articles,
b. Published between 2013 and 2023,
c. Written in Spanish or English,
d. Open-access studies.

Exclusion criteria:

a. Opinion articles, blogs, editorials, and theses,
b. Studies outside the established timeframe,
c. Studies in languages other than English or Spanish,
d. Studies with restricted access.

3. The results and conclusions derived from the systematic literature review were developed.

Finally, 274 references were identified from various sources, allowing for the selection of 30 studies according to the defined criteria. *Figure 1* presents the key findings related to Educational Management (EM) and Soft Skills (SS) in a Technological Higher Institute (IST), detailing the inclusion and exclusion criteria used. After gathering the information, inclusion and exclusion criteria were applied, initially discarding opinion articles, blogs, editorials, and theses. Then, the criteria were refined to exclude studies published before 2013 and those written in languages other than Spanish or English. Lastly, research with restricted access was excluded, which ultimately led to the identification of 30 documents for the study.

Figure 1

PRISMA Flow Diagram.

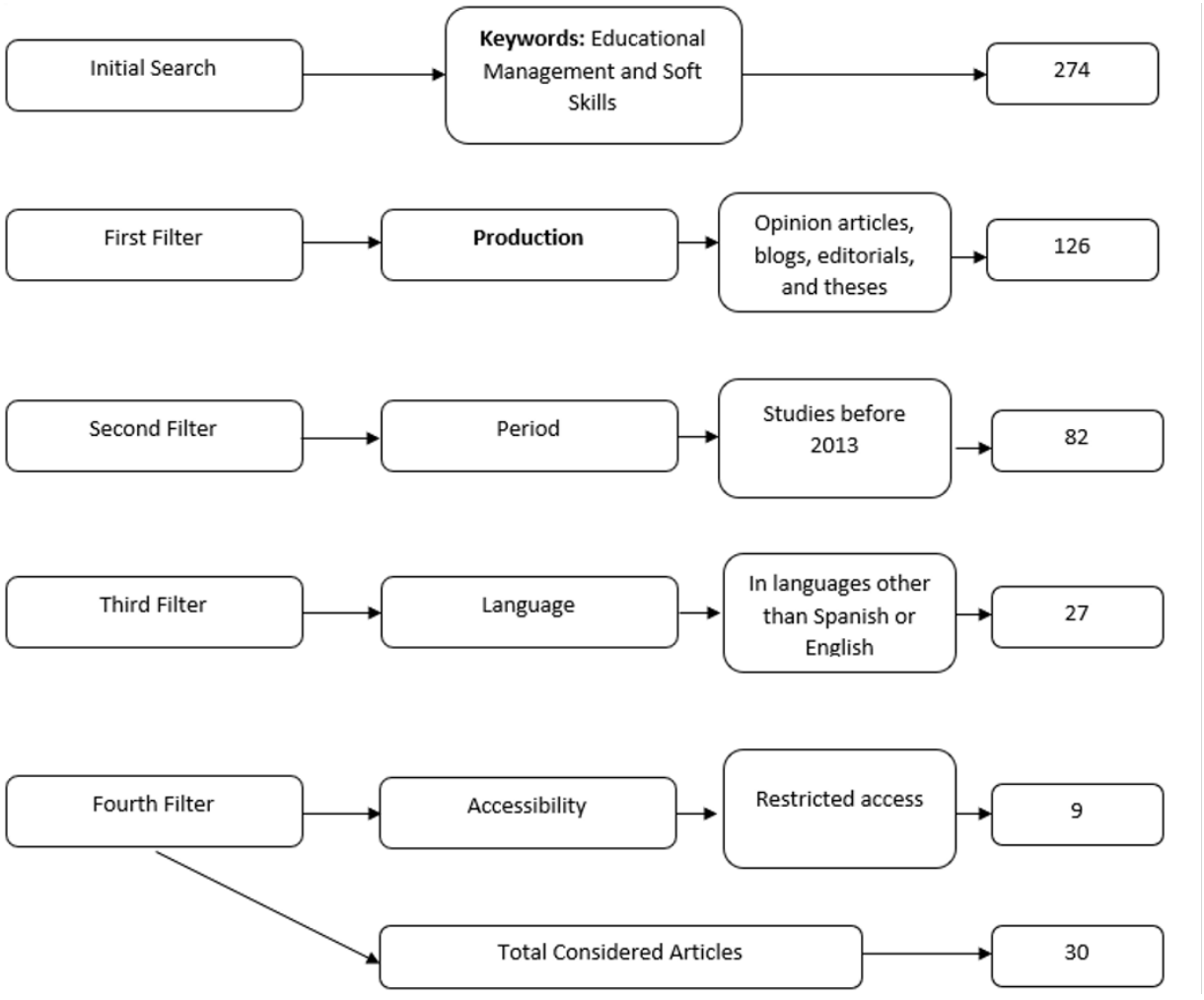

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Table 1

Synthesis Matrix.

Author/Year	Title	Type of Research	Country
Passaillaigue et al. (2023)	Knowledge Management and Organizational Learning in Higher Education Institutions	Literature Review	Ecuador
Gaitán et al. (2023)	Analysis of Soft Skills in Business Administration, Marketing, and Advertising Programs. Catholic University Redemptoris Mater in Managua, Nicaragua	Quantitative-Descriptive	Puerto Rico
Becker et al. (2023)	Internationalization Policies in Higher Education Institutions. Case Study: DHIP Project	Literature Review	Paraguay
Olmedo et al. (2023)	Generic Competencies or Soft Skills in Higher Education	Mixed Methods	Ecuador
Chamorro (2023)	From Business to School: Reconstructing Knowledge Management in the Educational Field	Literature Review	Costa Rica
Plasencia et al. (2022)	Managerial Competencies and Change Management in Public Technological Higher Education Institutes	Quantitative-Correlational	Peru
Monzón et al. (2022)	Neuromanagement and Social Responsibility: Key Factors in University Educational Management	Quantitative-Correlational	Peru
Maluenda (2022)	Strengths and Weaknesses in the Human Capital Perspective in Higher Education Institutions	Literature Review	Chile
Lozano Fernández et al. (2022)	Soft Skills as a Key to Providing Quality Education: Theoretical Review	Literature Review	Peru
Vázquez et al. (2022)	Study on Soft Skills in University Students: The Case of TECNM Coatzacoalcos	Quantitative-Descriptive	Mexico
Palma et al. (2022)	Educational Management and Neuroleadership in High School Level in Manabí	Quantitative-Correlational	Ecuador
Romero (2022)	Scope and Challenges of Institutional Management in the 2020-2021 Period	Literature Review	Peru
Velez (2022)	Educational Management Model for Achieving Meaningful Learning in Nursing Students at a University in Chiclayo	Quantitative-Descriptive	Peru
Avelino (2022)	Importance of Soft Skills and Their Relationship with Organizational Climate in Teachers of Educational Institutions	Literature Review	Ecuador
López et al. (2022)	Analysis of Administrative Management in the Local Educational Management Unit No. 302, Leoncio Prado	Quantitative-Descriptive	Peru
Ramos (2022)	Most Valued Managerial Competencies in Directors of Public Educational Institutions, Lima 2021: Innovation in Educational Management	Basic-Descriptive	Peru
Muñoz Iparraguirre et al. (2021)	Improvement Strategy for Leadership and Managerial Skills in Higher Education	Mixed Methods	Peru
Portocarrero et al. (2021)	Educational Management for Academic Sustainability in Colombia	Quantitative-Descriptive	Colombia
Marcone et al. (2020)	Self-Perception of Creativity and Innovation Competencies in University Students in Health Sciences: Development Factors	Quantitative-Descriptive	Chile
Rodríguez Siu (2020)	Soft Skills as the Basis for Good Performance of University Professors	Quantitative-Correlational	Peru

Muñoz Maldonado & Sánchez (2020)	Organizational Learning in a Higher Technological Education Institute in Callao	Qualitative-Hermeneutic	Peru
Moreno et al. (2020)	Understanding and Developing Soft Skills in Higher Education Institutions: A Faculty Perspective	Qualitative-Hermeneutic	Colombia
Rueda et al. (2020)	Training in General Labor Competencies: A Challenge for Higher Education	Literature Review	Colombia
Hernández et al. (2020)	Soft Skills in Engineering Students from Three Public Higher Education Institutions	Quantitative-Descriptive	Mexico
Espinoza et al. (2020)	Soft Skills in Education and Business: Systematic Mapping	Literature Review	Ecuador
Guerra (2019)	A Panoramic Review of Soft Skills Training in University Students	Literature Review	Colombia
Montes (2019)	Soft Skills in University Students and Employability in Costa Rica	Literature Review	Costa Rica
Araya et al. (2019)	Proposal for Strengthening Technical, Soft, and Complementary Skills and Their Impact on the ICT Curriculum from a Labor, Professional, and Academic Management Perspective	Mixed Methods	Costa Rica
Zepeda et al. (2019)	The Development of Soft Skills in Engineering Education	Literature Review	Mexico
Carrillo et al. (2018)	Citizenship Competencies in Professional Training in the Cities of Concepción (Chile) and Barcelona (Spain)	Case Study	Chile

It is important to highlight that, although the systematic review sought studies that specifically addressed GE and HB jointly, there was a scarcity of research integrating both variables. However, a close relationship between GE and the development of HB was evident, as both areas are fundamental to the educational and professional success of students in an IST. Therefore, although most of the reviewed studies focus on only one variable separately, their contribution is considered valid and relevant, as they help to understand crucial aspects related to GE and the promotion of HB in this educational context. Through the systematic review, the aim was to identify and analyze the available evidence in each of these areas, providing valuable knowledge for improving training in an IST.

3.1. Publications by Year of Production.

This section presents the findings corresponding to each of the retrieved and reviewed studies, organized according to the year they were published, as shown in *Figure 2*.

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Figure 2

Frequency of Studies by Year of Production.

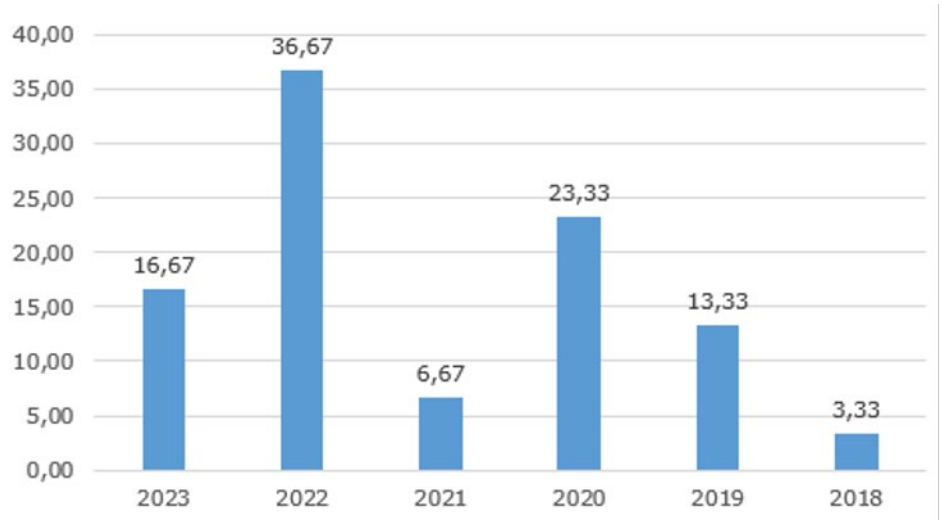


Figure 2 showed that most of the reviewed articles were published in 2022, accounting for 36.67% (11 documents), followed by 23.33% (7 documents) in 2020. In 2023, 16.67% (5 documents) were found, while in 2019, the frequency was 13.33% (4 documents). In 2021, the frequency was 6.67% (2 documents), and finally, in 2018, a concentration of 3.33% (1 document) was observed.

This trend may be attributed primarily to the growing interest in GE and HB in an IST in recent years. This approach has become increasingly relevant in the current context, where the importance of combining technical knowledge with socio-emotional skills for a comprehensive education is recognized. In this regard, it is worth highlighting Avelino (2022), who emphasized the need to develop pedagogical strategies that promote the development of HB in educational settings. Furthermore, the evolution of research in the field of GE and HB has also been a factor influencing the observed trend. Velez (2022) demonstrated the importance of efficient GE focused on fostering HB to strengthen self-confidence, effective communication, and problem-solving skills. These studies have contributed to generating greater interest in integrating these two variables in an IST.

It is also necessary to consider the relevance of current contexts and challenges faced by an IST, where the impact of implementing HB development programs on students' academic performance and employability has been analyzed. This highlights the need to incorporate these skills into the curriculum and improve educational proposals, as noted by Chamorro (2023). In an ever-evolving professional and social environment, HB has become essential for students' academic and professional success. This increased awareness has led to a rise in research and knowledge generation on the integration of GE and HB in this specific context.

It is important to note that the lack of studies prior to 2018 may be attributed to a scarcity of published research on the integration of GE and HB in an IST during that period. It is possible that in previous years, the educational focus in these institutions was primarily on transmitting technical knowledge, overlooking HB development. This may have influenced research and academic

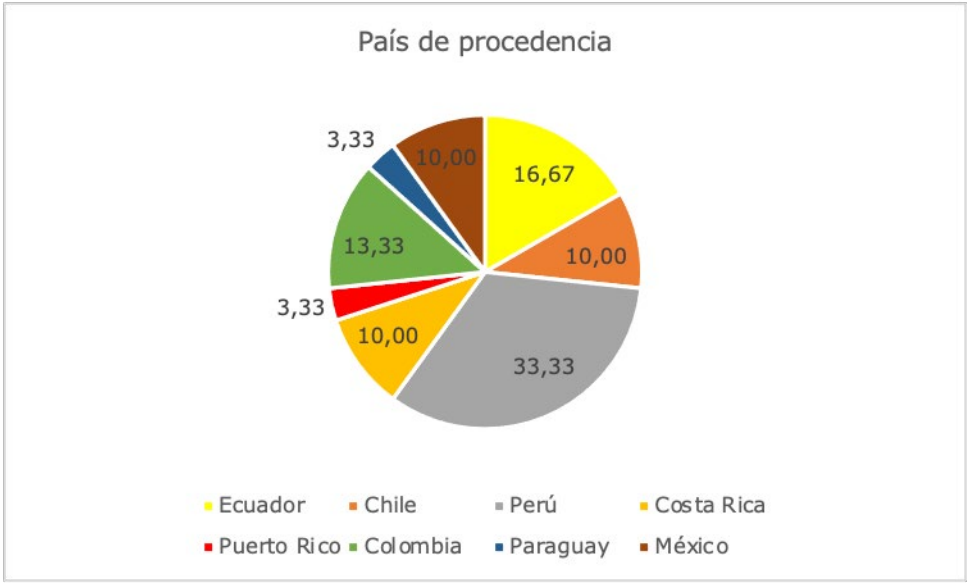
attention to be directed more towards other aspects of technological education. It is significant to note that from 2018 onwards, there has been a concentration of articles, suggesting a growing interest and research related to these two variables.

3.2. Publicaciones por país de procedencia

It was essential to recognize the trend regarding the country of origin of the retrieved and analyzed publications, which was presented in *Figure 3*.

Figure 3

Publications by Country of Origin.



According to *Figure 3*, it was verified that the country with the highest frequency of publications related to the study variables is Peru, with 33.33% (10 documents) of the articles retrieved and analyzed in this review, followed by Ecuador and Colombia with 16.67% and 13.33%, respectively (5 and 4 documents each). Next, Chile, Mexico, and Costa Rica account for 30% (10% each) with 3 publications per country, and finally, Paraguay and Puerto Rico each contribute 6.66% (1 document per country).

Based on these results, it was verified that 100% of the retrieved studies came from Latin American countries, which may be due to shared socio-cultural and educational contexts, creating a need to specifically investigate and address the challenges and opportunities related to GE and HB in an IST. This explanation is supported by the research of Rueda and Portilla (2020), who pointed out that the region has a growing recognition of the importance of developing HB in both the educational and professional fields, due to the necessity of training competent professionals who can adapt to a constantly changing job market and the unique socioeconomic challenges faced by Latin America.

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Additionally, many Latin American countries are increasingly recognizing the importance of HB in both education and employment. Technological higher education institutes are seeking ways to strengthen their students' training in these skills to enhance their employability and success in the workforce. As Maluenda (2022) stated, Latin America has faced specific socioeconomic and labor challenges that require a comprehensive education for students. This includes not only technical knowledge but also HB such as teamwork, effective communication, and critical thinking, among others. This is due to the growing demand for professionals who can adapt to changing work environments and collaborate in multidisciplinary teams.

Moreover, it is important to mention that many Latin American countries have implemented policies and educational programs aimed at strengthening HB training. In Peru, for example, efforts have been made to include these skills in the curriculum and develop teacher training programs in this area (Ramos, 2022). This institutional attention and support may have contributed to a greater volume of research in this country.

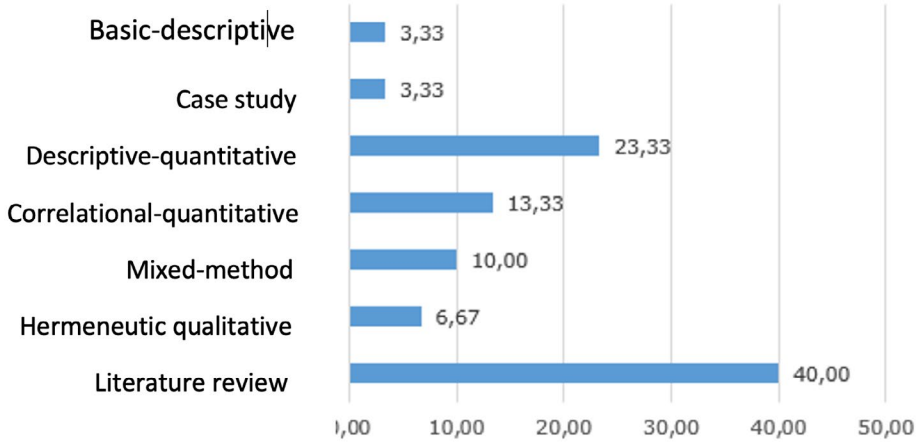
These observations confirm that the analyzed documents focused on understanding how GE fosters the development of HB in an IST. This topic has gained significant importance in the Latin American region, where the need to promote the comprehensive growth of students—strengthening both their technical knowledge and socio-emotional skills—is widely recognized. Espinoza and Gallegos (2020) highlighted the importance of this integration and its impact on the training of competent professionals who are well-adapted to workplace demands.

It is important to note that each Latin American country may have its own perspective and approach regarding GE and HB, as educational contexts and policies may vary. However, in general, the trend towards integrating these two variables in technological higher education institutes is due to the recognized importance of HB in students' holistic development and their preparation for the workforce.

3.3 Publications by Type of Research.

Figure 4

Publications by Type of Research.



As shown in *Figure 4*, among the reviewed studies in this research, 40% corresponded to literature reviews, accounting for 12 publications. In second place, descriptive quantitative studies were found at 23.33% (7 studies), followed by correlational quantitative studies, representing 13.33% (4 documents). Mixed-method studies accounted for 10% (3 studies), and hermeneutic studies represented 6.67% (2 studies). Finally, case studies and basic descriptive studies had one publication each, making up the remaining 6.66%.

The prevalence of literature review research may be related to the need for a comprehensive and updated overview of the integration of GE and HB in an IST. According to Guirao (2015), these types of reviews allow for the analysis and synthesis of existing knowledge in a specific area, providing a solid foundation for understanding the relationships between different aspects involved. For this reason, the analysis of documents and secondary sources can be a useful strategy for exploring various facets of these variables, as it offers valuable insights into the benefits, challenges, and recommendations associated with GE and HB in the context of an IST.

On the other hand, the presence of descriptive quantitative studies may be attributed to the need for empirical and objective data regarding the relationship between GE and HB. These studies help collect quantitative data that offer a precise understanding of the studied phenomena, providing solid evidence to support reliable conclusions. Similarly, correlational quantitative studies explored the relationships between variables and helped identify possible associations between GE and HB development (Arias et al., 2020).

Regarding mixed-method studies, their presence may be linked to the necessity of combining qualitative and quantitative approaches to achieve a more comprehensive understanding of the studied phenomenon. These studies allowed for the integration of multiple perspectives, enhancing the analysis by merging qualitative and quantitative data collection. By using both quantitative and

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qualitative methods, researchers gained a deeper understanding of contextual factors and student perceptions, contributing to a broader and richer perspective on the subject.

Finally, the presence of hermeneutic, case, and basic descriptive studies may be related to the need for a detailed understanding and description of the relationship between GE and HB in a specific context. These approaches enabled the analysis and interpretation of meanings and social contexts in which GE is developed, offering an in-depth comprehension of practices and experiences related to the subject.

In summary, the prevalence of literature review research may be linked to the need for a holistic view of the topic. Meanwhile, the presence of quantitative, mixed, hermeneutic, and descriptive studies reflects the necessity of obtaining empirical data, gaining in-depth insights, and integrating different perspectives in research on GE and HB in an IST.

3.4. Contributions of Research on Educational Management and Soft Skills in a Technological Higher Education Institute.

Up to this point, common aspects have been identified in the reviewed documents. This section presents additional contributions derived from the research, allowing for a deeper understanding of the topics addressed. Recognizing the importance of Educational Management (GE) and Soft Skills (HB) in higher education is a key point. Passaillaigue et al. (2023) highlighted the relevance of knowledge management and organizational learning in educational institutions, offering ideas to improve the integration of GE and HB. In line with this, Monzón et al. (2022) introduced innovative approaches by focusing on specific strategies for integrating GE and HB in the educational context. These studies complemented the perspectives of Marcone et al. (2020) and Rodríguez Siu (2020), enriching the understanding of the relationship between GE and HB in an IST.

Following this exposition, the fundamental importance of GE and HB in the holistic development of IST students was recognized. Gaitán et al. (2023) contributed original insights by addressing how these competencies are integrated into specific academic programs, emphasizing the need for comprehensive training that combines technical knowledge with socio-emotional skills to prepare students for the workforce. Similarly, Lozano Fernández et al. (2022) emphasized the relevance of HB in quality education, underscoring the importance of promoting skills such as effective communication and critical thinking. These arguments support the ideas presented by Muñoz Maldonado and Sánchez (2020) and Moreno et al. (2020), who highlighted the importance of HB in student training and reinforced the need for GE to promote their development and application in the professional field.

Despite the positive aspects of Educational Management (GE) and Soft Skills (HB), there are challenges and obstacles to overcome. Chamorro (2023) highlighted resistance to change and lack of resources as barriers in knowledge management restructuring, making it difficult to effectively integrate GE and HB in an IST. On the other hand, Romero (2022) provided an additional perspective by analyzing the challenges in institutional management and the implementation of practices

related to these variables. Both authors emphasize the importance of strategically addressing these obstacles to achieve quality education in technological higher education institutes.

Building on this idea, Hernández and Neri (2020) and Carrillo et al. (2018) also identified barriers and areas for improvement in GE and HB, supporting the need for a strategic approach. Therefore, implementing specific strategies to successfully integrate GE and HB is essential. Vázquez et al. (2022) provided practical recommendations for strengthening HB in university students, while López et al. (2022) emphasized the need to reinforce GE at different levels, and Portocarrero et al. (2021) highlighted the importance of strategic approaches for academic sustainability. These authors enriched existing proposals and recognized the importance of addressing GE and HB from various perspectives, aiming to achieve comprehensive and high-quality education in an IST.

The study by Becker et al. (2023) highlighted the importance of Educational Management (GE) in promoting internationalization and the development of Soft Skills (HB) in a global context. Plasencia and Hidalgo (2022) emphasized the relevance of HB in change management, while Muñoz Iparraguirre et al. (2021) and Araya and Garita (2019) analyzed the improvement of leadership skills and proposed strategies to strengthen HB from different perspectives. These studies offer enriching perspectives on the relationship between GE and HB in an IST, allowing for a greater understanding of how these variables relate and impact the educational context.

Finally, the reviewed research made it possible to recognize the importance of integrating GE and HB in an IST. Espinoza and Gallegos (2020) stated that this integration is fundamental to training competent professionals adapted to labor market demands, emphasizing the need for a comprehensive approach to these two variables. These perspectives align with the findings of Montes (2019), Zepeda (2019), and Guerra (2019), who emphasized the importance of promoting HB development in student training, recognizing its impact on employability and job performance.

In terms of advancements, there is a growing adoption of educational technologies that facilitate the integration of GE and HB. Online learning platforms, learning management systems, and collaborative tools are being used to create more dynamic and interactive learning environments (Mora and Arce, 2020). These technologies have enabled educators to design activities that foster the development of soft skills, such as effective communication, teamwork, and problem-solving, while ensuring adequate knowledge management (Sánchez et al., 2023). Additionally, there has been a shift in pedagogical approaches toward student-centered methodologies focused on holistic development. This includes the implementation of interdisciplinary projects that promote collaboration between different areas of knowledge and the practical application of learned concepts (Zepeda et al., 2019), as well as the incorporation of formative assessments that consider both technical mastery and socio-emotional skills (Huapalla et al., 2024).

Regarding future perspectives, a greater synergy among educational institutions, businesses, and society is expected to strengthen the integration of GE and HB. This involves establishing strategic alliances to design training programs more aligned with labor market demands and societal needs (Pieck and Vicente, 2020). Additionally, greater emphasis on teacher training is anticipated, ensuring that educators are prepared to implement innovative and technology-driven approaches that support students' holistic development (Muñoz Maldonado and Sánchez, 2020; Moreno et al.,

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2020). Furthermore, an increased inclusion of the socio-emotional dimension in academic curricula is foreseen, aiming to prepare students to face emotional and social challenges in today's world (Gaitán and Pérez, 2023).

In summary, current advancements and future perspectives in the integration of GE and HB point toward a more holistic and future-oriented approach in higher education.

Through the contributions of the reviewed research, elements can be identified that help understand how GE and HB relate and interact in an IST, emphasizing the importance of considering these variables in the design of educational strategies and the strengthening of students' comprehensive training. These studies provided practical approaches to improve the implementation of both variables in education. Recognizing and valuing the importance of this integration contributes to the training of competent professionals, prepared to face the challenges of the labor market.

Conclusions

The research has made it possible to identify and analyze the most relevant studies that have addressed educational management and soft skills in a technological higher education institute. Through this systematic review, a broad and updated perspective on this topic has been obtained, contributing to the understanding of the importance and challenges associated with integrating these variables in this context. It is important to highlight that educational management and soft skills play a fundamental role in the comprehensive development of students in technological higher education institutes. The review of studies has demonstrated the relevance of promoting socio-emotional competencies and transversal skills alongside technical knowledge, as this contributes to preparing students to face the challenges of the labor market and fostering their professional success.

For this reason, current research related to educational management and soft skills has focused on exploring effective strategies for integrating these variables into technological higher education institutes. The reviewed studies have examined the importance of promoting soft skill development in students, as well as their connection to the labor market. These studies have helped expand knowledge on the relevance of these competencies in students' comprehensive training and their application in specific educational contexts.

Therefore, greater attention and dedication are required from those responsible for educational management in technological higher education institutes. It is essential to establish policies and programs that promote the effective integration of educational management and soft skills into curricula and teaching practices. This involves training teachers in teaching and assessment strategies that foster the development of soft skills, as well as establishing partnerships with the business sector to facilitate students' labor market insertion and ensure their professional success.

Considering the importance of educational management and soft skills in technological higher education institutes, it is recommended to conduct future research that delves deeper into the evaluation of implemented strategies and their impact on student development. Additionally, it is

important to investigate the effectiveness of different teaching approaches and methodologies that promote soft skills development, as well as explore the relationship between educational management and students' academic and professional outcomes. These studies can provide additional insights and contribute to the continuous improvement of education in this field.

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