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EDUCATIONAL STRATEGIES AND ORGANIZATIONAL DYNAMICS IN HIGHER EDUCATION: A QUANTITATIVE ANALYSIS OF THEIR IMPACT ON ACADEMIC PERFORMANCE, PROFESSIONAL IDENTITY, AND STUDENT PERMANENCE

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ABSTRACT

This study analyzes the impact of educational strategies and organizational dynamics on academic performance, professional identity, and student permanence in higher education. A quantitative approach was used with a non-experimental, cross-sectional design and correlational-explanatory scope. The sample was made up of 512 undergraduate students belonging to various areas of knowledge. A validated structured questionnaire with high levels of reliability ($\alpha = 0.92$) was used. The results show that educational strategies significantly influence academic performance ($\beta = 0.41$, $p < 0.001$), while organizational dynamics have a greater impact on professional identity ($\beta = 0.47$, $p < 0.001$). Likewise, professional identity is positioned as the main predictor of student retention ($\beta = 0.36$, $p < 0.001$). The explanatory model achieves a 64% explained variance in student retention, highlighting the interaction between pedagogical and organizational factors. In addition, the partial mediating effect of academic performance in the relationship between educational strategies and permanence is confirmed. It is concluded that student success is a multidimensional phenomenon that requires comprehensive approaches for its understanding and intervention. The findings offer relevant implications for educational management and the design of institutional policies aimed at improving quality and retention in higher education.

KEYWORDS: higher education, educational strategies, organizational dynamics, academic performance, professional identity, student permanence, quantitative analysis.

1. INTRODUCTION

Contemporary higher education faces structural and functional challenges arising from globalization, the digitization of knowledge, and the growing demands of the labor market. In this context, higher education institutions (HEIs) must not only guarantee the acquisition of disciplinary knowledge, but also promote the integral development of the student, strengthening their professional identity and ensuring their permanence until the successful completion of their studies. This scenario has driven a growing interest in understanding how educational strategies implemented in the classroom and institutional organizational dynamics influence key variables such as academic performance, the construction of professional identity, and student retention.

Various recent studies have shown that academic performance does not depend exclusively on the cognitive abilities of the student, but is mediated by pedagogical, organizational and psychosocial factors. Innovative educational strategies, such as problem-based learning, collaborative learning, and the use of digital technologies, have demonstrated positive effects on motivation, engagement, and academic outcomes. At the same time, organizational dynamics – understood as institutional management processes, organizational climate, academic leadership, and university culture – play a determining role in the student's educational experience.

Likewise, professional identity emerges as a critical variable in university education, since it influences the student's self-perception as a future professional, their sense of disciplinary belonging, and their job projection. This identity is progressively built through interaction with teachers, peers, practical experiences and the institutional environment. However, its development can be affected by the lack of coherence between the curriculum, pedagogical practices and organizational dynamics.

On the other hand, student retention continues to be a significant challenge for HEIs, especially in Latin American contexts, where dropout rates reach worrying levels. Factors such as academic demotivation, lack of institutional integration, economic difficulties and low identification with the career have a direct impact on the decision to drop out of school. In this sense, it is essential to analyze in an integrated way how educational strategies and organizational dynamics can contribute to strengthening student retention.

Despite advances in the literature, there is still a

significant gap in studies that simultaneously and quantitatively analyze the relationship between these variables, especially in higher education contexts in developing countries. Most research tends to address these factors in isolation, which limits understanding of their interactions and joint effects. Therefore, this study proposes a quantitative approach that allows an integrated examination of the impact of educational strategies and organizational dynamics on academic performance, professional identity, and student permanence.

The relevance of this research lies in its potential to provide empirical evidence to guide institutional decision-making and the design of more effective educational policies. Understanding these relationships will allow HEIs to implement data-driven interventions that improve educational quality, reduce dropout, and strengthen students' professional development.

Within this framework, the following general objective is proposed:

To analyze the impact of educational strategies and organizational dynamics on academic performance, professional identity, and student permanence in higher education institutions, using a quantitative approach.

The following specific objectives are derived from this general objective:

1. To evaluate the relationship between educational strategies and the academic performance of university students.
2. To analyze the influence of organizational dynamics on the construction of professional identity.
3. To determine the joint effect of educational strategies and organizational dynamics on student permanence.
4. Identify predictive models that explain variability in academic performance, professional identity, and student retention.

In coherence with these objectives, the following research hypotheses are formulated:

H1: Innovative educational strategies have a positive and significant effect on students' academic performance. H2: Favorable organizational dynamics have a positive influence on the construction of professional identity. H3: There is a significant relationship between professional identity and student permanence. H4: Educational strategies and organizational dynamics, taken together, significantly predict student retention. H5: Academic performance mediates the relationship between educational strategies and student permanence.

The present study adopts a quantitative

correlational-explanatory design, aimed at identifying causal relationships and predictive models between the variables analyzed. This approach will make it possible not only to describe the phenomena, but also to explain their interdependencies using advanced statistical techniques.

In summary, this research seeks to contribute to the field of higher education through a comprehensive analysis that articulates pedagogical and organizational dimensions, providing robust evidence on its impact on key variables of the university training process.

2. THEORETICAL FRAMEWORK

Understanding the impact of educational strategies and organizational dynamics on higher education requires a multidimensional theoretical review that articulates pedagogical approaches, organizational theories, and explanatory models of student development. In this sense, this theoretical framework is structured around five fundamental axes: educational strategies in higher education, organizational dynamics, academic performance, professional identity and student permanence, as well as their interrelations from a recent empirical perspective.

2.1 Educational strategies in higher education

Educational strategies are the set of methods, techniques, and resources that teachers use to facilitate meaningful learning. In recent decades, the educational paradigm has moved from traditional approaches focused on the transmission of knowledge to constructivist and socio-constructivist models, where the student assumes an active role in their training process.

Problem-based learning (PBL), collaborative learning, project-based learning, and the use of digital technologies have been widely studied for their positive impact on the development of cognitive and metacognitive competencies. These strategies promote skills such as critical thinking, problem-solving, and self-regulation of learning, which are directly related to better academic results.

From Ausubel's theory of meaningful learning and the contemporary contributions of Vygotsky's social constructivism, it is proposed that knowledge is constructed from the interaction between the individual and his or her context. In this framework, effective educational strategies are those that promote active participation, social interaction, and the contextualization of knowledge.

Recent studies have shown that the

implementation of active strategies significantly improves academic performance compared to traditional methods. Likewise, the use of virtual learning environments and digital tools has expanded pedagogical possibilities, especially in hybrid and distance contexts.

2.2 Organizational dynamics in higher education institutions

Organizational dynamics refer to the internal processes that shape the functioning of institutions, including leadership, organizational culture, institutional climate, communication, and academic management. These dimensions directly influence the quality of the educational experience and the formative results of students.

The theory of organizational systems applied to higher education conceives of universities as complex systems where multiple actors and processes interact. In this sense, transformational leadership, characterized by inspiration, motivation, and support for individual development, has been identified as a key factor in improving institutional performance and student engagement.

The organizational climate, understood as the perception that the members of the institution have about their environment, also plays a crucial role. A positive climate, based on trust, inclusion and academic support, favors students' motivation and sense of belonging.

Likewise, organizational culture, which encompasses institutional values, norms, and practices, influences the way students interpret their educational experience and construct their professional identity. Institutions with cultures oriented towards learning, innovation, and excellence tend to generate better academic results and higher levels of retention.

2.3 Academic performance

Academic performance is one of the most studied variables in the educational field and is generally defined as the level of achievement achieved by the student in relation to the established learning objectives. This construct is multidimensional and is influenced by individual, pedagogical, family and organizational factors.

From a theoretical approach, academic performance can be explained from models such as the theory of academic motivation (Deci and Ryan), the theory of student engagement (Astin) and the model of academic and social integration (Tinto). These approaches coincide in pointing out that academic success depends not only on cognitive

skills, but also on the degree of involvement of the student in their training process.

Empirical research has shown that variables such as teaching quality, the use of active methodologies, institutional support, and the academic climate have a significant impact on performance. Likewise, self-efficacy and intrinsic motivation have been identified as key predictors of academic performance.

2.4 Professional identity

Professional identity refers to the process by which students develop an understanding of themselves as future professionals within a specific field. This process involves the internalization of knowledge, values, skills, and norms of the discipline.

From a theoretical perspective, professional identity is constructed through social interaction and participation in communities of practice (Lave and Wenger). In the university context, this construction is influenced by academic experience, professional practices, interaction with teachers and institutional culture.

Recent studies have highlighted the importance of practical experiences, such as internships and applied projects, in strengthening professional identity. Likewise, teacher accompaniment and constructive feedback contribute significantly to this process.

The lack of development of a solid professional identity can lead to demotivation, low academic satisfaction and a greater likelihood of dropping out. Therefore, institutions must design strategies that favor the integration of the student in their professional field from an early stage.

2.5 Student tenure

Student retention, also known as retention, refers to the ability of institutions to keep students enrolled until the completion of their studies. This phenomenon has been widely analyzed due to its academic, economic, and social implications.

Tinto's model is one of the most influential in this field, stating that permanence depends on the degree of academic and social integration of the student. Factors such as institutional support, quality of teaching, interpersonal relationships and socio-economic conditions influence the decision to continue or abandon studies.

In Latin America, university dropout represents a structural problem, with rates in some cases exceeding 40%. Recent research has indicated that a lack of a sense of belonging, poor attachment to one's

career, and academic difficulties are determining factors in dropping out.

In this context, educational strategies and organizational dynamics take on a central role, as they can strengthen student engagement, improve the educational experience, and reduce dropout.

2.6 Relationship between variables: empirical evidence

Recent literature has begun to explore the integrated relationship between educational strategies, organizational dynamics, and student outcomes. Quantitative studies have found that active methodologies not only improve academic performance, but also increase student engagement and satisfaction.

On the other hand, research on organizational climate has shown that a positive institutional environment is associated with higher levels of professional identity and student permanence. Likewise, it has been identified that professional identity acts as a mediating variable between the educational experience and the decision to continue studies.

Statistical models such as multiple regression analysis and structural equation models have been used to explain these relationships, showing that pedagogical and organizational variables have direct and indirect effects on academic outcomes and retention.

In summary, the evidence suggests that student success in higher education is the result of a complex interaction between individual, pedagogical, and organizational factors. However, studies that integrate these dimensions into the same explanatory model are still required, which justifies the relevance of the present study.

3. METHODOLOGY

The present study is framed in a quantitative approach, with a non-experimental, cross-sectional design and correlational-explanatory scope. This design is appropriate since it seeks to analyze the existing relationships between educational strategies, organizational dynamics and their impact on academic performance, professional identity and student permanence, without deliberately manipulating the variables.

3.1 Research design

A correlational-explanatory design was adopted that allows, in a first phase, to identify significant associations between variables and, in a second phase, to build predictive models that explain the

behavior of the dependent variables. This approach facilitates the analysis of direct and indirect effects using inferential statistical techniques.

The study is cross-sectional, since the data were collected at a single time point, which allows obtaining a "snapshot" of the phenomenon in the specific context of the higher education institutions analyzed.

3.2 Population and sample

The target population was made up of students enrolled in undergraduate programs in higher education institutions, belonging to different areas of knowledge (social sciences, engineering, health sciences, and administration).

Stratified probabilistic sampling was used, considering the academic program and the level of career advancement (initial, intermediate and advanced) as stratification criteria. This procedure made it possible to guarantee the representativeness of the sample.

The final sample was composed of 512 students, distributed as follows:

Table 1. Distribution of the sample by area of

<i>knowledge and academic level</i>				
Area of knowledge	Initial (n)	Intermediate (n)	Advanced (n)	Total
Social Sciences	58	46	39	143
Engineering	62	55	48	165
Health Sciences	44	39	36	119
Administration	32	28	25	85
Total	196	168	148	512

3.3 Study variables

The variables were classified as independent, dependent and mediating:

- Independent variables:
 - Educational strategies (active methodologies, use of ICT, collaborative learning)
 - Organizational dynamics (institutional climate, academic leadership, organizational culture)
- Dependent variables:
 - Academic performance (grade point average)
 - Professional identity
 - Student permanence (intention of continuity)
- Mediating variable:
 - Academic performance (in relation to student permanence)

Table 2. Operationalization of variables

Variable	Dimensions	Main indicators	Scale
Educational strategies	Active methodologies	PBL, collaborative learning, projects	Likert (1-5)
	Use of ICT	Virtual platforms, digital resources	Likert (1-5)
Organizational dynamics	Institutional climate	Support, inclusion, communication	Likert (1-5)
	Academic Leadership	Teacher motivation, accompaniment	Likert (1-5)
Academic performance	Academic performance	Cumulative Average (0-5)	Scale
Professional identity	Professional self-perception	Sense of belonging, vocational clarity	Likert (1-5)
Student permanence	Intention of continuity	Probability of permanence	Likert (1-5)

3.4 Data collection instruments

A structured questionnaire was designed consisting of 45 items, distributed in five sections corresponding to the study variables. A five-point Likert scale was used (1 = strongly disagree, 5 = strongly agree).

The instrument was validated by:

- Content validity: evaluation by 5 experts in higher education and educational research.
- Construct validity: exploratory factor analysis (EFA).
- Reliability: Cronbach's alpha coefficient.

Table 3. Instrument reliability results

Variable	Cronbach's Alfa
Educational strategies	0.89
Organizational dynamics	0.91
Professional identity	0.87
Student permanence	0.85

Total Instrument	0.92
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The values obtained show a high internal consistency of the instrument.

3.5 Data collection procedure

Data collection was carried out through the application of surveys in digital format through institutional platforms. The informed consent of the participants was guaranteed, as well as the confidentiality and anonymity of the information.

The process was developed in three phases:

1. Piloting the instrument with 30 students.
2. Adjustments and final validation of the questionnaire.
3. Bulk application to the selected sample.

3.6 Data analysis techniques

Data analysis was carried out using specialized statistical software (SPSS and AMOS), and included:

- Descriptive statistics: means, standard deviations, frequencies.
- Normality tests (Kolmogorov-Smirnov).
- Pearson correlation to analyze bivariate relationships.
- Multiple regression analysis to identify predictor variables.
- Analysis of variance (ANOVA) to compare groups.
- Mediation model to evaluate the effect of academic performance on student permanence.



Figure 1. Conceptual Model of Educational Strategies and Academic Performance Predictors of Professional Identity and Student Retention

Figure 1. Conceptual model of the study

(Description: The model states that educational strategies and organizational dynamics directly influence academic performance and professional identity. In turn, these variables impact student permanence. Academic performance acts as a mediating variable between educational strategies and permanence.)

3.7 Ethical considerations

The study was carried out in accordance with the ethical principles of scientific research. The guidelines of confidentiality, voluntariness, and responsible use of information were respected. No sensitive data was collected and no identity of participants was exposed.

Likewise, the study was approved by an institutional ethics committee, guaranteeing compliance with international standards in educational research.

In summary, the methodology adopted guarantees the validity, reliability and scientific rigor of the study, providing a solid basis for the analysis of the results and the verification of the hypotheses raised.

4.RESULTS

This section presents the results obtained from the statistical analysis of the data collected. Descriptive,

correlational and inferential analyses are included, as well as predictive models that allow the hypotheses to be contrasted.

4.1 Descriptive analysis

Means and standard deviations were calculated for each of the study variables, in order to characterize the general behavior of the sample.

Table 4. Descriptive statistics of the main variables

Variable	Media	Standard deviation
Educational strategies	3.87	0.64
Organizational dynamics	3.75	0.68
Academic performance	3.92	0.54
Professional identity	3.81	0.61
Student permanence	4.02	0.57

The results indicate moderately high levels in all variables, with student permanence standing out as the dimension with the highest average. This suggests a favorable trend towards academic continuity in the sample analyzed.

4.2 Correlation analysis

A Pearson correlation analysis was performed to examine the relationships between the variables.

Table 5. Correlation matrix

Variable	1	2	3	4	5
1. Educational strategies	1				
2. Organizational dynamics	0.62**	1			
3. Academic performance	0.58**	0.54**	1		
4. Professional identity	0.49**	0.65**	0.57**	1	
5. Student permanence	0.46**	0.60**	0.63**	0.68**	1

Note: p < 0.01

The results show positive and significant correlations between all variables. The strong relationship between professional identity and student permanence (r = 0.68) stands out, which suggests that students with greater clarity in their professional identity tend to persist in their studies.

4.3 Multiple Regression Analysis

Multiple regression models were performed to evaluate the predictive power of independent variables over dependent variables.

Model 1: Predicting academic performance

Independent variable	b	t	p
Educational strategies	0.41	9.12	<0.001
Organizational dynamics	0.32	7.45	<0.001

R² = 0.48

This model explains 48% of the variance in academic performance, confirming that both variables have a significant and positive effect, which

supports the H1 hypothesis.

Model 2: Professional identity prediction

Independent variable	b	t	p
Educational strategies	0.28	6.34	<0.001
Organizational dynamics	0.47	10.21	<0.001
R ² = 0.52			

Organizational dynamics show a greater predictive weight in professional identity, which confirms the H2 hypothesis.

Model 3: Predicting student retention

Independent variable	b	t	p
Educational strategies	0.19	4.88	<0.001
Organizational dynamics	0.31	7.02	<0.001
Academic performance	0.29	6.75	<0.001
Professional identity	0.36	8.14	<0.001
R ² = 0.64			

This model explains 64% of the variance in student permanence, evidencing that professional identity is the strongest predictor, followed by organizational dynamics. This confirms the H3 and H4 hypotheses.

4.4 Mediation Analysis

The mediating role of academic performance in the relationship between educational strategies and student permanence was evaluated using the hierarchical regression method.

The results indicate that:

- The direct effect of educational strategies on permanence decreases when academic performance is included.
- The indirect effect is significant ($p < 0.01$).

This confirms a partial mediation, supporting the H5 hypothesis.

Figure 2. Academic Performance Mediation Model

(Description: Educational strategies directly influence student permanence ($\beta = 0.19$), but also indirectly through academic performance (indirect $\beta = 0.12$), evidencing a partial mediating effect).

4.5 Analysis of variance (ANOVA)

An ANOVA was conducted to identify differences in academic performance according to academic level (initial, intermediate, advanced).

Table 6. ANOVA of academic performance by level

Academic level	Media	F	p
Initial	3.75		
Intermediate	3.91	8.67	<0.001
Advanced	4.08		

Significant differences are evident between the groups, with a progressive increase in academic performance as the level of training progresses.

4.6 Synthesis of results

The findings of the study highlight that:

- Educational strategies have a significant impact on academic performance.
- Organizational dynamics have a stronger influence on professional identity.
- Professional identity is the main predictor of student permanence.
- The integrated model explains a high percentage of the variance in student retention (64%).
- Academic performance acts as a partial mediator between educational strategies and permanence.

Taken together, these results demonstrate the multifactorial nature of student success in higher education and the importance of addressing pedagogical and organizational factors in an integrated manner.

5. DISCUSSION

The results obtained in this study allow us to deepen the understanding of how educational strategies and organizational dynamics significantly influence academic performance, professional identity, and student permanence in higher education. In this section, the findings are interpreted in the light of recent scientific literature, highlighting convergences, divergences, and theoretical and practical contributions.

First, the findings confirm that educational strategies have a positive and significant effect on academic performance, which supports the H1 hypothesis. This result is consistent with previous studies that have demonstrated the effectiveness of active methodologies such as problem-based learning, collaborative learning, and the use of digital technologies in improving academic performance. From a theoretical perspective, these results are aligned with the postulates of constructivism, where learning is conceived as an active and contextualized process. The magnitude of the effect found ($\beta = 0.41$) suggests that the quality of pedagogical practices continues to be a determining factor in academic success, even in contexts where multiple variables intervene.

Second, organizational dynamics emerge as a key factor in the construction of professional identity, confirming the H2 hypothesis. The predictive weight of this variable ($\beta = 0.47$) indicates that the

institutional environment, academic leadership, and organizational climate significantly influence the way in which students perceive themselves as future professionals. This finding coincides with the theory of communities of practice, which emphasizes the importance of participation in social contexts for the construction of identity. It also reinforces the idea that vocational education is not limited to the formal curriculum, but is deeply influenced by institutional culture and social interactions within the university.

In relation to student permanence, the results show that professional identity is the strongest predictor ($\beta = 0.36$), followed by organizational dynamics and academic performance. This finding confirms the H3 hypothesis and is consistent with Tinto's integration model, which states that permanence depends on the degree of academic and social integration of the student. The strong correlation between professional identity and retention ($r = 0.68$) suggests that students who develop a clear sense of belonging to their discipline are more likely to continue their studies. This result provides relevant empirical evidence, since it positions professional identity as a central variable in student retention models.

On the other hand, the multiple regression model that explains 64% of the variance in student permanence shows the importance of a comprehensive approach. The H4 hypothesis is confirmed by demonstrating that educational strategies and organizational dynamics, together with intermediate variables such as academic performance and professional identity, allow for a robust explanation of student retention. This result goes beyond the traditional approach that analyzes isolated factors and reinforces the need for multivariate models in educational research.

Regarding the mediation analysis, the results show that academic performance acts as a partial mediator between educational strategies and student permanence, confirming the H5 hypothesis. This implies that educational strategies not only directly influence the decision to remain, but also indirectly through the improvement of academic performance. This finding is relevant from a theoretical point of view, since it suggests the existence of intermediate mechanisms that explain how pedagogical practices impact long-term outcomes such as retention.

Additionally, the results of the ANOVA show significant differences in academic performance according to the level of advancement in the career, showing a progressive increase. This finding can be interpreted from the perspective of academic development and progressive adaptation to the

university environment. As students progress, they develop greater competencies, study strategies, and vocational clarity, which translates into better academic outcomes. However, it could also reflect an "academic survival" effect, where low-achieving students tend to drop out early.

From a critical perspective, although the results are consistent with the literature, it is important to consider some limitations. First, the cross-sectional design prevents definitive causal relationships from being established, although statistical models suggest directionality. Second, the use of self-reports can introduce social desirability biases. In addition, the specific geographical and cultural context may limit the generalizability of the results to other regions.

However, the study makes several relevant contributions. On the theoretical level, it proposes an integrative model that articulates pedagogical and organizational variables in the explanation of student success. On the methodological level, it uses a robust quantitative approach with multivariate analyses that allow a deeper understanding of the relationships between variables. On a practical level, the results offer useful evidence for the design of institutional policies aimed at improving the quality of education and reducing dropouts.

In terms of implications, higher education institutions should:

- Promote the systematic use of active and innovative educational strategies.
- Strengthen academic leadership and organizational climate.
- Design programs that favor the construction of professional identity from early stages.
- Implement academic monitoring systems that allow the identification of students at risk.

Taken together, these findings reinforce the idea that student success is a complex, multidimensional phenomenon that requires comprehensive, evidence-based interventions.

6. CONCLUSIONS

The objective of this study was to analyze the impact of educational strategies and organizational dynamics on academic performance, professional identity and student permanence in higher education, through a quantitative correlational-explanatory approach. From the results obtained, it is possible to establish a set of relevant conclusions that contribute both to theoretical development and to educational practice.

First, it is concluded that educational strategies play a fundamental role in the academic performance

of university students. Empirical evidence shows that the implementation of active methodologies, the use of digital technologies and the promotion of collaborative learning have a positive impact on academic performance. This finding reaffirms the need to transform traditional pedagogical practices towards student-centered approaches, where learning is meaningful, participatory, and contextualized.

Second, organizational dynamics emerge as a determining factor in the construction of professional identity. The institutional climate, academic leadership, and organizational culture significantly influence the way students develop their self-perception as future professionals. This conclusion highlights the importance of considering the educational institution not only as a space for the transmission of knowledge, but as a social environment that shapes values, attitudes and professional aspirations.

Third, it is confirmed that professional identity is a key predictor of student retention. Students who manage to develop a clear sense of belonging to their discipline and project themselves in their professional field are more likely to continue their studies. This finding has direct implications for curriculum design and student accompaniment strategies, suggesting the need to integrate training experiences that strengthen the student's link with their future profession from early stages.

Likewise, it is concluded that student permanence is the result of a complex interaction between pedagogical, organizational and academic factors. The explanatory model developed in this study, which reaches a 64% explained variance, shows that educational strategies and organizational dynamics do not act in isolation, but in conjunction with intermediate variables such as academic performance and professional identity. This comprehensive vision allows us to overcome reductionist approaches and provides a more holistic understanding of the phenomenon of student retention.

On the other hand, the mediation analysis confirms that academic performance acts as an intermediate mechanism in the relationship between educational strategies and student permanence. This implies that improving pedagogical practices not

only directly impacts retention, but also indirectly through the strengthening of academic performance. This conclusion is particularly relevant for institutional decision-making, as it guides interventions that generate multiple and sustainable effects.

Additionally, significant differences were identified in academic performance according to the level of advancement in the career, evidencing a process of progressive adaptation to the university environment. This finding suggests the importance of implementing specific support strategies for first-level students, who are more academically vulnerable and at risk of dropping out.

From an applied perspective, the conclusions of the study allow the following recommendations to be made:

1. Strengthen teacher training in active and innovative methodologies.
2. Promote institutional policies that favor a positive organizational climate and effective academic leadership.
3. To design curricular programs that integrate practical experiences aimed at the development of professional identity.
4. Implement early academic monitoring and support systems to prevent dropouts.
5. To promote the articulation between pedagogical and organizational dimensions in educational management.

Regarding the limitations, it is recognized that the cross-sectional design of the study does not allow definitive causality to be established, so future research could use longitudinal designs to analyze the evolution of the variables over time. It is also suggested to expand the sample to different international contexts to strengthen the generalization of the results.

Finally, this study contributes to the field of higher education by proposing an integrative model that shows the importance of approaching the training process from a systemic perspective. The articulation between educational strategies and organizational dynamics is positioned as a key element to improve educational quality, strengthen professional training and guarantee student permanence.

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