

REVISTA CIENTÍFICA MULTIDISCIPLINARIA

NEYART



VOL. 4 No. 4

julio - diciembre 2026

LIDERAZGO CON PROPÓSITO:

EL HUMANISMO COMO
ESTRATEGIA PARA TRANSFORMAR
COMUNIDADES DESDE LAS
INSTITUCIONES DEL TECNOLÓGICO
NACIONAL DE MÉXICO



Inclusión



Bienestar
Social



Educación
de Calidad



Innovación
con Impacto



ISSN: 2992-7161

Formando líderes, construyendo mejores futuros.

PURPOSEFUL LEADERSHIP: HUMANISM AS A STRATEGY TO TRANSFORM COMMUNITIES THROUGH THE INSTITUTIONS OF THE NATIONAL TECHNOLOGICAL INSTITUTE OF MEXICO

PURPOSEFUL LEADERSHIP: HUMANISM AS A STRATEGY TO TRANSFORM COMMUNITIES THROUGH THE INSTITUTIONS OF THE NATIONAL TECHNOLOGICAL INSTITUTE OF MEXICO

José Carbajal Sánchez

Interdisciplinary Center for Research and Teaching in Technical Education

<https://orcid.org/0009-0006-4562-7407>

carbajal.ciidet@gmail.com

Velia Zúñiga Meraz

National Technological Institute of Mexico/Valle de Guadiana Technical Institute

<https://orcid.org/0009-0001-2181-3997>

gmaestrave@gmail.com

López Hernández Evaristo Rogaciano

National Technological Institute of Mexico/Huejutla Institute of Technology

<https://orcid.org/0009-0004-9487-4194>

dir_huejutla@tecnm.mx

DOI: <https://doi.org/10.61273/neyart.v4i4.222>

| Received: 05/22/2026

| Accepted: 07/29/2026

| Published: 08/31/2026

This work is licensed under
an international
Creative Commons Attribution 4.0



Abstract—This article analyzes the role of humanistic leadership as a catalyst for building social justice in the context of technological higher education, particularly at the Huejutla Institute of Technology, based on the implementation of the new Educational Model of the National Technological Institute of Mexico (TecNM) titled “Humanism for Social Justice.” Through a theoretical review that integrates the contributions of Viktor Frankl, Carl Rogers, and Stephen Covey, the article examines how humanistic principles translate into leadership practices within the educational institution. The study is enriched by an analysis of representative community projects and programs at the Huejutla Institute of Technology, located in the Huasteca region of Hidalgo, which illustrate the humanistic approach to community development. The study identifies factors that enhance this type of leadership, as well as challenges and lessons learned, and concludes with recommendations aimed at strengthening the institution’s social impact in its region of influence.

Keywords— Community development, higher education, social justice, humanistic leadership, TecNM.

Abstract— This article analyzes the role of humanistic leadership as a catalyst for the construction of social justice in the context of technological higher education, particularly at the Instituto Tecnológico de Huejutla, based on the implementation of the new Educational Model of the National Technological Institute of Mexico (Tecnológico Nacional de México, TecNM) called “Humanism for Social Justice.” Through a theoretical review that integrates the contributions of Viktor Frankl, Carl Rogers, and Stephen Covey, it examines how humanistic principles translate into leadership practices within the educational institution. The study is enriched by an analysis of representative community projects and programs at the Instituto Tecnológico de Huejutla, located in the Huasteca region of Hidalgo, which illustrate the approach to community development from a humanistic perspective. Factors that enhance humanistic leadership are identified, along with challenges and lessons learned, concluding with recommendations aimed at strengthening the institution’s social impact in its region of influence.

Keywords— Community development, higher education, humanistic leadership, social justice, TecNM.

INTRODUCTION

In a global context marked by profound social inequalities, environmental crises, and growing polarization, the need to rethink leadership models has become urgent. Contemporary societies demand

approaches that transcend mere technical efficiency and economic productivity, placing human dignity, justice, and collective well-being at the center of all institutional action. In this context, higher education emerges not only as a space for the transmission of knowledge but also as a strategic agent for social transformation, capable of training professionals who are ethically committed to their environment and to the communities they serve (Ahumada Cervantes et al., 2024).

Humanistic leadership emerges as a school of thought and practice that places the individual at the center of all organizational action; unlike traditional approaches focused on results, productivity, or efficiency, humanistic leadership is grounded in the conviction that the holistic development of individuals and their collective well-being constitute the ultimate goal of any human endeavor. Frankl (1946), drawing on his experience in concentration camps, developed logotherapy, a theory fundamental to understanding humanistic leadership. For Frankl, the search for meaning is the primary motivation of human beings; from this perspective, a humanistic leader does not merely direct or coordinate but facilitates people's ability to find purpose in their work, recognizing that "man is not merely a being who seeks to satisfy his needs, but a being who seeks meaning in his existence" (Frankl, 1946, p. 99).

For his part, Carl Rogers (1961), the father of humanistic psychology, developed the person-centered approach, whose principles are directly applicable to leadership. Rogers posited that for a person to develop their potential—which he termed the "actualizing tendency"—three essential conditions are required: unconditional positive regard, empathy, and congruence. A leader who embodies these principles creates an atmosphere of trust and openness where employees can thrive. Stephen Covey (1989), in his book **The 7 Habits of Highly Effective People**, applied these principles to the realm of organizational leadership, emphasizing that effective leadership must be based on universal ethical principles, not on techniques of manipulation or control.

The National Technological Institute of Mexico (TecNM), as an institution comprising 254 campuses and educational centers throughout the country, has undertaken in recent years a profound transformation of its educational model. On December 16, 2024, the New Educational Model, titled "Humanism for Social Justice," was officially presented (National Technological Institute of Mexico, 2024). The primary objective of this model is "to train professionals and researchers capable of applying and generating knowledge that equips them with problem-solving skills, critical thinking, a sense of ethics, entrepreneurial attitudes, innovation, and creative ability" (National Technological Institute of Mexico,

2024, p. 1). This formulation goes beyond the traditional technical orientation of technological institutes to incorporate an explicit ethical and social dimension (National Technological Institute of Mexico, Pánuco Campus, 2024).

The Huejutla Institute of Technology, located in the municipality of Huejutla de Reyes in the Huasteca region of Hidalgo, is situated in a context characterized by a large indigenous population and rich cultural diversity, although it faces significant social and economic disparities. The marginalization index is considered high for the state, and the economy is based primarily on low-productivity agricultural and livestock activities. This reality poses particular challenges for social justice and inclusion and demands institutional leadership that responds to the region's specific needs.

General Objective of the Research

To analyze the role of humanistic leadership as a catalyst for building social justice in the context of the Huejutla Institute of Technology, based on a study of its theoretical foundations, its practical manifestations, and its impact on community development projects.

Specific Objectives

- To examine the theoretical foundations of humanistic leadership and contrast them with the principles of the institutional educational model.
- To describe the practices of collaborative, inclusive, and ethical leadership within the educational community of the Huejutla Institute of Technology.
- To identify and characterize representative community projects and programs implemented by the institute.
- To evaluate the scope and impact of community projects in the Huasteca region of Hidalgo.
- Propose recommendations to strengthen training in humanistic leadership and expand the institution's social impact.

Rationale

This research is particularly relevant in the current context, where institutions of higher education face the challenge of training professionals who not only master technical knowledge but also possess a solid ethical foundation and a commitment to social development. The Huejutla Institute of Technology, due to its location in a region marked by high levels of marginalization and cultural diversity, serves as a paradigmatic case for analyzing how humanistic leadership can contribute to community transformation.

The importance of this research lies in the need to understand how the principles of the “Humanism for Social Justice” educational model translate into concrete practices of community engagement, cultural preservation, and sustainable development. Furthermore, it seeks to generate knowledge that will strengthen institutional strategies to address the needs of the Huasteca region of Hidalgo, taking into account its cultural richness and socioeconomic challenges.

From a social perspective, this study helps highlight the role of technological higher education as an agent of change in historically marginalized communities. In the academic sphere, it provides insights for reflection on the implementation of humanistic educational models in intercultural contexts. Finally, at the institutional level, it offers practical recommendations for enhancing the social impact of the National Technological Institute of Mexico in its regions of influence.

DEVELOPMENT

Methodology

The research conducted in this study employs a qualitative approach with a descriptive-analytical scope; this approach is most appropriate given that the object of study is a complex social construct, rich in meanings, values, perceptions, and situated practices. Qualitative research allows for an in-depth exploration of social phenomena, helping us understand how actors construct and interpret their realities in specific contexts (Vasilachis, 2006).

The research design is documentary and structured as a single-case study focused on the Huejutla Institute of Technology; the choice of this methodological strategy is justified by the need to address humanistic leadership in all its complexity and contextual specificity, recognizing that each educational institution is embedded in a particular social, cultural, and economic fabric that shapes its possibilities and limitations. The case study is particularly relevant when “the aim is to understand contemporary phenomena in their real-world setting, especially when the boundaries between the phenomenon and the context are not clearly evident” (Yin, 2014).

The selection of the Huejutla Institute of Technology as a case study is based on criteria of relevance and representativeness, as it is located in a region with a large indigenous population and rich cultural heritage, as well as significant levels of marginalization, which poses particular challenges for social justice and inclusion; these characteristics make it an ideal setting for observing the implementation of the “Humanism for Social Justice” educational model under conditions of high social complexity.

The documentary sources were organized into three main categories:

1. Primary and secondary theoretical sources: these include the seminal works of Viktor Frankl (1946), Carl Rogers (1961), and Stephen Covey (1989), as well as specialized academic articles addressing humanistic leadership in educational and organizational contexts (Rodríguez, 2020; Ahumada Cervantes et al., 2024). These sources provide the conceptual framework for the study.
2. Official institutional sources: These include TecNM's new "Humanism for Social Justice" Educational Model, officially presented in December 2024 (National Technological Institute of Mexico, 2024); current curricula and study programs; social engagement policies; institutional bulletins; and press releases issued by the general administration and academic bodies of the system (National Technological Institute of Mexico, Pánuco Campus, 2024; National Technological Institute of Mexico, 2025).
3. Local and community sources: These consist of public reports, local news, informational materials, and content available on the official websites of the Huejutla Institute of Technology, as well as information on the institution's completed projects and community programs (National Technological Institute of Mexico, Huejutla Campus, n.d.).

Analysis Procedure

The analysis procedure was structured into six sequential phases:

1. Review and documentary analysis of the theoretical framework: A critical reading and systematization of primary and secondary sources were conducted to extract the central conceptual categories (existential meaning, person-centered approach, ethical principles, community development, social capital, and social justice).
2. Search and collection of institutional and local information: Official TecNM documents, newsletters, press releases, and materials available on the institute's websites were reviewed, as well as local news and press reports.
3. Systematization and categorization of information: The information gathered was organized into analysis matrices that allowed the data to be classified according to the study's dimensions: contextual characteristics, academic offerings, community projects, leadership practices, training strategies, impact indicators, and alignment with the educational model.

4. Identification and description of representative community projects and programs: Based on the systematized information, the institute's most significant projects were selected, taking into account their relevance, continuity, and alignment with the core principles of the educational model.
5. Analysis of the findings: The constant comparison method was applied, comparing the findings with the theoretical framework to identify factors that foster humanistic leadership, as well as challenges and strategies for overcoming them.
6. Interpretation and Formulation of Conclusions and Recommendations: The findings were interpreted in light of the theoretical framework, comparing the results with the specialized literature and formulating conclusions and recommendations aimed at institutional action.

Methodological rigor was ensured through the triangulation of sources (theoretical, institutional, and local), a dense case description, and the auditability of the process, as all phases and analytical decisions were documented.

Research Findings

Based on the documentary analysis conducted, the findings are presented below, organized into the following categories: characterization of the Huejutla Institute of Technology; collaborative, inclusive, and ethical leadership practices; teacher and administrative training strategies; representative projects and programs; factors that foster humanistic leadership; challenges and strategies for overcoming them; and impact indicators.

Characterization of the Huejutla Institute of Technology

The Huejutla Institute of Technology is a higher education institution focused on technology located in the Huasteca region of Hidalgo, characterized by a high proportion of indigenous residents and rich cultural diversity, although it faces significant social and economic challenges. The institution offers degree programs focused on community development, such as Agricultural Engineering, Business Management Engineering, Biology, Veterinary Medicine, and Animal Science, among others, demonstrating a commitment to training professionals with a holistic perspective who are dedicated to their communities.

Practices of Collaborative, Inclusive, and Ethical Leadership

Based on documentary information and institutional reports, the following practices have been identified that demonstrate humanistic leadership in the organization and execution of academic, cultural, and community activities:

- Collaborative work: organizing interdisciplinary projects that involve students and faculty from different fields, fostering peer learning and collaborative problem-solving.
- Inclusive participation: creating spaces where all voices are heard, recognizing and valuing the diversity of perspectives and experiences, with particular attention to traditionally marginalized or underrepresented groups.
- Ethical decision-making: explicitly considering the ethical and social implications of institutional decisions, prioritizing the well-being of individuals and communities over particular or short-term interests.
- Community engagement: establishing horizontal relationships with local communities, recognizing them as partners in the educational process rather than mere recipients of services.

These practices do not arise spontaneously but require a deliberate and ongoing effort. As noted in institutional documents, “the model integrates essential values such as interculturalism, inclusion, and equity; interdisciplinarity; social responsibility; innovation and cutting-edge approaches; as well as environmental awareness” (National Technological Institute of Mexico, 2025)—values that must be translated into concrete actions at each institution.

Strategies for Teacher and Administrative Training and Development

TecNM has developed various strategies to prepare faculty and administrators for the implementation of the new model:

1. Dissemination of the model: Through national and local meetings, the content and scope of the new educational model have been shared, with the aim of ensuring that all members of the educational community understand and embrace the principles of humanism for social justice.
2. Training in humanistic leadership: Training programs are being promoted that address not only technical aspects but also soft skills and leadership abilities. The humanistic leadership model “consists of trusting others, acting ethically, showing compassion, and participating as a collective

whole” (National Technological Institute of Mexico, 2025)—skills that must be developed in teachers.

3. Reflection on practice: The model encourages teachers to reflect on how to implement its principles “in the daily work of TecNM” (National Technological Institute of Mexico, 2025), which involves a process of continuous learning and adaptation to the specific contexts of each campus and region.
4. Socialization strategies based on critical thinking: The process has been structured into phases: “I Learn, I Challenge, I Build, and I Contribute” (National Technological Institute of Mexico, 2025), ensuring that the adoption of the model is not mechanical but involves critical and reflective engagement.

Representative Community Projects and Programs

The Technological Institute of Huejutla has developed a wide range of projects and programs that reflect its commitment to humanistic leadership and social justice, which are organized around the following lines of action:

Cultural Preservation and Social Inclusion:

- Participation in art and culture festivals. Students from the music and dance ensembles participate in national art and culture festivals, showcasing the artistic talent and cultural expressions of the Huasteca region. Likewise, the institute organizes cultural events involving the community, educational institutions at various levels, and diverse social sectors within the municipality, thereby strengthening cultural exchange and regional identity.
- Promotion of regional culture and traditions. With the participation of students, staff, authorities, and residents of the region, activities are organized to preserve and promote local traditions, including the celebration of Xantolo (Day of the Dead) and the commemoration of National Corn and Milpa Day, reaffirming the value of the cultural heritage of Indigenous peoples.
- Preservation and promotion of the indigenous language (Nahuatl). The institute maintains an ongoing commitment to the preservation, promotion, and dignification of the Nahuatl language through commemorative activities as part of International Mother Language Day, as well as by promoting students’ comprehensive degree completion through fulfillment of this institutional requirement. For the first time, students in the Agronomy Engineering and Business Management

Engineering programs graduated under this track; in addition, Nahuatl language reinforcement courses are offered, coordinated by specialists in the field.

Productive Development and Community Support:

- **Community Projects.** Students in the Agronomy and Business Management Engineering programs develop projects that address specific community needs, strengthening the communities' organizational, productive, and sustainable development capacities through the application of scientific and technological knowledge.
- **Community support.** Through the participation of its faculty, administrative staff, and students, the institute conducts educational and training activities aimed at the region's productive sectors, with a special focus on low-income individuals and women's groups. Notable among these initiatives are hands-on courses on the production of canned goods, dairy products, meat products, and sausages, which strengthen participants' production capabilities and promote alternatives for income generation and local entrepreneurship.
- **Support for the Local Economy.** Students from the institute participate in local markets and sales venues by displaying and showcasing products made in workshops and academic practicums, under the guidance of faculty members responsible for the production workshops. These activities help disseminate the results of hands-on learning, strengthen students' entrepreneurial skills, and reinforce the institute's trust and connection with the community.

Health, Well-being, and Social Responsibility:

- **Pet sterilization campaigns.** As part of its commitment to social responsibility, the institute participates in dog and cat sterilization campaigns, contributing to responsible animal population control, the prevention of abandonment, and animal welfare.
- **Community activism and health promotion.** In coordination with health sector institutions, students and staff participate in awareness campaigns on human rights, sexual health, addiction prevention, vaccination, HIV testing, and other health promotion initiatives. Additionally, a culture of solidarity is fostered through food drives for families in vulnerable situations or affected by natural disasters.
- **Community-building activities.** The institute organizes track and field events, recreational bike rides, and other sports activities as strategies to strengthen social cohesion, promote healthy

lifestyles, and contribute to building a culture of peace and addiction prevention. In addition, students and community members carry out cleanup days and solid waste collection drives in public spaces and along roads, fostering environmental awareness and civic participation.

Integration with productive sectors:

- Integration of the academic community with productive sectors. The institute promotes biannual horseback rides in coordination with the region's livestock sector—an activity that strengthens ties between the academic community and productive sectors, with significant participation from students in Agronomy, Veterinary Medicine, and Animal Science.

Environmental education and sustainability:

- Environmental awareness and education. Through the university's herpetarium, environmental education activities are conducted that allow students, children, families, and the general public to learn about and appreciate regional biodiversity by observing reptiles, snakes, birds, and other protected species.
- Student volunteers. They collaborate with the municipal government to support the strategy for reducing urban solid waste generation. Through these efforts, they carry out awareness-raising activities aimed at the public regarding the importance of proper waste management, promoting waste sorting and separation at the source.
- Environmental culture. The student community's participation strengthens civic engagement and contributes to environmental conservation, while fostering in students values of social responsibility, collaborative work, and commitment to the community's well-being.
- Biocultural presentations. Biology students give biocultural presentations on the Huasteca region and traditional knowledge, promoting the conservation of natural and cultural heritage.

Social Inclusion and Equity:

- Strengthening social inclusion. The implementation of the Gender Equality and Non-Discrimination Management System has helped consolidate an institutional culture based on respect, equity, and inclusion. Additionally, infrastructure, furniture, and service upgrades are carried out to improve accessibility and support for people belonging to vulnerable groups.
- Social Justice: Students at the institute participate in the AlfabetizaTecNM program, through which they help reduce educational disparities by providing support to local residents who did not

have the opportunity to learn to read and write or to complete their basic education. This work reaffirms the institution's commitment to social inclusion and community development, in coordination with the Hidalgo Institute of Adult Education.

Engagement with the Community:

- Strengthening ties with the local community. The institute's facilities serve as a permanent venue for working meetings, lectures, workshops, and various events organized by local and municipal authorities and sector representatives. Students and staff actively participate in these activities, fostering knowledge exchange, inter-institutional collaboration, and addressing the region's needs.

Taken together, these actions reflect the Huejutla Institute of Technology's commitment to a comprehensive development model that recognizes the preservation of cultural identity, social inclusion, environmental responsibility, and community participation as fundamental elements for the region's well-being and sustainable development.

Analysis of Factors That Foster Humanistic Leadership

Five common factors that foster humanistic leadership at the Huejutla Institute of Technology emerge from the case analysis:

1. Institutional commitment to holistic education: The offering of degree programs geared toward community development demonstrates a commitment to training professionals with a holistic vision who are engaged with their surroundings.
2. Engagement with the local community: relationships with local stakeholders (producers, communities, governments) enable the institution to address specific needs and generate a tangible impact in the region.
3. Student and faculty participation: Active involvement in community projects fosters a sense of belonging and social responsibility, shaping ethically committed professionals.
4. Recognition of diversity: The appreciation of the cultural and biological richness of the Huasteca region is reflected in activities that preserve and promote local traditions and the Nahuatl language.
5. Focus on collective well-being: The projects prioritize the community's benefit over individual interests, contributing to the creation of a more just and inclusive society.

Challenges and Strategies for Overcoming Them

Table 1. *Challenges and Strategies for Overcoming Them.*

Challenge	Strategy for Overcoming
Limited resources	Establishing agreements and partnerships with local and government stakeholders
Disconnect between academic training and community needs	Direct engagement with communities and productive sectors
Resistance to change	Socialization and training processes that promote ownership of the model
Contexts of marginalization and vulnerability	Participatory approaches that recognize communities' capabilities

Source: *Prepared by the author.*

Impact indicators and external stakeholders

Although the available quantitative data is limited, the following indicators have been identified that reflect the impact of humanistic leadership at the Huejutla Institute of Technology:

- The signing of multiple partnership agreements with local and government stakeholders.
- Active participation in national art and culture events, showcasing the artistic talent of the Huasteca region.
- Awarding of degrees to students based on the accreditation of Nahuatl language proficiency, demonstrating a commitment to the preservation of the indigenous language.
- Implementation of the Gender Equality and Non-Discrimination Management System, consolidating an institutional culture based on respect and equity.
- Participation in spay/neuter campaigns, health promotion, and community-building activities that strengthen the social fabric.

In qualitative terms, there has been a strengthening of cultural identity through participation in artistic events and the preservation of traditions such as the Xantolo; an improvement in production practices resulting from partnerships with local producers; and greater environmental awareness promoted by ecological education projects and proper waste management.

It is important to note that these achievements have been recognized by external stakeholders, such as municipal authorities and representatives of civil society organizations, who actively participate in the activities and have expressed their support for the institute's initiatives. For example, the municipal

government has collaborated on waste management campaigns and health promotion efforts; the Hidalgo Institute of Adult Education has been a partner in the AlfabetizaTecNM program; and local producers have expressed their satisfaction with the training courses and technological outreach. These testimonials, although not systematically documented in this study, constitute additional evidence of the positive impact of humanistic leadership in the region.

DISCUSSION AND ANALYSIS OF RESULTS

The findings of this research allow for a dialogue with the specialized literature on humanistic leadership in higher education. First, the results align with the findings of Ahumada Cervantes et al. (2024), who found that higher education institutions that adopt a humanistic, solidarity-based, and socially conscious perspective succeed in developing well-rounded leaders capable of devising innovative solutions to business, educational, social, and community problems. In the case of the Huejutla Institute of Technology, this well-rounded education is evident in the diversity of community projects the institution undertakes, ranging from cultural preservation to productive development and environmental sustainability.

Second, the findings align with the results of the research by Sánchez Rodríguez et al. (2025), who identified that humanistic leadership committed to education as a tool for social transformation is fundamental to strengthening policies and programs in higher education institutions in Latin America. This study confirms that this type of leadership, when exercised from an institution rooted in a context of high marginalization and cultural diversity such as the Huasteca region of Hidalgo, takes on specific nuances that require intercultural sensitivity and a deep commitment to local communities.

Third, the results align with the study by Mugambwa et al. (2024), who examined the contribution of student leadership to humanistic management practices in higher education institutions, finding that these practices promote social cohesion and recommending that student opinions be considered in decision-making to foster growth and empowerment. At the Huejutla Institute of Technology, student participation in community projects, health campaigns, and cultural preservation activities demonstrates that humanistic leadership is not exclusive to administrators and faculty but extends to the entire educational community.

Fourth, the findings are related to the study on the components of authentic leadership with a humanistic approach in higher education organizations (Iranian Journal of Educational Sociology, 2025), which

identified components such as intra-organizational trust, organizational culture, organizational justice, empowerment, empathy, and interpersonal relationships as central elements of humanism. These components are clearly recognizable in the practices of the Huejutla Institute of Technology (), particularly in its emphasis on collaborative work, inclusive participation, and ethical decision-making. Finally, the results align with Rodríguez's (2020) proposal, which approaches humanistic leadership from a theoretical perspective that integrates Lonergan and human understanding. This study provides empirical evidence of how these theoretical principles translate into concrete practices within a specific educational institution, demonstrating that humanistic leadership is not an abstract ideal but a possible and effective reality in contexts of high social complexity.

The discussion of the results allows us to affirm that humanistic leadership, as manifested at the Huejutla Institute of Technology, constitutes an ethical and transformative approach that places the individual at the center of educational and social action, in full alignment with the principles of TecNM's "Humanism for Social Justice" educational model.

Conclusions

Based on the research into humanistic leadership as a strategy for transforming communities at the Huejutla Institute of Technology, and taking into account the literature review conducted, it can be concluded that humanistic leadership—grounded in the contributions of Frankl, Rogers, and Covey—emerges as an ethical and transformative approach that places the individual at the center of educational and social action.

TecNM's new Educational Model, "Humanism for Social Justice," represents an institutional commitment to integrating these principles into all areas of its work, from professional training to community engagement. In the case of the Huejutla Institute of Technology, it is evident that humanistic leadership manifests itself in concrete practices of community engagement, cultural preservation, and sustainable development.

The institution has developed a wide range of projects and programs that reflect its commitment to social justice, including the preservation of the Nahuatl language, the promotion of regional traditions, support for the local economy through productive workshops, animal health and welfare campaigns, and environmental education activities. These actions not only address specific community needs but also strengthen the region's cultural identity and social fabric.

The factors identified as drivers of humanistic leadership include the institution's commitment to holistic education, effective engagement with the local community, the participation of students and faculty, the recognition of cultural diversity, and a focus on collective well-being. Furthermore, it is observed that challenges stemming from limited resources, the disconnect between education and community needs, resistance to change, and contexts of marginalization have been addressed through strategic partnerships, community participation, and processes of critical reflection.

Through its daily work, the Huejutla Institute of Technology demonstrates that humanistic leadership is not an end in itself, but a means to build more just, inclusive, and sustainable societies. The institution has a historic opportunity to contribute to this endeavor through technological higher education, training professionals who not only know how to do, but also know how to be and live together.

Future Work

Based on this research, the aim is to strengthen this area in the near future by designing and implementing strategies that deepen training in humanistic leadership for administrators and faculty, expand community engagement projects, and systematize and share the best practices identified. Likewise, it is suggested that indicators be developed to measure the qualitative impacts of these initiatives in terms of capacity building, the generation of social capital, and the reduction of inequalities.

Future research should incorporate ethnographic or participatory action research methods to obtain a richer and more contextualized view of humanistic leadership processes within the institution, including the perceptions of the stakeholders involved and the long-term impact on the communities served.

It is also suggested that a comparative analysis be conducted of the implementation of the "Humanism for Social Justice" model at other TecNM campuses, in order to identify common patterns and contextual particularities that enrich the understanding of humanistic leadership in Mexican technological higher education.

CONFLICT OF INTEREST

The authors declare that they have no conflicts of interest.

DATA AVAILABILITY

All datasets relevant to the results of this study are available in their entirety in the article.

FUNDING SOURCE

This study did not receive funding from any organization.

STATEMENT ON GENERATIVE AI

The authors declare that no generative artificial intelligence tools were used at any stage of this study.

References

- Ahumada Cervantes, J. M., Rivera Obregón, M. L., & Inzunza Mejía, P. C. (2024). Comprehensive Leadership Training in Higher Education Institutions: A Humanistic, Solidarity-Based, and Socially Conscious Perspective. *Revista Unodiverso*, (4), D2-01. <https://doi.org/10.54188/UD/04/D2/01>
- Covey, S. R. (1989). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster.
- Frankl, V. E. (1946). *Man's Search for Meaning*. Beacon Press.
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, M. P. (2014). *Research Methodology* (6th ed.). McGraw-Hill.
- Iranian Journal of Educational Sociology. (2025). Identifying and Ranking Authentic Leadership Components in Professors with a Humanistic Approach in Higher Education Organizations. *Iranian Journal of Educational Sociology*, 8 (1). <https://www.qijes.com/index.php/ijes/article/view/830>
- Mugambwa, J., Mutumba, W. W., Kyambade, M., Kayongo, I. N., & Ogwang, R. (2024). Student leadership and humanistic management practices in higher education institutions. In A. Konior (Ed.), *Humanistic management in higher education*. [Book chapter].
- Putnam, R. D. (2000). *Bowling Alone: The Collapse and Revival of American Community*. Simon & Schuster.
- Rodríguez, A. R. (2020). *Humanistic leadership and education. A theoretical approach to Lonergan and human understanding*. Universidad Iberoamericana de México.
- Rogers, C. R. (1961). *On Becoming a Person: A Therapist's View of Psychotherapy*. Houghton Mifflin.
- Sánchez Rodríguez, S. A., Carmona Reyes, M. C., López Uvalle, I. L. de J., & Lozano Díaz, R. C. (2025). Transformational Leadership in Strengthening Policies and Programs in Higher Education: A Case

Study of Institutions in Latin America. *Iberoamerican Congress* 4 (4), 1–15.

<https://doi.org/10.63371/ic.v4.n4.a401>

Sen, A. (1999). *Development as Freedom*. Anchor Books.

National Technological Institute of Mexico. (2024, December 16). *Presentation of the Educational Model of the National Technological Institute of Mexico: Humanism for Social Justice* [<https://view.genially.com/67b5069d083b5b51f184e8e3>]. General Directorate of TecNM.

National Technological Institute of Mexico. (2025). *National Meeting of Academic Deputy Directors of the TecNM*. Ciudad Juárez Institute of Technology. (<https://www.facebook.com/reel/297690196585398>,

National Technological Institute of Mexico, Huejutla Campus. (n.d.). *Technological Institute of Huejutla*. Retrieved from <https://www.huejutla.tecnm.mx>

National Technological Institute of Mexico, Pánuco Campus. (2024, December 17). *Official presentation of the new educational model: “Humanism for Social Justice.”* <https://www.panuco.tecnm.mx>

Vasilachis, I. (2006). *Qualitative Research Strategies*. Gedisa.

Yin, R. K. (2014). *Case Study Research: Design and Methods* (5th ed.). Sage Publications.

Collaborative Work Table

Role	Author(s)
Conceptualization	José Carbajal Sánchez, Velia Zúñiga Meraz
Methodology	Evaristo Rogaciano López Hernández, José Carbajal Sánchez
Software	Velia Zúñiga Meraz
Validation	José Carbajal Sánchez, Evaristo Rogaciano López Hernández
Formal Analysis	Velia Zúñiga Meraz, José Carbajal Sánchez
Research	Evaristo Rogaciano López Hernández, Velia Zúñiga Meraz
Resources	José Carbajal Sánchez, Evaristo Rogaciano López Hernández
Data Curation	Velia Zúñiga Meraz, José Carbajal Sánchez

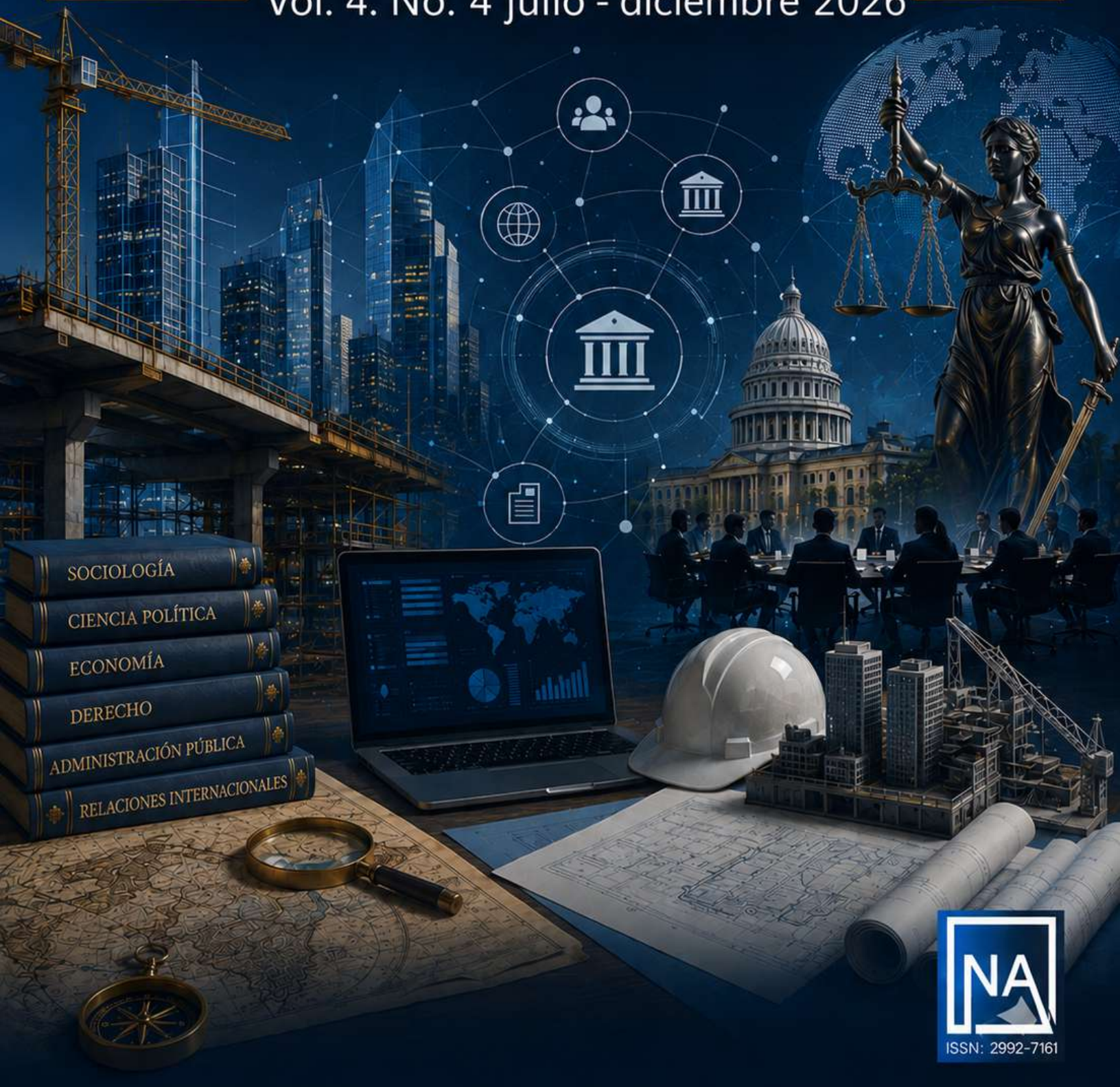
Writing - Preparation of the original draft	Evaristo Rogaciano López Hernández, Velia Zúñiga Meraz
Writing—Revision and Editing	José Carbajal Sánchez
Visualization	Velia Zúñiga Meraz, José Carbajal Sánchez
Supervision	Evaristo Rogaciano López Hernández, José Carbajal Sánchez
Project Management	José Carbajal Sánchez, Velia Zúñiga Meraz
Fundraising	Evaristo Rogaciano López Hernández, José Carbajal Sánchez

REVISTA CIENTÍFICA MULTIDISCIPLINARIA

NEYART



Vol. 4. No. 4 julio - diciembre 2026



ISSN: 2992-7161