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Perception of educational quality and vocational training among students at public universities

Percepción de la calidad educativa y formación profesional en estudiantes de educación de universidad pública

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Elsa Margarita Lozada Asparria
https://orcid.org/0000-0001-6595-4727
elozada@unfv.edu.pe
Universidad Nacional Federico Villarreal. Lima, Peru

Alberto Lorenzo Buitron Arellano
https://orcid.org/0000-0002-4410-3605
abuitron@unfv.edu.pe
Universidad Nacional Federico Villarreal. Lima, Peru

Hermelinda Perez Loayza
https://orcid.org/0000-0002-5956-7410
hperez@unfv.edu.pe
Universidad Nacional Federico Villarreal. Lima, Peru

Felicia Lelia Cáceres Narrea
https://orcid.org/0000-0003-0627-8495
fcaceres@unfv.edu.pe
Universidad Nacional Federico Villarreal. Lima, Peru

José Manuel Palacios Sánchez
https://orcid.org/0000-0002-1267-5203
jpalacioss@unfv.edu.pe
Universidad Nacional Federico Villarreal. Lima, Peru

Abstract

The purpose of this research was to examine the relationship between educational quality and satisfaction with professional training among students at the Faculty of Education of the Federico Villarreal National University. To this end, a quantitative approach was used with a non-experimental, descriptive-correlational and cross-sectional design. The sample consisted of 256 students, selected through stratified probability sampling. Two validated instruments were applied: a University Educational Quality Questionnaire (39 items) and an Academic Satisfaction Questionnaire (33 items), both with reliability coefficients above 0.80. In terms of results, the average perception of educational quality predominated (64.1%), with the highest ratings in the areas of teaching competence and assessment. Similarly, academic satisfaction was mostly at an average level (78.5%), with empathy and responsiveness being the most highly valued areas. Spearman's correlation analysis showed a positive and significant association between the variables ($\rho = 0.478$; $p < 0.001$), indicating that a higher perception of educational quality is linked to greater student satisfaction. Finally, it is concluded that educational quality is a determining factor in university satisfaction, so improving infrastructure, administrative management and pedagogical innovation is essential to strengthen public academic excellence.

Keywords: educational quality, academic satisfaction, higher education

Resumen

El propósito de esta investigación consistió en examinar la relación entre la calidad educativa y la satisfacción con la formación profesional en estudiantes de la Facultad de Educación de la Universidad Nacional Federico Villarreal. Para ello, se empleó un enfoque cuantitativo con un diseño no experimental, descriptivo-correlacional y transversal. La muestra estuvo compuesta por 256 estudiantes, seleccionados mediante muestreo probabilístico estratificado. Se aplicaron dos instrumentos validados: un Cuestionario de Calidad Educativa Universitaria (39

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ítems) y un Cuestionario de Satisfacción Académica (33 ítems), ambos con coeficientes de fiabilidad superiores a 0.80. En cuanto a los resultados, predominó una percepción media sobre la calidad educativa (64,1 %), destacándose mejor evaluación en las dimensiones de competencia docente y evaluación. Similarmente, la satisfacción académica se situó mayormente en nivel medio (78,5 %), siendo empatía y capacidad de respuesta las dimensiones más valoradas. El análisis correlacional de Spearman evidenció una asociación positiva y significativa entre las variables ($\rho = 0,478$; $p < 0,001$), indicando que una mayor percepción de calidad educativa se vincula a una mayor satisfacción estudiantil. Finalmente, se concluye que la calidad educativa es factor determinante en la satisfacción universitaria, por lo que mejorar infraestructura, gestión administrativa e innovación pedagógica resulta imprescindible para fortalecer la excelencia académica pública.

Palabras clave: calidad educativa, satisfacción académica, educación superior

Introduction

Quality in education, particularly within the realm of public universities, represents a fundamental objective for governments and a central concern in the academic-educational field. This focus has prompted a line of research aimed at identifying strengths and weaknesses in the educational process, thereby contributing to its enhancement. Within this framework of educational quality (hereafter referred to as EQ), student academic satisfaction emerges as a significant topic. High levels of satisfaction not only enhance motivation and performance but also decrease the tendency to change majors, increase commitment to learning, and reduce intentions to abandon studies, among other effects. This study will analyze these dimensions within the Faculty of Education at a public university (García & Cordero, 2024).

Additionally, the Guide to quality in higher education issued by the Ministry of Education of Peru delineates various indicators to be considered for evaluating the quality of the educational process (Ministerio de Educación del Perú, 2015). Key aspects include the organizational culture within the faculty, the infrastructure available for the educational process, the quality of the teaching staff, curriculum design, the attention provided to students, and the administrative management of the faculty. Student satisfaction is also influenced by these components and can be analyzed and discussed in relation to them (Vilca et al., 2024).

Educational quality is a concept whose meaning, definition, and analysis are increasingly debated in the educational field. In this regard, university educational quality can be described as the set of characteristics and attributes that shape the educational experience as perceived positively by students. Among these attributes, indicators deemed desirable and even essential for achieving a quality educational experience stand out; their absence leads to greater dissatisfaction among those who experience it (Ibarra, 2023).

Moreover, student well-being and satisfaction have been central themes for several decades. Academic satisfaction is crucial within the educational environment, as various studies indicate that satisfied students are more likely to persist in their university studies and achieve better academic outcomes. This concept can be understood as the assessment students make regarding their educational experience at the university, with the analysis revealing the degree of satisfaction concerning different formative dimensions. Academic satisfaction is dependent on both the personal characteristics of the student and the institutional factors—specific to the university—as well as contextual factors related to the social and cultural environment (Barreto & Quimis, 2025).

Regarding educational quality in higher education, it is directed toward achieving excellence in the teaching-learning process. Various experts have approached its study, defining its concepts, categories, dimensions, indicators, and evaluative standards from different perspectives. According to the Dictionary of the Spanish Language by the Royal Spanish Academy, *quality* is understood as "the set of properties or characteristics of something that make it suitable for satisfying a need," while *educational* pertains to "relating to education."

By integrating both definitions, it follows that educational quality represents the level of satisfaction achieved through the educational process; in other words, it constitutes the result of the interaction between the educational system and its environment, facilitating the attainment of a specific set of competencies, skills, and values. It is important to highlight that educational quality in higher education is a dynamic concept that is constantly evolving, reflecting ongoing changes and innovations in response to continuous social transformations. Pedagogical conditions vary not only among different institutions but also within the same university across different time periods (Rodríguez & Quiroz, 2024).

Given its strategic value, EQ has increasingly been the subject of analysis and evaluation by both national and international organizations in recent years. At the local level, for instance, the Argentine Ministry of Education has developed the "Guide for Evaluating Quality in Higher Education" through its Subsecretariat of Educational Management. Furthermore, institutional evaluative processes are being implemented in Argentine universities (Gordillo et al., 2023). These processes are supported by tools such as the "System of Indicators for Quality in

Higher Education" (SICEES), which proposes eighteen indicators organized into seven main dimensions for a comprehensive evaluation of the phenomenon (Monarca et al., 2024).

Academic satisfaction is defined as a subjective evaluation made by students regarding their educational experience, considering various factors influencing their learning and overall formation. This assessment can be either positive or negative, depending on individual characteristics as well as institutional and contextual factors. Various theoretical approaches exist: some suggest that this satisfaction is an emotional response to academic experiences; others propose that it is more of a cognitive and reflective process. Empirical studies have employed both perspectives, although not always with methodological coherence. In some cases, contextual variables—such as the environment or resources—serve as mediating variables; in others, they form part of the relational model, while some research seeks to establish connections between satisfaction and measured academic performance (Sánchez Vergara, 2025).

Furthermore, academic satisfaction has been examined across different educational levels—from primary to university—including various scientific disciplines and under diverse contextual, socioeconomic, and cultural conditions. The findings reveal significant differences associated with specific demographic and academic variables. Additionally, multiple favorable determinants for its effective achievement have been identified. In general terms, this construct is acknowledged as complex and multidimensional; no single model can fully capture all its determinants or the empirical manifestations observed. Consequently, some authors propose an explanatory matrix based on three major categories: individual factors (specific to the student), institutional factors (related to organizational characteristics), and contextual factors (external environmental circumstances) (Froment & Gutiérrez, 2022).

Therefore, the primary aim of this study is to determine whether variables such as educational quality and satisfaction with professional training exhibit significant relationships within the specific context of the Faculty of Education at the Universidad Nacional Federico Villarreal. The goal is to generate robust theoretical information alongside empirical evidence that will contribute to a comprehensive understanding of this particular issue, ultimately leading to well-founded proposals for its continuous improvement.

Methodology

This study adopted a quantitative approach based on the collection and statistical analysis of data to examine the relationship between emotional competence (EC) and satisfaction with professional training among university students. A non-experimental, descriptive-correlational, and cross-sectional design was implemented, as data were collected at a single point in time, with no manipulation of independent variables.

The research was conducted in 2024 at the Faculty of Education of the Universidad Nacional Federico Villarreal (Lima, Peru). The choice of this institution stemmed from the necessity to evaluate student perceptions in a public education environment characterized by ongoing academic modernization processes and continuous institutional quality assessment.

The population consisted of 1,109 students enrolled in various disciplines during the academic year 2024. To define the sample, stratified probabilistic sampling was applied, considering different majors and training cycles as strata. The final sample included 256 students, calculated using the formula for finite populations with a 95% confidence level and a 5% margin of error. This method ensured the representativeness and diversity of the participants.

Two validated instruments were utilized, adapted to the Peruvian context through expert judgment and a pilot test (n = 30), achieving acceptable reliability levels (Cronbach's $\alpha > 0.80$):

University EC Questionnaire

Firstly, the University EC Questionnaire, based on the model by Tumino and Poitevin (2013), examines seven essential dimensions: communication, teaching organization, teaching competence, administrative processes, infrastructure, evaluation, and teacher attitudes. It includes 39 items using a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Academic Satisfaction Questionnaire

The Academic Satisfaction Questionnaire, adapted from Torres and Luna (2016), consists of 33 items organized into five dimensions: overall satisfaction, trust, empathy, responsiveness, and tangible aspects, employing a five-point rating scale. To validate its content, the content validity index (CVI) was utilized, while internal consistency was evaluated using Cronbach's Alpha coefficient, yielding values of 0.91 and 0.87 for the EC and satisfaction questionnaires, respectively, indicating high reliability.

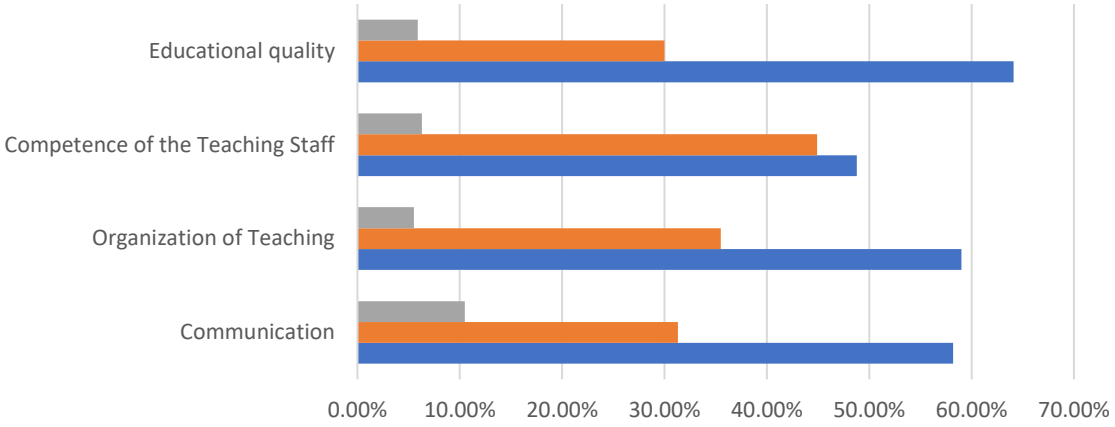
Prior to administration, institutional approval was obtained alongside informed consent from participants, ensuring confidentiality and exclusive academic use of the collected information. The questionnaires were administered in person and self-administered, under the direct supervision of the researchers.

Results

The results provide a detailed view of student perceptions regarding educational quality and its link to academic satisfaction. Data analysis identifies trends, strengths, and areas for improvement across various evaluated dimensions, including teaching, administration, communication, and infrastructure, offering a comprehensive overview of institutional compliance with quality standards. These findings, in addition to being contrasted with recent literature, contribute to an empirical understanding of how formative experiences influence students' satisfaction levels, thereby establishing solid foundations for discussing and formulating strategies aimed at enhancing educational excellence.

Figure 1

Levels of general EC perception among students



	Communication	Organization of Teaching	Competence of the Teaching Staff	Educational quality
Low	10.50%	5.50%	6.30%	5.90%
High	31.30%	35.50%	44.90%	30.00%
Medium	58.20%	59.00%	48.80%	64.10%

The presented figure illustrates student perceptions related to dimensions of communication, teaching organization, teaching staff competence, and overall educational quality (EC). Generally, a predominant trend toward a moderate level of satisfaction is identified, indicating a moderately favorable evaluation of perceived educational quality within the Faculty of Education.

For educational quality as a global dimension, the highest percentage was recorded at the medium level (64.1%), suggesting that students recognize an acceptable formative process. However, areas for improvement were also identified, particularly regarding pedagogical innovation, available educational resources, and institutional support. This moderate assessment may be linked to certain structural limitations inherent to the context of public universities.

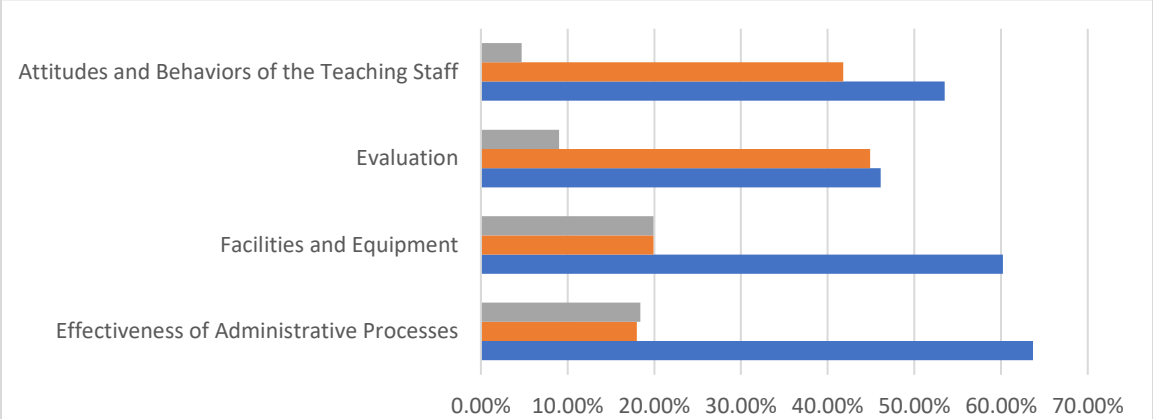
Regarding teaching staff competence, 48.8% of students rated it at a medium level while 44.9% rated it high, reflecting a positive perception of the academic preparation, disciplinary mastery, and pedagogical performance of faculty members. However, the 6.3% who indicated a low level highlights the need to strengthen continuous teacher training programs and promote student-centered methodological strategies.

Conversely, concerning teaching organization, 59% of participants were positioned at a medium level and 35.5% at a high level. These figures indicate an adequate academic structure; however, there is room for improvement, particularly in curricular coherence, temporal planning, and the integration of theory and practice.

Finally, with respect to the communication dimension, 58.2% of students rated it at a medium level and 31.3% at a high level. This distribution suggests that, while effective interaction between teachers and students exists, challenges remain in establishing more fluid and participative communication channels, elements that directly impact academic satisfaction.

Figure 2

Specific dimensions of perceived EC



	Effectiveness of Administrative Processes	Facilities and Equipment	Evaluation	Attitudes and Behaviors of the Teaching Staff
Low	18.40%	19.90%	9.00%	4.70%
High	18.00%	19.90%	44.90%	41.80%
Medium	63.70%	60.20%	46.10%	53.50%

The results illustrated in Figure 2 reveal that student perceptions of educational quality (EC) in the Faculty of Education predominantly fall within a medium level. This indicates a moderate assessment of compliance with institutional standards evaluated across various analyzed dimensions. Overall, these data reflect that the university maintains an acceptable performance; however, it has yet to reach the optimal or excellence levels expected of a higher education institution dedicated to training educational professionals.

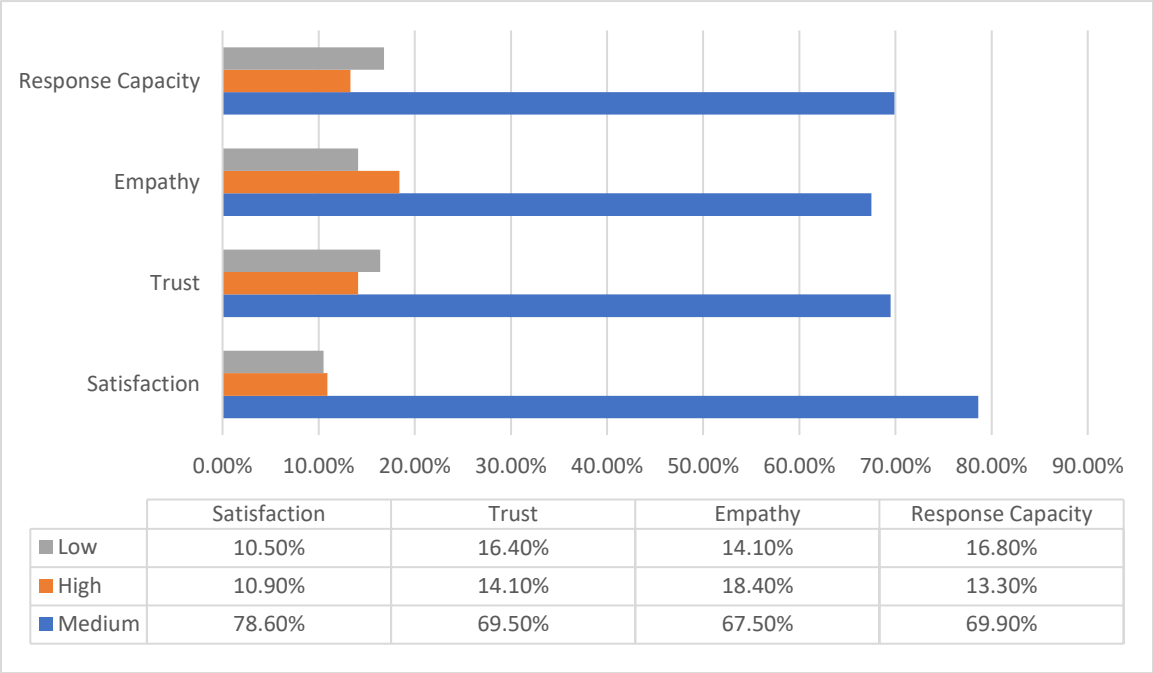
Regarding the effectiveness of administrative processes, 63.7% of students rated their perception at a medium level; additionally, 18.4% indicated a low evaluation, while another 18% rated it high. This behavior reveals that, while academic and administrative efforts meet the basic needs of students, weaknesses related to administrative efficiency, transparency, and personalized student attention exist. Excessive bureaucratization in procedures, lack of agile communication channels, and limited digitalization may negatively influence this intermediate perception.

In terms of physical conditions and technological infrastructure (facilities and equipment), 60.2% rated this aspect as medium; meanwhile, approximately 19.9% evaluated it at high and low levels, respectively. This overview evidences that, although the infrastructure partially meets the demands of the formative process, it does not guarantee innovative or fully adequate learning environments. Therefore, investment in updated laboratories, diversified teaching resources, efficient connectivity, and proper maintenance would be crucial for enhancing both perceived quality and academic satisfaction.

The evaluation dimension shows a balance between medium ratings (46.1%) and high ratings (44.9%), suggesting a relatively high acceptance of the assessment practices employed by faculty. Students perceive greater coherence between established formative objectives, implemented teaching strategies, and applied evaluation criteria, indicating progress towards a more formative and less punitive evaluative approach. However, the significant percentage of students at a medium level highlights opportunities to enhance aspects such as consistent feedback, transparency in evaluative criteria, and methodological diversity in the assessment instruments.

Finally, faculty attitudes and behaviors comprise a highly valued dimension: 41.8% rated it high, while 53.5% chose the medium level. This finding reflects students' recognition of the commitment, professionalism, and favorable disposition of faculty towards their formative processes. Nonetheless, it also underscores the urgent need to strengthen continuous pedagogical updates and promote active methodologies focused on meaningful learning and educational innovation.

Figure 3
Overall academic satisfaction levels of students



	Satisfaction	Trust	Empathy	Response Capacity
Low	10.50%	16.40%	14.10%	16.80%
High	10.90%	14.10%	18.40%	13.30%
Medium	78.60%	69.50%	67.50%	69.90%

Figure 3 presents results related to various dimensions linked to the academic satisfaction perceived by students: overall satisfaction with their educational experience, institutional trust, empathy shown by faculty and administrative staff, and the institution's capacity to adequately respond to student demands. Collectively, these results depict a predominance of medium levels, a clear indication of a functional yet improvable perception regarding the educational services provided.

The dimension of overall satisfaction exhibits the highest values, situated within the medium range (78.6%), suggesting that a significant majority feels moderate contentment regarding their overall formative experience. However, only 10.9% express high satisfaction, while another 10.5% report low levels, indicating relative stability but lacking deep enthusiasm and emotional commitment to their university training. This perception may relate to the perceived quality of complementary services offered by the institution, internal communication, or the material learning conditions.

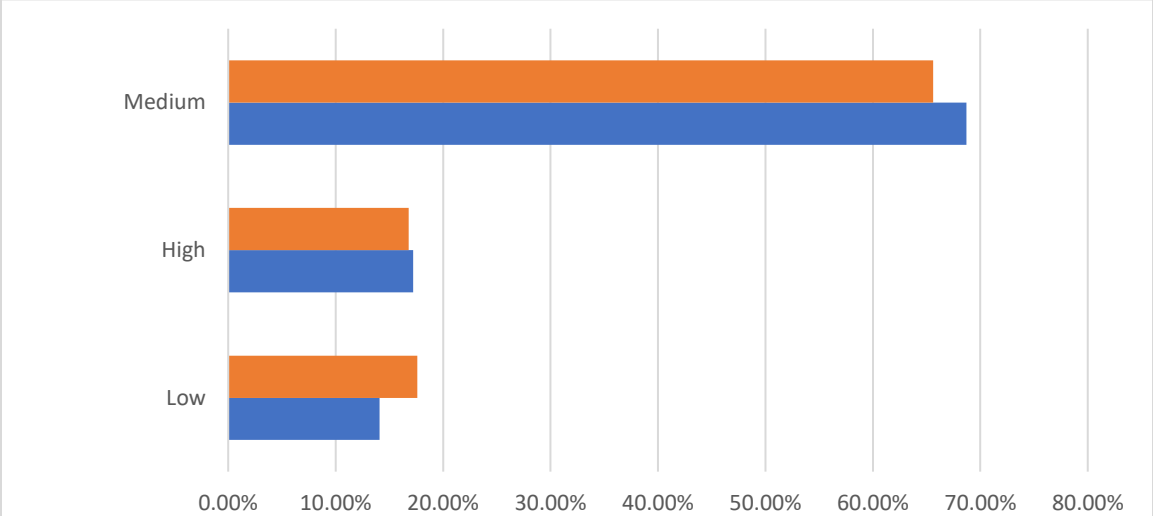
Regarding institutional trust, it was found that 69.5% rated this variable at a medium level, while 14.1% rated it high and 16.4% low. This pattern indicates an acceptable but fragile perception of institutional credibility and reliability, closely tied to administrative transparency—both in processes and decision-making—as well as the consistency of treatment received by students. The notable percentage at the low rating suggests that some students experience a lack of informative clarity or procedural instability, both administrative and academic.

The empathy dimension yields similar percentages: 67.5% fall within the medium range, while 18.3% reach high levels and 14.1% report low levels. These data indicate that the personalized attention provided, along with institutional sensitivity towards particular needs, is deemed adequate but not outstanding from a student perspective. While a positive foundation exists to establish interpersonal relationships between faculty, administrative staff, and students, there is still room to strengthen specific mechanisms aimed at effective emotional support, timely academic tutoring, or inclusive strategies capable of enhancing the general perception of institutional empathy.

Lastly, the capacity to respond to student requests or complaints again shows a predominance of the medium value (69.9%), followed by high (13.3%) and low (16.8%) ratings. This implies that the timeliness and operational efficiency in addressing student-related matters is regarded as moderate by the end users of the analyzed public university educational system. Possible reasons include a lack of process automation, administrative overload, or limited interdepartmental coordination, all of which negatively impact overall trust and satisfaction among students.

Figure 4

Tangible aspects and accessibility in the university educational environment



	Low	High	Medium
Tangible Aspects	17.60%	16.80%	65.60%
Accessibility	14.10%	17.20%	68.70%

Figure 4 illustrates results corresponding to two complementary dimensions related to the quality of educational service: tangible aspects (physical infrastructure and materials) and accessibility (ease of access to services). Both categories are directly related to the physical-operational perception expressed by students regarding the institutional environment, as well as to the resources available for daily academic development. In both dimensions, a medium evaluation predominates, indicating a positive assessment, albeit without reaching exceptional or fully satisfactory levels.

Concerning tangible aspects, it is observed that 65.6% categorize this variable as medium, while high levels account for only 16.8% and low levels comprise 17.6%. This distribution suggests that the majority believe that existing physical facilities and educational materials are sufficient to meet the basic requirements of the teaching-learning process, although they do not reflect adequate modernization or technological advancements to create dynamic and innovative environments. Moreover, the existing percentage balance between high and low categories indicates significant heterogeneity among physical spaces or programs offered within the same faculty, likely attributable to disparities related to maintenance, investment, or availability of material resources.

On the other hand, accessibility presents a very similar trend: 68.7% are at the medium level; 17.2% at high, and 14.1% at low. This reflects a reasonable perception of access to educational, administrative, and technological services; however, present limitations hinder a smooth academic experience. Such limitations may be directly linked to issues such as poor connectivity, inflexible scheduling, insufficient specialized support for individuals with disabilities, or poorly located university facilities.

In summary, the findings indicate that, while there is widespread recognition of key aspects related to educational quality, these remain primarily within medium perceptual ranges. Therefore, they represent a solid foundation from which to promote institutional policies aimed at enhancing pedagogical innovation, modernizing infrastructure, strengthening participatory communication, as well as optimizing administrative processes. Moreover, key areas are evident where further focus on continuous teacher training, implementation of active student-centered methodologies, and the promotion of greater social inclusion through effective emotional support is required.

Addressing these opportunities will enable the elevation of overall academic satisfaction levels, increase emotional commitment, and consolidate a trustworthy institution capable of effectively responding to the changing needs of the public university educational community.

Discussion

The findings reveal a significant association between Educational Quality (EQ) and student satisfaction, evidenced by a Spearman correlation coefficient ($\rho = 0.478$; $p < 0.001$). This result aligns with the study's objective,

demonstrating that a high perception of EQ is positively related to increased student satisfaction. This conclusion corroborates the findings of Romero (2020), which identified a direct relationship between both variables in his study of satisfaction in master's programs in education at the Universidad Nacional Mayor de San Marcos.

Furthermore, the methodologies employed resemble those used by Quintana and Cárdenas (2023), who conducted a descriptive, non-experimental, correlational, and cross-sectional analysis using validated questionnaires. Both studies concluded that the quality of educational services is closely linked to student satisfaction, thereby reinforcing the theoretical and methodological coherence of the current results.

Additionally, Abellán-Roselló and Fernández (2023) assessed student satisfaction regarding faculty performance and reported positive evaluations of teaching effectiveness. Similarly, this study found that 48.8% of participants expressed satisfaction with faculty performance, underscoring the crucial importance of professor-student interaction as a fundamental element within EQ.

Regarding dimensions related to infrastructure, equipment, and administrative processes, data indicate a moderate level of satisfaction (60.2% and 63.7%, respectively). These results are consistent with observations made by Peña Herrera et al. (2019), who, in their analysis of university service quality in an Ecuadorian institution, detected significant differences in student perceptions regarding schedules, wait times, and administrative efficiency. This comparison suggests that student satisfaction is not solely dependent on academic or faculty quality but also on institutional performance and administrative management.

Overall, the findings assert that EQ, conceived integrally, constitutes a key factor for student satisfaction. Therefore, the dimensions of teaching, administration, and infrastructure must be addressed collectively to enhance the educational experience in public higher education.

Conclusions

Firstly, the university educational community, recognized as a valuable social resource, is directly linked to students' academic satisfaction, impacting their performance and future professional trajectories. In this context, the study examined the perceived EQ indicators among students in the Faculty of Education at a public university while also quantifying their academic satisfaction. It evaluated whether perceived quality affected satisfaction and whether this relationship was conditioned or mediated by individual variables.

On the other hand, the most appreciated dimensions of EQ were those related to the study environment and information; however, they did not meet the standards set by the Ministry of Education or the averages reported in previous studies. Additionally, the level of academic satisfaction was high and influenced by demographic factors (gender, employment, performance) and academic factors (course, hybrid modality). Finally, the perception of EQ moderated the relationship with academic satisfaction.

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