

Article

# Educational quality policies and student satisfaction in public and private universities in Peru

Jose Calizaya-Lopez\*, Alfredo Velazco-Gonzales, Luz Gabriela Cuba-Pacheco, Deyvin Cabana-Mamani, Erin Trujillo-Medina, Lucia Hinojosa-Paz, Sandra Barriga-Rojas, Jimena Rodríguez-Moscoso, Carmen Franco-Franco, Felipe Mario Zapata-Delgado

Universidad Nacional de San Agustín de Arequipa, Arequipa 04001, Peru

\* **Corresponding author:** Jose Calizaya-Lopez, [jcalizayal@unsa.edu.pe](mailto:jcalizayal@unsa.edu.pe)

## CITATION

Calizaya-Lopez J, Velazco-Gonzales A, Cuba-Pacheco LG, et al. (2024). Educational quality policies and student satisfaction in public and private universities in Peru. *Journal of Infrastructure, Policy and Development*. 8(12): 9558. <https://doi.org/10.24294/jipd.v8i12.9558>

## ARTICLE INFO

Received: 11 October 2024  
Accepted: 30 October 2024  
Available online: 5 November 2024

## COPYRIGHT



Copyright © 2024 by author(s).  
*Journal of Infrastructure, Policy and Development* is published by EnPress Publisher, LLC. This work is licensed under the Creative Commons Attribution (CC BY) license.  
<https://creativecommons.org/licenses/by/4.0/>

**Abstract:** Educational quality policies are a basic principle that every Peruvian university educational institution pursues in accordance with Law No. 30220, with the objective of training highly competent professionals who contribute to the development of the country. This study analyzes educational quality policies with the student's satisfaction of public and private universities in Peru, according to social variables. The study was descriptive-comparative, quantitative, non-experimental, and cross-sectional. One thousand (1000) students from two Peruvian universities, one public ( $n = 500$ ) and one private ( $n = 500$ ), were purposively selected by quota using the SERVQUALing instrument. The findings indicate a moderate level of satisfaction reported by 49.2% of participants, with a notable tendency towards high satisfaction observed in 40.9% of respondents. These results suggest that most students perceive that the actual state of service quality policies are in a developmental stage. The results, therefore, indicate that regulatory measures, including university laws, licensing, and accreditation, significantly influence outcomes. These measures are essential for the effective functioning of universities. In addition, the analysis revealed that female and male students at private universities showed higher levels of satisfaction with the educational services offered. It is concluded that educational quality policies in Peru are still being executed, because the implementation of the University Law is in process, according to the satisfaction of the student, this must be improved in central aspects such as optimizing human resources, infrastructure, equipment, curricular plans that differ from the public to the private university. In addition, this should lead to improving and redefining current policies on educational quality and the economic policies that finance the educational service.

**Keywords:** educational quality policies; quality of service; student satisfaction; higher education; public and private universities

## 1. Introduction

University quality educational policies in Peru are aimed at ensuring the comprehensive training of students in vocational training by integrating aspects of university social responsibility and professional ethics, with the intention of reducing economic and social inequality in the country (Palomino-Hurtado et al., 2023); However, there are some difficulties that arise in reality due to the growing demand and supply of quality services of institutions, indicators of low educational quality go against the principle of educational policies, as well as, the budgets assigned to the education sector are insufficient to implement classrooms with adequate technology and continuous improvement of infrastructure and furniture. In addition, spaces for recreation, rest and extracurricular activities; This also implies that teachers are not

pedagogically trained and many lack professional experience to develop curricular content effectively, in addition, the administrative staff lacks quality competence in student care involving a bureaucratic system that generates student dissatisfaction. Another fundamental indicator in quality education policies is that many universities in the private sector have not passed the licensing evaluation and this leads to the closure of those universities that go against every principle of educational policies (Vilca Arana et al., 2024).

In the Peruvian context, educational quality is a fundamental principle that every educational institution pursues by Law No. 30220 (SUNEDU, 2014). The objective is to provide quality during the teaching-learning process to university students (consumers of services) through curricular, pedagogical, and logistical processes, prioritizing adequate and well-distributed spaces in the infrastructure, modernity in classrooms with technological equipment and internet accessibility (Silva, 2023), as well as appropriate and ergonomic furniture. Planned curricula with development strategies that respond to the needs of companies and society, prioritizing research (Urriago et al., 2023). Highly qualified and trained teaching staff to provide and transfer knowledge with greater emphasis on application. In addition, to have efficient administrative staff that provides a quality service (solving the different demands of students). However, most students' perception when trying to evaluate these indicators is that their educational institutions are still in the process of providing high educational quality (Bernate et al., 2023).

Likewise, the Quality of educational service in higher education is a goal within the Sustainable Development Goals (SDGs) in point 4, in this sense, Mackenzie (2024) explains that neoliberal policies expanded access to higher education for low-income students, however, this has resulted in the indebtedness of several low-income students who require loans to continue their studies. a situation that limits not only access but also adequate quality education.

The Service Qualiting model was developed to measure the educational service quality, based on the original Service Quality model, which is a system of satisfaction surveys established in American schools (Parasuraman et al., 1985) that explain that the quality of the service is the discrepancy between what the client perceives and the expectations he has of the same service evaluating, first, what the customer expects before receiving the service and second, the assessment of the service received, establishing a positive or negative judgment that influences the satisfaction of that service (García et al., 2022).

Regarding the dimensions of the SERVQUAL model to evaluate the quality of the service, five components are distinguished: First dimension, tangible elements, characterized by the physical conditions, equipment, and appearance of the institution people that provide the service. The second dimension, reliability, is synonymous with trust and relates to the ability to perform the services provided reliably. Third, responsiveness is the availability of human resources that promptly respond to user needs. The fourth dimension is safety, which involves the capability and ability of employees to perform their jobs. The fifth dimension, empathy, is specified by the ability to understand the users' needs by attending to them in a personalized way. In this sense, each dimension allows the user to assess the satisfaction of the service received.

In this context, higher education functions as a service industry, with students as its clients (consumers of the service). Consequently, educational management should prioritize providing satisfactory service to university students. In addition, a favorable value judgment (satisfaction) is obtained when the quality of the service is high (including adequate curricular, pedagogical, logistical, administrative, and human processes). In turn, it becomes unfavorable when the expected quality is not achieved, resulting in a perception of low service quality (dissatisfaction), particularly when significant sums of money are invested in the service (Caisa et al., 2022).

From the review of previous studies, we found some relevant studies that inquired about educational quality and student satisfaction with the service received in recent years: Alvarez (2021) investigated the level of student satisfaction with the education service under the higher education performance (HEDPERF) model, finding a high satisfaction level of Peruvian students. Dioses et al. (2021) explained that university students demonstrate satisfaction with the quality of service in vocational training when there are quality conditions such as didactics of teacher-student interrelation, incorporate scientific and technological advances in the development of subjects, and the physical conditions are attractive. Vergiú (2021) compared student satisfaction with service quality, finding a low level of teacher achievement in student welfare management, infrastructure management, and soft skills development, suggesting implementing educational strategies and policies that better manage educational quality. Likewise, Cruzado et al. (2022) analyzed the quality of educational service in public universities, highlighting that the quality of education service is fundamental to avoid inequalities, finding that Peruvian public universities under the licensing and accreditation system are in the process of implementing quality policies and that the student still does not fully perceive these changes that are taking place.

The study is relevant because there is a need to fill a theoretical gap to accumulate scientific evidence that allows understanding the real behavior of the study variable in educational institutions in order to improve the educational service, strengthening quality policies, and to promote an adequate education service that is attractive for the academic development of university students.

Following the above, a theoretical gap requires the compilation of scientific evidence to facilitate a comprehensive understanding of the actual dynamics of the variable under study within educational institutions. This pursuit aims to enhance the educational service, fortify quality policies, and foster an appealing educational experience conducive to the academic advancement of university students. Thus, the objective was to analyze educational quality policies with the student's satisfaction of public and private universities in Peru, according to social variables.

## **2. Methodology**

The study was descriptive-comparative, quantitative, non-experimental, and cross sectional (Carrasco, 2019). The data collection period was between April and May 2023.

A total of 1000 students from two Peruvian universities, one public ( $n = 500$ ) and one private ( $n = 500$ ), were purposively selected by quotas (estimating equal proportions for comparison). Students enrolled in the 2023 academic year from both

universities, who consistently attended courses and expressed a desire to partake in the study, were eligible for inclusion. Conversely, students who did not maintain regular attendance or expressed no interest in participating in the research were excluded from the study sample.

The G-Power program was used to calculate the sample size, taking into account the following aspects: the mean t-test (differences between two groups) with a medium effect size (0.20), probability (0.95), and margin of error (0.05) and the Analysis of variance (ANOVA) test with fixed effects, omnibus, unidirectionality (differences in more than two groups) with medium effect size (0.20), probability (0.95) and margin of error (0.05) for three (3) groups, a minimum sample of 1000 participants was estimated.

The SERVQUALing instrument (Mejía et al., 2006) was adapted, modified, and validated by Arciniegas and Mejías (2017). The instrument consists of 22 items distributed in 5 dimensions, which attempt to calculate what is expected from the educational service (physical aspects of the institution and administrative work). The responses are on a Likert type scale from one (1) to five (5), where one is “totally disagree” and five is “totally agree.” The total scale score ranges from 22 (low satisfaction with educational quality) to 110 (high satisfaction with educational quality), regardless of whether each item is rated between 1 and 5 (arithmetic mean) to establish the degree of perception. Likewise, social characteristics such as age, sex, occupation, and school were added to the instrument. Informed consent data were also recorded.

For the version adapted to the local sample, the reliability of the SERVQUALing scale was obtained using the internal consistency test and the McDonald Omega coefficient. That ensures that the instrument possesses acceptable reliability when the omega values ( $\omega$ )  $\geq 0.700$  (Ventura-León and Caycho-Rodríguez, 2017). For this case, a ( $\omega$ ) = 0.978 was obtained, which compares to the measurement of the scale as highly reliable.

Informed approval was obtained from the educational institutions to apply the instrument, along with the student’s consent, explaining the study’s objective, the scale instructions, and the confidentiality of the data provided. Subsequently, upon applying the instrument to each participant, it was observed that, on average, the instrument duration was approximately 15 min.

The study was carried out under the ethical considerations for health research with human beings under the guidelines of the Ministry of Health through Ministerial Resolution No. 233-2020-MINSA, published on 27 April 2020. Its purpose is to promote that health research with human beings is carried out under national and international ethical standards.

For the statistical analysis, JAMOVI software (2022) was used in its version 2.3.13. Previous digitization of the data in a file of the .xlsx extension (Excel). Then, the distribution, asymmetry, kurtosis, and data normality were analyzed with the Kolmogorov-Smirnov test, determining that the data did not conform to a normal distribution ( $p < 0.05$ ). In addition, homogeneity of variance tests was performed (they are not the same). Therefore, we considered using non-parametric tests. A descriptive and comparative analysis of satisfaction with the educational service quality was carried out according to age, sex, occupation, and study center.

To compare two independent samples, the Mann-Whitney U was used with its respective effect size (ES), and calculation of the biserial correlation (rbis) was performed, obtaining that the interpretive standards are no effect ( $rbis \leq 0.0$ ), small ( $rbis \geq 0.10$ ), medium ( $rbis \geq 0.30$ ) and large ( $rbis \geq 0.50$ ). The comparison of k-independent samples was performed with Kruskal Wallis H and Pos Hoc tests. The effect size used was epsilon squared ( $\epsilon^2$ ) (Domínguez-Lara, 2018), with their interpretive norms being small for  $\epsilon^2 \geq 0.01$ , medium for an  $\epsilon^2 \geq 0.06$ , and large for a  $\epsilon^2 \geq 0.14$  (Cohen, 1992).

### 3. Results

A descriptive analysis of the social variables of the university students was carried out, finding the following information: according to student sex, 39.4% were men, and 60.6% were women. The mean age of the students was 20.73 years, with a standard deviation of 3.33 years. 61.8% of students only dedicate themselves to study, and 38.2% of those share their studies with a job, according to the year of study, 21.7 were first-year, 35.9% second-year, 18.9% were third-year, 9.0 fourth-year, and 14.5% fifth-year.

**Table 1.** Level of satisfaction with educational quality service among university students.

| Level             | High satisfaction |      | Moderate satisfaction |      | Low satisfaction |      |
|-------------------|-------------------|------|-----------------------|------|------------------|------|
|                   | f                 | %    | f                     | %    | f                | %    |
| Scale             |                   |      |                       |      |                  |      |
| Service quality   | 409               | 40.9 | 492                   | 49.2 | 99               | 9.9  |
| Tangible Elements | 362               | 36.2 | 542                   | 54.2 | 96               | 9.6  |
| Reliability       | 385               | 38.5 | 517                   | 51.7 | 98               | 9.8  |
| Responsiveness    | 427               | 42.7 | 457                   | 45.7 | 116              | 11.6 |
| Safety            | 412               | 41.2 | 478                   | 47.8 | 110              | 11.0 |
| Empathy           | 407               | 40.7 | 482                   | 48.2 | 111              | 11.1 |

Satisfaction levels were obtained regarding the educational service quality perceived by university students in **Table 1**, finding a moderate level of satisfaction with a tendency towards high satisfaction and a lesser extent low satisfaction, considering that most students perceive that the quality of the service is still in the process of implementation and that the results obtained on the service are given by the implementation of University Law No. 30220, licensing and accreditation, which are requirements for universities to operate in **Table 2**.

**Table 3.** Satisfaction levels regarding the educational service quality were compared according to the center of study in university students, finding statistically significant differences in the quality of the service and the dimensions of reliability, responsiveness, security, and empathy ( $p < 0.05$ ). Therefore, students from private universities feel more satisfied with the educational quality service offered than students from public universities (small effect sizes). However, for the dimension of tangible elements, no significant differences were found ( $p > 0.05$ ), presenting similar

levels of satisfaction with the physical conditions, equipment, and appearance of the people of the institution offering the service in **Table 3**.

**Table 2.** Comparison of the satisfaction level concerning educational service quality according to the study center.

| Dimensions        | Private University | Private University | Statistical test |       |      |
|-------------------|--------------------|--------------------|------------------|-------|------|
|                   | (n= 500)           | (n= 500)           | U                | p     | rbis |
| Service quality   | 451.54             | 549.46             | 100,518.5        | 0.000 | 0.19 |
| Tangible Elements | 500.58             | 500.42             | 124,961.0        | 0.993 | 3.12 |
| Reliability       | 444.40             | 556.60             | 96,949.0         | 0.000 | 0.22 |
| Responsiveness    | 441.19             | 559.82             | 95,342.5         | 0.000 | 0.24 |
| Safety            | 442.40             | 558.60             | 95,950.5         | 0.000 | 0.23 |
| Empathy           | 449.25             | 551.75             | 99,374.0         | 0.000 | 0.21 |

Note: n = sample size; U = Mann Whitney’s U; p = significance (0.05); rbis = biserial correlation (effect size).

**Table 3.** Comparison of satisfaction level concerning the educational service quality according to sex.

| Dimensions        | Man      | Woman    | Statistical Test |       |      |
|-------------------|----------|----------|------------------|-------|------|
|                   | (n= 394) | (n= 606) | U                | P     | rbis |
| Service quality   | 473.02   | 518.36   | 108,556.0        | 0.015 | 0.09 |
| Tangible Elements | 475.01   | 517.08   | 109,337.0        | 0.024 | 0.08 |
| Reliability       | 468.63   | 521.22   | 106,825.0        | 0.005 | 0.11 |
| Responsiveness    | 473.96   | 517.75   | 108,926.5        | 0.018 | 0.09 |
| Safety            | 477.21   | 515.64   | 110,204.5        | 0.038 | 0.08 |
| Empathy           | 483.81   | 511.35   | 112,805.5        | 0.139 | 0.06 |

Note: n = sample size; U = Mann Whitney’s U; p = significance (0.05); rbis = biserial correlation (effect size).

When comparing the levels of satisfaction with the quality of the educational service according to the sex of the university student, statistically significant differences were found in the quality of the service and the dimensions of tangible elements, reliability, responsiveness, and security ( $p < 0.05$ ); therefore, it is female students who feel more satisfied with the quality of the service received compared to male students (small effect sizes); however, for the empathy dimension, no significant differences were found ( $p > 0.05$ ), with similar levels of satisfaction with both men and women regarding the ability to understand the needs of users by attending to them in a personalized way in **Table 4**.

The results showed no statistically significant difference between the quality of service and the study variables ( $p < 0.05$ ), as new or graduating students have a similar appreciation of the satisfaction evaluated. This finding suggests a remarkable

consistency in students' expectations and perceptions regarding the service experience, underscoring the importance of maintaining high standards at all educational levels.

**Table 4.** Comparison of the satisfaction level concerning educational service quality according to the year of study.

|                    | First Year    | Second Year   | Third Year    | Fourth Year   | Fifth Year    | Statistical test |       |              |
|--------------------|---------------|---------------|---------------|---------------|---------------|------------------|-------|--------------|
| Dimensions         | (n = 217)     | (n = 359)     | (n = 189)     | (n = 90)      | (n = 145)     |                  |       |              |
|                    | Average Range | Average Range | Average Range | Average Range | Average Range | H                | p     | $\epsilon^2$ |
| Quality of service | 524.27        | 474.46        | 523.32        | 492.77        | 504.46        | 5.663            | 0.226 | 0.005        |
| Tangible elements  | 533.95        | 472.75        | 511.93        | 513.19        | 496.36        | 6.806            | 0.147 | 0.006        |
| Reliability        | 523.70        | 480.27        | 522.74        | 471.49        | 504.89        | 5.267            | 0.261 | 0.005        |
| Responsiveness     | 525.51        | 475.63        | 518.31        | 487.74        | 509.35        | 5.397            | 0.249 | 0.005        |
| Safety             | 515.09        | 475.29        | 524.46        | 497.05        | 512.00        | 4.903            | 0.297 | 0.004        |
| Empathy            | 522.52        | 472.55        | 521.86        | 498.00        | 510.45        | 5.898            | 0.207 | 0.005        |

Note. n = sample; H = Kruskal Wallis statistician; p = significance (0.05);  $\epsilon^2$  = Epsilon squared (effect size).

#### 4. Discussion

The objective was to analyze educational quality policies with the student's satisfaction of public and private universities in Peru, according to social variables. Finding a moderate level of satisfaction with a tendency to high satisfaction, most students perceive that the quality of the service is still in the process of implementation and that the results obtained on the service are the result of the implementation of Law No. 30220, licensing and accreditation which are requirements for universities to operate.

In this sense, the assurance of quality policies focuses on guaranteeing training based on research, relationship with community development and innovation of institutions, therefore, this certifies academic quality in teaching, generation of knowledge, technology transfer, competent teaching, efficient administrative human resources, actions of effective university responsibility and above all training of professionals with high values that define professional ethics, aspects that still need to be strengthened, mainly in public universities, as specified (Vilca Arana et al., 2023).

In addition, to educational policies to guarantee quality and equity, universal access systems for all young people with high academic expectations must be improved, leaving aside a system of selection by discard that only chooses students with little vocation, in addition to guaranteeing a profile of the entrant and graduate that continuously improves accreditation mechanisms. strengthening the academic curricula of each program that responds to the needs of society and the solution of different problems, in the same way, teacher training is fundamental in the sense of improving their capacities in research that promotes and develops science in universities, involving all actors of the university community, therefore, it is essential to redefine strategies, contents, and resources to obtain better results in the implementation of quality educational policies in the university system (Espino et al., 2024).

Also, when comparing the results, students from private universities and female students were the most satisfied with the quality of the educational service received.

However, for students at public universities the level of dissatisfaction in the aspects of quality of administrative service and equipment and infrastructure is high, as reported by Palominos- Belmar et al. (2016). This aspect is relevant in the sense that by measuring quality the service can be improved.

Universities must preserve, strengthen, and improve the services and necessary conditions for developing their educational programs. That will guarantee an effective quality assurance system in education by applying evaluation standards to accredited institutions. On the other hand, and related to the above aspects, there is a growing emphasis on using digital media and virtual resources, generating innovations in the teaching-learning and research process and in the technological, operational, and management systems. These innovations have a scope and impact that encompass both internal and external aspects of educational institutions. Likewise, leadership in management has a direct impact on prospectively planning the life of educational institutions (Menacho-Vargas et al., 2021).

In addition, higher educational institutions with particular budgets are concerned with providing better services at the human level, infrastructure, equipment, didactic and recreational compared to public institutions that depend on budgets that on several occasions do not guarantee an adequate quality service, being an intervening factor in the level of student dissatisfaction. Likewise, the political factor within these institutions is the reflection of the management that does little to improve the service, having to improve this aspect within the university environment, situations that have been explained by other researchers and that significantly influence the student's perception of educational quality (Andrey et al., 2020).

Guaranteeing a high-level educational quality is also associated with the quality of teachers who are part of the university staff, with extensive experience, specialization and training in the research field allows academic visibility to academic institutions, in Peru even this is a process that is being implemented and the small number of research teachers reflect the barriers for students to be trained with quality scientific criteria and that they are add up as an indicator of low academic quality (Montenegro, 2020).

Therefore, the consideration of the level of satisfaction with the quality of the educational services presented by university students is a situation that should be taken into account to improve the service because students are the main objective of universities not only in terms of training but also in personal and community aspects to complement this training in future quality professionals with a high sense of community social responsibility.

Continuous improvement in the education and training of university professors is essential to provide a quality educational service. When teachers are kept up to date and trained in specific areas or relevant lines of research, it ensures higher quality teaching and promotes a more effective learning process for students.

Likewise, it is necessary to train the human resources responsible for administrative management to process the academic and personal documentation of the students to solve their different demands.

The evaluation of the curricular plans must supervise and updated to improve the contents and application processes according to the labor demand in the Peruvian context.



The educational service quality for university students should continue to be studied in larger samples from both the public and private sectors so that the authorities have current information and can improve management systems to provide a better quality of educational service focused on the needs of students.

Finally, there were some limitations during the execution of the research, especially in the collection of information, there were some students who did not wish to participate for fear of being recognized, there was not enough budget and financing to collect information on a larger sample. large and diverse, which allowed the use of more robust statistical tests conditioned by the cross-sectional design used.

## 5. Conclusion

It is concluded that educational quality policies in Peru are still being executed, because the implementation of the University Law is in process, according to the satisfaction of the student, this must be improved in central aspects such as optimizing human resources, infrastructure, equipment, curricular plans that differ from the public to the private university, In addition, this should lead to improving and redefining current policies on educational quality and the economic policies that finance the educational service.

**Author contributions:** Conceptualization, JCL; methodology, AVG, LGCP and DCM; software, JCL and FMZD; validation, ETM, LHP, SBR and JCL; formal analysis, JCL, FMZD, JRM and CFF; investigation, AVG, LGCP, ETM, LHP and SBR; resources, JRM and CFF; data curation, JCL, FMZD and AVG; writing original draft preparation, FMZD, JRM, CFF and JCL; writing review and editing, FMZD, LGCP and JCL; visualization, ETM, LHP and SBR; supervision, SBR; project administration, ETM and LHP; funding acquisition, JRM. All authors have read and agreed to the published version of the manuscript.

**Conflict of interest:** The authors declare no conflict of interest.

## References

- Alvarez, R. (2021). Evaluation of the level of student satisfaction with the educational service under the approach of the HEdPERF model in the public universities that are part of the Strategic Alliance of the Peruvian University and that implemented the licensing mechanism. *Industrial Data*, 24(1), 23-47. <https://dx.doi.org/10.15381/idata.v24i1.17749>
- Andrey, J., Guataquira, A., Romero, E., & Reyes, P. (2020). Satisfaction of Educational Quality in Higher Education. *Podium*, (38), 37-50. <https://doi.org/10.31095/podium.2020.38.3>
- Arciniegas, J., & Mejías, A. (2017). Perception of the quality of the services provided by the Nueva Granada Military University based on the Servqualifying scale, with factor analysis and multiple regression analysis. *Comuni@cción*, 8(1), 26-36. [http://www.scielo.org.pe/scielo.php?script=sci\\_arttext&pid=S2219-71682017000100003&lng=es&tlng=es](http://www.scielo.org.pe/scielo.php?script=sci_arttext&pid=S2219-71682017000100003&lng=es&tlng=es).
- Bernate, J. A., & Fonseca, I. P. (2023). Impact of information and communication technologies on education in the twenty-first century: Bibliometric review. *Journal of Social Sciences*, 29(1), 227-242. <https://doi.org/10.31876/rcs.v29i1.39748>
- Caisa, E., Gárce, A., & Vite, J. (2022). Effects of the quality of academic service: an approach to student satisfaction in the province of Tungurahua (Ecuador). *Journal of Caribbean Economics*, (29), 117-138. <https://doi.org/10.14482/ecoca.29.505.774>
- Carrasco, S. (2019). *Scientific Research Methodology. Methodological guidelines for designing and elaborating the research project*. Editorial San Marcos: Lima.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112(1), 155–159. <https://doi.org/10.1037/0033-2909.112.1.155>

- Cruzado, A. I., Aguilar, F. Y., Soplapuco, J. P., & Rojas, D. G. (2022). Quality of Educational Service in Peruvian Public Universities. *University and Society*, 14(S1), 672-678. <https://rus.ucf.edu.cu/index.php/rus/article/view/2833>
- Dioses, N., Morales, H. I., Díaz de Angulo, D. M., & Vásquez, A. (2021). Level of satisfaction in quality training at the university level. *Telos: Journal of Interdisciplinary Studies in Social Sciences*, 23(2), 247-266. <https://doi.org/10.36390/telos232.04>
- Domínguez-Lara, S. (2018). Magnitude of Effect, A Quick Guide. *Medical Education*, 19(4), 251-254. <https://doi.org/10.1016/j.edumed.2017.07.002>
- Espino, E., Gamboa, S., & Murillo, J.R. (2024). Políticas and social responsibility in the Peruvian education system. *Scientific Journal UISRAEL*, 11(2), 137-158. <https://doi.org/10.35290/rcui.v11n2.2024.1160>
- García, A., Gamarra, M., & Cruzado, Á. (2022). Quality of service in higher education. *Horizons Journal of Research in Educational Sciences*, 6(23), 744-758. <https://doi.org/10.33996/revistahorizontes.v6i23.374>
- Jamovi (2022). The jamovi proyect (version 2.3). [Computer Software]. <https://www.jamovi.org>
- Mackenzie, L. (2024). Some implications of the neoliberal massification of Colombian HE for achieving the sustainable development goals. *Policy Futures in Education*, 22(5), 846-870. <https://doi.org/10.1177/14782103231186846>
- Mejía A., A., Reyes S., Ó., & Maneiro M., N. (2006). Quality of Services in Mexican Higher Education: Application of Servqualing in Baja California. *Research & Science*, 14(34), 36-41. <https://www.redalyc.org/articulo.oa?id=67403407>
- Menacho-Vargas, I., Cavero-Ayvar, H., Orihuela Alvino, M., & Flores-Mejía, G. (2021). Variables that affect educational quality in a context of health crisis in public educational institutions in Comas. *Purposes and Representations*, 9(1), e1037. <https://dx.doi.org/10.20511/pyr2021.v9n1.1037>
- Ministry of Health through Ministerial (MINSA, 2020). Ethical considerations for research. Resolution No. 233- 2020-MINSA, published on 27 April 2020.
- Montenegro, J. (2020). Quality in university teaching. An approach from the students' perception. *Education*, 29(56), 116-145. <https://dx.doi.org/10.18800/educacion.202001.006>
- Palomino-Hurtado, Ronald, O.L., Aarón, J.A., & Santos-Jiménez, O. (2023). Quality higher education as an alternative to economic and social inequality in Peru. *Interdisciplinary Peer-Reviewed Journal Koinonia*, 8(1), 326-341. <https://doi.org/10.35381/r.k.v8i1.2795>
- Palominos-Belmar, P., Quezada-Llanca, L., Osorio-Rubio, C., Torres-Ortega, J., Lippi- Valenzuela, L. M. (2015). Quality of educational services according to the students at a public university in Chile. in *Ibero-American Journal of Higher Education (RIES)*, Mexico, UNAM-IISUE/Universia, 7(18), 130-142.
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). Reproduced with permission of the A Conceptual Model of Service Quality and Its Implications for Future Research Want more papers like this? *Journal of Marketing*, 49(4), 41-50.
- Silva, F. (2023). Audiovisual Reality for Educational Quality in Universities: A Case Study. *Visual Review. International Journal of Visual Culture*, 13(3), 1-8. <https://doi.org/10.37467/revvisual.v10.4574>
- Sunedu (2014). National Superintendence of Higher University Education. New University Law 30220 – 2014. <https://www.sunedu.gob.pe/%20nueva-ley-universitaria-30220-2014/>
- Urriago, J. C., Salcedo, J. D., Romero, A., & Aponte, M. S. (2023). Consolidation of research processes integrating accreditation criteria in high educational quality and technologies in Cauca-Colombia. *Journal of Social Sciences*, 29(3), 112-123. <https://doi.org/10.31876/rsc.v29i3.40701>
- Ventura-León, J.L., & Caycho-Rodríguez, T. (2017). The Omega coefficient: an alternative method for estimating reliability. *Latin American Journal of Social Sciences, Childhood and Youth*, 15(1), 625-627. <https://www.redalyc.org/pdf/773/77349627039.pdf>
- Vergíu, J. (2022). Satisfaction with the quality of service in the students of the Engineering Faculties of the Universidad Nacional Mayor de San Marcos, Peru. A look through the SERVQUAL model. *Search*, 8(1), e536. <https://doi.org/10.21892/01239813.536>
- Vilca Arana, M., Saavedra Villar, P., Huaman Huallpa, R., & Rojas Ganoza, E. A. (2023). Quality assurance policies in higher education: A systematic review. *Comuni@ccion: Journal of Research in Communication and Development*, 15(1), 105-116. <https://doi.org/10.33595/2226-1478.15.1.964>