Enjoyment, as an Instrument for Academic Quality Management, in the Peruvian Higher University Education

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Abstracts

In recent years, educational organisations have used different tools and strategies to enhance their services, such as gamification, flipped classroom and Project-Based Learning have been imple-mented to provide quality education. In this sense, enjoyment, which is focused on the emotional well-being of students, contributes to integral formation and academic performance. Therefore, the target was to explore students' perceptions about enjoyment, as a tool that allows identifying the needs, and weaknesses, addressing the risks of educational organisations of higher education as well, so that it provides educational agents to conduct improvement actions for the benefit of interested parties. A quantitative approach was assumed, with a non-experimental design and descriptive scope, in which a Scale of Enjoyment with Learning of Science Subjects was used, adapted to collect information concerning the enjoyment level of students in the first cycles of higher education. The results revealed that 78% of physics students experience high levels of en-joyment, evidencing a positive attitude towards the professor, concerning personal enjoyment and social as well. In conclusion, enjoyment of the teaching-learning process is essential for academic quality, as it helps students achieve significant learning. Furthermore, it enables higher education institutions to improve academic quality management and provide quality services.

Keywords: Academic quality, education management, enjoyment, higher education.

Introduction

Higher education in Peru has various problems that directly impact the quality of services and products offered. There are significant challenges regarding higher education, especially to expand access to quality education (Fairlie et al. 2019). Also, various gaps to close (Villegas et al. 2022) from a low allocation, of less than 4% (Banco Interamericano de Desarrollo 2018) and inefficient budget execution (Fairlie et al. 2019) to inadequate government policies, which are the result of high levels of corruption with Peru ranking as the fourth country with the highest perception index after Venezuela, Bolivia, and Paraguay (Statista 2024) as well as a poor understanding of both public and private management policies. Therefore, it is necessary for an educational change governed by the comprehension of the opportunities and challenges of an educative organisation (Kcomt et al. 2023). In this sense, before the 2014 university reform, the probability of being underemployed for professionals who attended "lower quality" universities increased from 0.19 to 0.3 after the market deregulation (Yamada et al. 2014), a situation that has not shown development, making it necessary to search for an improvement in educational quality conducted in the university reform (Benites 2021). Furthermore, the intervention of the different levels of government is paramount to redouble efforts in educational measures, programs, and policies that effectively guarantee the right to learn (Canaza-Choque 2020).

The dropout rates, leaving the college of registration, and failing to obtain any degree, especially in private institutions (Sandoval-Palis et al. 2020 and Duche-Perez et al. 2019), occur because of the difficulties that students go through at the beginning of their university life, and are directly related to the lack of good performance in subjects, especially basic sciences and even subjects such as foreign language (English). Students with the highest risk of dropping out are those in vulnerable situations, with low application grades (Sandoval-Palis et al. 2020), being this is a negative point for the normal development of activities and the achievement of competencies in science and engineering programs. The findings revealed that 1 in 3 students had several difficulties in achieving a successful transition. In addition, they presented a low performance in one or more subjects at the end of their first year of study (Duche-Perez et al. 2019). These weaknesses are necessarily identifiable for analysis and addressing promptly to opt for corrective and preventive actions to optimise the university organisation processes. As well as identify possible dropout cases to establish policies to reduce university dropout and failure rates.

For the development of activities aimed at improving quality, organisations have implemented different tools, many of them implemented in other types of business organisations such as Job Crafting which made it possible to prove a relationship with job performance (Mairena 2020); gamification, possess powerful motivators that fuel a person's desire to engage in unattractive activities, such as learning theoretical material (Laine & Lindberg 2020). Enjoyment is a tool that has been used to determine the student's degree perception, which is why the feasibility of using it preventively for controlling repulsion to science subjects and, therefore, adverse effects regarding the quality of academic offerings.

Educational organisations have intended to offer a better service by implementing management systems, based on evaluating the degree to which they satisfy the needs and expectations of students (Guerra et al. 2020). The performance of higher education institutions depends increasingly on the quality of their instruction (Tung 2023) and for the teaching-learning process,

it is fundamental to the total predisposition of students to learn, in such a way that achievements are fully achievable in an environment of enjoyment. According to Alexander (Alexander 2018 and ISO 2018), the ISO 21001:2018 (ISO 2018) standard “Management System for Educational Organisations" (SGOE) provides a tool to improve its processes and satisfy all the needs and expectations of the people who use its services. Enjoyment is a tool that allows organisations to identify their needs and address risks, it is considered an important factor in the academic performance of students until they become motivated. Motivation is a general process that initiates and directs behaviour towards goal achievement (González 2017).

Materials and Methods

This study was based on the students' enjoyment analysis of higher education in Juliaca, Peru. Its purpose is to obtain students' perceptions about the amusement of learning in science subjects such as mathematics, chemistry and physics in the first cycles of higher education.

2.1. Design

This research adopts a quantitative approach distinguished by strict methods and techniques, employing statistical analysis for data interpretation (Ñaupas et al. 2014). It is a non-experimental design because it prioritises the variable's observation and measurement without manipulating them (Callirgos et al. 2022). It is descriptive in scope as it seeks to specify the properties, people's characteristics, processes, objects, or phenomena (Hernández et al. 2014). Here, measure the enjoyment degree experienced by students who study science subjects to analyse the results and propose enjoyment as a tool that allows identifying shortcomings and weaknesses to conduct improvement actions in the teaching process learning.

2.2. Participant

The study population is a set of cases, defined, limited and accessible which will form the reference for the choice of the sample and meet a cluster of predetermined criteria (Arias-Gómez et al. 2016). The population comprised 328 engineering students from the first cycle of the 2024-I academic semester, university students taking science subjects at the National University of Juliaca.

Table 1. Characteristics and the number of participants.

Career	Subject	Participants' number
Environmental and Forestry Engineering	Physics	23
Renewable Energy Engineering	Chemistry	25
	Physics	23
Software and Systems Engineering	Mathematics	25
	Chemistry	33
Mechatronics Engineering	Mathematics	17
	Chemistry	29
Industrial Engineering	Mathematics	17
	Chemistry	29
Total		221

2.3. Measures

For the present study, it was selected the instrument named "Enjoyment Scale with Foreign Language Learning in Class" (EDALEC) (Dewaele & MacIntyre 2014) which was translated, validated, and culturally adapted to Spanish (Acosta-Manzano & Barrios 2022) to apply to Spanish-speaking students. Nonetheless, the instrument was originally devised to gauge university students' perspectives on the English language, hence it had to be adapted to measure student enjoyment in science subjects. The adapted questionnaire is presented in Appendix A Table A1.

The questionnaire to measure the perception towards science subjects is a Scale of Enjoyment with Learning of Science Subjects of 21 items on a 5-point scale (two positive statements, two negatives, and one neutral). Each item corresponds to a dimension of the variable and is shown in Table 2. The instrument had to be adapted to measure the students' enjoyment in science subjects such as mathematics, chemistry, and physics at the National University of Juliaca.

Table 2. Operationalisation of the variable.

Variable	Dimensions	Indicators	Items	Scale
Enjoyment of science subjects	Perception towards the professor	Professors' performance	16, 17 and 18	1=strongly disagree, 2= disagree, 3= undecided 4=agree, 5= strongly agree
	Personal enjoyment	Achievements reached in the classes	13 and 14	
		Perceptions towards	1, 2 and 6	
		Achievable actions	11, 12 and 15	
	Social enjoyment	Self-perception in science subjects	3, 4 and 21	
		Perception of the environment and classes	5, 7, 8 and 9	
		Self-perception inside of the set of students	10, 19 and 20	

Likewise, we validated the questionnaire through a pilot test before implementing it. The instrument was administered to 100 students enrolled in the first cycle and were studying science subjects at the National University of Juliaca. The sample fulfilled the conditions required to validate the instrument. Likewise, we used Cronbach's alpha to measure the reliability of the measurement scale. This coefficient allowed us to identify all the questionnaire statements' correlation levels or internal consistency (Taber 2018). As a result, the value of Cronbach's Alpha of the variable "the enjoyment of science subjects" is 0.92 (average of the three subjects), which means the instrument is reliable because there is consistency and internal correlation between the items with the variable.

2.4. Procedure

The researchers requested permission from the National University of Juliaca authorities to apply the instrument to the sample. The tool Google Forms was used, and the participants were informed about the purpose of the research and its importance.

2.5. Data analysis

This research used descriptive statistics to analyse and interpret the data. Likewise, Python was useful for processing collected information and creating impact graphs. Additionally, we implemented a rating scale to evaluate the level of enjoyment that students experience during the learning process of science subjects. Table 3 presents the numerical values, and this three-level scale allows us to determine the level of the variable (Montañez & Palma 2023) "the enjoyment of science subjects" in their three dimensions.

Table 3. Rating scale.

Level	Variable	Dimension 1	Dimension 2	Dimension 3
Low	21-49	3-7	8-19	10-23
Moderate	50-77	8-11	20-29	24-37
High	78-105	12-15	30-40	38-50

3. Results

This section may be divided by subheadings. It should provide a concise and precise description of the experimental results, their interpretation, as well as the experimental conclusions that can be drawn.

This section shows the results and analysis of the data of the students' perceptions towards the subjects of mathematics, chemistry, and physics in its three dimensions: perception towards the teacher, personal enjoyment and social enjoyment.

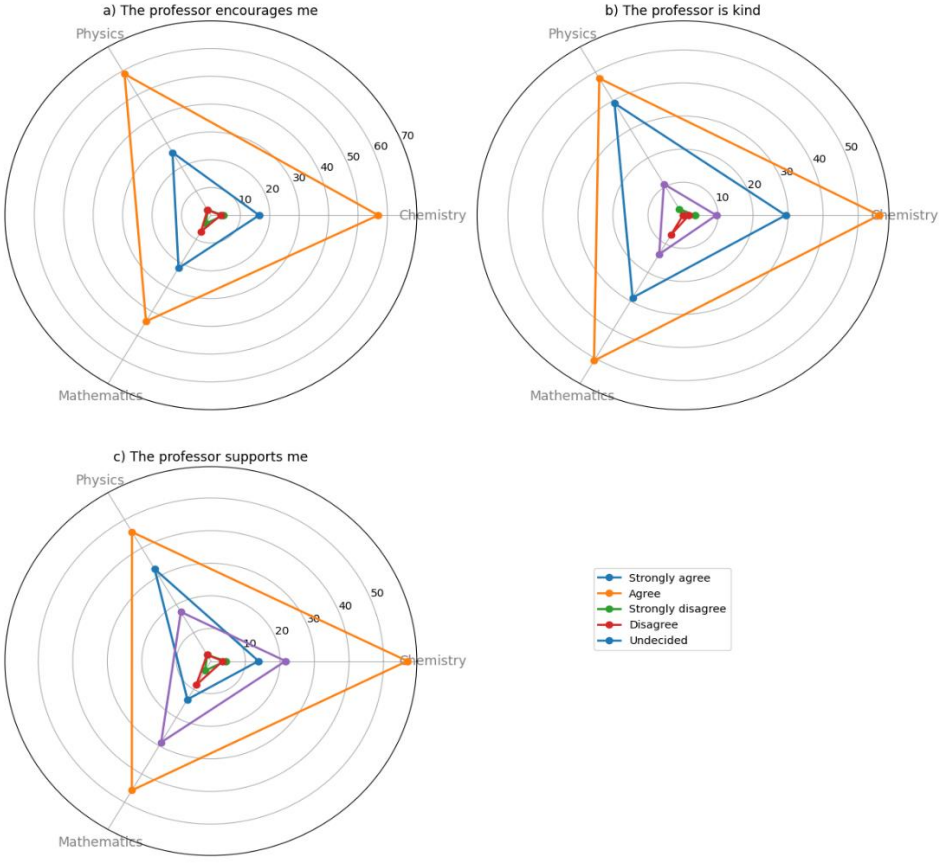

Figure 1. The first dimension is constituted of 3 items related to students' appreciation of the university teacher in classes: a) The professor encourages me, b) The professor is kind, and c) The professor supports me during the learning process

Figure 1 presents the results of the first dimension of the enjoyment variable. Graph a) shows that 59% of physics students, 58% of chemistry students, and 44% of physics students agree the professor encourages them in classes. Similarly, in graph b) 57% of chemistry students stated that the professor is kind, followed by 51% in mathematics and 48% in physics; likewise, 40% of physics students expressed their total agreement that the professor is kind. Additionally, graph c) shows that chemistry stands out with 57% of the students who assured that the professor helps them during the teaching and learning process, followed by 45% in mathematics, respectively. Overall, the students' perceptions towards the professor in the three subjects are positive, highlighting the chemistry subject with the highest acceptance degree.

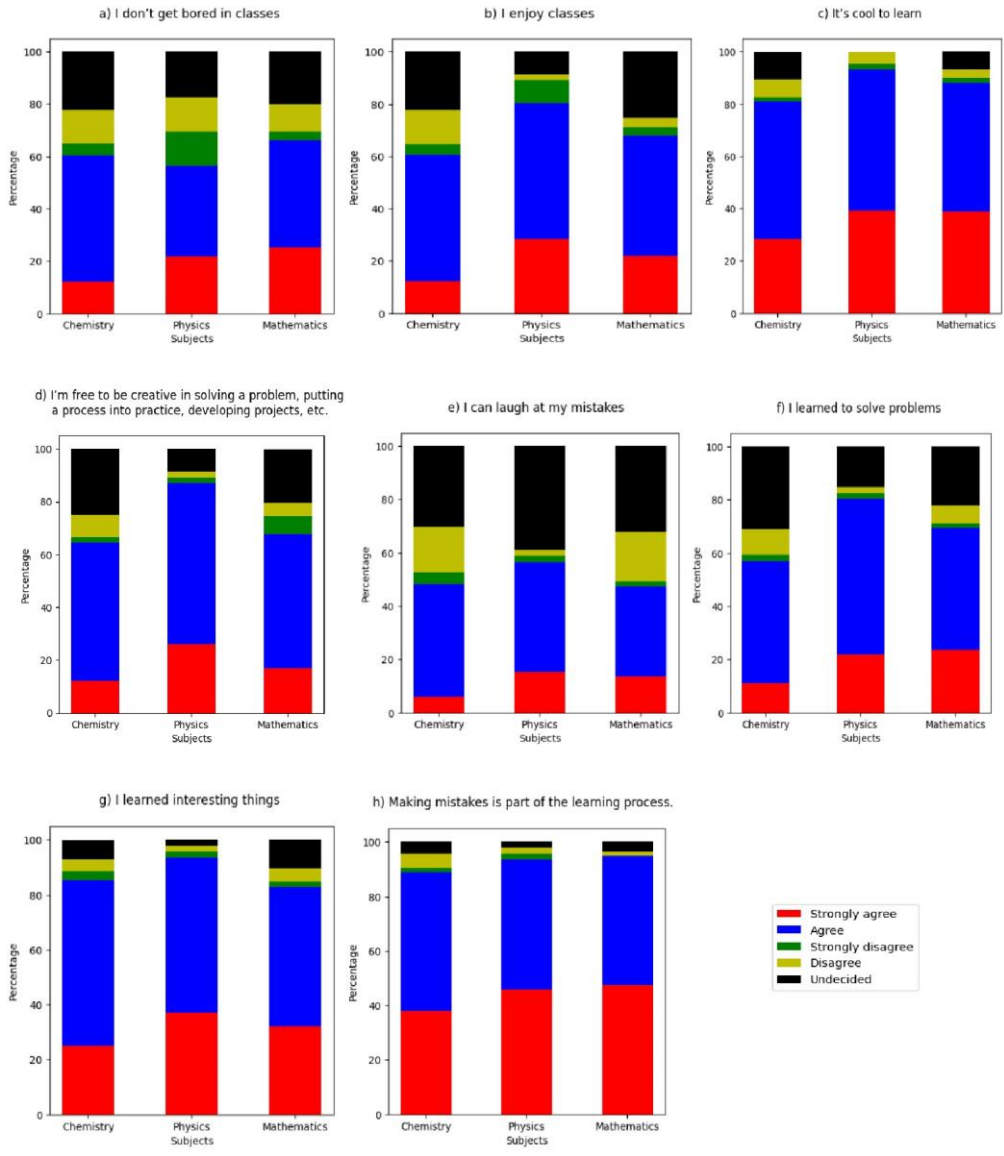

Figure 2. The second dimension includes 8 items linked to the students' self-perception in classes such as: a) I don't get bored in classes, b) I enjoy classes, c) It's cool to learn, d) I'm free to be creative in solving a problem, putting a process into practice, developing projects, etc. e) I can laugh at my mistakes, f) I learned to solve problems, g) I learned interesting things and h) Making mistakes is part of the learning process.

Figure 2 demonstrates graphs illustrating the students' enjoyment of the personal dimension and the differences in enjoyment between science subjects. All graphs reveal high percentages of enjoyment; however, a different science subject stands out for its higher acceptance percentage. For instance, the mathematics subject in graph a) has the highest percentage represented by 64% of students who agree they do not get bored in class. In contrast, in graph b) 80% of physics students claimed to enjoy the classes; similarly, in graph c) 95% of physics students stated they enjoy learning, followed by 85% of mathematics students and 81% of chemistry students, showing high percentages in personal enjoyment, especially in physics and mathematics.

Conversely, in graph d) 88% of physics, 67% of mathematics and 63% of chemistry students stated that they felt free to be creative and solve problems with initiative. However, the enjoyment degree drops in graph e) where 57% of physics students claimed to laugh at their mistakes, in contrast to 20% of chemistry and mathematics students who demonstrated that they disagree with accepting their mistakes with humour. As for graph f) physics stands out again, 80% of the students reveal that they have learned to solve problems. Finally, graphs g) and h) present the highest percentages of personal enjoyment, in g) 95% of students claimed to learn important aspects in their subject of study, followed by 87% in chemistry and 98% in maths. Regarding graph h) 95% of mathematics, 94% of physics and 91% of chemistry students agreed that making mistakes is part of the learning process.

Figure 3 illustrates the students' enjoyment of the social dimension, which is related to student's experience in classes, their relationship with their peers, and their perception of the learning environment. Overall, enjoyment in all science subjects is high, graph a) demonstrates that 58% of physics students stated they felt valuable members of their classes, followed by 39% in chemistry and 32% in maths. In contrast to a) in graph b), 80% of physics undergraduates and 67% of mathematics said they were proud of their achievements. On the other hand, in graph c) the enjoyment degree increases, especially in physics and chemistry represented by 94% and 77% of the students who stated there is a positive atmosphere in the classes.

Likewise, in graph d), physics subject has the highest percentage since 83% of students stated that classes are fun, followed by 57% of chemistry and mathematics. As for graph e), 78% of the chemistry students, 77% in physics and 74% in mathematics affirmed that their classmates are friendly, evidencing high and similar percentages, highlighting the chemistry course. In contrast, graph f) shows that 90% of the students revealed the existence of a good atmosphere in physics classes, followed by 75% in chemistry and 67% in mathematics. On the other hand, in graph g) the percentages of enjoyment decrease, highlighting the physics subject represented by 64% whose students claimed to laugh a lot in class.

Concerning graphs h) and i), both physics and chemistry subjects stand out with high percentages, in h) 77% of physics students and 73% of chemistry students stated that they formed a tight group of classmates and in graph i) 78% of physics students and 66% of chemistry students agreed that there is mutual understanding between students in classes. Finally, graph f) reveals that 45% of physics students expressed they feel like experts in the subject, followed by 28% of chemistry students. In conclusion, physics is the subject with the highest percentage of social enjoyment, followed by chemistry.

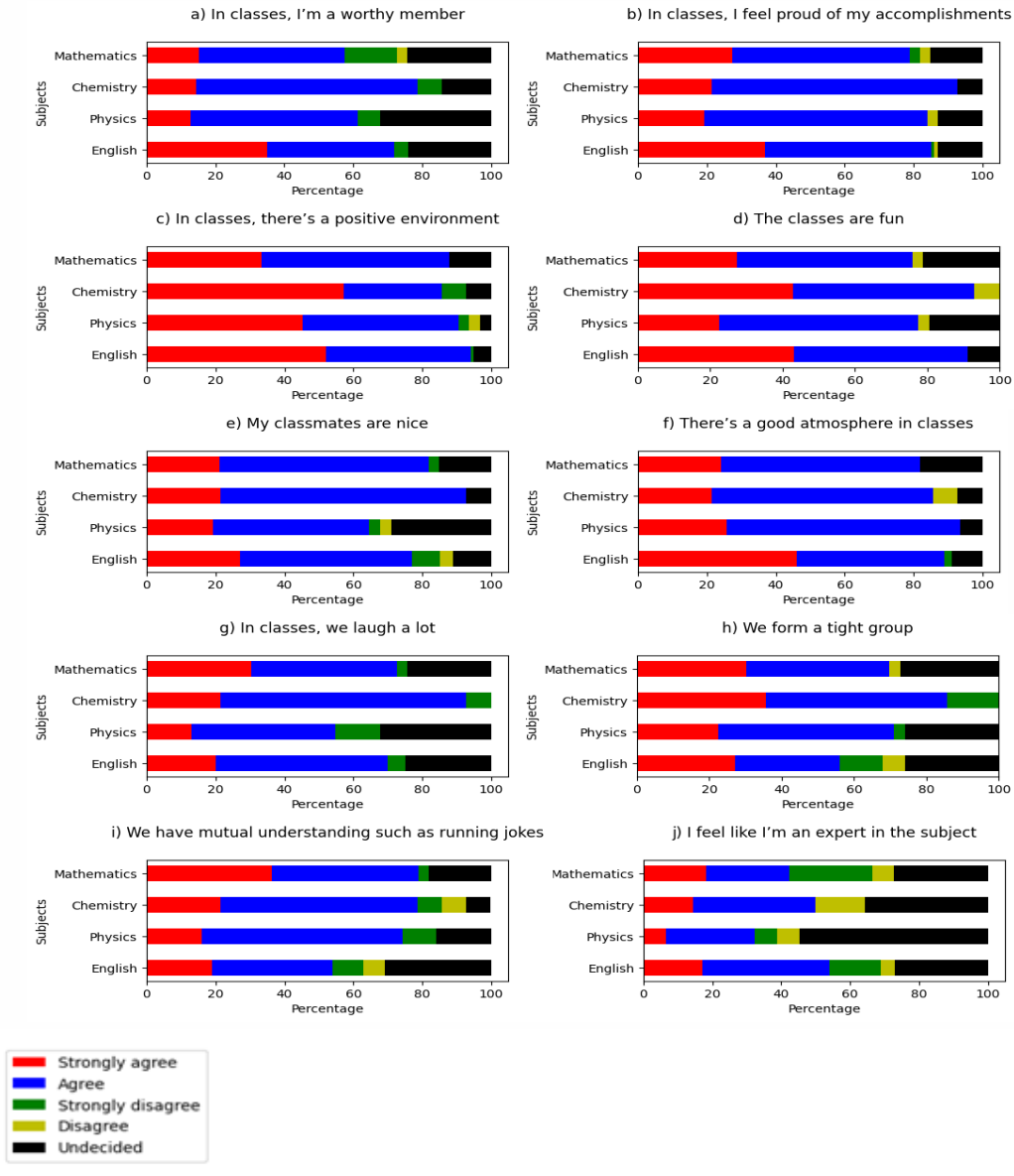

Figure 3. The third dimension results. It is made up of 10 items related to experience during the class learning process: a) I'm a worthy member, b) I feel proud of my accomplishments, c) There's a positive environment, d) The classes are fun, e) My classmates are nice, f) There's a

good atmosphere in classes, g) We laugh a lot, h) We form a tight group, i) We have mutual understanding such as running jokes, and j) I feel like I'm an expert in the subject

In this section, the general results of measuring enjoyment by subjects and their measuring enjoyment by dimensions of each subject in Table 4. Additionally, Figure 4 presents the general results of the high enjoyment of science subjects by dimension in a graph. Figure 5 illustrates the overall enjoyment levels of all the subjects in a graph.

Table 4. Results of measuring enjoyment by subject and dimensions.

Variable or Dimension	Level	Maths	Physics	Chemistry
General Variable	High	49	78	52
	Moderate	47	17	44
	Low	3	4	4
First Dimension	High	58	76	67
	Moderate	34	20	26
	Low	8	4	7
Second Dimension	High	73	76	59
	Moderate	22	20	36
	Low	5	4	5
Third Dimension	High	25	67	38
	Moderate	71	30	57
	Low	3	2	5

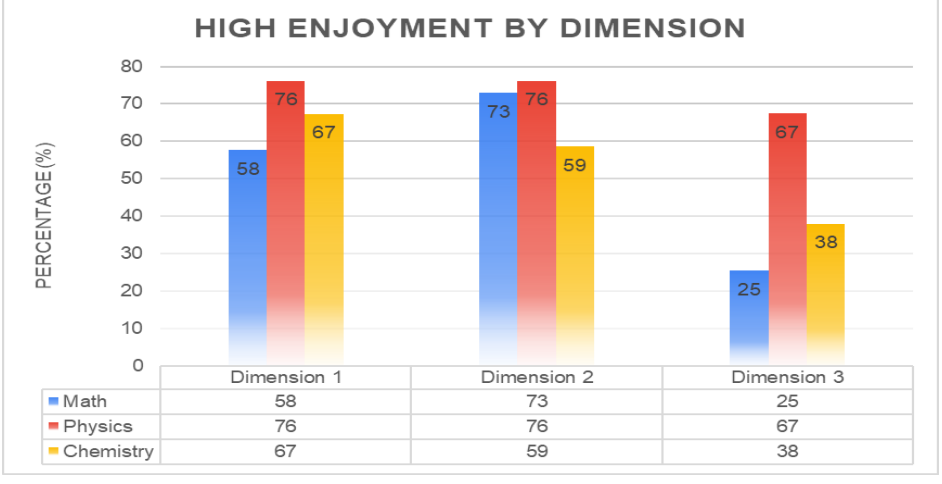

Figure 4. High enjoyment of maths, physics and chemistry by dimension. Dimension 1: Perception towards the professor. Dimension 2: Personal enjoyment. Dimension 3: Social enjoyment.

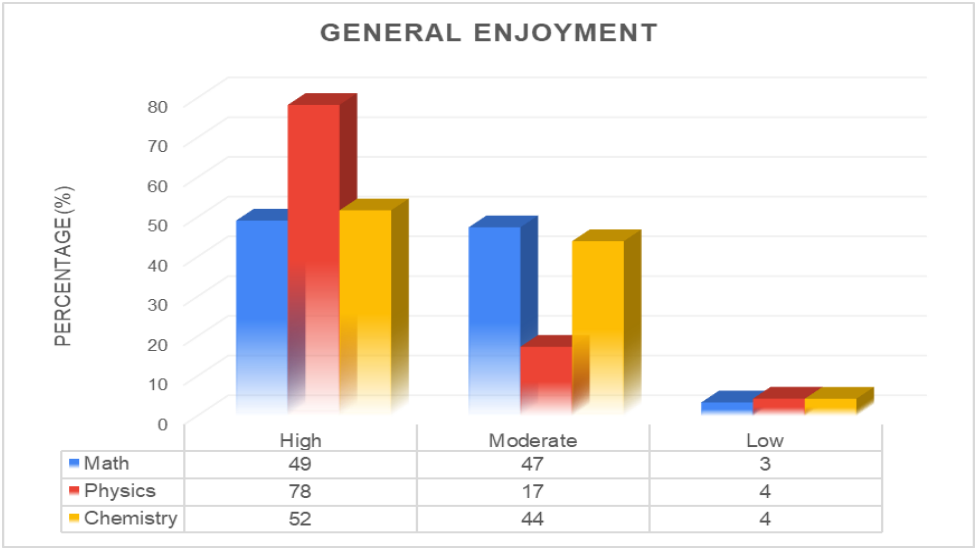

Figure 5. General enjoyment level of the subjects in the study. It shows the high, moderate and low enjoyment for maths, physics and chemistry.

4. Discussion

The results revealed that the level of enjoyment of physics learning is high, represented by 78%, followed by 17% as a moderate level and 4% as a low level. Hence, the teaching and learning process of the physics subject was relevant, influencing positively the learning of physics. According to Barbara Fredrickson's Theory of Positive Emotions, joy, interest, or love increase students' learning capacity (Barrios & Acosta-Manzano 2022). Overall, Figure 5 shows high enjoyment levels and positive emotions in the three subjects: physics, chemistry, and mathematics, allowing people to broaden their perspectives and generate a predisposition to learn (Jin & Zhang 2021) and a deeper understanding of the subjects as well (Tursyngozhayev et al. 2024). Therefore, emotional well-being in students increases academic performance (Goetz et al. 2006). Likewise, enjoyment contributes to a more direct measure of engagement with science (Ainley & Ainley 2011). It would improve the educational quality that will be reflected in the accreditation processes of the programs (Molano 2022), thereby higher education requires the implementation of diverse types of tools or instruments that contribute to academic management.

As for students' perceptions towards the professor, 76% of physics students, 67% of chemistry, and 58% of mathematics claimed that they agreed with the teacher's performance, kindness and constant support during the learning process. Almost all the students affirmed their great satisfaction with the professor. Nevertheless, the reforms and teaching practices sometimes ignore aspects such as interest development, generation of enjoyment and engagement (Boukayoua et al. 2021) that influence students' academic outcomes. For this reason, professors

must motivate students, which will impact their performance, making them increase their interest in subjects. Also, to generate an adequate environment to favour the learning process (Hubackova & Ruzickova 2013). This study shows highly positive results toward the professor, so learning was promoted through motivation and academic support, significantly influencing the satisfaction of fundamental psychological needs, the learning impulse (Huang et al. 2024). In this regard, ISO 21001 emphasises that educational quality shows that the delivery of educational products and services is high if the teaching and learning process focuses on the students' interests (ISO 2018).

As regards the students' level of personal enjoyment, it is the highest in physics with 76%, followed by 73% in mathematics and 59% in chemistry. In the second dimension, positive situations were experienced by students that linked to emotional well-being in science classes which were the key for the lessons to be successful and influence the students' academic performance. Therefore, significant learning was developed in the learning sessions, as the students stated that they had learned interesting things and how to solve problems in science subjects; in other words, good strategies were used to capture the students' interest. Currently, professors recognise the importance and the need to improve the mathematics education curriculum to prepare competent and confident professionals (Christensen & Knezek 2020), and in all subjects because there is a need to integrate recreational activities in classes since that contributes to and increases academic performance (Goetz et al. 2006). Furthermore, it is inescapable to indicate that if we seek quality in higher education, it is essential to consider the principles of quality because of transparency and respect for learning and students (ISO 2018).

Regarding the students' level of social enjoyment, 67% of physics students represent a high level, followed by 38% in chemistry as a moderate, and 25% in mathematics as the lowest level of social enjoyment. In the third dimension, students reported a favourable, comfortable, and safe academic environment, mainly in physics classes. Enjoyment is generated when there is an atmosphere of belonging (Hettinger et al. 2021). On the other hand, students expressed a positive attitude toward their classmates because they consider all of them kind in classes. Although the data reveals a high level of the third dimension, the first and the second dimensions have a higher acceptance. As for self-perception, students felt proud of their achievements, which is fundamental. Academic emotions are significantly related to students' motivation, self-regulation, and academic performance (Pekrun et al. 2002). In concordance with Dewaele and MacIntyre, enjoyment is based on positive classroom interactions: friendly peer groups; positive and talented teachers; and interesting, challenging activities according to the student's needs (Mierzwa 2019) similarly, enjoyment impacts science and the scientific competence of students when educators are interested in researching and reformulating science policies (Jack & Lin 2018).

It is necessary to highlight that enjoyment makes it possible to enrich students' academic knowledge, and improves the teaching-learning process since positive emotions allow learners to achieve the unexpected (Csikszentmihalyi 1990). Research shows how emotions contribute to the student's active participation and achieve positive and emotional mental environments in learning activities (Ainley & Ainley 2011); studies reveal higher levels of enjoyment in learning sessions (Inada 2022, Wang et al. 2023 and Li 2020). These proposals should be understood as

tools that will promote programs to improve the quality of education systems (Molano 2022). Enjoyment and the experience of positive emotions in science subjects will help students achieve communication skills for research, development, and innovation. For its part, Fredrickson's "Broaden and Build" theory states that positive emotions encourage play, creativity, curiosity, and exploration; all these behaviours are beneficial in learning (Boudreau et al. 2018).

Higher education institutions' performance increasingly depends on the quality of their instruction (Tung 2023), and delayed studies problems and dropping out affect educational institutions (Bedregal-Alpaca et al. 2020). The requirements have been established in ISO 21001 to offer a quality academic service, starting by identifying the groups' interests, needs and expectations. The changes must be realised considering the requirements established by the ISO 21001 standard (ISO 2018). The ISO 21001 standard implementation intends that educational organisations offer a better service based on evaluating the degree to which they satisfy the needs and expectations of students (Guerra et al. 2020). In this sense, the difficulties that affect the teaching-learning process represent a critical problem in higher education. We can highlight the high dropout rate, which has its root cause in various factors. In this regard, Davila states that there is a percentage of people who perceive impediments, so that the teaching-learning process, the educational level, and the grades obtained, in addition to the university's academic standards, all make it difficult for students to continue their training (Dávila et al. 2022); however, it is pertinent to highlight in many cases it is because to the discreet acceptance of science subjects in their transition from high school to university. A study prepared by the consulting firm Flanqueo indicates that at least 30% of students begin to delay their studies, mainly in the first years, falling behind various cycles or even abandoning their degrees (Bedregal-Alpaca et al. 2020).

Figure 5 shows similar behaviour and results for three subjects, which allows us to generalise this problem for science subjects at university, considering that the highest risk dropout is observed in the first cycle (Castro-Montoya et al. 2021). Likewise, it is necessary to become aware of the dropout rate, a common problem in public and private universities. Therefore, academic quality management and student dropout prevention are matters of great relevance in the university environment. The deficient performance of students is because of the professors' lack of preparation and the skills they have and use in the classroom (Pablo-Huamani et al. 2024), so these are critical points in the teaching-learning process that must be addressed to improve the educational service. In this way, quality management contributes to educational organisations by providing a conducive atmosphere to enhance students' learning, since quality factors are associated with educational equity to achieve a progressive, equitable society with social justice. The teachers' pedagogical training in their specialised is remarkable in the education field, so the formation and management of teaching strategies are a priority (García-Herrero et al. 2024). Thus, universities can reduce students' dropout rates, since these are caused by low academic performance or teaching-learning processes that do not consider the level of students' knowledge or other aspects that affect the studies' continuity.

On the other hand, the total predisposition of students to learn represents a fundamental need for academics, so that the accomplishments of both educative actors are achievable in an environment of enjoyment. According to Alexander, the ISO 21001:2018 “Management System

for Educational Organisations" (SGOE) standard provides a common management tool for educational organisations to improve their processes and meet all the needs and expectations of people who use their services its aim to promote efficiency in the operation of an education system. Likewise, the understanding of the organisation and its context (ISO 2018) must be oriented to the comprehension of its problems and the ways of approaching its solutions, for this requires the monitoring of the satisfaction of the needs of the interested parties, the implementation of different types of tools or instruments that contribute to academic management. The techniques used to allow students at educational risk to be identified promptly (Bedregal-Alpaca et al. 2020).

Enjoyment is a tool that permits educational organisations to identify the needs of the main actors involved in the teaching-learning process, which is suitable for implementing improvements and seeking opportunities by requirement 6.1 of the ISO 21001 standard (ISO 2018). Improvement actions are essential, for instance, planning learning sessions according to students' needs, implementing a conducive atmosphere in the classes, and selecting suitable teaching resources to achieve meaningful learning. Each action will contribute to the students' academic performance, in addition, it will be transcendental to link the academic context with reality because it is essential to improve teaching and learning in engagement, enjoyment, and effectiveness (Tung 2023). Another factor is motivation which influences students' academic performance and its general process initiates the behaviour and is directed towards achieving a goal (González 2017).

5. Conclusions

Based on the gathered results regarding the three dimensions of enjoyment studied, positive perception towards the professor, personal satisfaction, and social enjoyment in the classroom are important in terms of academic quality and student well-being.

Firstly, the high levels of enjoyment reported by students in all dimensions suggest a favourable and enriching academic environment. The positive perception towards the professor indicates that students value the professor's influence and support in their learning process. This finding is crucial since the relationship between students and teachers is fundamental for student motivation and academic performance. Motivation is a critical factor which influences academic achievement goals and improved performance.

Secondly, the personal satisfaction expressed by students reflects a sense of accomplishment and fulfilment in their learning process. The high enjoyment in this dimension suggests that students' satisfaction is closely related to commitment and persistence in learning. Students who feel competent and motivated tend to be more committed to their learning process and persist, even when faced with challenges, so educators must work to foster students' personal satisfaction and help them achieve their academic goals.

Lastly, in terms of social enjoyment, the students' answers evidenced high enjoyment in the social dimension when they perceived the classroom as a welcoming and stimulating place to interact with their peers and share learning experiences. This dimension emphasises the

importance of the learning environment for the students' emotional and social well-being, as a positive environment encourages inclusion and diversity, and allows students to feel comfortable and safe when sharing their ideas and experiences, which considerably contributes to academic success and the university students' personal development.

In summary, the results suggest that enjoyment is crucial because it influences students' academic quality and well-being in higher education by fostering motivation, engagement, and meaningful learning. Moreover, the experience of pleasure and satisfaction that students derive from learning facilitates the establishment of meaningful connections with the content and cultivates an open-minded approach to knowledge. Likewise, enjoyment and emotional well-being are factors that positively influence the students' academic performance, so it is necessary to take care of the emotional well-being of students to ensure the academic and personal success and general satisfaction of university students. Therefore, it is fundamental to associate positive emotions with the educational experience.

Finally, enjoyment is an effective tool for educational organisations, as it allows them to identify needs and address risks, such as student dropout, low academic performance or poor teaching performance. In this way, higher education organisations implement quality management systems that allow them to offer a better service, satisfying the needs and expectations of students. The commitment to quality enables institutions to consolidate and maintain a solid competitive position.

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