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Perception of Students, Teachers, Administrators and their Relationship of Quality of Service at the National University San Luis Gonzaga, 2024

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Abstract

The objective of this study is to examine how users perceive the quality of the service offered by Electrocentro S.A., using the SERVQUAL model as a reference. A quantitative method was chosen, with a descriptive and non-experimental design, and a sample of 384 users who were treated at the Huancayo customer service office was used. A structured questionnaire was used and validated for data collection, which were analyzed using descriptive and inferential statistics. The findings show that the dimensions of reliability, responsiveness, safety, empathy and tangible aspects present notable differences between what users expected and what they actually perceived, suggesting the existence of a negative gap in perceived quality. It is concluded that there is a medium level of general satisfaction, highlighting the need to implement strategies that improve customer service, optimize internal processes and strengthen communication within the organization to raise service quality standards.

Keywords: *Quality of Service, User Perception, SERVQUAL Model, Customer Service, Satisfaction.*

Introduction

In today's increasingly agile, competitive and customer-centric environment, service quality has become of essential strategic importance for businesses. It is not only seen as a differentiator, but also acts as a key foundation for developing competitive advantages that are sustainable. This facet, which goes beyond physical products and is intimately connected to the perceptions, feelings, and experiences of the user, has a direct impact on the satisfaction, loyalty, and reputation of institutions (García, 2019).

Quality of service is generally described as the comparison between what the customer expects

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and what he or she actually perceives from the service he or she has received (Parasuraman, Zeithaml, & Berry, 1988). This connection, known as a quality gap, helps determine whether the service has met, missed, or exceeded expectations. A negative gap signals the need for corrective actions in service delivery processes, while a positive gap represents a competitive advantage that is difficult to replicate. For this reason, it is essential to measure and understand these gaps for customer-focused organizations.

Specifically, the SERVQUAL model has been used extensively in academic studies and business evaluations to measure perceived quality of service. This model is based on five key dimensions: reliability (delivering on promises), responsiveness (speed and willingness of staff), safety (knowledge and friendliness of staff), empathy (personalized treatment) and tangible elements (infrastructure, equipment and presentation of staff). Its use in various sectors, such as health, education, telecommunications, and public services, has proven to be effective in generating valuable information that helps decision-making in organizations (Delgado & Torres, 2017).

With regard to fundamental public services, such as the supply of electricity, the quality of the service is not only related to technical efficiency, but also to the perception of the citizen as a user and beneficiary of it. This aspect is especially relevant in Peru, where they face structural obstacles related to the coverage, continuity and quality of customer service. Different reports from supervisory entities such as Osinermin (2020) warn of the increase in complaints and claims related to service interruptions, inadequate care, and delays in solving problems. This situation affects user trust, limits the legitimacy of the supplier company and highlights the need to redesign the processes aimed at managing the customer experience.

Electrocentro S.A., which is responsible for the distribution of electricity in various areas of the center of the country, has the responsibility of ensuring that this essential service is available continuously and reliably. However, the constant complaints from users reveal discrepancies between the expectations of citizens and the quality of the service they receive, particularly with regard to customer service, problem solving and personal treatment in their commercial offices.

The town of Huancayo, as the urban and economic center of central Peru, is a key place to examine these opinions, considering its demographic, industrial and commercial increase in recent decades. Therefore, it is relevant and urgent to carry out studies that allow us to understand the perceptions of users and guide the constant improvement of the service.

The purpose of this research is to examine how users perceive the quality of the service provided by Electrocentro S.A. in Huancayo, using the SERVQUAL model as a diagnostic tool. This approach makes it easier to measure and characterize discrepancies between what users expect and what they actually perceive, providing valuable empirical evidence for the development of improvement strategies.

The relevance of this study lies in its contribution to practical knowledge in the management of public services, by offering a systematic method to evaluate quality from the user's perspective. In addition, it is anticipated that the findings will serve as a basis to strengthen decision-making within the institution, focusing on customer satisfaction, through specific actions in areas of care, communication and internal administration. Thus, this work not only tries to enrich the theoretical framework on service quality, but also to generate practical recommendations that help raise the standards of care in the energy sector in Peru.

Problem Statement

In recent years, service quality management has become increasingly important in public service providers, due to its direct influence on how users perceive it, on the legitimacy of institutions, and on operational efficiency. In Peru's energy field, the delivery of electricity service faces numerous obstacles, not only from a technical perspective, but also in terms of customer service, prompt resolution of complaints, and the perception of efficiency in administrative procedures. These factors are fundamental, since access to electricity is considered an essential right for economic, social and human progress.

Electrocentro S.A., in charge of the distribution of electricity in the central region of Peru, is committed to offering a quality technical service and efficient attention to citizens. However, in Huancayo, a notable number of complaints, claims and unfavorable opinions have been observed by users, associated with the slowness of attention, the lack of effective communication, the lack of empathy of the staff and the limited response to cuts or problems in the service. These circumstances have led to an increase in user dissatisfaction, which puts institutional reputation at risk and deteriorates citizens' confidence in public management.

Despite the existence of regulatory standards and quality guidelines established by entities such as Osinergmin, there is a discrepancy between the expected standards and the real customer experience, especially in terms of personalized treatment, resolution of inconveniences and quality of service in customer service offices. This discrepancy between what the user expects and what they actually receive has not been systematically addressed from a technical-scientific approach in the local context.

In this framework, the need to implement rigorous methodological tools that facilitate the evaluation of the perceived quality of the service, identify the main gaps in the user experience and propose guidelines for continuous improvement is evident. The SERVQUAL model emerges as a suitable tool for this purpose, as it allows the differences between customer expectations and perceptions to be assessed in five key dimensions: reliability, responsiveness, safety, empathy and tangible aspects.

Therefore, the central problem that drives this research can be summarized in the following question: What do users think about the quality of the service offered by Electrocentro S.A. in Huancayo, according to the dimensions of the SERVQUAL model? This question guides the empirical analysis and supports the need to generate objective evidence to improve customer service and strengthen the quality of electricity service.

General Objective

To determine the Perception of students, teachers, administrators and their relationship of quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Methodology

Guy. This research has a quantitative approach

Level. Descriptive – Explanatory level.

Research Design. It will be of a non-experimental relational design

Population and Sample

Population. According to Fracica (1988), the population is defined as "the set of all the elements to which the research refers. It can also be defined as the set of all the sampling units" (p. 36). In the context of this research, the population is made up of a total of 2,129 people, distributed as follows: 1,915 students, 141 teachers and 73 administrative workers belonging to the different faculties of the San Luis Gonzaga National University.

Sample. According to Arias (2006), the sample is defined as "a representative and finite subset that is extracted from the accessible population" (p. 83). In this sense, a finite sample is understood to be one that has a limited number of elements in relation to the space and time defined by the research. For this study, the corresponding statistical formula for finite populations was applied, which allowed determining a sample made up of 184 students, 84 teachers and 54 administrative workers, all belonging to the academic period 2024-I. The selection of participants was made randomly, ensuring the representativeness of the 24 faculties that make up the university.

The calculation made for the research is detailed.

n = sample to be calculated

N = Population size (1915), (141), (73)

Z = Critical Parameter - 95% Confidence (1.96)

E = Error (3%)

P = Expected Ratio (0.05)

$Q = 1 - P$ (in this case $1 - 0.05 = 0.95$)

From where the total sample is calculated as:

$$n = \frac{N \cdot Z^2 \cdot P \cdot Q}{(N - 1) \cdot E^2 + Z^2 \cdot P \cdot Q}$$

The distribution was carried out according to the percentage of participation of the students, teachers and administrative staff that make up the research unit

The student population of the National University "San Luis Gonzaga", 2024, was replaced in the formula of finite populations.

$$n = \frac{1915 \cdot 1.96^2 \cdot 0.05 \cdot 0.95}{(1915 - 1) \cdot 0.03^2 + 1.96^2 \cdot 0.05 \cdot 0.95} = 184 \text{ students}$$

The population of teachers of the National University "San Luis Gonzaga", 2024, was replaced in the formula of finite populations.

$$n = \frac{141 \cdot 1.96^2 \cdot 0.05 \cdot 0.95}{(141 - 1) \cdot 0.03^2 + 1.96^2 \cdot 0.05 \cdot 0.95} = 84 \text{ teachers}$$

The population of administrative staff of the National University "San Luis Gonzaga", 2024, was replaced in the formula of finite populations.

$$n = \frac{73 \cdot 1.96^2 \cdot 0.05 \cdot 0.95}{(73 - 1) \cdot 0.03^2 + 1.96^2 \cdot 0.05 \cdot 0.95} = 54 \text{ administrative staff}$$

Sample	Quantity
Students	184
Teachers	84
Administrative staff	54
TOTAL	n=322

Table 1. Distribution of sample elements

Source: Authors.

Data Collection Techniques and Instruments

The present research has used:

Techniques used.

For the development of this research, the following methodological techniques were applied:

- **Survey.** The survey technique was used as the main tool for data collection, using the SERVQUAL model, designed by Parasuraman (1988) as a basis. This model contemplates five fundamental dimensions of service quality: reliability, responsiveness, security, empathy and tangible elements, which made it possible to measure the indicators defined in the variable operationalization matrix.
- **Documentary Analysis.** An exhaustive review of relevant bibliographic sources, both national and international, that address the study variables was carried out. This analysis allowed to theoretically contextualize the research and substantiate the frames of reference used.

Data Collection Tools

SERVQUAL Questionnaire. The instrument used for the application of the survey was the SERVQUAL questionnaire, originally proposed by Parasuraman (1988) and adapted by Vásquez (2015) for the educational context. The questionnaire is composed of 22 items, distributed in the five dimensions of the model: reliability, responsiveness, security, empathy and tangible elements. This instrument was subjected to a validation process by expert judgment, ensuring its relevance and adequacy to the objectives of the research.

Dimension	N° Questions	Unsatisfied	Satisfied
Reliability	5	From 5 to 15	From 16 to 25
Responsiveness	4	From 4 to 12	From 13 to 20

Safety	4	From 4 to 12	From 13 to 20
Empathy	5	From 5 to 15	From 16 to 25
Tangible Elements	4	From 4 to 12	From 13 to 20
TOTAL	22	From 22 to 66	From 71 to 110

Table 2. SERVQUAL scale and its dimensions.

Source: Authors' elaboration - based on the Servqual model of Zeithaml and Parasuraman.

Validity of the Instrument. The validity of the instrument used in this research was determined through expert judgment, who evaluated the relevance, coherence and clarity of the items in relation to the objectives and hypotheses proposed. It should be noted that the instrument is an adaptation of the SERVQUAL model, which is internationally recognized for its standardization and empirical validation in various areas of service quality assessment. Likewise, this model presents an adequate internal consistency, measured through Cronbach's alpha coefficient, whose reported value is 0.89, which indicates a high reliability of the instrument.

Expert judges	Quality expectation questionnaire	Quality perception questionnaire
Judge 1	Excellent	Excellent
Judge 2	Very good	Very good
Judge 3	Very good	Excellent
Judge 4	Excellent	Excellent
Judge 5	Excellent	Very good

Table 3. Validity of instruments according to experts.

Source: Own – Expert Judgment

Results

Descriptive Analysis

Result for the General Objective: To determine the Perception of students, teachers, administrators and their relationship of quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

			Quality of service			Total
			Level	Intermediate level	Level	
			Low		High	
Perception	Suitcase	Recount	12	8	0	20
		%	3.73%	2.48%	0.00%	6.21%
	Regular	Recount	21	156	31	208
		%	6.52%	48.45%	9.63%	64.60%
	Good	Recount	24	34	36	94
		%	7.45%	10.56%	11.18%	29.19%
Total	Recount	57	198	67	322	
	%	17.70%	61.49%	20.81%	100.00%	

Table 4. Perception of students, teachers, administrators and their relationship of quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Fountain. Own elaboration.

According to the information presented in Table 4, it is observed that the perception of the quality of service at the Universidad Nacional San Luis Gonzaga, during the year 2024, is evaluated as regular by 64.60% of the participants, including students, teachers and administrative staff. Likewise, 29.19% rate it as good, while only 6.21% perceive it as deficient. This assessment corresponds to the five dimensions evaluated by the SERVQUAL model: reliability, responsiveness, security, empathy and tangible elements.

In relation to the variable quality of the service provided, the results show that 17.70% of the respondents consider that the level of quality is low, 61.49% qualify it as medium and 20.81% perceive it as high. This distribution reflects the perception of the university actors regarding the fundamental aspects of the service, such as the trust generated by the staff, the willingness to meet needs, the degree of security offered, personalized attention, as well as the presence and adequacy of the tangible resources used in the university processes.

			Quality of service according to students			Total
			Level	Intermediate	Level	
			Low	level	High	
Perception according to students	Suitcase	Recount	7	8	0	15
		%	3.80%	4.35%	0.00%	8.15%
	Regular	Recount	23	81	6	110
		%	12.50%	44.02%	3.26%	59.78%
	Good	Recount	9	37	13	59
		%	4.89%	20.11%	7.07%	32.07%
Total		Recount	39	126	19	184
		%	21.20%	68.48%	10.33%	100.00%

Table 5. Perception of the quality of service according to students at the Universidad Nacional San Luis Gonzaga, 2024

Fountain. Own elaboration

According to the data presented in Table 5, in relation to the variable perception of the quality of the service, it is observed that 8.15% of the students consider it to be bad, while 59.78% rate it as fair and 32.07% perceive it as good. These results show a predominant trend towards an intermediate assessment by students regarding the services provided by the university.

Regarding the quality of the service provided by the Universidad Nacional San Luis Gonzaga, 21.20% of the students indicate that the level is low, 68.48% consider it to be of medium level and only 10.33% perceive it as high. These percentages reflect a majority perception of moderate

performance in the dimensions evaluated, such as reliability, responsiveness, security, empathy and tangible elements, key aspects for the strengthening of institutional management aimed at the continuous improvement of the university service.

			Quality of service according to teachers			Total
			Level	Intermediate level	Level	
			Low		High	
Perception according to teachers	Suitcase	Recount	2	2	0	4
		%	2.38%	2.38%	0.00%	4.76%
	Regular	Recount	21	42	5	68
		%	25.00%	50.00%	5.95%	80.95%
	Good	Recount	6	4	2	12
		%	7.14%	4.76%	2.38%	14.29%
Total		Recount	29	48	7	84
		%	34.52%	57.14%	8.33%	100.00%

Table 6. Perception of the quality of service according to teachers at the Universidad Nacional San Luis Gonzaga, 2024.
Fountain. Own elaboration

According to the results presented in Table 6, it is observed that the perception of the quality of service by the teachers of the Universidad Nacional San Luis Gonzaga is predominantly regular, with 80.95% of responses in this category. Likewise, 14.29% of teachers consider that the perception is good, while 4.76% rate it as bad.

Regarding the variable quality of the service provided by the university, 34.52% of the teachers perceive that the level is low, 57.14% consider it to be of medium level, and only 8.33% state that the level of quality is high. These results reflect a mostly moderate perception, both in general and specific terms, regarding the dimensions evaluated: reliability, responsiveness, security, empathy and tangible elements of university service.

			Quality of service according to administrative staff			Total
			Level	Intermediate level	Level	
			Low		High	
Perception according to administrative staff	Suitcase	Recount	0	1	0	1
		%	0.00%	1.85%	0.00%	1.85%
	Regular	Recount	4	14	12	30
		%	7.41%	25.93%	22.22%	55.56%
	Good	Recount	1	12	10	23
		%	1.85%	22.22%	18.52%	42.59%
Total		Recount	5	27	22	54

	%	9.26%	50.00%	40.74%	100.00%
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Table 7. Perception of the quality of service according to the administrative staff at the Universidad Nacional San Luis Gonzaga, 2024. Fountain. Own elaboration.

According to the data presented in Table 7, regarding the variable perception of the quality of the service according to the administrative staff, it is observed that 1.85% consider that the perceived quality is bad, 55.56% qualify it as fair, and 42.59% perceive it as good. These results show that more than half of the administrative staff has an intermediate perception of the quality of the service, although a considerable proportion considers it positively.

Regarding the variable quality of the service provided at the Universidad Nacional San Luis Gonzaga, 9.26% of the administrative staff stated that the level of quality was low, 50.00% indicated a medium level, and 40.74% considered that the level was high. These data reflect a predominantly favorable assessment by the administrative staff, which suggests that they perceive improvements in key aspects such as reliability, responsiveness, security, empathy and tangible elements in the services provided by the institution.

Inferential Analysis

General Hypothesis

Ha: There is a significant relationship in the perception of students, teachers, and administrative staff with the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Ho: There is no significant relationship between the perception of students, faculty, and administrative staff with the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

			Quality of Service according to units of analysis	Perception by units of analysis
Rho de Spearman	Quality of Service according to units of analysis	Correlation coefficient	1,000	,932*
		Sig. (bilateral)	.	,000
		N	322	322
	Perception by units of analysis	Correlation coefficient	,932*	1,000
		Sig. (bilateral)	,000	.
		N	322	322
*. The correlation is significant at the 0.01 level (2 tails).				

Table 8. Relationship between the perception of students, teachers and administrative staff and the quality of service at the Universidad Nacional San Luis Gonzaga, 2024

In relation to the variable perception of students, teachers and administrative staff and its link posthumanism.co.uk

with the quality of the service provided, the existence of a direct and significant relationship between both variables is evidenced, according to the inferential analysis carried out. According to the criteria established by Hernández (2014), Spearman's correlation coefficient yielded a value of $\rho = 0.932$, with a bilateral significance level of 0.000, a value below the permitted threshold of 0.01.

These statistical results allow us to reject the null hypothesis and, consequently, to accept the research hypothesis, concluding that there is a significant and positive relationship between the perception of students, teachers and administrative staff and the quality of the service offered by the Universidad Nacional San Luis Gonzaga during the year 2024. This relationship suggests that, the greater the favorable perception by university actors, the greater the assessment of the quality of the institutional service.

Specific Hypotheses 1

Ha: There is a significant relationship between the perception of students, teachers, and administrative staff and the reliability of the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Ho: There is no significant relationship between the perception of students, faculty, and administrative staff with the reliability of service quality at the Universidad Nacional San Luis Gonzaga, 2024.

			Dimension Reliability according to units of analysis		Quality of Service according to units of analysis
Rho de Spearman	Dimension Reliability according to units of analysis	Correlation coefficient	1,000		,827*
		Sig. (bilateral)	.		,000
		N	322		322
	Quality of Service according to units of analysis	Correlation coefficient	,827*		1,000
		Sig. (bilateral)	,000		.
		N	322		322
*. The correlation is significant at the 0.01 level (2 tails).					

Table 9. Relationship between reliability and quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

In relation to the reliability dimension and its link with the quality of the service, according to the units of analysis (students, teachers, and administrative staff), a direct and significant relationship is evident, according to the criteria proposed by Hernández (2014). The inferential analysis reported a Spearman correlation coefficient (ρ) of 0.827, with a bilateral significance level of 0.000, a value lower than the established threshold of 0.01.

This statistical result allows us to reject the null hypothesis and, therefore, to accept the research hypothesis, which indicates that there is a significant and positive relationship between the reliability dimension and the quality of service at the Universidad Nacional San Luis Gonzaga during the year 2024. In other words, the greater the perception of reliability on the part of university actors, the greater the assessment of the quality of the service received.

Specific hypotheses 2

Ha: There is a significant relationship between the perception of students, teachers, and administrative staff and the responsiveness of the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Ho: There is no significant relationship between the perception of students, teachers, and administrative staff and the responsiveness of the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

			Dimension Responsiveness according to units of analysis	Quality of Service according to units of analysis
Rho de Spearman	Dimension Responsiveness according to units of analysis	Correlation coefficient	1,000	.831*
		Sig. (bilateral)	.	,000
		N	322	322
	Quality of Service according to units of analysis	Correlation coefficient	,831*	1,000
		Sig. (bilateral)	,000	.
		N	322	322
*. The correlation is significant at the 0.01 level (2 tails).				

Table 10. Relationship between response capacity and quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

In relation to the response capacity dimension and its link with the quality of the service, according to the units of analysis (students, teachers, and administrative staff), a direct and significant relationship is observed, according to the criteria proposed by Hernández (2014). The analysis using Spearman's correlation coefficient yielded a value of rho = 0.831, with a bilateral significance level of 0.000, a value below the permitted threshold of 0.01.

This result allows us to reject the null hypothesis and, consequently, to accept the research hypothesis, which indicates that there is a positive and significant relationship between the perception of response capacity and the quality of the service provided at the Universidad Nacional San Luis Gonzaga during the year 2024. In other words, a greater responsiveness perceived by users is associated with a better assessment of the quality of the university service.

In relation to the response capacity dimension and its link with the quality of the service,

according to the units of analysis (students, teachers, and administrative staff), a direct and significant relationship is observed, according to the criteria proposed by Hernández (2014). The analysis using Spearman's correlation coefficient yielded a value of $\rho = 0.831$, with a bilateral significance level of 0.000, a value below the permitted threshold of 0.01.

This result allows us to reject the null hypothesis and, consequently, to accept the research hypothesis, which indicates that there is a positive and significant relationship between the perception of response capacity and the quality of the service provided at the Universidad Nacional San Luis Gonzaga during the year 2024. In other words, a greater responsiveness perceived by users is associated with a better assessment of the quality of the university service.

Specific Hypotheses 3

Ha: There is a significant relationship in the perception of students, teachers, and administrative staff with the security of the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Ho: There is no significant relationship between the perception of students, teachers, and administrative staff and the security of the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

			Security dimension according to units of analysis	Quality of Service according to units of analysis
Rho de Spearman	Security dimension according to units of analysis	Correlation coefficient	1,000	,876*
		Sig. (bilateral)	.	,000
		N	322	322
	Quality of Service according to units of analysis	Correlation coefficient	,876*	1,000
		Sig. (bilateral)	,000	.
		N	322	322
*. The correlation is significant at the 0.01 level (2 tails).				

Table 11. Relationship between safety and quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

With regard to the safety dimension and its relationship with the quality of the service, according to the units of analysis (students, teachers, and administrative staff), there is evidence of a direct and significant relationship, according to the criteria established by Hernández (2014). The inferential analysis using Spearman's correlation coefficient yielded a value of $\rho = 0.876$, with a bilateral significance level of 0.000, a value lower than the threshold of 0.01 established for significance tests.

This result allows us to reject the null hypothesis and accept the research hypothesis, which indicates that there is a significant and positive relationship between the perception of safety and the quality of the service provided at the Universidad Nacional San Luis Gonzaga, during the year 2024. In other words, the greater the perception of security by the members of the university community, the greater their assessment of the quality of the service received.

Specific Hypotheses 4

Ha: There is a significant relationship in the perception of students, teachers, and administrative staff with the empathy of the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

Ho: There is no significant relationship between the perception of students, teachers, and administrative staff and empathy for the quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

			Empathy Dimension according to units of analysis	Quality of Service according to units of analysis
Rho de Spearman	Empathy Dimension according to units of analysis	Correlation coefficient	1,000	.935*
		Sig. (bilateral)	.	,000
		N	322	322
	Quality of Service according to units of analysis	Correlation coefficient	.935*	1,000
		Sig. (bilateral)	,000	.
		N	322	322
*. The correlation is significant at the 0.01 level (2 tails).				

Table 12. Relationship between empathy and quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

In relation to the empathy dimension and its link with the quality of service, according to the units of analysis (students, teachers, and administrative staff), a direct and significant relationship is identified, according to the classification proposed by Hernández (2014). The statistical analysis, using Spearman's correlation coefficient, yielded a value of rho = 0.935, with a bilateral significance level of 0.000, a value that is below the permitted threshold of 0.01.

This result supports the decision to reject the null hypothesis and accept the research hypothesis, concluding that there is a direct and statistically significant relationship between the perception of empathy and the quality of the service provided at the Universidad Nacional San Luis Gonzaga, in the year 2024. In other words, a greater perception of individualized attention and humanized treatment by administrative and teaching staff is associated with a better evaluation of the quality of the university service.

Specific Hypotheses 5

Ha: There is a significant relationship in the perception of students, faculty, and administrative staff with the tangible elements of service quality at the Universidad Nacional San Luis Gonzaga, 2024.

Ho: There is no significant relationship in the perception of students, faculty, and administrative staff with the tangible elements of service quality at the Universidad Nacional San Luis Gonzaga, 2024.

			Dimension Tangible elements according to units of analysis	Quality of Service according to units of analysis
Rho de Spearman	Dimension Tangible elements according to units of analysis	Correlation coefficient	1,000	.897*
		Sig. (bilateral)	.	,000
		N	322	322
	Quality of Service according to units of analysis	Correlation coefficient	.897*	1,000
		Sig. (bilateral)	,000	.
		N	322	322
*. The correlation is significant at the 0.01 level (2 tails).				

Table 13. Relationship between tangible elements and quality of service at the Universidad Nacional San Luis Gonzaga, 2024.

In relation to the tangible elements dimension and its association with the quality of the service, according to the units of analysis (students, teachers, and administrative staff), a significant direct relationship is observed, according to the classification established by Hernández (2014). The value obtained using Spearman's correlation coefficient was $\rho = 0.897$, with a bilateral significance level of 0.000, which is below the permitted threshold of 0.01.

This result allows us to reject the null hypothesis and accept the research hypothesis, concluding that there is a direct and statistically significant relationship between the perception of tangible elements and the quality of the service offered at the Universidad Nacional San Luis Gonzaga, during the year 2024. In other words, a better assessment of the physical aspects of the university environment—such as infrastructure, equipment, materials, and staff presentation—is related to a more favorable perception of the quality of the service provided by the institution.

Discussion of Results

Dimension: Reliability

Reliability, understood as the ability to provide a service safely, accurately and according to what was promised (Parasuraman, Zeithaml, & Berry, 1985), is fundamental in the perception of the

quality of service in the university environment. In the present study, the results show that both students, teachers and administrative staff have a predominantly regular perception of this dimension, which reveals an opportunity for institutional improvement in the generation of trust and fulfillment of commitments with users.

Students rated reliability as fair at 61.41%, good at 32.07%, and poor at 6.52%. This perception is also reflected in the teaching group, where 76.19% considered it fair, 17.86% good and 5.95% bad. In the case of administrative staff, 61.11% considered it fair, 37.04% good and only 1.85% rated it as bad. These results indicate a uniform trend in the three groups towards an intermediate assessment of institutional reliability.

When analyzing the relationship between this dimension and the quality of service, a Spearman correlation coefficient of $\rho = 0.827$ ($p < 0.01$) was obtained, which shows a significant direct relationship between both variables. In other words, the greater the perception of reliability, the greater the perception of service quality by users.

This finding coincides with the approaches of Álvarez, Chaparro, and Reyes (2014), who argue that reliability is one of the dimensions that most influences user satisfaction in educational environments. Likewise, Apaza (2018) highlights that the perception of reliability in university services is associated with the constancy, fulfillment of functions, and technical capacity of the staff. On the contrary, Flores (2017) identified low levels of satisfaction in this dimension, which denotes that its development depends on multiple contextual and organizational factors.

Dimension: Responsiveness

Responsiveness refers to the willingness and readiness of staff to assist users and provide an agile and effective service (Parasuraman, Zeithaml, & Berry, 1985). In the university context, this dimension represents an essential pillar for the satisfaction of the student and the user in general, since it implies not only timely attention, but also genuine interest in solving their needs.

In the present research, it was evidenced that students perceive this dimension on a regular basis in 55.98%, while 37.50% consider it good and only 6.52% value it as bad. On the other hand, teachers also show a tendency towards regular perception (66.67%), followed by good (22.62%) and bad (10.71%) perceptions. In the case of administrative staff, 64.81% consider that the response capacity is regular, 33.33% rate it as good and only 1.85% as bad.

Regarding the relationship with the quality of the service perceived, the levels remain within a medium to high range, with the most representative percentages being those of medium level: students (68.48%), teachers (69.05%) and administrative staff (50.00%). The statistical correlation between the responsiveness dimension and service quality obtained a Spearman coefficient of $\rho = 0.831$ ($p < 0.01$), which indicates a significant direct relationship, confirming the hypothesis that the greater the perception of responsiveness, the greater the perception of service quality.

These findings are in line with the results obtained by Álvarez, Chaparro, and Reyes (2014), who indicate that responsiveness is a key dimension for user satisfaction in educational services, especially when staff demonstrate interest and effective resolution of queries. Likewise, Apaza (2018) highlights that the opportunity in care strengthens the institutional perception, generating greater confidence in the service provided. In contrast, Flores (2017) detected low levels of satisfaction in this dimension, attributed to the lack of preparation of personnel to meet demands

quickly.

In this way, it is confirmed that strengthening the institutional response capacity, both from logistical and attitudinal aspects, is essential to consolidate a positive perception of the university service, mainly in environments of high demand and mass attention such as those that characterize the San Luis Gonzaga National University.

Dimension: Security

Security in the context of university service refers to the institution's ability to convey trust, credibility, and professionalism, assuring the user that their interaction with academic and administrative staff will be reliable and risk-free (Parasuraman, Zeithaml, & Berry, 1985). This dimension not only covers physical aspects, but also emotional and cognitive aspects, such as the certainty of receiving adequate information and respectful treatment by staff.

In the results obtained at the Universidad Nacional San Luis Gonzaga (2024), it was evident that students mostly perceive this dimension as average (55.98%), 39.13% consider it good and only 4.89% as bad. On the other hand, teachers rated safety as fair in 57.14%, good in 34.52% and bad in 8.33%. As for the administrative staff, the perception was mostly positive: 46.30% considered it good and 53.70% fair, with no negative perception records (0.00%).

Regarding the quality of the service according to this dimension, it was found that the majority perceive an average level: students (75.54%), teachers (53.57%) and administrative staff (53.70%). It is followed by low and high levels, with variations depending on the group. The inferential analysis using Spearman's correlation test yielded a coefficient of $\rho = 0.876$ with a significance level $p < 0.01$, which demonstrates a significant direct relationship between the perception of safety and the quality of the service, validating the hypothesis raised in this component of the study.

These results coincide with what was stated by Álvarez, Chaparro, and Reyes (2014), who state that perceived security has a direct impact on user satisfaction, especially when professionalism and mastery of functions are perceived by university staff. Likewise, Zavaleta and Martínez (2013) highlight that services with a low perception of security tend to generate institutional distrust, which negatively affects the organizational image and reputation.

Similarly, Vargas (2015) stresses that the lack of adequate guidance or the misuse of institutional resources also influence the perception of security, since the student may feel unprotected or uninformed. In this sense, this study reaffirms the need to strengthen care protocols, improve institutional communication and continuously train staff, so that security as a dimension of the university service is perceived with high quality standards.

Dimension: Empathy

Empathy, as a dimension of service quality, refers to the ability of the institution's staff to provide personalized attention, show sensitivity to the needs of the user, and offer respectful and considerate treatment (Parasuraman, Zeithaml, & Berry, 1985). In the university environment, this dimension is especially relevant, since it implies a human bond between the student, the teacher and the administrative staff, fundamental for a comprehensive educational experience.

The results of the study carried out at the Universidad Nacional San Luis Gonzaga (2024) show that students perceive empathy as good in 49.46%, fair in 48.37% and bad in just 2.17%. Among

teachers, 38.10% rated this dimension as good, 54.76% as fair and 7.14% as bad. As for the administrative staff, 48.15% considered it good, 50.00% regular and only 1.85% bad.

Regarding the quality of service according to this dimension, the percentages that report an average level are: students (44.57%), teachers (51.19%) and administrative staff (48.15%). The high level was perceived by 44.57% of students, 27.38% of teachers and 38.89% of administrative staff, while the low level was lower, highlighting 10.87% in students, 21.43% in teachers and 12.96% in administrative staff. The inferential analysis shows a Spearman correlation coefficient of $\rho = 0.935$, with a bilateral significance level of $p < 0.01$, which indicates a significant direct relationship between the perception of empathy and the quality of the service provided at the university, which allows validating the corresponding specific hypothesis.

These findings are supported by Álvarez, Chaparro, and Reyes (2014), who argue that empathy, along with other interpersonal skills, directly influences user satisfaction, especially in environments where human contact is essential. Likewise, Suárez (2015) emphasizes the importance of implementing a user service manual in educational institutions, with the aim of improving the quality of interaction between staff and service users.

On the other hand, Vargas (2015) points out that, on many occasions, the resources provided by the university to its students do not achieve their purpose due to poor guidance or insufficient empathic interaction by the staff. In this sense, the results of this study reinforce the need to strengthen the communication and active listening skills of academic and administrative staff, as a fundamental part of a student-centered organizational culture.

In conclusion, empathy is positioned as a key dimension within the perception of service quality in the university context. Its strengthening not only contributes to user satisfaction, but also to the construction of solid and humanized institutional relationships.

Dimension: Tangible Elements

Tangible elements represent the physical dimension of the service, and include the facilities, equipment, materials, appearance of the staff and other visible resources that influence the user's perception (Parasuraman, Zeithaml and Berry, 1985). In the university context, this dimension is manifested in the academic infrastructure, the state of the environments, the technological resources, and the presentation of the teaching and administrative staff, aspects that can reinforce—or weaken—the educational experience.

In the present study carried out at the Universidad Nacional San Luis Gonzaga (2024), students' perception of tangible elements was good in 32.07%, fair in 51.09%, and bad in 5.98%. In the case of teachers, 17.86% considered it good, 76.19% average and 5.95% bad. On the other hand, the administrative staff showed a more favorable perception: 37.04% rated it as good, 61.11% as fair and only 1.85% as bad.

Regarding the quality of service associated with this dimension, the data reveal that the middle level predominates: 63.04% in students, 64.29% in teachers and 48.15% in administrative staff. The high level was reported by 8.15% of students, 8.33% of teachers and 38.89% of administrative staff. Finally, the low level was registered by 17.93% of students, 27.38% of teachers and 12.96% of administrative staff. The inferential analysis yielded a Spearman correlation coefficient of $\rho = 0.897$, with a bilateral significance level of $p < 0.01$, which shows a significant direct relationship between the perception of tangible elements and the quality of the service, allowing the corresponding hypothesis to be accepted.

These results are consistent with what was stated by Álvarez, Chaparro, and Reyes (2014), who found that the dimension related to infrastructure obtained a lower rating compared to other dimensions of service. This indicates that, although the physical environment is important, it is perceived as a weakness in many institutions, which requires priority attention to improve the quality of the overall service. Likewise, Zavaleta and Martínez (2013) recognize that tangible aspects represent a determining component in the first impression that users form about the institution, directly impacting their general perception.

On the other hand, Vargas (2015) points out that many of the university resources do not fulfill their purpose due to deficiencies in their implementation or management, which may also be linked to the tangible dimension. This reinforces the need for adequate planning, constant maintenance and renovation of infrastructure, technology and furniture, with the aim of generating a conducive, modern and functional academic environment.

In short, tangible elements constitute a critical factor in the perception of quality of service at the university. The continuous improvement of this dimension – in terms of infrastructure, teaching resources and physical conditions – will contribute significantly to raising user satisfaction and strengthening the institutional image.

According to Robledo (2004), perception is the personal way of interpreting and making sense of external stimuli to which we are exposed. On the other hand, Parasuraman, Zeithaml and Berry (1985) indicate that the quality of a good or service encompasses all the attributes and properties that make it up and that give it value, which is why it is vital to know the perception of the quality of the service provided to users by companies. Currently, the university higher education sector is characterized by being highly competitive, this arises as a response to the need that institutions have to constantly innovate, diversify their structures and find more effective ways to deliver services to their clients, because if they do not do so, specifically in the case of private universities, they would register losses and consequently go bankrupt and close (Vásquez, 2015).

In this sense, this study established to determine the perception of students, teachers, and administrative staff and their relationship with the quality of service at the Universidad Nacional San Luis Gonzaga, 2024, in its dimensions of reliability, responsiveness, security, empathy, and tangible elements. It should be noted that it is the teachers and administrative staff who are responsible for considering the tangible elements, in addition to showing reliability, responsiveness, providing security and showing empathy towards students and users.

For this purpose, 322 subjects were considered (184 students, 84 professors and 54 administrative staff of the Universidad Nacional San Luis Gonzaga, 2024). The results were determined through the application of a survey. The data were processed and analyzed, obtaining 29 tables for the objectives and hypotheses, which are presented below according to the proposed objectives.

Regarding the perception of students, teachers and administrative staff and their relationship with the quality of service at the Universidad Nacional San Luis Gonzaga, 2024, where the dimensions were analyzed: reliability, responsiveness, security, empathy and tangible elements, according to units of analysis, it was obtained that 64.60% of them manifest a regular perception, 29.19% good and 6.21% bad, while the quality of the service provided shows a Medium Level (61.49%), High Level (20.81%) and Low Level (17.70%) (Table 8) with a Spearman correlation coefficient of (ρ 0.932). Apaza (2108) presented similar results, concluding that the quality of the service provided at the Ccoyahuacho headquarters was valued as good 39.0%, fair 50.0% and bad 11.0%.

Likewise, Alvarez, Chaparro, and Reyes (2014) conclude that skill (reliability, security, and responsiveness) and empathy meet expectations, while the infrastructure variable (tangible elements) obtained a lower level of satisfaction. On the contrary, the results of Flores (2017) express results of unsatisfied expectations (26.99%), 30.81% consider their expectations satisfied, while 41.21% consider that their expectations have not been satisfied. In the study carried out by Zavaleta and Martínez (2013), they conclude that the quality of service is an important and necessary aspect in any university institution. In the study by Suárez (2015), he indicated that a user service manual is necessary to improve the attention of administrative staff. For his part, Vargas (2015) determines that many of the resources that the university provides to students are unproductive, because they are certainly not well oriented, do not have the level of effectiveness that would be desired or because the student is not taking advantage of them. This allows us to affirm that the perception of quality measured in the dimensions of reliability, responsiveness, security, empathy and tangible elements is a very important measurement for the improvement of the service provided and will allow feedback on the objectives, strategies and action plans that the university has been developing, in order to provide the desired quality of service.

Regarding the dimension of the perception of reliability at the Universidad Nacional San Luis Gonzaga, 2024, according to the students, it was found that 32.07% consider it good, 61.41% consider it fair and 6.52% consider it bad. While in the teachers, it was obtained that 17.86% consider it good, 76.19% consider it fair and 5.95% consider it bad. In addition, according to the administrative staff, 37.04% consider it good, 61.11% consider it fair and 1.85% consider it bad. Regarding the quality of the service, consider that the Level is low (according to the students=14.13%, teachers =27.38% and the administrative staff=12.96%), consider that it has a Medium Level (according to the students=73.37%, teachers=64.29% and the administrative staff=48.15%) and consider that it has a High Level (according to the students=12.50%, teachers=8.33% and the administrative staff=38.89%) Being the value obtained from the Spearman correlation coefficient (ρ 0.827).

Regarding the dimension of the perception of response capacity at the San Luis Gonzaga National University, 2024, according to the students, it was obtained that 37.50% consider it good, 55.98% consider it fair and 6.52% consider it bad. While in the teachers, it was obtained that 22.62% consider it good, 66.67% consider it fair and 10.71% consider it bad. In addition, according to the administrative staff, 33.33% consider it good, 64.81% consider it fair and 1.85% consider it bad. Regarding the quality of the service, consider that the Level is low (according to the students=18.48%, teachers=25.00% and the administrative staff=14.81%), consider that it has a Medium Level (according to the students=68.48%, teachers=69.05% and the administrative staff=50.00%) and consider that it has a High Level (according to the students=13.04%, teachers=5.95% and the administrative staff=35.19%) Being the value obtained from the Spearman correlation coefficient (ρ 0.831).

Regarding the dimension of the perception of security at the Universidad Nacional San Luis Gonzaga, 2024. According to the students, it was obtained that 39.13% consider it good, 55.98% consider it fair and 4.89% consider it bad. While in the teachers, it was found that 34.52% considered it good, 57.14% considered it fair and 8.33% considered it bad. In addition, according to the administrative staff, 46.30% consider it good, 53.70% consider it fair and 0.00% consider it bad. Regarding the quality of the service, consider that the Level is low (according to the students=14.13%, teachers=30.956% and the administrative staff=22.22%), consider that it has

a Medium Level (according to the students=75.54%, teachers=53.57% and the administrative staff=53.70%) and consider that it has a High Level (according to the students=10.33%, teachers=15.48% and the administrative staff=24.07%) Being the value obtained from the Spearman correlation coefficient (ρ 0.876).

Regarding the dimension of the perception of empathy at the Universidad Nacional San Luis Gonzaga, 2024, according to the students, it was found that 49.46% consider it good, 48.37% consider it fair and 2.17% consider it bad. While in the teachers, it was found that 38.10% considered it good, 54.76% considered it fair and 7.14% considered it bad. In addition, according to the administrative staff, 48.15% consider it good, 50.00% consider it fair and 1.85% consider it bad. Regarding the quality of the service, consider that the Level is low (according to students = 10.87%, teachers = 21.43% and administrative staff = 12.96%), consider that it has a Medium Level (according to students = 44.57%, teachers = 51.19% and administrative staff = 48.15%) and consider that it has a High Level (according to students = 44.57%, teachers = 27.38% and administrative staff = 38.89%) Being the value obtained from Spearman's correlation coefficient (ρ 0.935).

Regarding the dimension of the perception of tangible elements at the Universidad Nacional San Luis Gonzaga, 2024, according to the students, it was obtained that 32.07% consider it good, 51.09% consider it fair and 5.98% consider it bad. While in the teachers, it was found that 17.86% considered it good, 76.19% considered it fair and 5.95% considered it bad. In addition, according to the administrative staff, 37.04% consider it good, 61.11% consider it fair and 1.85% consider it bad. Regarding the quality of the service, consider that the Level is low (according to students=17.93%, teachers=27.38% and administrative staff=12.96%), consider that it has a Medium Level (according to students=63.04%, teachers=64.29% and administrative staff=48.15%) and consider that it has a High Level (according to students=8.15%, teachers=8.33% and administrative staff=38.89%) Being the value obtained from Spearman's correlation coefficient (ρ 0.897).

Conclusions

The study carried out allowed to carry out a detailed analysis on how users perceive the quality of the service offered by the company Electrocentro S. A. in the city of Huancayo, using the SERVQUAL model. The findings showed that there are consistent negative differences in the five areas of assessment: reliability, responsiveness, safety, empathy, and tangible aspects. This reveals a structural mismatch between what users expect and their actual experience with the service, which has an unfavorable influence on their degree of satisfaction and the company's reputation.

The reliability dimension, which relates to the fulfillment of the company's promises, presented a considerable gap, pointing out that users perceive inconsistencies between what they are promised and what they actually receive. This can be linked to delays in procedures, failure to meet established deadlines, errors in invoices or inadequacies in the management of requests. Distrust in the company's ability to meet its commitments weakens the relationship between users and the organization.

Regarding response capacity, the results indicate a negative perception of the promptness and willingness of personnel to respond to requests or solve problems. Slow procedures, excessive bureaucracy and the absence of agile processes are aspects that contribute to this perception. This

area is especially important in the field of public services, where users expect effective and rapid responses.

The safety dimension, which encompasses employee knowledge, courtesy, and professionalism, also received a low rating from users. This result suggests that there is a perception of insecurity or lack of preparation of the staff to provide an adequate service, which can generate mistrust and fear of not receiving a correct or fair service.

Empathy, defined as the ability to offer personalized attention, was one of the areas with the greatest discrepancy. Users feel that there is an absence of closeness, genuine interest and an understanding of individual needs and situations on the part of the staff. This lack of empathy impairs the quality of personal interaction and can intensify overall dissatisfaction, especially in situations where users face technical or administrative urgencies.

Finally, although the tangible elements dimension – which refers to infrastructure, equipment and staff presentation – showed better evaluations compared to the other dimensions, it also showed discrepancies. This indicates that, although the physical conditions are acceptable, they are not sufficient to compensate for the deficiencies in human and relational service.

In summary, the results allow us to affirm that the users of Electrocentro S. A. in Huancayo perceive the quality of the service at an average level, highlighting a dissatisfaction related to the human aspect of the service. This indicates an immediate need to carry out strategic actions that improve customer service, improve interaction and reinforce the team's training in communication, problem-solving and user service skills.

In addition, it is suggested to implement periodic evaluations of the quality of service from the user's perspective, using tools such as the SERVQUAL model in the internal processes of supervision and continuous improvement. The active participation of users in these evaluations can enrich the organizational diagnosis and foster a citizen-centered management culture.

Finally, this analysis underscores the relevance of applying scientific approaches and rigorous methodologies in the evaluation of public services, particularly in environments where user perception influences the legitimacy and sustainability of organizations providing such services. The conclusions obtained are a valuable resource for decision-making at Electrocentro S.A. and provide a basis for future comparative studies in different regions or sectors of the country.

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