



## Integration of perspectives on educational quality and proposal of a new definition

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### Abstract

This article provides a theoretical analysis of the concept of educational quality from a systemic perspective, integrating institutional, pedagogical, sociocultural, critical, and assessment approaches. Through a literature review, it highlights how the notion of educational quality has evolved beyond academic efficiency to encompass key dimensions such as equity, inclusion, and social impact. Based on this analysis, a multidimensional definition of educational quality is proposed, inspired by the works of Rodríguez (2010) and Ochoa (1987), and enriched through the integration of institutional, pedagogical, sociocultural, and critical perspectives. This definition differs from traditional models by prioritizing the participation of all educational stakeholders. Finally, the article discusses the challenges of implementing this vision in real educational contexts and its potential influence on policies and practices to ensure more inclusive, equitable, and sustainable learning experiences.

**Keywords:** Educational quality, systemic approach, holistic perspective, multidimensional definition.

## INTRODUCTION

The notion of educational quality has undergone a remarkable evolution over time, shaped by various theoretical frameworks and pedagogical practices. In the past, educational quality was primarily focused on academic outcomes and the efficiency of teaching systems. However, in recent years, such discourse has acquired a much broader and more complex dimension. A range of theoretical perspectives has enriched the concept, integrating pedagogical, institutional, and sociocultural dimensions. This article explores these perspectives in order to construct a more comprehensive definition.

Currently, the notion of educational quality has expanded to encompass social, cultural, and ethical dimensions, which are essential for understanding the real and profound impact of education on society. It is now widely recognized that education should not only transmit academic knowledge and skills but also promote the holistic development of students, including aspects such as inclusion, equity, cultural diversity, and socio-emotional development.

This article presents the various perspectives on the concept of educational quality, which is a polysemic and complex term. The aim is to integrate different viewpoints and theoretical approaches to propose a more holistic, systemic, and comprehensive definition of educational quality. This involves considering not only academic outcomes, but also the conditions for learning, community involvement, and the social and emotional impact of education on learners and society as a whole.

In this way, it is possible to promote an education that is enriching and equitable for all stakeholders: Students, academics, administrators, staff, and the society, that benefits from the positive contributions of graduates from educational institutions. In this expanded vision, educational quality becomes a shared project, embodying collective aspirations for improvement and progress —not only in terms of efficiency and performance, but also in terms of social justice and community cohesion—.

## BACKGROUND

Educational quality is a polysemic and complex concept, with a multifaceted and multidimensional goal, as illustrated in Figure 1, which summarizes the main theoretical perspectives (institutional, pedagogical, sociocultural, critical, evaluative, and international). Its purpose is to ensure enriching and equitable educational experiences for students, academics, administrators, staff, and the broader society that is impacted by

the graduates of educational institutions. Over time, various perspectives have been developed to define this concept, which are presented below.

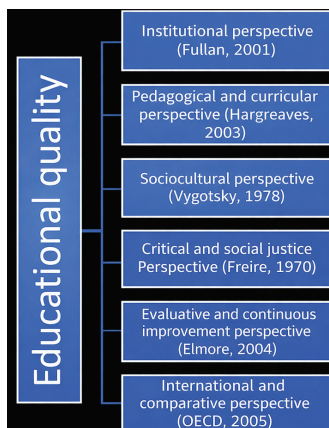


Figure 1. Perspectives on educational quality (authors' elaboration).

### INSTITUTIONAL PERSPECTIVE

Fullan (2001) explores how educational institutions can promote continuous improvement and quality through effective leadership and strategic management. From this perspective, educational quality is not limited to the implementation of policies; rather, it depends on internal dynamics that cultivate a culture of ongoing improvement.

Transformational leadership plays a key role in managing change within educational institutions, ensuring sustainable enhancements in teaching and learning. In this regard, Fullan emphasizes the importance of a culture of change within educational institutions and the role of leadership in driving sustainable improvements in teaching and learning processes.

According to Fullan (2001), an institution's ability to adapt and continuously improve in a changing context is crucial to achieving quality education. For this purpose, it must identify five essential components that underpin effective leadership in educational institutions and contribute to quality improvement:

1. Moral purpose and shared vision.
2. Understanding change.
3. Building relationships.
4. Knowledge generation and sharing.
5. Coherence in action.

### PEDAGOGICAL AND CURRICULAR PERSPECTIVE

Hargreaves (2003) argues that educational quality must be understood in light of the social, technological, and

economic changes that impact education in the knowledge era. His approach emphasizes the importance of teachers as key agents in educational improvement and the curriculum as a dynamic element that must respond to emerging trends. In this regard, the teachers' professional development plays a crucial role in enhancing educational quality, as it involves not only mastery of content but also specialized pedagogical knowledge that enables effective teaching (Shulman, 1987).

In this line, Perrenoud (2004) complements these perspectives by highlighting the need for teachers to acquire new professional competencies that respond to contemporary challenges, such as managing diversity, fostering collaboration, and promoting student autonomy. These competencies strengthen the role of teachers as facilitators of meaningful learning and as agents of innovation within educational systems.

From his perspective, educational quality is based on four key aspects:

1. Teaching grounded in professionalism and collaboration.
2. Teachers must develop a high level of professional and current autonomy.
3. Collaboration among teachers is essential for improving teaching.
4. A flexible curriculum centered on deep learning.

#### SOCIOCULTURAL PERSPECTIVE

Vygotsky (1978) developed the sociocultural theory of learning, which emphasizes the importance of the social and cultural context in cognitive and educational development. From this perspective, educational quality cannot be reduced to the measurement of academic outcomes or the efficiency of teaching systems. Rather, it must be understood as a multidimensional and contextual process, where social, cultural, political, and ethical factors interact (Rodríguez, 2010).

In this regard, Albornoz (2005, cited in Rodríguez, 2010) warns that "the lack of understanding of quality as a polysemic and complex concept has led to it being narrowly defined and evaluated, ignoring the fact that its production as a matter of quality is dynamic and multidimensional" (p. 15). This perspective reinforces the need to evaluate educational quality from a broader approach that values equity, inclusion, and cultural relevance in teaching and learning processes.

Considering these aspects is essential to overcoming traditional evaluation models, which often overlook the specificities and local needs of educational systems. Instead, more holistic evaluation methods are required

—those that take into account not only academic results but also the social and emotional impacts of education on students and the community—.

The key principles of Vygotsky's (1978) sociocultural perspective can be summarized in five fundamental elements: The Zone of Proximal Development (ZPD), which defines the distance between what a student can do independently and what they can achieve with the help of a guide or more knowledgeable peer; mediation and the role of the teacher, who facilitates learning through cultural tools; social interaction as the foundation of learning, where knowledge is constructed in community; collaborative work, which reinforces cognitive and social skill development; and the relationship between language and thought, which enables internalization of knowledge and the construction of meaning.

This approach emphasizes the importance of designing culturally relevant curricula and teaching methods that respect and value students' identities. It is not merely about transmitting knowledge, but about fostering intercultural understanding and social cohesion within educational communities. As part of this process, consciousness is formed and transformed through human activity, implying that education must be conceived as a dynamic and constantly evolving phenomenon.

Finally, the sociocultural perspective also promotes a participatory and democratic model of educational management, where all educational stakeholders — teachers, students, families, and the community — have a say in decisions affecting educational quality. This approach enables the construction of more inclusive and equitable learning environments aligned with the real needs of students and society.

#### CRITICAL AND SOCIAL JUSTICE PERSPECTIVE

Freire (1970) conceives education as a political act and a means of liberation for the oppressed. His critical approach challenges traditional teaching models and advocates for emancipatory education that promotes social justice. From his perspective, educational quality is not measured solely by efficiency or academic performance, but by the education system's capacity to foster critical thinking and social awareness.

The key principles of his perspective are:

1. Education as a practice of freedom.
2. Learning must foster student autonomy and critical capacity.
3. Education should promote awareness through dialogue and active participation.
4. Commitment to social justice.

#### EVALUATIVE AND CONTINUOUS IMPROVEMENT PERSPECTIVE

In response to the limitations of traditional evaluation, various authors have proposed more comprehensive approaches to assess the real impact of education on students and society. In this regard, Elmore (2004) argues that evaluation must be linked to the continuous improvement of educational institutions. To enhance educational quality, assessment must align with teaching and learning processes in ways that foster deep and meaningful learning, rather than merely measuring surface-level outcomes (Biggs & Tang, 2011).

Essentially, Elmore examines how evaluation systems and feedback mechanisms can contribute to improving educational quality from a practical and evidence-based perspective. He establishes that educational quality cannot be achieved through superficial reforms, but through sustained improvement grounded in systematic evaluation and capacity building within educational institutions. In this regard, Elmore emphasizes that the effective educational change must emerge from within the schools and be supported by effective teaching practices. For such purpose, he identifies four key principles: Enhancing institutional capacity through investment in teacher training and educational leadership, practice-based evaluation, coherence between policy and practice, and the establishment of a culture of internal accountability.

Traditional assessments often focus on quantitative indicators, potentially overlooking the richness of educational processes and the contextual conditions of students. This has prompted criticism and led to more holistic proposals that incorporate the social and emotional impacts of learning. In contrast, the sociocultural approach emphasizes the need for a more contextualized and holistic evaluation that considers both academic results and the broader impacts of education.

From this perspective, Rodríguez (2010) highlights that critical pedagogy is a fundamental tool for questioning and debating the concepts embedded in the educational discourse, promoting assessment methods that account for active participation and students holistic development. For example, a critical approach to evaluation might include student self-assessment and collaborative feedback to enhance learning. "The sociocultural approach urges us to look beyond the obvious, to situate human actions within their historical context, and to examine the conditions that lead to the production of knowledge" (Rodríguez, 2010, p. 8).

From this standpoint, educational quality should be evaluated not only in terms of measurable learning, but also based on its ability to transform students realities and foster a critical and meaningful education. Authen-

tic assessment should allow for a comprehensive analysis of teaching, encouraging the participation of all the aforementioned educational stakeholders —teachers, students, families, and the community— in a process that ensures continuous improvement and educational pertinence regarding their context.

#### INTERNATIONAL AND COMPARATIVE PERSPECTIVE

The Organisation for Economic Co-operation and Development (2005) adopts a comparative approach to evaluate the educational quality, using international data to identify best practices and trends in teaching and learning. Its perspective is based on the premise that educational systems should design evidence-based policies and consider peripheral successful experiences. In this regard, international organizations such as the OECD (2005) and UNICEF (2000) have emphasized that educational quality must be defined not only in terms of performance indicators but also equity, inclusion, and relevance to learners needs.

The key principles of this perspective can be summarized as follows:

1. Teachers as the central axis of educational quality —the OECD recommends investing in continuous training programs and improving teachers working conditions—.
2. Evaluation and measurement of educational performance.
3. Innovation and adaptability to changing contexts.
4. Equity and reduction of educational inequalities.
5. Autonomy and accountability in educational systems.

The OECD (2005) analyzes how different countries approach and promote educational quality, highlighting effective practices for attracting, developing, and retaining effective teachers.

#### METHODOLOGY

This study adopts a theoretical and documentary research design. The literature was selected through a systematic search in academic databases (Scopus, Web of Science, Google Scholar) and specialized journals, complemented by institutional reports from organizations such as the OECD (2005) and UNICEF (2000). The search focused on publications between 1970 and 2024 addressing the concept of educational quality in higher education.

The selection criteria included:

1. Relevance to key perspectives (institutional, pedagogical, sociocultural, critical, evaluative, and international), represented by authors such as Fullan (2001), Hargreaves (2003), Vygotsky (1978), Freire (1970), Elmore (2004), and Rodríguez (2010).
2. Theoretical contribution to the multidimensional understanding of educational quality, as in Shulman (1987), Biggs & Tang (2011), and Boud & Falchikov (2006).
3. Influence in the academic debate on equity, inclusion, and systemic management, highlighted by Bodero (2014), Albornoz (2005), and Perrenoud (2004).

Once identified, sources were organized thematically according to the perspectives analyzed. This thematic organization enabled a comparative synthesis and the subsequent proposal of an integrative definition of educational quality, enriched by systemic approaches such as Ochoa (1987) and complemented by international frameworks (OECD, 2005; UNICEF, 2000).

## RESULTS AND PROPOSED DEFINITION

### INTEGRATION OF PERSPECTIVES ON EDUCATIONAL QUALITY

These approaches complement one another by considering both outcomes and processes, equity, and competencies, adopting a systemic and holistic approach with continuous evaluation that fosters collaboration and participation from all the educational stakeholders.

As shown in Figure 2, these factors can be organized into academic, institutional, student-related, and socio-cultural dimensions, highlighting their interdependence in shaping educational quality.

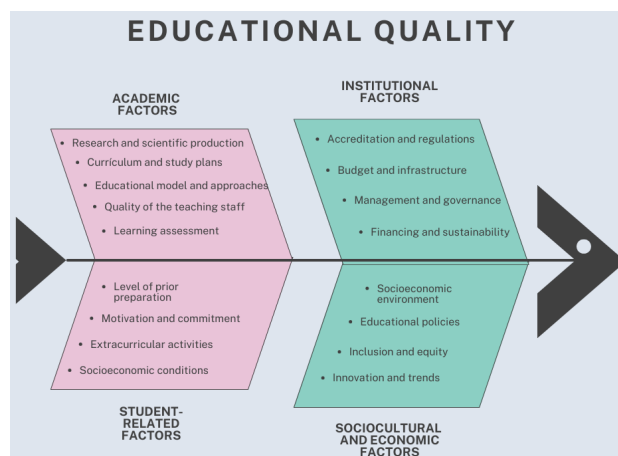


Figure 2. Cause-effect diagram on educational quality (authors elaboration).

### STAKEHOLDERS INVOLVED IN EDUCATIONAL QUALITY

Educational quality is not confined solely within a higher education institution, but rather encompasses each of the factors mentioned in the previous cause-effect diagram. To clarify these ideas, a systemic approach will be addressed, in which a productive system is understood as the way in which a set of human, physical, and mechanical elements —interrelated and structured among themselves— perform the function of producing goods and/or services to meet the needs of society.

Figure 3 presents a higher education institution conceptualized as a productive system, following the approach of Ochoa (1987). As shown in Figure 3, there are many stakeholders who are affected by or in some way involved in the system. The main stakeholders that stand out are: The students as the primary clients who receive the educational and training services offered by the system; the stakeholders of the system, who in this case are the members of society whose taxes generate the budget received by the university; the internal employees of the system (academic staff, administrative workers, officials, and authorities); and the suppliers.

Likewise, other stakeholders affected by the system include higher education institutions (first-order environment) and the rest of society (second-order environment). In this case, the society at large is affected by the waste produced by the system, as shown in the diagram.

The implementation of assessment strategies aligned with long-term learning not only allows for measuring student performance, but also facilitates continuous institutional improvement (Boud & Falchikov, 2006). If the concept of “client” is taken in its general context —as anyone who is an actual or potential recipient of a product and/or service— it becomes evident that students, academic staff, administrative employees, companies, and organizations that hire research services or graduates, etc., are all clients. Thus, the ultimate goal of a quality system should be to achieve and continually enhance client satisfaction in the broadest sense.

To further clarify these ideas, a public university can be used as an example. In this case, the stakeholders would be all members of society who are part of the economically active population, as federal subsidies are provided through their taxes. The employees would include all professors, researchers, technicians, assistants, administrative staff, and officials who make up the institution. Clients may be divided into three categories: Organizations, both public and private, that might hire graduates in the future; the students themselves and their parents; and the rest of society, which will be impacted by the work and services produced by

those graduates. The benefits received by clients in this case should not necessarily be measured in monetary terms; they may also be assessed in terms of social well-being and improvements in quality of life.

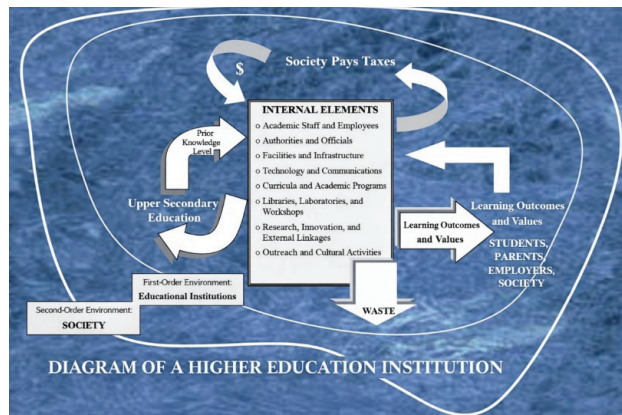


Figure 3. Diagram of a higher education institution as a productive system (authors elaboration, based on Ochoa, 1987).

Given this context, the educational quality approach is established as a holistic, strategic, systematic, and participatory management, process focused on anticipating, identifying, and satisfying the needs of students (primarily), as well as those of faculty, employees, authorities, parents, companies, contracting organizations, and the rest of society that will be impacted by the graduates.

Anticipating means to foresee market changes, client demands, technology, materials, environmental and ecosystem impacts, while identifying refers to understanding the clients requirements. Satisfying means meeting and exceeding the growing demands of clients in order to be profitable and compete effectively.

#### PROPOSED DEFINITION OF EDUCATIONAL QUALITY

Educational quality should be understood as a holistic, strategic, systematic, and participatory management process aimed at ensuring meaningful and equitable learning experiences for all stakeholders involved in the educational system. This definition builds upon the contributions of Rodríguez (2010) and Ochoa (1987), while advancing the field by integrating equity, inclusion, cultural relevance, and systemic management into a single framework. This approach entails the continuous evaluation of educational processes, ensuring they meet the needs of the community and foster meaningful learning. This multidimensional vision is not limited to teaching efficiency or academic performance; it also incorporates equity, inclusion, cultural relevance, and the social impact of education. It is a dynamic concept that requires a comprehensive approach,

where educational institutions, teachers, students, families, and the society at large work together to build learning environments that foster autonomy, critical thinking, and social responsibility.

In this sense, quality education should not only focus on ensuring the acquisition of knowledge but also on creating inclusive and culturally relevant educational spaces. This involves designing curricula adapted to local realities and promoting the active participation of students, teachers, and communities in educational decision-making. Rodríguez (2010) argues that “culture provides the tools available to carry out activities, determines the type of activities, and the ways in which they are organized” (p. 4). Consequently, educational models should integrate strategies that respect and value the cultural diversity of students, promoting not only individual learning but also social cohesion within educational communities.

Bodero (2014) strengthens this view by stating that “educational quality is a philosophy that, by involving the entire educational community, implies and comprises everyone in a common project in which all expectations for improvement and progress are placed” (p. 116). In this way, educational quality becomes a shared commitment that transcends institutions and is linked to the sustainable development of society.

Identifying needs at different educational levels is essential to adapt pedagogical and administrative models to the changing realities of students and society. Moreover, educational quality should not be limited to the transmission of knowledge but should also integrate the development of life skills, civic education, and the promotion of values such as collaboration, respect, and social justice.

Quality education involves building innovative strategies that not only ensure access to and retention in the educational system, but also promote the comprehensive development of individuals capable of actively contributing to their environment. In this regard, the evaluation of educational quality must go beyond the traditional metrics and incorporate qualitative measurement mechanisms that reflect the impact of education on the individual and collective well-being.

Under this proposal, educational quality is consolidated as a project of social transformation that transcends institutional boundaries and is linked to the sustainable development of communities. The improvement of education should not be conceived as an end in itself, but as a fundamental tool for reducing inequalities and building fairer, more inclusive societies that are better prepared to face future challenges.

## STRATEGIES TO IMPROVE EDUCATIONAL QUALITY

A first strategy is to promote critical reflection by fostering spaces where students and teachers analyze knowledge from a questioning and transformative perspective. This involves developing methodologies that allow for the discussion of social, historical, and cultural issues, favoring a meaningful and contextualized learning.

Similarly, it is essential to incorporate cultural diversity into the curriculum and pedagogical practices. Quality education must recognize and value different cultural identities, promoting respect and inclusion within the classroom. Designing content that reflects the students' realities and their environment contributes to strengthening their sense of belonging and the relevance of learning.

Another fundamental strategy is to encourage the participation of all educational stakeholders in decision-making. Education cannot be a one-way process; rather, it must integrate students, teachers, families, and the community into a collaborative management model. This participatory approach not only enhances engagement with education, but also enriches the teaching-learning process with multiple perspectives.

Ongoing teacher training is another key pillar in improving educational quality. Teacher education must go beyond mastery of subject content, including the development of competencies in active methodologies, inclusive education, and the use of emerging technologies. A well-prepared teaching staff is essential to implementing strategies that respond to current educational challenges.

Regarding learning assessment, it is necessary to move toward formative assessment, which allows for students' progress throughout the educational process rather than merely measuring final results. This type of assessment promotes self-regulated learning and provides continuous feedback, adjusting pedagogical strategies to student needs.

From a broader perspective, improving educational quality also requires collaboration and networking among institutions, teachers, and communities. Establishing learning networks and sharing successful experiences facilitates innovation and the implementation of good practices in diverse educational contexts.

In addition to these strategies aligned with a critical and sociocultural approach, there are other complementary actions that can strengthen educational quality. Designing a relevant and updated curriculum is essential to ensure that education meets labor market and societal demands. This involves not only updating content but also integrating soft skills such as critical thinking, problem-solving, and teamwork. Likewise,

incorporating technology and digital competencies into teaching prepares students for the challenges of the digital age.

Another key aspect is the strengthening of educational infrastructure and resources. Having adequate facilities, access to technology and up-to-date materials, as well as ensuring a safe and stimulating learning environment, are necessary conditions for quality education.

In the same vein, the strategic use of technology can enhance learning by facilitating personalized learning and promoting active interaction. To achieve this, it is essential to train both teachers and students in digital competencies, ensuring that technological tools are used effectively inside and outside the classroom.

From an organizational perspective, school management and leadership play a decisive role in transforming educational systems. Training school leaders in educational leadership and effective management enables the establishment of a culture of continuous improvement, where innovative practices are prioritized and institutional autonomy is fostered.

Finally, educational quality cannot improve without strong support in terms of educational policies and funding. It is crucial to develop evidence-based policies, ensuring that educational decisions are guided by concrete data and real needs. Similarly, guaranteeing adequate and sustainable funding is essential for the implementation of quality educational programs and equitable access to learning opportunities.

Promoting research and innovation in education also plays a key role in continuous improvement. Encouraging educational research helps identify successful practices, evaluate the impact of policies, and design more effective methodologies. Innovation, in turn, opens new possibilities in the development of pedagogical strategies, facilitating the adaptation of education to social and technological changes.

## DISCUSSION

Given the theoretical nature of this work, three key questions arise regarding the scope and applicability of the proposed integrative definition of educational quality.

### GENERALIZATION TO OTHER EDUCATIONAL LEVELS

Although the definition was developed with higher education in mind, its multidimensional structure—encompassing institutional, pedagogical, sociocultural, critical, evaluative, and international perspectives—offers potential for adaptation to other educational levels. For instance, the emphasis on equity and inclusion resonates strongly in primary and secondary educa-

tion, while the evaluative and international dimensions may be more relevant in higher education. Thus, the proposal can be generalized, provided that each level contextualizes the perspectives according to its specific challenges.

#### GAP BETWEEN THEORY AND IMPLEMENTATION

A significant gap persists between theoretical frameworks and their operability in practice. While international organizations and scholars (e.g., OECD, 2005; UNICEF, 2000; Fullan, 2001) highlight the importance of multidimensional approaches, educational systems often face constraints such as limited resources, policy fragmentation, and resistance to change. Bridging this gap requires sustained institutional commitment, teacher professional development, and mechanisms for monitoring equity and inclusion.

From an engineering standpoint, the proposed definition of educational quality highlights the importance of systemic integration and operability. Just as complex engineering systems require coordination among subsystems to function coherently, educational quality demands articulation between institutional, pedagogical, sociocultural, evaluative, and international dimensions. This systemic view, informed by approaches such as Ochoa (1987), reinforces the need to design strategies that are not only theoretically robust but also implementable and sustainable in practice. The engineering perspective thus contributes to bridging the gap between conceptual frameworks and their operationalization, ensuring that multidimensional proposals can be translated into effective educational policies and practices.

#### MULTIDIMENSIONALITY OF INDIVIDUAL STRATEGIES

The strategies derived from each perspective contribute to the multidimensionality of the proposal, but they are not sufficient in isolation. For example, pedagogical innovation (Shulman, 1987; Biggs & Tang, 2011) must be accompanied by institutional support and sociocultural sensitivity (Freire, 1970; Vygotsky, 1978). Only through the interplay of these strategies can educational quality be understood as a holistic construct that integrates performance, equity, relevance, and sustainability.

#### CONCLUSIONS

The concept of educational quality has evolved significantly, moving from a reductionist view based on efficiency and academic outcomes to a broader approach that considers sociocultural, pedagogical, and organi-

zational factors. Throughout this article, various perspectives have been analyzed to understand the complexity of this concept and its impact on contemporary education.

From an institutional perspective, strategic management and educational leadership play a key role in quality improvement. The pedagogical perspective highlights the importance of teaching and assessment methods that respond to students' needs. The sociocultural view emphasizes the influence of context on learning processes, while the critical perspective underlines the need for transformative education oriented toward social justice. Likewise, evaluation and international comparison allow for the identification of successful practices that can be adapted to different educational environments.

Based on the integration of these perspectives, the article proposes a multidimensional definition of educational quality, understood as a holistic, strategic, systematic, and participatory management process. This definition goes beyond traditional approaches focused on efficiency standards and measurable outcomes, incorporating dimensions such as equity, inclusion, and the active participation of all educational stakeholders.

The main contribution of this work lies in offering an integrative conceptual framework that allows for rethinking educational quality from a systemic perspective. This contribution consolidates and extends the theoretical perspectives analyzed throughout the article, positioning the proposed definition as a synthesis that bridges institutional, pedagogical, sociocultural, and critical approaches. It is argued that instead of conceiving education solely in terms of quantitative indicators, it is essential to adopt an approach that values social impact, cultural relevance, and pedagogical appropriateness in student development.

This redefinition of educational quality has direct implications for policy formulation and teaching practices. In diverse educational contexts, adopting a multidimensional approach enables the design of strategies better suited to local needs, promotes the active participation of the educational community, and strengthens equity in access to learning opportunities. In this way, educational quality becomes a central axis in building fairer and more inclusive societies.

In this regard, one of the key challenges for educational institutions is to design and implement strategies that materialize this multidimensional vision of quality. The aforementioned involves:

1. Adopting more flexible and participatory educational management models in which teachers, stu-

- dents, and the community play an active role in decision-making.
2. Incorporating more inclusive and contextualized teaching and assessment methodologies that recognize the diversity of students and their educational needs.
  3. Promoting inter-institutional and international collaboration to share experiences and best practices in improving educational quality.
  4. Fostering the development of educational policies that prioritize equity and social justice, ensuring access to quality education for all.

Ultimately, the multidimensional definition advanced in this article, while inspired by Rodríguez (2010) and Ochoa (1987), consolidates and extends the theoretical perspectives reviewed, offering an integrative framework that rethinks educational quality as a holistic, participatory, and systemic process. This theoretical anchor strengthens ongoing debates on educational quality and provides a foundation for future research aimed at applying the definition in diverse educational contexts. In this regard, education should not be understood as a static entity, but as a constantly evolving process able to adapt to the challenges of today's society. Therefore, future research could focus on exploring concrete mechanisms for applying this multidimensional definition in different educational contexts and evaluating its impact on student development and the advancement of more equitable and sustainable societies. Furthermore, it would be relevant to analyze how this perspective can influence the design of public education policies, contributing to the consolidation of more inclusive and effective teaching models.

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