REVIEW ARTICLE

Quality management strategies and their impact on continuous improvement in educational communities: a systematic literature review

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ABSTRACT

The paper presents a systematic review of the literature whose objective was to analyze the impact of quality management strategies on the continuous improvement of educational communities. To this end, empirical studies published between 2014 and 2024 were examined, selecting research in English and Spanish that explicitly addressed the topic. The search was conducted in the Scopus, SciELO, ERIC and Web of Science databases, using terms related to quality management and educational improvement, using the strategy and organization proposed in the Prisma protocol. From the 523 texts identified, 19 papers were filtered that showed significant results. The results show that quality management strategies include different actions, attitudes, values and initiatives aimed at promoting the interests of communities, especially their students. These are implemented through participatory actions among its members and, although they positively influence institutional improvement through reflection on their reality to reach consensus on the needs of educational centers and the willingness of those involved, they highlight the importance of teacher training, effective leadership and the active participation of students and parents. In conclusion, quality management stands out not only as an administrative approach, but also as a collaborative commitment involving all educational actors, underscoring the need for a comprehensive approach to achieve quality educational processes that are not only substantive but also sustainable.

Keywords: quality management; continuous improvement; educational communities; empirical studies.

INTRODUCTION

Quality management has become essential for educational institutions worldwide as they seek to effectively meet the demands of their communities for quality education. These institutions, like other organizations, have recognized the importance of human-centered philosophies. To understand its conceptual dimension, it is important to note that although quality originated in the business world, it has transcended education, as both sectors share the goal of achieving effectiveness.

Teachers and administrators lead this process, developing technical and human skills to ensure not only the lifelong learning of students, but also the development and active participation of communities in the educational process (UNESCO, 2017). This implies that educators, both in managerial and teaching roles, must strengthen their skills in planning, organizing, monitoring, supervising and controlling through continuous training programs (Oudes-Slob *et al.*, 2022). It is necessary to analyze the qualities, implications, skills and interactions of the actors involved in school institutions in order to optimize the results of their management. For this reason, the theoretical and operational foundations of quality management have been adopted as benchmarks to promote educational improvement (García-Fernández *et al.*, 2022; Kurbanov, 2024).

In the current context, where the demand for excellence in teaching and effective results is growing, quality management has established itself as a philosophy and practice that requires the constant measurement of indicators to ensure continuous improvement. To achieve this, educational institutions implement various strategies aimed at optimizing processes, increasing the quality of services and improving learning. This recently developed approach is based on systematic practices that seek not only to meet standards, but also to exceed them in a sustainable manner (Oplatka, 2019; Espino *et al.*, 2023).

Based on the premise that quality education provides tools to solve problems and improve people's lives, the concept has evolved from traditional practices that focused on regulatory compliance and teaching about learning (Pedrozo *et al.*, 2018) to a comprehensive and dynamic approach. Today, the emphasis is on the right to inclusive and quality education, regardless of the level of education (González *et al.*, 2020). In this sense, progress is being made in strategies to strengthen institutional management, from teaching practices to administrative organization, resources, infrastructure, and community outreach, always with a view to fostering a culture of continuous improvement.

The specialized literature emphasizes that effective management incorporates information, knowledge, and participation from the entire educational community, allowing for the identification of the expectations of students, teachers, families, and institutions (Pedrozo *et al.*, 2018; Sánchez & Delgado, 2020). When articulated, their contributions can predict the satisfaction and interest of those who receive educational services, either directly or indirectly.

This way of managing institutions has gained significant relevance in scientific communities, whose concerns focus on the evaluation of experiences that have been useful, analyzed and improved (Sánchez & Delgado, 2020; Chen-Quesada *et al.*, 2020). These experiences seek to address integrated quality management from a holistic approach, providing indicators that not only measure its effectiveness, but also allow the implementation of profound transformations with significant effects on learning and, in the short term, generate favorable changes in institutional environments (García-Fernández *et al.*, 2022; Pacheco-Barbas *et al.*, 2022).

People-centered philosophies are fundamental to quality management because they promote a comprehensive approach that prioritizes the well-being and active participation of individuals within an organization. According to Deming (1986), this is achieved through continuous improvement and transformational leadership, as these elements make it possible to achieve organizational excellence. This approach not only optimizes internal processes, but also fosters a collaborative and motivating work environment, which translates into higher quality services.

Thus, scientific research on the subject has broadened its scope: from specific topics such

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as the management of material resources or the leadership of diverse groups, to more intelligent approaches aimed at gathering information and scientific knowledge about the needs of educational communities. It is not confined to the school campus, but seeks to improve the living conditions of communities and their understanding of the physical, institutional, political, economic, and moral environment. It also explores their capacities for adaptation, learning, growth, development, resilience and collective work for the common good (Håkansson & Adolfsson, 2022).

To this end, the document examines the design features and quality components that can be implemented to foster excellence in the higher education system (Jain *et al.*, 2011). Through a critical analysis of integrated quality management in educational institutions, this study provides ideas and recommendations for managers to improve their systems and achieve organizational excellence.

This paper proposed a systematic review of the literature to examine the impact of quality management strategies on continuous improvement within educational communities and compare them with traditional practices. The aim was to answer the research question What is the impact of quality management strategies on continuous improvement within educational communities compared to traditional management practices? This question was formulated using the PICO method. Methodological approaches and practices implemented in different educational contexts were reviewed to identify those with significant results and contrast them with conventional methods.

The scope of this review focused on the analysis of empirical studies and previous reviews on quality management strategies in education. Implementation cases were examined at different levels of education, from basic to higher education, and in different geographical regions. This approach allowed us to understand the impact of these strategies on educational institutions and to facilitate comparison between traditional practices and innovative systems that focus on people rather than processes.

However, there were limitations to the systematic review. First, the heterogeneity of the included studies in terms of methodology, context, and outcomes may affect the generalizability of the findings. In addition, the availability of relevant and recent studies was limited, especially in specific contexts or regions that have been little studied. Finally, the impact of quality management strategies may be difficult to measure consistently due to differences in their implementation and the indicators of success used. Nevertheless, the literature review provides a solid basis for understanding these dynamics and for guiding future research and practice in the field of education.

METHOD

The research was conducted through a systematic review of scientific publications on quality management strategies and studies that document the impact on continuous improvement in specific educational communities. The following inclusion criteria were established for the selection of publications: empirical studies related to the topic, written in Spanish and English, containing the keywords or descriptors identified in the research question; research published between 2014 and 2024; and open access documents with a DOI (Digital Object Identifier).

On the other hand, studies not related to the topic, systematic reviews, and papers that did not present data to establish differences between traditional strategies and those aimed at improvement were excluded.

Search strategy: The Scopus, SciELO, ERIC, and Web of Science databases were searched. English language search terms were used with Boolean operators: "quality impact" AND/OR "management strategies" AND/OR "continuous improvement" AND/OR "educational communities" AND/OR "traditional management practices" AND/OR "conventional management practices."

Selection of studies: The process was carried out in two stages. First, titles and abstracts were reviewed to identify relevant studies. In the second phase, the full texts were assessed for eligibility according to the inclusion criteria.

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Data extraction: Key data were collected from each selected study, including the type of methodology, study design, educational context, and main findings on the effectiveness of the strategies, their evaluation, and their contributions to solving the identified problems. The principles and procedures of the PRISMA protocol were followed for the extraction, as shown in Figure 1.

The flowchart describes each of the stages: identification (242 studies were found in Scopus, 21 in SciELO, 107 in ERIC and 153 in WOS that contained some or all of the search terms).

The initial selection allowed the extraction of a total of 523 texts. The titles were then reviewed and it was determined that 109 were duplicates, 15 were not written in English or Spanish, and after comparing titles and abstracts, 39 were discarded due to unclear results. In addition, 114 presented inconsistent results and 152 were conducted at different levels of education (university education).

Other exclusions included: materials with DOIs that were not paper (reason 1), documents without DOIs (reason 2), and those that, after reading, showed similarities to others with

Figure 1
Prisma protocol flowchart
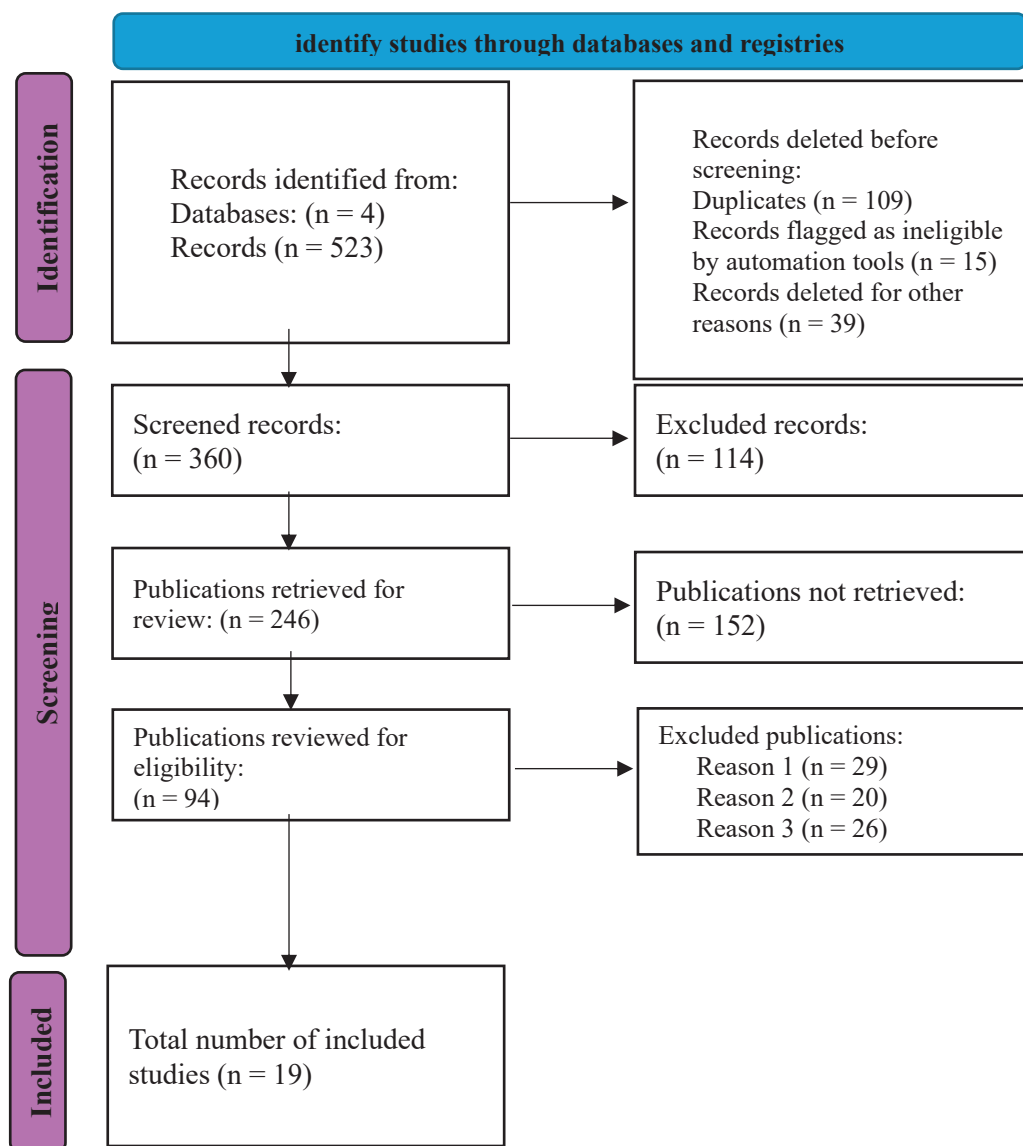
Note. Haddaway *et al.* (2022).

minimal differences (location or population) (reason 3). These details are shown in Figure 1. Finally, 19 bibliographic materials published in the aforementioned databases were selected.

RESULTS

Data analysis: The qualitative analysis was conducted by identifying recurring themes and patterns in the findings, methodological strategies, approaches to quality management, and opportunities for participation and decision-making in the communities.

Table 1 presents the systematization of the 19 selected papers that were fully analyzed. The organization was structured according to authors, year of publication, country of origin, study objective(s), and methodological design used in each study.

Table 2 details the results and gaps.

Table 1
Selected papers

Nº	Authors	Year	Country	Objectives	Research design
1	Anastasiadou *et al.*	2014	Greece	Evaluation of teaching in Greece.	Quantitative approach Factor analysis using the EFQM scale.
2	Srima *et al.*	2015	Thailand	Design a Total Quality Management Information System (TQMIS) for the model school in practice.	Phase 1. Content analysis Phase 2. System design - indicators and measurement standards Mixed approach.
3	Benckwitz *et al.*	2024	Germany	Examine differences in the amount of parental help with homework and test whether these differences affect students' academic performance.	Structural equation modeling was used to analyze the data.
4	Ayele Dulo, A.	2022	Ethiopia	To assess the relationship between the professional development of in-service teachers and the quality of teaching in secondary schools in Gedeo Zone, Ethiopia.	Quantitative approach using descriptive and correlational survey designs; quantitative data were collected using the Talis survey and qualitative data were collected using semi-structured interviews.
5	Jailobaeva *et al.*	2023	United Kingdom	Examine the extent to which the Community Engagement for Better Schools project has improved teacher and school management accountability and responsiveness, and parent empowerment from the perspective of parents.	Quantitative approach: A survey was conducted at the beginning and end of the project.
6	Straková and Simonová	2024	Czech Republic	Analyze international evidence on the management factors that determine teacher retention.	A longitudinal design was used to observe the impact of school variables on teachers' willingness to remain in the profession, analyzing the data using logistic regression.
7	Verheijen-Tiemstra,	2023	Russia	Examine the barriers to collaboration between primary school teachers and their partners from a human resource management (HRM) perspective using the capacity, motivation, and opportunity (CMO) framework.	Quantitative and qualitative data were collected from childcare center staff.
8	Gorgieva, S.D.	2022	Russia	Develop long-term plans to achieve quality goals in educational institutions.	Review and summary of strategies based on educational inspection standards.
9	Donkoh *et al.*	2023	Ghana	Determine the impact of educational management on the quality of education in rural and urban primary schools in Ghana.	Quantitative approach: online surveys and data analysis using structural equation modeling.

Nº	Authors	Year	Country	Objectives	Research design
10	Gensollen	2023	Peru	Examine the interaction between basic education and traditional school administration.	Qualitative analysis based on four categories: leadership, educational management, administration, and communities.
11	Lerra	2022	Ethiopia	To examine the key determinants of early childhood education (ECCE) for quality education in Ethiopia.	Mixed methods research using a concurrent strategy Data collection using questionnaires and quantitative analysis using binary logistic regression.
12	Kaiseroglou, *et al.*	2024	Greece	To investigate primary school teachers' perceptions of Total Quality Management (TQM) evaluation and their willingness to participate in the quality improvement process.	Development and empirical validation of an instrument consisting of 30 items distributed over seven dimensions. Data analysis using principal component analysis, confirmatory factor analysis, and structural equation modeling.
13	Aniskina and Terekhova	2019	Russia	Present best practices for improving the quality of educational services through innovative methods that involve staff in the management processes of the organization.	Study of teachers' and management's perceptions of quality initiatives as a basis for analyzing the main causes of inhibition of these initiatives. Propose innovative training and project techniques (IP) to extend the "spirit of quality".
14	Ngobeni, S.	2024	South Africa	To explore the strategies used by school management teams (SMTs) to build sustainable community partnerships in secondary schools located in neighborhoods in the central district of Johannesburg, Gauteng, South Africa.	Mixed methods study with simultaneous triangulation, focusing on quantitative results. Two standardized questionnaires were used: one for SMTs and another for community partners (CPs).
15	Koh and Razak	2024	Malaysia	To investigate the level and correlation between talent management and personal qualities of teachers in Malaysian Independent Chinese Secondary Schools (MICSS).	Quantitative research using questionnaires and stratified random sampling.
16	Mawufemor *et al.*	2024	Ghana	To investigate the knowledge and involvement of school management committee (SMC) members in school performance improvement plans (SPIPs) in the South Tongu District, Ghana.	Quantitative approach Survey of SMC members to assess their knowledge and participation in the preparation and implementation of SPIP.
17	Villanueva and Ortega-De la Cruz	2021	Philippines	Explore the challenges of school-based management (SBM) in the area of curriculum and learning in a public secondary school in the Philippines.	Qualitative research methods, including interviews with key informants and focus groups.
18	Ajmi, H.	2024	Saudi Arabia	Investigate the leadership skills of primary school principals to achieve the outcomes of the National Education Strategy according to teachers' opinions.	Quantitative-descriptive approach using a questionnaire for data collection. Data analysis using descriptive statistics and structural equation modeling.
19	Souza *et al.*	2021	Brazil	Investigating the causal effects of a school management program on educational outcomes in São Paulo, Brazil.	Fuzzy regression discontinuity design to estimate the effects of the management program.

Note. Prepared by the author.

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Table 2
Results and gaps

N°	Results	Gaps
1	Teachers showed negative or neutral attitudes toward the quality of their performance.	Need for training and awareness programs to improve teachers' perceptions of educational quality.
2	Overall, the design was found to be appropriate (x = 4.78). Teachers were able to identify management elements that were useful in developing their students' skills.	Lack of in-depth evaluation of specific design elements to optimize results.
3	The IP technique is proposed as a solution for creating leadership and involving employees in quality management processes. Innovative training principles are formulated and the effects of their application in quality management system (QMS) improvement projects are evaluated.	Although principles have been formulated and their application evaluated, there may not be a clear plan to ensure that all teachers and administrators adopt and adapt these techniques in their daily work. This may result in a lack of effective implementation, limiting the potential impact of IP techniques in improving quality management systems.
4	Several challenges were identified that affect the successful implementation of the curriculum and learning, such as Weak foundation of basic skills. Inadequate school facilities and materials. Non-compliance with time guidelines for assignments. Poor student behavior and low academic interest. Low parental support and errors in learning materials. Strategies such as benchmarking activities, immersion, organization of a quality management team, remedial and intervention sessions, and parent summits, among others, were recommended to address these challenges and improve SBM and educational quality.	It manifests itself in the mismatch between curricular expectations and the reality of the educational environment. Despite recommendations to implement improvement strategies such as benchmarking activities and intervention sessions, the persistence of these challenges suggests that the proposed solutions may not be sufficient or appropriate to address the root causes of the problem.
5	Specific management practices, such as performance monitoring, goal setting, and incentive systems, have a significant positive impact on eighth-grade math scores, especially for low-achieving students. Similar results were not found for language arts. The results suggest that positive outcomes are more closely related to changes in instructional and management practices than to student or staff selection or investments in infrastructure.	This discrepancy may be due to a lack of teaching and management practices tailored to the needs of language learning, meaning that the strategies implemented may not be equally effective for all students. Furthermore, the fact that positive results are more closely linked to changes in management practices than to other factors, such as student selection or investment in infrastructure, highlights the need for a more balanced and targeted approach to the development of teaching strategies.
6	The contribution of professional development to the quality of teaching varies according to different dimensions, being higher for evaluation (33.7%) and lower for aspects such as the teacher as a person (29.1%).	A more balanced approach to professional development is needed, encompassing all relevant dimensions.
7	Proposals for adaptation strategies based on the current quality status of institutions.	It is essential to establish evaluation mechanisms that allow the quality of institutions to be continuously monitored and analyzed. In this way, adaptive strategies can be adjusted in real time to ensure that they respond effectively to the challenges and opportunities of each educational context.
8	The main determinants of ECCE and educational quality include: Qualified teachers Leadership and management Family income Parental educational attainment Access to learning and play materials Quality of childcare School environment Standard curriculum Play-based methodology Assessment methods Continuous professional development for teachers and principals Support from stakeholders.	The lack of qualified teachers and ongoing professional development may be more pronounced in low-income communities, where access to instructional materials, an appropriate school environment, and community support are also limited.
9	The project improved teacher accountability and responsiveness and school management to some extent, especially among women and low-income households. Significant changes were observed in the availability of budget information and accountability for school expenditures. The results provide validated mechanisms for promoting accountability that could be implemented in other schools, although multi-stakeholder commitment at the national and local levels is needed to achieve sustainable long-term results.	It is essential to establish a strategic plan that includes ongoing training, incentives for key stakeholders to participate, and clear evaluation and feedback mechanisms. This will ensure that progress on accountability is not only maintained but strengthened over time, fostering a culture of accountability and continuous improvement in education.

N°	Results	Gaps
10	Both teachers and caregivers consider themselves competent and motivated to collaborate, although they identify opportunities for collaboration as the most significant barrier.	It is essential to develop and implement strategies that create concrete opportunities for collaboration, such as flexible schedules, shared workspaces, and joint projects.
11	Educational management has a positive effect on the quality of education in both urban and rural schools. Urban schools have a higher quality of education than rural schools. Lack of Internet facilities weaken the quality of education in both areas.	This reveals a significant gap in equal access to educational resources and opportunities. The lack of internet connectivity, which affects both areas, exacerbates this situation by limiting the tools available for modern learning and the development of digital skills.
12	Principal engagement is an essential aspect of effective school leadership. Principals must have strong professional skills to lead in a transformational and community-oriented way.	This highlights a critical gap in the preparation and training of these leaders. Although transformational and community leadership skills are recognized as essential, there are not always adequate professional development programs that train principals in these areas.
13	They found differences in the quality of homework help that contributed to differences in student behavior and academic performance.	The need for more effective strategies to engage students and improve attendance and engagement.
14	Research has shown that adequate financial compensation, student composition, instructional leadership, and school innovation are important factors in teacher retention.	Lack of an integrated approach that addresses these elements simultaneously and coherently.
15	Validation and reliability of the instrument, confirming that the proposed dimensions are appropriate for exploring perceptions of evaluation and disposition in the context of TQM in primary education.	Lack of training and awareness among teachers and administrators on how to use assessment results to make meaningful changes. To close this gap, training strategies should be implemented to educate educators on how to use results to ensure that the information gathered is used to promote a quality educational environment and a continuous focus on improvement.
16	Effective strategies for building sustainable partnerships were identified, including Two-way conversations Negotiated partnerships Shared purpose Funding Reflecting on the quality of the partnership Accountability Monitoring and evaluation Trust and respect Commitment to implementing the partnership Working together to find solutions.	Although key components such as financing, accountability and commitment have been proposed, there may be a lack of clarity on how to implement these strategies in a coordinated manner among all stakeholders. Furthermore, without a robust monitoring and evaluation system, it is unlikely that impact will be measured and necessary adjustments to partnerships will be made, which could lead to a loss of trust and decreased commitment.
17	The study revealed a high level of competence in talent management and personal characteristics of teachers. A moderate correlation was found between talent management and personal characteristics of teachers in Malaysian MICSS.	Although they found a moderate correlation, there may be a disconnect between talent management and its practical application in the classroom. This suggests that while teachers may be competent and possess valuable personal attributes, they may not be receiving adequate support or opportunities to effectively apply these skills in the classroom.
18	It was found that the knowledge and participation of SMC members in the preparation and implementation of SPIP is limited and below the requirements of the Ghana Education Service, which hinders the success of quality teaching and learning. Recommendations are proposed to improve the quality of education, including regular training workshops, rewards for success, and clear guidelines to increase the knowledge and participation of SMC members.	SMCs' limited involvement and understanding of SPIPs limits their ability to contribute effectively to improving the quality of education. This, in turn, can hinder the implementation of strategies necessary to achieve an optimal learning environment, negatively affecting both teaching and student learning.
19	Teachers had between five and fifteen years of experience. Principals demonstrated moderate instructional leadership. The most common skills were crisis management, visionary leadership, and ethical leadership. The least common skills among principals were emotional intelligence and decision-making skills.	Professional development programs that strengthen principals' emotional leadership and decision-making skills. This would not only increase their effectiveness, but could also improve teacher engagement and performance, creating a virtuous cycle that benefits the entire educational community.

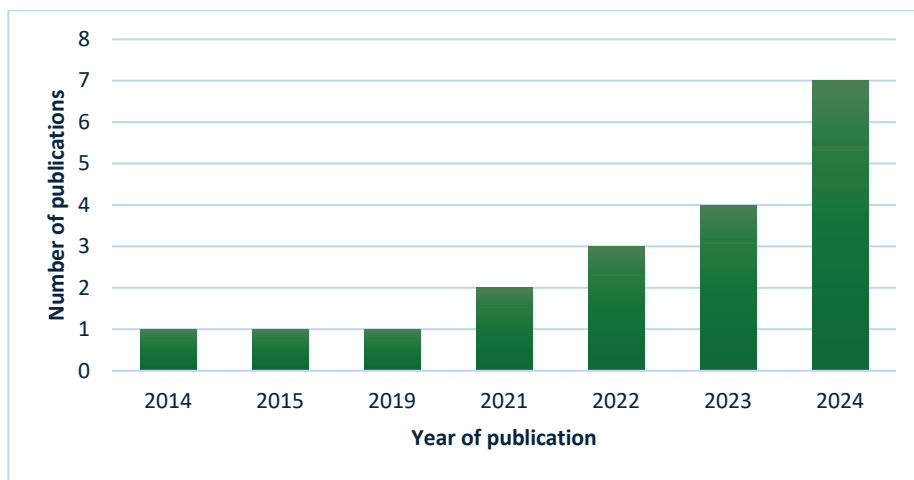*Note.* Prepared by the author.

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The results of the review in terms of years of publication were limited to the last 10 years, as can be seen in Figure 2. The highest production was recorded in 2024.

As for the origin of the research, as shown in Figure 3, Russia leads with three publications, followed by Greece and Ethiopia with two papers each. However, all continents have researchers interested in the study of educational quality management, approaching it from the particularities of their systems, the strategies that have generated relevant transformations, or those aligned with initiatives for national development through education.
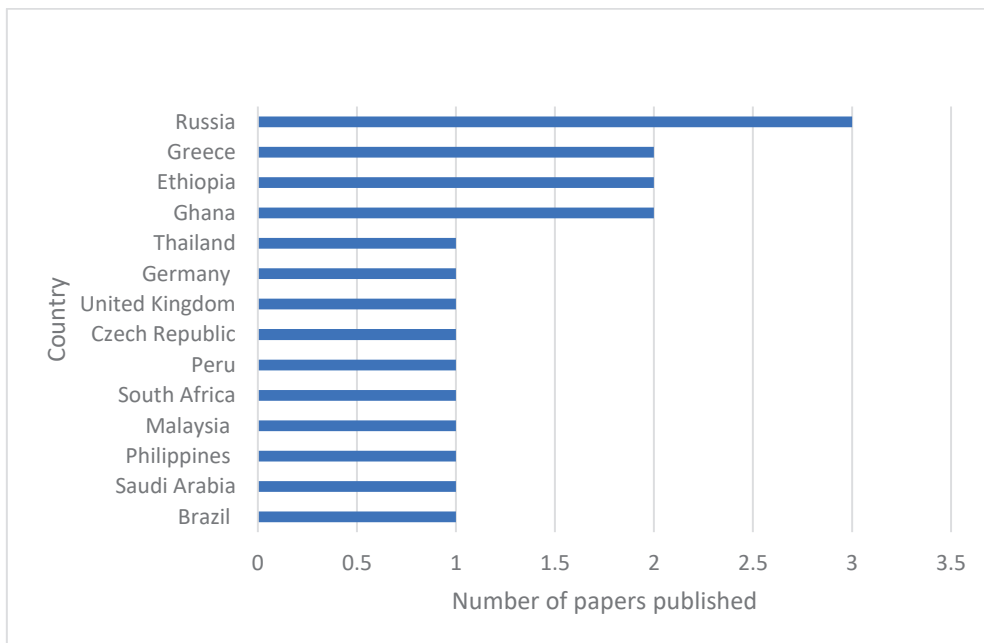
While Russia has a well-established education system, many countries in Africa and the Americas suffer from deep internal inequalities and disparities between neighboring countries.

Figure 2
Papers by Year of Publication

Note. Prepared by the author.

Figure 3
Papers by country of origin

Note. Prepared by the author.

DISCUSSION

Quality management in education, as evidenced by a wide range of research demonstrating a broad spectrum of elements, methodologies and perspectives, has gained relevance in recent years, driven by the need to adapt institutions to a constantly changing environment and the demand for quality education. The aim of this review was to explore quality management strategies and their impact on the continuous improvement of educational communities, based on the analysis of 19 papers selected from four databases, in which the descriptive terms defined at the beginning of the process were found.

The papers reviewed present a multidimensional approach to quality management in education, addressing the perspectives of different educational actors: teachers, administrators, students and parents. This diversity of approaches allows for a comprehensive understanding of how quality management strategies affect the educational community as a whole.

Teacher perspectives

Teachers are considered to be the core of any educational institution, and their role in implementing quality management strategies needs to be reevaluated. According to Qian and Tang (2018), continuous teacher training is essential for improving the quality of teaching. In this regard, the papers analyzed emphasize that professional development programs that incorporate innovative methodologies not only strengthen teachers' competencies but, most importantly, promote greater commitment to student learning. Darling-Hammond *et al.* (2017) emphasize that collaborative training among teachers can have a significant impact on academic performance.

Role of managers

Educational leadership is one of the fundamental components of quality management. Sebastien (2017) argues that effective leaders create an environment conducive to innovation and learning. They require a willingness to transform themselves in order to transform others. The studies reviewed suggest that leaders who foster a culture of continuous evaluation and feedback are more successful in implementing quality strategies. Chi *et al.* (2023) explain that distributed leadership involves all stakeholders in decision-making, including managers, teachers, the community, and students, with implications for each person's responsibility for improving educational quality.

Student and parent involvement

The active participation of students and parents is considered a critical factor in quality management. Souza *et al.* (2021) point out that effective collaboration between schools and families strengthens education and academic performance. The papers reviewed show that creating spaces for parents and students to participate in the educational process not only increases satisfaction, but also improves the sense of belonging and shared responsibility.

Strategies such as regular meetings and the formation of parent committees are concrete examples highlighted in the literature. Similarly, schools are centers for organizing and promoting community development; it is not only a matter of involving parents in classroom activities, but also of promoting social, cultural, and economic changes in communities from within the school.

Planning and ongoing evaluation

Strategic planning and evaluation are fundamental to the success of any quality management strategy. Geh *et al.* (2024) mention that planning should be a reflective process involving all members of the educational community. Studies suggest that institutions that implement improvement strategies based on feedback from all stakeholders are better able to adapt to the changing needs of the educational environment. The use of clear and measurable indicators is also identified as a key practice for evaluating the progress and effectiveness of the strategies implemented.

This study has some limitations that should be taken into account when interpreting the results:

- It focused exclusively on studies published in English and Spanish, which may have excluded relevant research published in other languages;

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- It relied on open access papers in databases, which may have limited the inclusion of more recent research or research available in non-indexed sources;

- The variability in the methodologies used in the research may have influenced the results, making it difficult to directly compare and generalize quality management strategies;

- The lack of longitudinal studies measuring the long-term effects of quality management strategies on continuous improvement limits the ability of this analysis to make definitive statements about the sustainability of such practices.

In turn, the practical implications may be significant for educational communities seeking to implement or improve their strategies. The findings suggest that aspects such as strategic planning, active participation of all stakeholders, and ongoing evaluation can have a positive impact on continuous improvement. For managers, this means adopting more systematic, flexible, and collaborative approaches that promote a continuous cycle of evaluation and strategy adjustment. Similarly, a comparison with traditional management practices suggests that an approach focused on continuous improvement and collaboration among all members of the educational community may be more effective than hierarchical or more rigid models.

CONCLUSIONS

The review of the 19 selected papers reveals that quality management strategies have a significant impact on the continuous improvement of educational communities. Teacher training and support, effective leadership, active student and parent participation, and continuous planning and evaluation are key factors in fostering a culture of quality in education. These findings underscore the need for a comprehensive approach that considers the interaction and collaboration of all educational stakeholders to achieve a lasting and sustainable impact on educational quality. One of the most significant contributions has been the opportunities

that researchers have experienced with certain methodologies, instruments and political-administrative references or contexts; activities such as seminars and training are perceived as having little impact on the quality of teaching.

During the selected period, research activity has been productive. Numerous papers have been published on quality management at different levels, both in primary and secondary education. However, the results of the studies on quality management in the 19 papers reviewed are grouped into four themes, which in turn are grouped into six broad categories: management practices, characteristics of schools, teachers, parents, communities, and students.

In terms of value, the experience has made it possible to contextualize and identify trends, gaps and projections regarding effective strategies and those that do not contribute or have not been supported by some of the key players in the educational process.

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Conflict of Interest

The author has no conflicts of interest to declare.

Author Contributions

Karol Andrea Sotelo Maury (lead author): conceptualization, data curation, formal analysis, fundraising, research, methodology, project management, resources, software, supervision, validation, visualization, writing (original draft, review, and editing).