Abstract. Defining the concept of quality seems to be a basic condition for the assessment and improvement of the quality system. Due to the differences between the manufacturing, services and higher education sectors, quality needs to be independently defined in each of them and needs its dimensions to be circumscribed. This study examines what dimensions constitute quality in higher education sector and the connections, established between the conceptualization perspectives of quality and its identified dimensions. Being a multidimensional construct, each of the existing defining approaches has to consider who the stakeholders are, what expectations they have and which the desired objectives and outcomes of the higher education system are. Further on, the researchers have to identify the specific features quality gets in each sector and to maintain the equilibrium among the power each stakeholder has upon the definition content that quality receives. In order to exemplify these ideas, the present study identifies the dimension of teaching quality in higher education. As related to the stakeholders involved in higher education, this research focused on the students’ perspective and used factor analyze and expert theachers retro-versions as research methods

Key-words: quality defining approaches; quality dimensions; stakeholders; higher education.

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