Perception and New Labor Situation of The Graduates of the Program in Study

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ARTICLE INFO	SUMMARY
Published Online: 28 April 2018	The objective of the present study is to know the level of satisfaction of the graduated students of the program of studies of Professional Magister in Education with Mention in Management of Quality of the university under study. The project was applied to the students graduated during the period 2010 - 2014 through an annual survey conducted to 82 graduates, who gave their opinion regarding their satisfaction with the study program, in addition to referring to their employment situation current and as a change after completing this study, for example your salary and employability.
	The method used is the application of a positive poll, which consists of a series of questions, which can be answered with an "YES" or "NO", and then get the percentage of each, an average is drawn with the answers giving the final percentage of each question. In general, the satisfaction with the program averages 93.48%, which concludes the university under study that is doing things well and that only has to try to polish some details that will be described more clearly in the present investigation, given that the percentage of satisfaction has been decreasing in recent years, with a clear trend and not easy to reverse if the appropriate measures are not taken in the correct times, highlighting that in the first year in which the survey is the one with the highest percentage, of 98.46% and henceforth with a pronounced downward trend.
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KEYWORDS: Satisfaction, Education, students of cohort, positive poll.	

INTRODUCTION
As the years go by, the professionals are more interested in acquiring a master's degree and / or doctorate either to have more knowledge about the area in which they are working and to have greater accessibility in the workplace or also to generate higher income.

This investigation will focus especially on the magister, the purpose of this is to develop and expand professional knowledge, provide the necessary materials to students to solve work problems and train as a gifted in a specific area. This postgraduate degree is obtained after completing two years in the study plan, although the time usually varies depending on the university in which it is carried out.

The purpose of this research is to analyze the degree of satisfaction and the work situation of the students graduated from a magister. Which will be evaluated with the method of a positive poll with various questions referring to the skills obtained in the postgraduate course, which will be answered with "YES" or "NO" and with respect to this survey will be evaluated the strengths and weaknesses of the program, for reinforce the shortcomings and make it more optimal for interested people.

THEORETICAL FRAMEWORK
Definition
"Master's programs, in general, correspond to advanced

level studies that seek the development of analytical, synthetic, abstraction and practical application skills.These competences are developed at a level of greater depth, complexity or specialization with respect to the level of education delivered by the previous professional degree or degree. The magister programs can have an academic, research or creation character or be directed to the professional field. The option of both alternatives can also be given " (CNA, 2013)

Origins and background

The Master of Education with a Mention in Quality Management was created in 2010 and began to be taught that same year at the Miguel de Cervantes University. It is taught by the Directorate of Research and Postgraduate Studies, in particular by the Department of Magister and Post-graduate degree.

It is developed through the e-learning modality, guaranteeing a flexible schedule, which allows the students to combine, study, work and family being this in accordance with the identity seal of the University

The specific objectives aim to train graduates that respond to the demands of complex realities by applying models, theories and techniques that encourage change; promote teaching-learning styles centered on the student and develop applied research skills in order to respond to the diverse demands of the educational environment.

Analyzing the graduation profile and objectives of the Program, it is expected that students achieve advanced knowledge in the area of studies and the development of competencies that allow them to perform adequately in the professional field.

(UNIVERSIDAD MIGUEL DE CERVANTES , 2017)

Characteristics of the Master of Education with a Mention in Quality Management

The Master's program in Education with a Mention in Quality Management has certain characteristics that differentiate it from the other magister, some of these are:

- Generate in the students the necessary skills to relate efficiently
- . Favor the constant progress of the quality and equality of this system.
- Directed with the e-learning modality that analyzes the preparation of learning activities.
- The people to whom this program is directed are teachers or people who hold a professional degree in a career that lasts at least 4 years (8 semesters).
- The duration of this program is 24 months.
- Students who graduate from this magister are able to design, lead, implement, manage and evaluate educational processes.

Differences between a magister and a proper title

A proper title is one that is accredited and granted by the institution that provides it, it is a university degree, but it is not regulated by the government.

Some differences between a magister and a proper title are the following:

Master	Own title
It is regulated by the National Agency for the Evaluation of Quality and Accreditation (ANECA).	They are regulated and approved by university councils, so they are subject to more flexible regulations.
They should always be taught by university professionals.	It is the teachers who have the initiative and have to create the programs and are guided by the rules of the university.
They are usually directed to people who are interested in research.	They are aimed at anyone who wants to obtain the title (they have to meet certain requirements requested by the university that gives it).
Generally, they tend to have more points when they go to public competitions or competitions.	They usually get less points since they are considered as continuing education.
Only these can access general MECD scholarships.	They offer special scholarships for them.
The price of the registration of this is fixed by the MECD.	The price of tuition is set by each institution.

Master's Program in Education with a Mention in Quality Management

This research seeks to evaluate the degree of satisfaction and the employment status of graduates of this program through surveys and evaluations of the results obtained, in order to analyze the strengths and weaknesses and improve what is failing to be a good program for the Interested people.

Curriculum

I SEMESTER	II SEMESTER	III SEMESTER	IV SEMESTER
Fundamentals of Education	Educational Innovation	Educational Administration of Quality	Grade II Work
Educational Polices	Design and Project Evaluation	Quality Management Models	

Methodology of Education Research	Leadership for Quality Management	Grade I Work	

(UNIVERSIDAD MIGUEL DE CERVANTES, 2018)

METHODOLOGICAL FRAMEWORK

In order to evaluate the satisfaction of the graduates of the Master of Education, mention in quality management, a

positive survey of 13 questions was elaborated, which covers different skills obtained in the magister.

Students can answer the survey with "YES" or "NO", the answer being if it agrees with the skill or ability obtained in the graduate and not otherwise. The survey was applied to 82 students broken down in the different generations of postgraduate graduates from 2010 to 2014.

The template of the survey applied is shown in table N ° 1

Table N ° 1: Template Positive satisfaction survey Students graduated from the magister.

Pregunta	YES	NO
Domain of the contents seen in the program		
Ability to research and learn on their own		
Ability to put into practice the knowledge acquired		
Ability to use computer tools		
I have the professional and personal skills to choose a better position and greater responsibility		
Improved my ability to work as a team		
Improved my ability to identify and solve problems		
Improved my ability to make decisions		
The teaching performance favored my learning		
The performance of the Administratives favored my learning		
Ability to make myself understood and make contributions (new ideas and solutions)		
What is the degree of interest you have in improving your knowledge through another master's or doctorate		
What is the degree of satisfaction with the training received in the program		

The second part of the survey was answered by 80 of the students and is divided into two parts the first as before is a positive survey consisting of three questions about the employment situation of the respondent. The final part of the survey tells them about their salary and how much they increase with the program.

The template of the survey applied is shown in table N ° 2

Table N ° 2: Template Positive survey on the salary of the students graduated from the magister.

Pregunta	YES	NO
Are you currently working?		
Is your current job not the same as when you entered the program?		
Is the change of work due to the program?		

The template of the survey applied is shown in table N ° 3

Table N ° 3: Template Survey on the salary of the students graduated from the magister.

| Question	Answer
Average salary at income	
Salary increase for the program	

RESULTS

Next, the results obtained in the survey will be presented, these correspond to the average of the answers of each one of the research cohorts. These data will be shown in detail in table N ° 4.

Table N ° 4: Degree of satisfaction in percentage.

Cohort	Grade of Satisfaction
2010	98,46%
2011	94,71%
2012	92,71%
2013	96,15%
2014	83,33%
Total	**93,07%**

Graph No. 1: Degree of satisfaction in percentage.
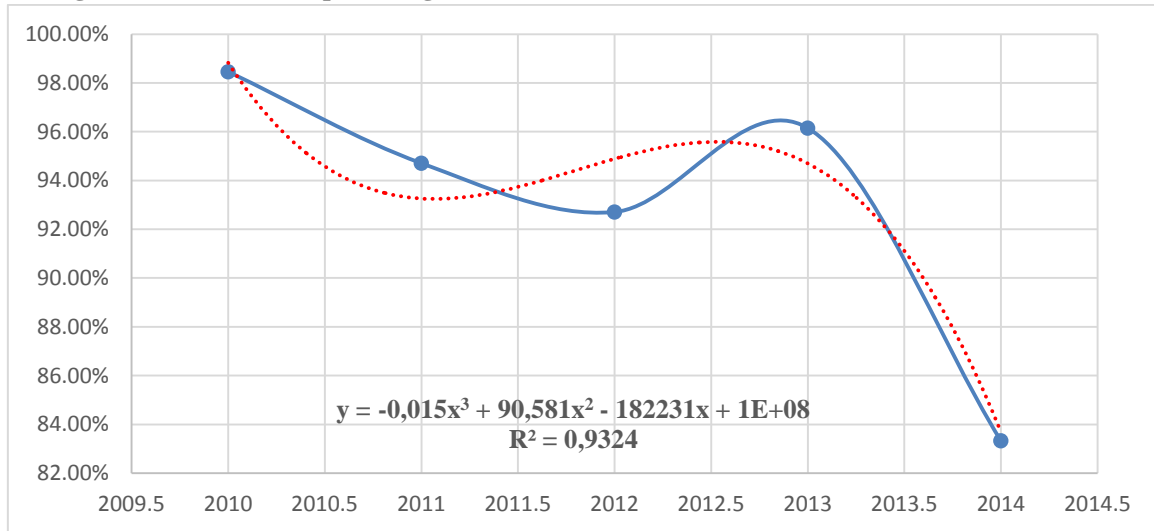
You can clearly see in the graph that the curve is in a tailspin because the percentages have been decreasing as the years have passed despite the fact that in 2013 it had a rise again. The blue line corresponds to the data obtained from the surveys and the red dotted line corresponds to the trend line which in this case is a logarithmic grade three, the equation of the line is clearly seen in the bottom of the graphic.

The Squared R, also called coefficient of determination, reflects the fit of a model to the variable that it tries to explain. In this case we will make the comparison between the two lines thanks to this method. To introduce this, it is very important that this value is between 0 and 1. The closer the value to a closer one will be the estimate, therefore, as in this case it is 0.9324 it can be concluded that it is a very good appreciation, thanks to this we can obtain approximate results of the following years in order to have a tendency of what the results will be.

An estimate for 2015, made with the trend line is:

$$Y = -0,015 * X ** 3 + 90,581 * X ** 2 + 182231 * X + 1 * \epsilon + 08$$

Where Y is the degree of satisfaction and X is the year of study.

In this case X = 2015

$$Y = -0,015 * 2015 ** 3 + 90,581 * 2015 ** 2 + 182231 * 2015 + 1 * \epsilon + 08$$
$$Y = 0,490232$$

Which gives us as a result a satisfaction of 0.49 approximately which is 49%. In conclusion, if the weak points are not improved, what is estimated is that the satisfaction of the students will continue to decrease.

Table 5 shows the second part of the survey, which corresponds to the work situation of the interviewee, the percentage that is working in addition to the increase in income generated by the study program.

Table N ° 5: Labor situation.

Cohort	Percentage Working	Rent Increase
2010	100%	$172.811
2011	93,75%	$328.571
2012	94,7%	$207.208
2013	100%	$152.222
2014	100%	$161.667
Total	**97,69%**	**$227.537**

In the graph N ° 2 the average of increase of rent of the students will be shown.

Graph No. 2: Income increase over the years.

It can be clearly seen that all the students have increased their income by highlighting the 2011 promotion that on average increased 328,571 pesos.

The detailed information of each year will be presented.
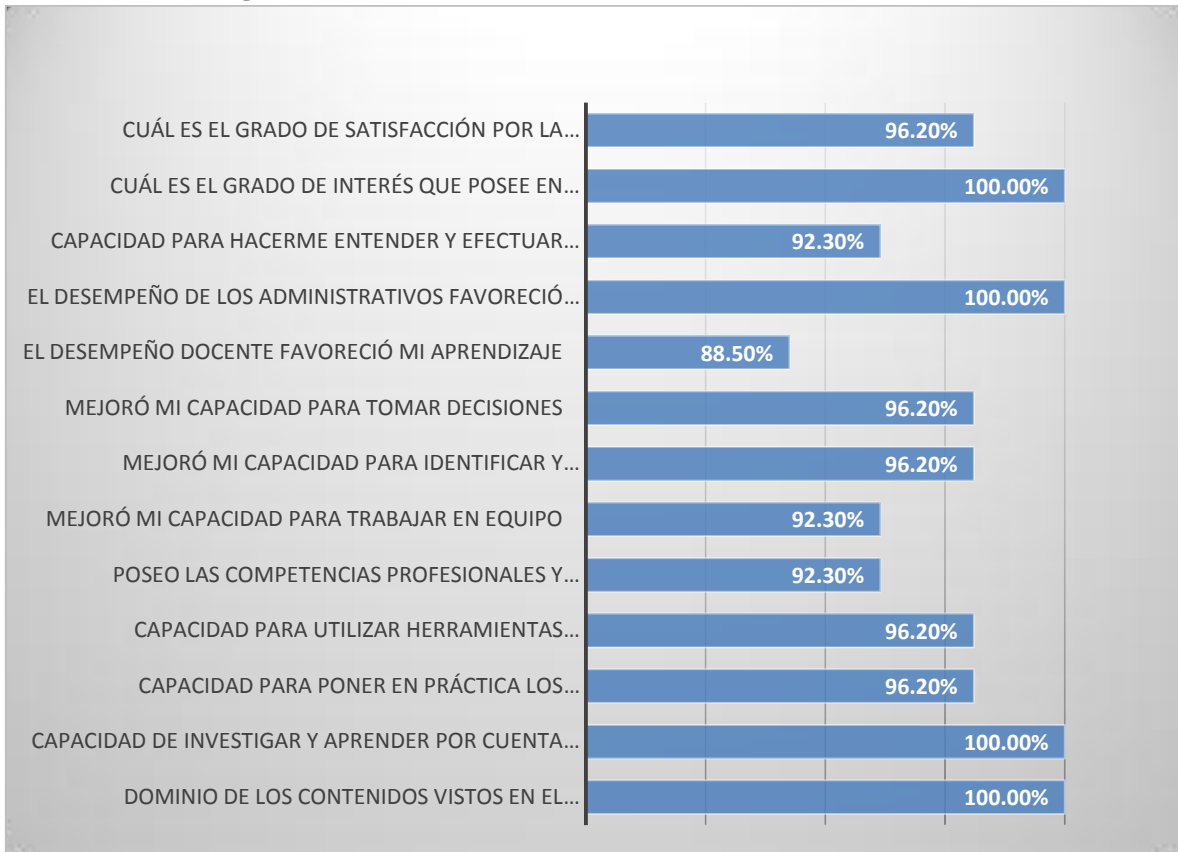
Cohort 2010
Total Polls: 15
Results of Polls

Question	Grade of Satisfaction
Domain of the contents seen in the program	100,0%
Ability to research and learn on their own	100,0%
Ability to put into practice the knowledge acquired	100,0%
Ability to use computer tools	100,0%
I have the professional and personal skills to choose a better position and greater responsibility	100,0%
Improved my ability to work as a team	100,0%
Improved my ability to identify and solve problems	100,0%
Improved my ability to make decisions	100,0%
The teaching performance favored my learning	100,0%
The performance of the Administratives favored my learning	100,0%
Ability to make me understand and make contributions (new ideas and solutions)	100,0%
What is the degree of interest you have in improving your knowledge through another master's or doctorate	86,7%
What is the degree of satisfaction with the training received in the program	93,3%
Total	**98,46%**

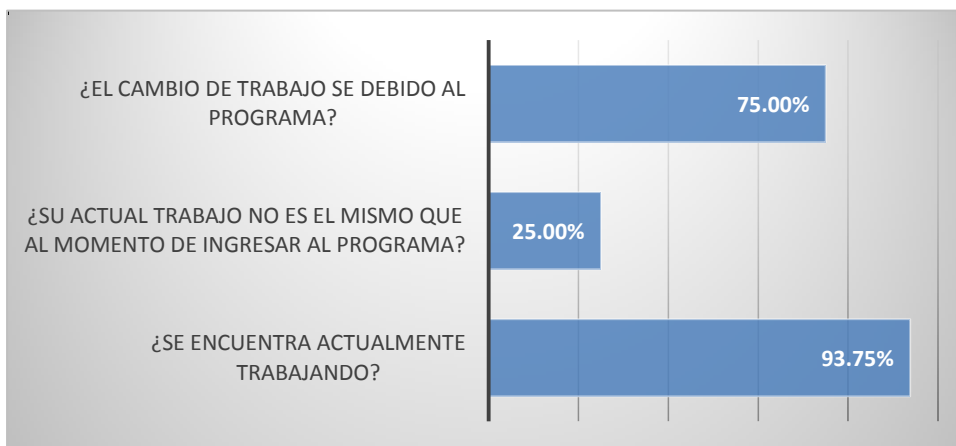Graph 3 shows the degree of satisfaction of the 2010 cohort students.

Graphic N ° 3: Satisfaction of graduated students in 2010.

II. Employment situation

Question	Answer	Percentage
Are you currently working?	15	100,00%
Is your current job not the same as when you entered the program?	5	31,25%
Is the change of work due to the program?	3	60,00%
Average salary at income	$927.413	
Salary increase for the program	$288.019	

Graph No. 4: Satisfaction with respect to the income of graduates in 2010.

It is clearly observed that more than half of the students in the program changed their jobs, with this, as shown in the table of employment situation, there was an increase in income.

Cohort 2011
Total Polls: 16
 I. Results of Polls

Question	Grade of Satisfaction
Domain of the contents seen in the program	100,0%
Ability to research and learn on their own	100,0%
Ability to put into practice the knowledge acquired	100,0%
Ability to use computer tools	87,5%
I have the professional and personal skills to choose a better position and greater responsibility	100,0%
Improved my ability to work as a team	87,5%
Improved my ability to identify and solve problems	93,8%
Improved my ability to make decisions	100,0%
The teaching performance favored my learning	87,5%
The performance of the Administratives favored my learning	87,5%
Ability to make me understand and make contributions (new ideas and solutions)	100,0%
What is the degree of interest you have in improving your knowledge through another master's or doctorate	87,5%
What is the degree of satisfaction with the training received in the program	100,0%
Total	**94,71%**

In graph No. 5 the degree of satisfaction of the 2011 cohort students will be shown.

**Graphic N ° 5: Satisfaction of students graduates in 2011**
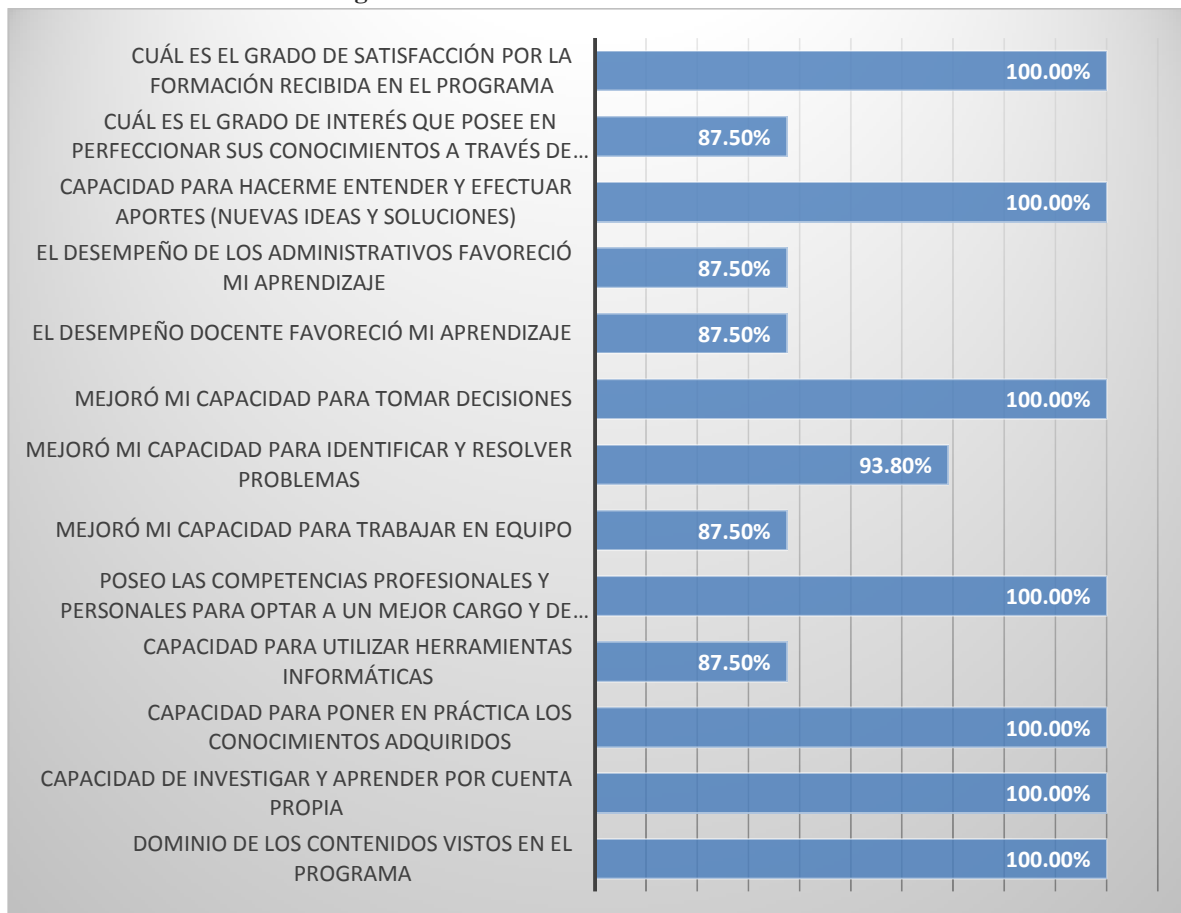
II. Employment situation

Question	Answer	Percentage
Are you currently working?	15	93,75%
Is your current job not the same as when you entered the program?	4	25,00%
Is the change of work due to the program?	3	75,00%
Average salary at income	$915.385	
Salary increase for the program	$328.571	

Graph No. 6: Satisfaction with respect to the income of alumni graduated in 2011.
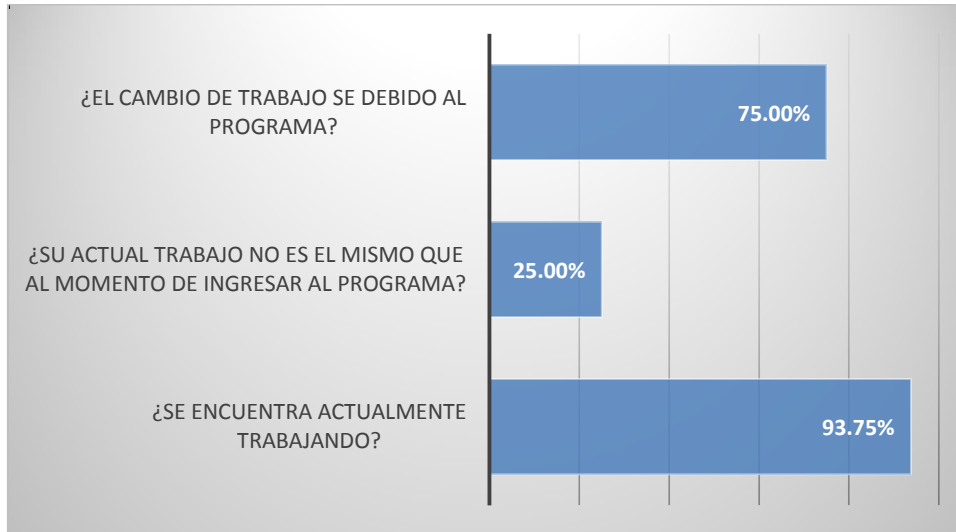
It is clear that 3/4 of the students in the program changed their jobs, with this, as shown in the table of employment situation, there was an increase in income.

Cohort 2012
Total Polls: 19
l. Results of Polls

Question	Grade of Satisfaction
Domain of the contents seen in the program	100,0%
Ability to research and learn on their own	89,5%
Ability to put into practice the knowledge acquired	94,7%
Ability to use computer tools	89,5%
I have the professional and personal skills to choose a better position and greater responsibility	89,5%
Improved my ability to work as a team	94,7%
Improved my ability to identify and solve problems	94,7%
Improved my ability to make decisions	94,7%
The teaching performance favored my learning	94,7%
The performance of the Administratives favored my learning	84,2%
Ability to make me understand and make contributions (new ideas and solutions)	94,7%
What is the degree of interest you have in improving your knowledge through another master's or doctorate	94,7%
What is the degree of satisfaction with the training received in the program	89,5%
Total	**92,71%**

In graph No. 7 the degree of satisfaction of the 2012 cohort students will be shown.

Graphic N ° 7: Satisfaction of graduated students in 2012.
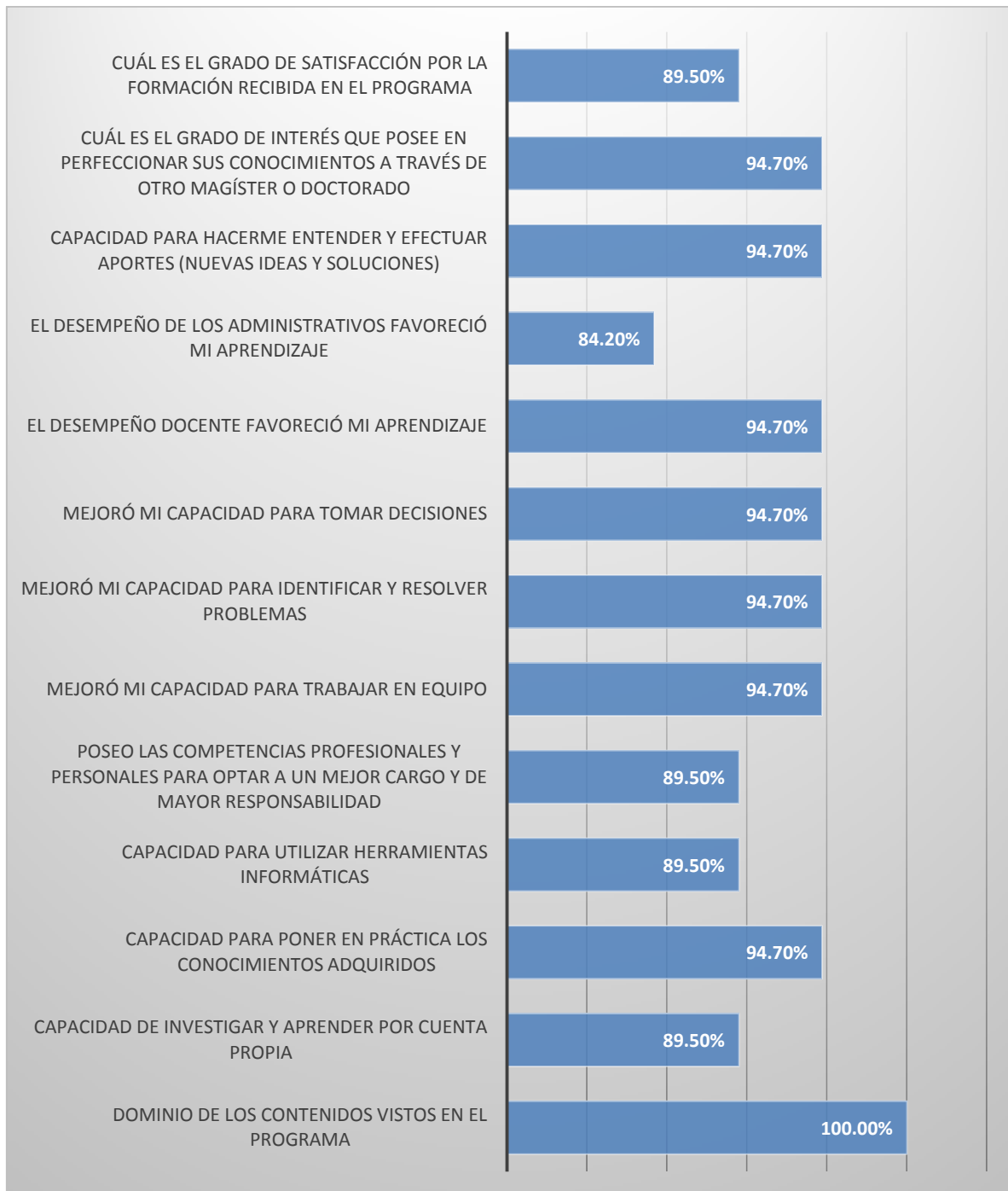
II. Employment situation

Question	Answer	Percentage
Are you currently working?	18	94,7%
Is your current job not the same as when you entered the program?	7	36,84%
Is the change of work due to the program?	3	42,86%
Average salary at income	$712.313	
Salary increase for the program	$207.208	

Graphic N ° 8: Satisfaction with respect to the income of alumni graduated year 2012.
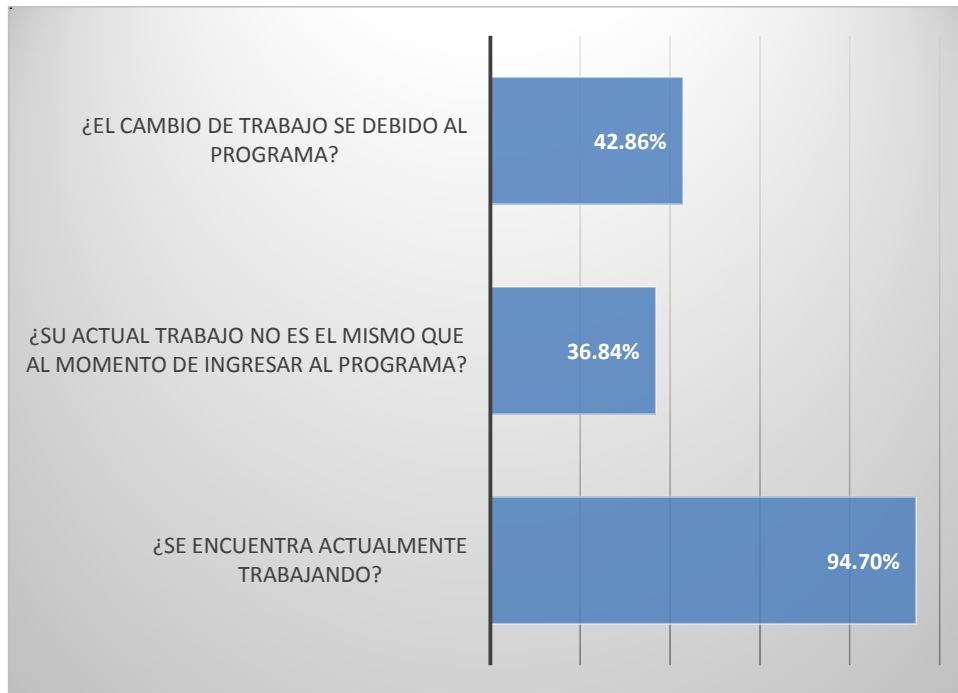
It is clearly observed that a little less than half exactly 42.86% of the students in the program changed their work, with this, as shown in the table of employment situation, there was an increase in income.
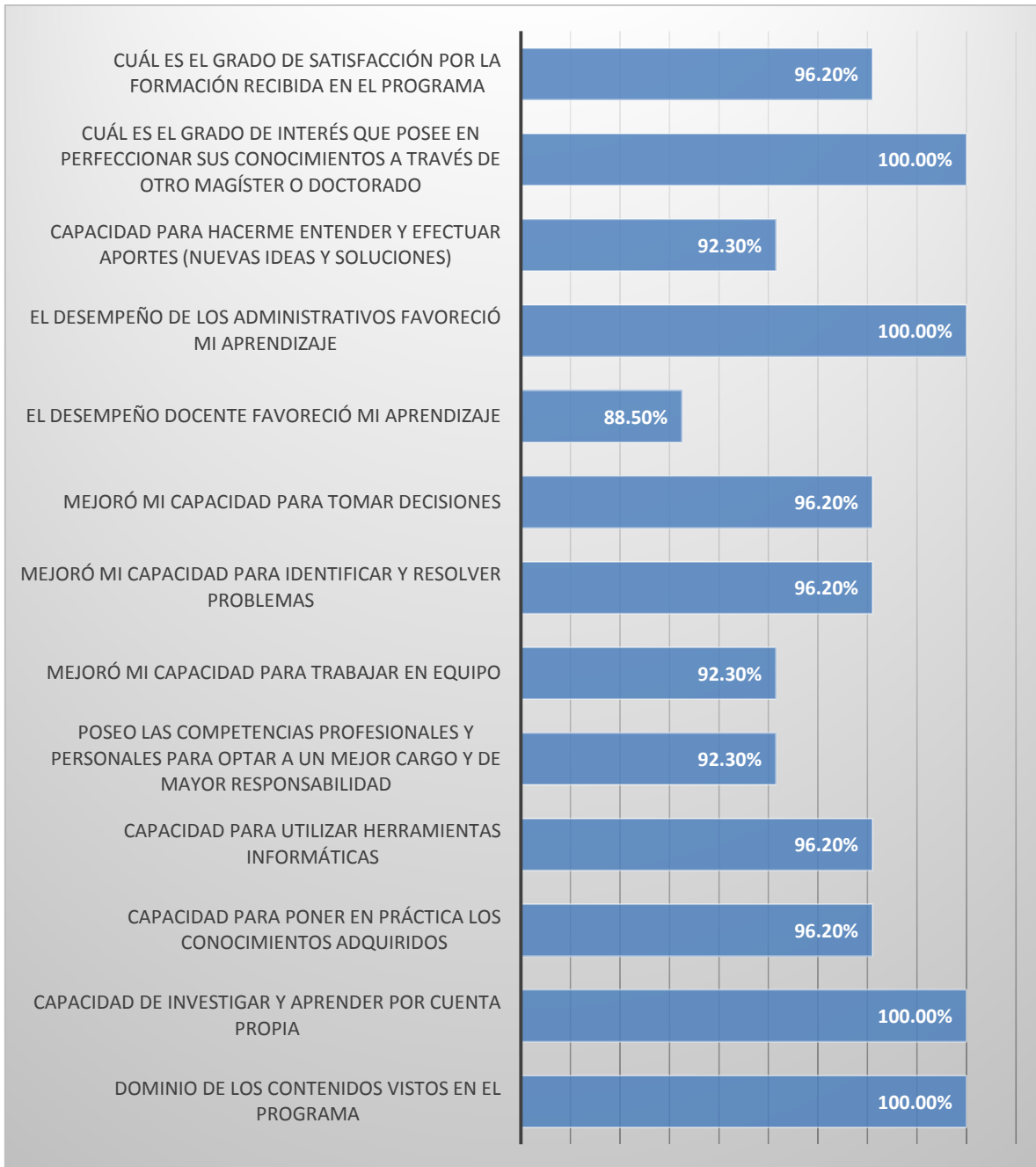
Cohort 2013
Total Polls: 26
l. Results of Polls

Question	Grade of Satisfaction
Domain of the contents seen in the program	100,0%
Ability to research and learn on their own	100,0%
Ability to put into practice the knowledge acquired	96,2%
Ability to use computer tools	96,2%
I have the professional and personal skills to choose a better position and greater responsibility	92,3%
Improved my ability to work as a team	92,3%
Improved my ability to identify and solve problems	96,2%
Improved my ability to make decisions	96,2%
The teaching performance favored my learning	88,5%
The performance of the Administratives favored my learning	100,0%
Ability to make me understand and make contributions (new ideas and solutions)	92,3%
What is the degree of interest you have in improving your knowledge through another master's or doctorate	100,0%
What is the degree of satisfaction with the training received in the program	96,2%
Total	**96,15%**

Graph 9 shows the degree of satisfaction of the 2013 cohort students

**Graphic N ° 9: Satisfaction of graduated students in 2013.**

II. Employment situation

Question	Answer	Percentage
Are you currently working?	26	100,0%
Is your current job not the same as when you entered the program?	7	26,92%
Is the change of work due to the program?	3	42,86%
Average salary at income	$897.364	
Salary increase for the program	$152.222	

Graphic N ° 10: Satisfaction with respect to the income of alumni graduated in 2013.
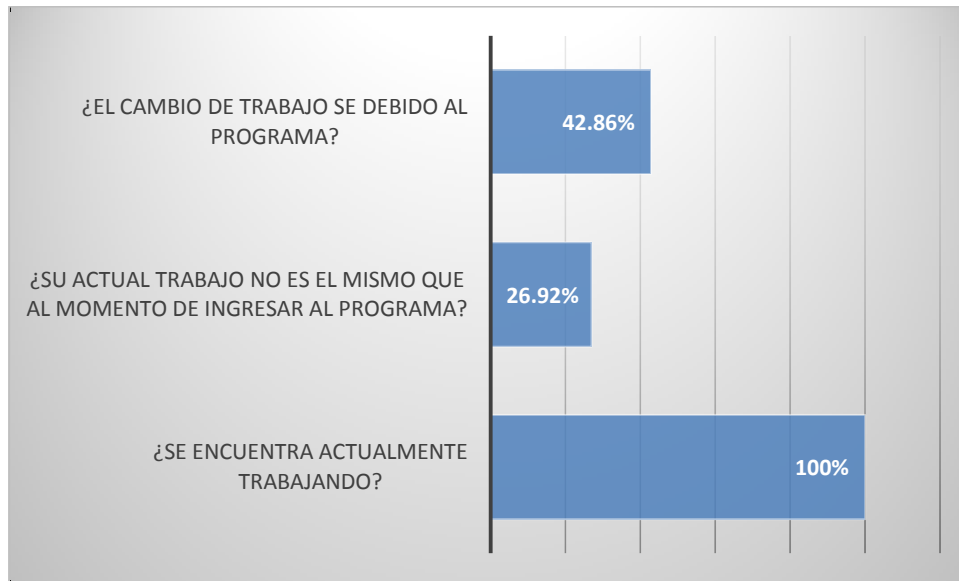
It is clearly observed that a little less than half exactly 42.86% of the students in the program changed their work, with this, as shown in the table of employment situation, there was an increase in income.

Cohort 2014
Total Polls: 6
 I. Results of Polls

Question	Grade of Satisfaction
Domain of the contents seen in the program	66,7%
Ability to research and learn on their own	83,3%
Ability to put into practice the knowledge acquired	50,0%
Ability to use computer tools	66,7%
I have the professional and personal skills to choose a better position and greater responsibility	66,7%
Improved my ability to work as a team	83,3%
Improved my ability to identify and solve problems	83,3%
Improved my ability to make decisions	100,0%
The teaching performance favored my learning	100,0%
The performance of the Administratives favored my learning	50,0%
Ability to make me understand and make contributions (new ideas and solutions)	100,0%
What is the degree of interest you have in improving your knowledge through another master's or doctorate	100,0%
What is the degree of satisfaction with the training received in the program	83,3%
Total	**83,33%**

In graph No. 11, the degree of satisfaction of the 2014 cohort students will be shown.

Graphic N ° 11: Satisfaction of graduated students in 2014.
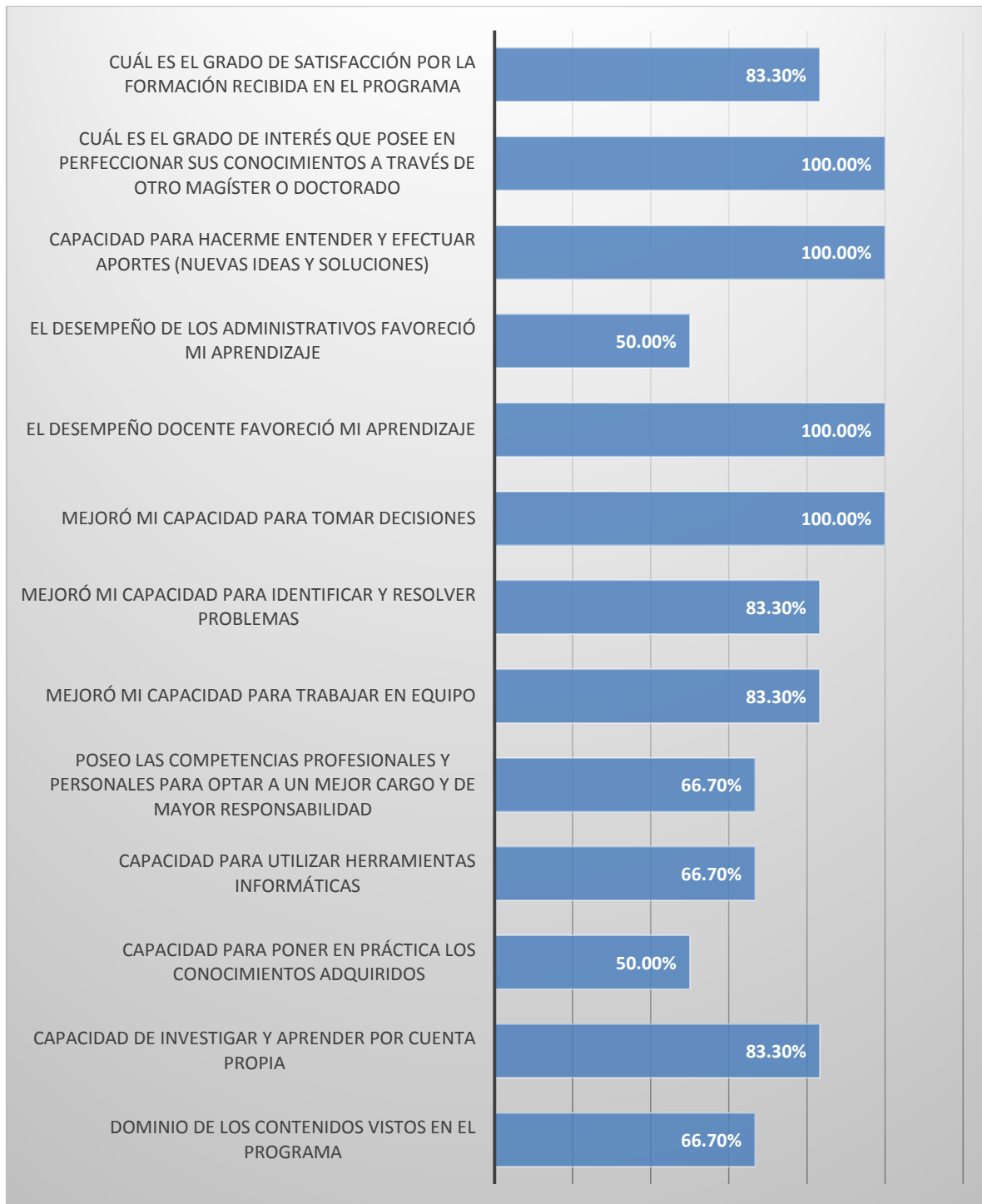
II. Employment situation

Question	Answer	Percentage
Are you currently working?	6	100,0%
Is your current job not the same as when you entered the program?	3	50,0%
Is the change of work due to the program?	3	100,0%
Average salary at income	$750.000	
Salary increase for the program	$161.667	

Graph N ° 12: Satisfaction with respect to the income of graduated students in 2014.
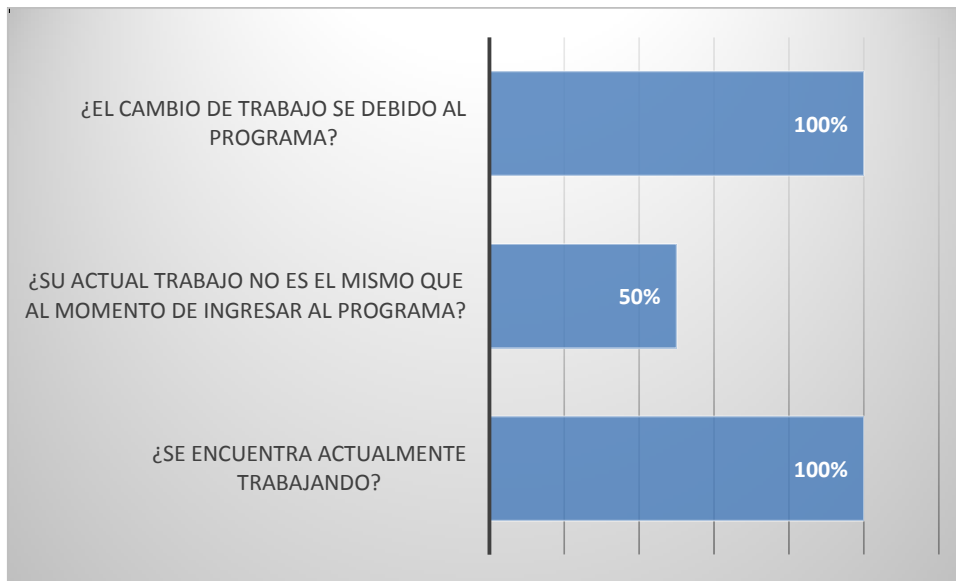
It is clear that all students of the program changed their work, with this, as can be observed in the table of employment situation, there was an increase in income.

CONCLUSIONS

It can be concluded thanks to the method used in this research (the positive poll) that, although people are satisfied and happy with the program, since there is a higher rate of employability and there is more income, there are shortcomings that must be improved for that the program is more optimal. It can be seen that as the years pass, the percentage of degree of satisfaction decreases and that is what has to be evaluated to improve it.

On the other way, the R squared (coefficient of determination) to have its value close to 1 (0.9324) can have a good appreciation, because the closer to 1 is better estimate and you can get estimated results from the next years.

The estimate for the line is a satisfaction of 0.49, approximately what is 49%. In conclusion, if the weak points are not improved, what is estimated is that the satisfaction of the students continues to decrease. This is through the line:

$$Y = -0,015 * X ** 3 + 90,581 * X ** 2 + 182231 * X + 1 * \epsilon + 08.$$

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