



Student Satisfaction with Distance Study Programs

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ABSTRACT

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The objective of the present study is to determine the level of satisfaction of the students of the master professional in higher education program with specialization in management of quality of University study, a satisfaction survey was applied to what During its development.

The survey is annual, and in this case it was applied at the end of the second semester. It consists of 37 questions that assess the degree of compliance of the student with the service delivered by the online platform, on a scale from 1 to 7. A universe of 58 students, 37 survey respondents.

The results indicate a general conformity of students with distance learning programme and with the platform, which is evident in that 36 of 37 evaluated points Gets an average of over 5.

By grouping the points assessed by axis is obtained that the group with the best qualification is that of the questions referring to the staff student motivation, which has an average of 6.55, while the shaft with the lower-rated is that of the attention of the administrative staff nistrativo and teacher, with a note of 5.65.

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INTRODUCTION

The fast and continuous development of technologies in recent years has allowed to improve the lives of people, largely because it has delivered facilities to transport us and let us know, has generated advances in medicine that allow to increase the life expectancy and created solutions to problems of housing and urban development. In the same way, technology has also had a fundamental role in the field of education, which has been able to take advantage of it to create new ways to deliver the knowledge and educate the population.

One of the clearest examples of this is the methodology of distance education, more and more used by various institutions to deliver courses who many times is difficult to attend a class, either for lack of time or complications at the time move. Here is where the mentioned classes emerge as a solution and a new opportunity to grow in the field work and personal.

Currently the most widespread format corresponds to e-learning, corresponding to the teaching by electronic means, in general internet. As mentioned above, e-learning has a number of advantages for students who subscribe to the courses, but there are also aspects of traditional education which can not be solved.

The objective of this report is to determine the level of satisfaction of students in a course conducted via the internet, to which we have made a series of questions regarding different aspects of the teaching. With these data is intended to analyze the strengths and weaknesses of the program, trying to extend them to other similar cases to make the experience of distance education increasingly more complete and better for those who choose to opt out of it.

THEORETICAL FRAMEWORK

Definición

"Referred to as distance education to any educational process in which all or most of the teaching is carried out by

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someone who does not share the same time and/or space than the student, by which all or the largest part of communication between teachers and students" s develops through an artificial medium, electronic or printed" (UNESCO, 2002).

Origins and Background

The first antecedent of the pure distance education corresponds to the year 1728, when the Boston Gazette publishes an advertisement from Caleb Philipps offering material of teaching and mentoring by correspondence. However, some see its origins in the ancient Sumerian and Egyptian, civilizations in the instructive charts that served as exchange between priests and lay people doctors, and Greek scientific letters of Archimedes and Eratosthenes.

Back to education by correspondence systems were created educational radio or television systems, multimedia systems and systems based on the internet, in which we will focus in this study. In Chile, the first case of distance education corresponds to the Centre of distance education, TELEDUC, dependent of the Pontificia Universidad Católica de Chile, founded in 1977. Virtual education begins to take hold in the year 2000, with the incorporation of ICT as support to education.

Characteristics

Distance education has a number of features that distinguish it from traditional education. Among them are:

- Factors that could affect access to education, such as space, time, the occupation or the level of the participants, in a traditional context in this case do not condition the teaching learning process.

- The use of various technologies and media as a way to deliver the information about the courses.
- Give greater opportunities to remote areas, not be necessary that the person moves to a certain place to study.
- Use of multimedia (video, audio, etc) communication
- Be a self-directed, autonomous and self-regulated learning. It is important to make some clarifications concerning these three terms:
 - It is said that the learning is self-directed when the person "clearly defines the goals of learning who wants to achieve, your personal development relates them with their needs, work experience, and choose, among several options, the educational program that you" allows your needs" (MARTÍNEZ URIBE, 2008).
 - If in addition it defines its own rules regarding how and at what point will make your learning, this learning is called autonomous.
 - The only student can self-regulate their learning when have clear the way for their learning and the goals it pursues, evaluating if you really are doing the right thing for them.

Differences between distance education and face-to-face

Some of the main differences between traditional education and distance education can be seen in the following table.

Table 1: Differences between face-to-face education and distance education

Educación presencial	Educación a distancia
<ul style="list-style-type: none"> • Participating teacher in the same space and environment 	<ul style="list-style-type: none"> • Professor and participants do not match. • They may coincide in chat sessions, but its tendency is to the asynchronicity.
<ul style="list-style-type: none"> • A teacher is assigned to a course. 	<ul style="list-style-type: none"> • Is assigned a team for each course, as it is designed (Professor, tutor, cameramen, sound specialist) • Participants do not always have link with everyone.
<ul style="list-style-type: none"> • The development of the teaching-learning process is the responsibility of the teacher. 	<ul style="list-style-type: none"> • The development of the teaching-learning process is the responsibility of a multivalent group.
<ul style="list-style-type: none"> • Emphasis is placed on the role of the teacher during the teaching-learning process. 	<ul style="list-style-type: none"> • More emphasis on participant learning activities. The responsibility lies with him.
<ul style="list-style-type: none"> • On-site systems groups are relatively small. 	<ul style="list-style-type: none"> • The number of participants is higher.
<ul style="list-style-type: none"> • The participants are homogeneous according to objectives. 	<ul style="list-style-type: none"> • Participants may be located in different cities and even countries and heterogeneous.
<ul style="list-style-type: none"> • The interaction is face to face. 	<ul style="list-style-type: none"> • Communication is virtual, written or through technological means.
<ul style="list-style-type: none"> • They tend to incorporate technological resources such as support. 	<ul style="list-style-type: none"> • They depend on the technological resources.
<ul style="list-style-type: none"> • Communication lecturer/participant, is given participant/participant. 	<ul style="list-style-type: none"> • They develop networks of communication lecturer/participant, participant/participant.
<ul style="list-style-type: none"> • The presentation of information is the word of the 	<ul style="list-style-type: none"> • The information is given through educational materials.

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professor.	
<ul style="list-style-type: none"> Motivational and emotional States are resolved in case of conflict. 	<ul style="list-style-type: none"> The excitement and participation must be taken into account by the team of teachers. Mentoring is important for the resolution of possible disputes.

Fuente: (MARTÍNEZ URIBE, 2008)

E-learning

E-learning is a form of distance education virtual character which, for the Spanish translation, can be described as "electronic learning" (MARTÍNEZ URIBE, 2008).

Virtual education delivers a number of advantages that allow to increase the quality of education. Firstly, it is the student who manages his time, depending on your availability. In the same way, is it who determines where to study, setting the place of study that most suits you, without having to move to another place to attend a class. Technology is another important aspect, because the courses are given in virtual platforms that accounts with a series of resources that serve as support for the learning process, as videos that the student can see how many times you want, documents that you can download to review them even without having internet access and slide presentations to see the most important points, and other support materials. In addition, in virtual education the student is its own controller, because it determines their schedule, the way they want to study and

review the information and the site in which you want to study.

However, there are some points which are controversial in e-learning. Probably the most controversial is the theme of interactivity, as not to be classes, the student does not have direct contact with the teacher, which could lead to a difficulty in resolving doubts. However, technology advances and emerging media trying to resolve this lack, such as chat rooms, emails, etc. Another obstacle that could prevent this kind of teaching is the lack of internet access, because this is the primary means by which the courses information is delivered.

Master's program professional in higher education with specialization in quality management

This study will be based on the results of the satisfaction survey of the students of the master professional in higher education program with specialization in management of quality of University study. This is dictated mode e-learning and has a duration of 24 months.

Table N ° 2: Curricular program of master professional in higher education with specialization in quality management.

I SEMESTRE	II SEMESTRE	III SEMESTRE	IV SEMESTRE
Foundations of education	Educational Innovation	Educational quality management	Work of grade II
Educational Policies	Design and evaluation of projects	Models of quality management	
Methodology of research in education	Leadership for quality management	Work of grade I	

Fuente: (UNIVERSIDAD MIGUEL DE CERVANTES, 2018)

The survey is carried out in this specific program does not mean that this cannot be applied to other similar programs, as many of the questions evaluated aspects present in most of them. At the same time, from this study it is to obtain conclusions applicable to other courses with this method.

METHODOLOGICAL FRAMEWORK

To determine the level of satisfaction of students with the program master professional in higher education with specialization in quality management, survey was designed an evaluation type tool with 37 questions, which evaluated different points of perception the program in question, the

platform that is taught and professionals who participate in the.

The students in the program respond the survey evaluating each point with a quantitative grade ranging from 1 to 7, where 1 is the lowest level of satisfaction and 7 to the highest level of compliance.

The survey was applied to students of first year, during the second half of the program, with a universe of 58 students of which 37 survey, respondents representing 63.79% response to the course.

The applied survey template is shown in the following table:

Table N ° 2: Student satisfaction survey template first year.

N°	Question/aspect to evaluate	Report							X̄
		1	2	3	4	5	6	7	
1	The student platform, allows easy access to required								
2	Files for study, can see them easily								
3	The website is operational when it is required by you								

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4	The platform is understandable								
5	The study material is clear for you								
6	The texts cited, help you in your preparation for tests								
7	The quiz and tests, are on the above dates								
8	When you have a concern, you can communicate easily with their administrative contacts.								
9	Communication with your tutor, is fluid when requested by you.								
10	It is friendly for you to work on the platform.								
11	Download material with ease from the platform.								
12	Notes of evaluations are published on the indicated time.								
13	The teachers/tutors dominate their materials.								
14	The tutors are clear in their methodologies (material study).								
15	The tutors have a proper and cordial dealings with students.								
16	The tutors are available to address questions and concerns								
17	Receive information via email from the academic and administrative coordination.								
18	Teachers tutors are close to their students.								
19	Facilities are given when you have difficulties to pay the monthly payments.								
20	When communicating via telephone they serve cordially (when you call or visit the headquarters).								
21	There is access to the program authorities when required.								
22	The academic Director is available to deal with their concerns and needs.								
23	The Director or coordinator attends its affairs when it is required.								
24	The website is a good mechanism for information.								
25	Personal electronic mailbox is an efficient means of information.								
26	I assume the studies with seriousness and dedication.								
27	Manifest respect for the compliance of the activities at the established times.								
28	I have permanent interest in reading.								
29	Corporate image is adequate.								
30	Academic performance is efficient.								
31	The student activities are appropriate.								
32	The platform meets the needs.								
33	Attention by phone or at the headquarters is competent.								
34	Admission to the program platform is expedited.								
35	The internal organization of the program is suitable.								
36	Academic procedures and rules are clear and efficient.								
37	The web page is attractive and efficient.								

Fuente: Elaboración propia

Obtained the answers, notes of each evaluated items were averaged and the level of satisfaction of each question, was evaluated obtaining the results grouped in cluster of common or similar information.

The questions were grouped into 4 levels in the following way:

1. Questions referring to the platform: considers those that evaluate the performance, aesthetics and comfort of the medium by which is taught the course, including material present in it. They correspond to number questions 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 17, 19, 24, 25, 32, 34 y 37.
2. Questions concerning the administrative and teaching staff-assisted care: have to do with the perception that has the student about the attention they have given the

people who work at the institution, considering both administrative staff as the teachers who give courses. Questions number 8, 9, 13, 14, 15, 16, 18, 20, 21, 22, 23.

3. Questions referring to the personal motivation of the student: include those related to the student perception of their own interest and motivation to study. Questions referring to the personal motivation of the student: include those related to the student perception of their own interest and motivation to study. Questions 26, 27, 28.

4. Questions about the institution: involves those having to do with the institution in general (corporate image, attention in venues, student activities, etc). Questions 29, 30, 31, 33, 35, 36.

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The results of each group were plotted with the colors previously mentioned, for a better understanding of the data.

RESULTS

The results are detailed in the following table, which shows the number of students that assesses the designated aspect with some note. In the last column is the average obtained by each of the points.

Table N° 3: Student satisfaction survey results first year.

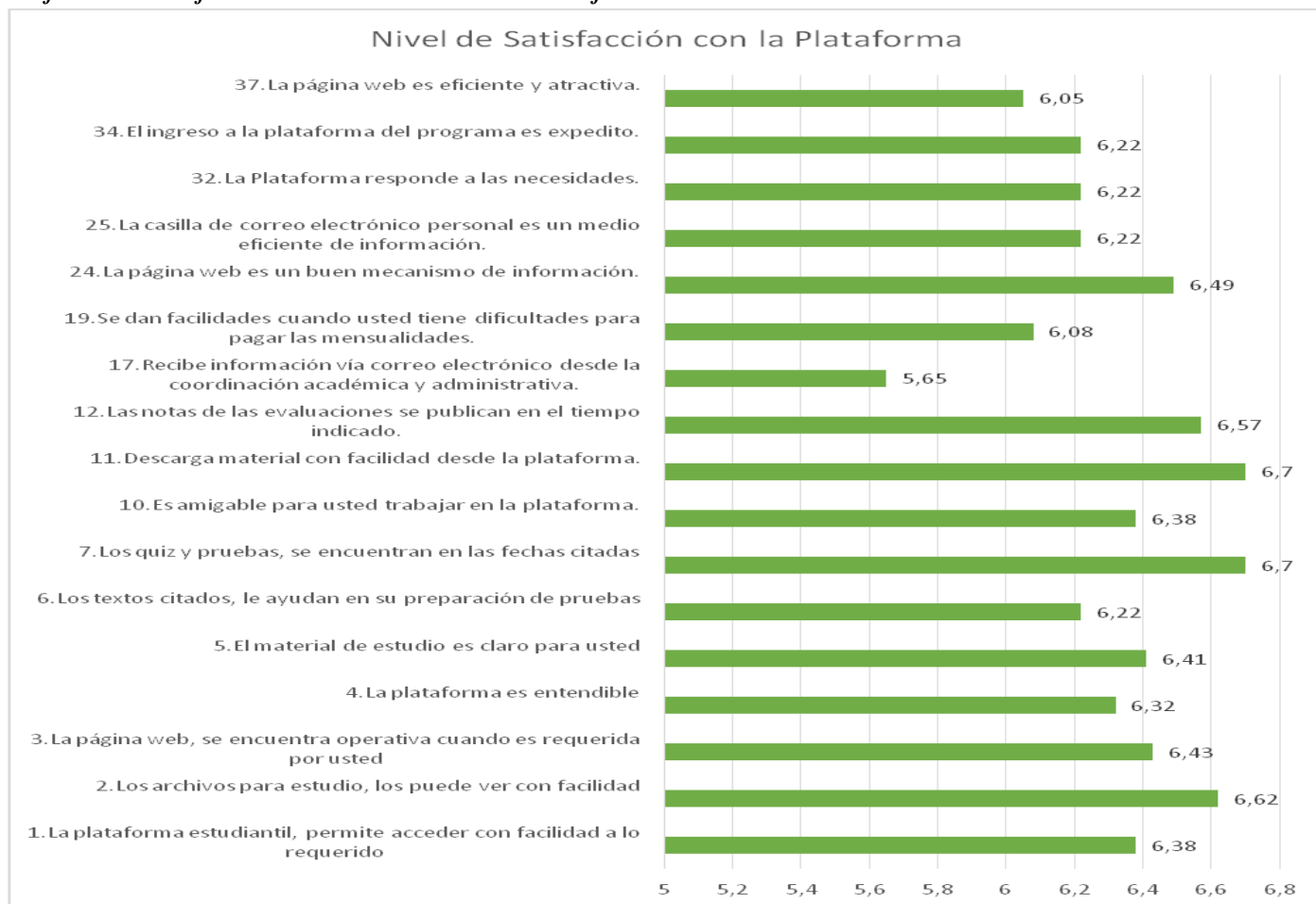
N°	Pregunta/Aspecto a evaluar	Nota							X̄
		1	2	3	4	5	6	7	
1	The student platform, allows easy access to required	1	0	0	1	2	10	23	6,38
2	Files for study, can see them easily	0	1	0	0	3	3	30	6,62
3	The website is operational when it is required by you	0	0	0	1	3	12	21	6,43
4	The platform is understandable	1	0	0	1	3	10	22	6,32
5	The study material is clear for you	0	0	0	2	5	6	24	6,41
6	The texts cited, help you in your preparation for tests	2	0	0	0	5	7	23	6,22
7	The quiz and tests, are on the above dates	0	0	0	0	2	7	28	6,70
8	When you have a concern, you can communicate easily with their administrative contacts.	1	2	2	1	5	7	19	5,81
9	Communication with your tutor, is fluid when requested by you.	6	2	1	2	4	8	14	5,05
10	It is friendly for you to work on the platform.	1	0	0	0	3	11	22	6,38
11	Download material with ease from the platform.	0	0	0	0	2	7	28	6,70
12	Notes of evaluations are published on the indicated time.	0	0	0	0	4	8	25	6,57
13	The teachers/tutors dominate their materials.	3	0	0	2	3	11	18	5,89
14	The tutors are clear in their methodologies (material study).	1	0	0	4	3	12	17	6,03
15	The tutors have a proper and cordial dealings with students.	2	0	1	2	2	12	18	5,97
16	The tutors are available to address questions and concerns	3	1	2	3	4	9	15	5,46
17	Receive information via email from the academic and administrative coordination.	3	1	1	2	5	7	18	5,65
18	Teachers tutors are close to their students.	6	2	0	4	7	9	9	4,81
19	Facilities are given when you have difficulties to pay the monthly payments.	3	0	0	2	2	6	24	6,08
20	When communicating via telephone they serve cordially (when you call or visit the headquarters).	1	0	0	2	4	8	22	6,24
21	There is access to the program authorities when required.	4	1	1	1	5	11	14	5,46
22	The academic Director is available to deal with their concerns and needs.	3	1	0	1	6	10	16	5,70
23	The Director or coordinator attends its affairs when it is required.	4	0	0	2	2	11	18	5,78
24	The website is a good mechanism for information.	0	0	1	0	4	7	25	6,49
25	Personal electronic mailbox is an efficient means of information.	1	0	0	3	3	8	22	6,22
26	I assume the studies with seriousness and dedication.	0	0	0	1	1	8	27	6,65
27	Manifest respect for the compliance of the activities at the established times.	0	0	0	2	3	7	25	6,49
28	I have permanent interest in reading.	0	0	0	1	2	11	23	6,51
29	Corporate image is adequate.	0	0	0	0	2	10	25	6,62
30	Academic performance is efficient.	0	0	0	0	3	13	21	6,49
31	The student activities are appropriate.	0	0	0	0	1	12	24	6,62
32	The platform meets the needs.	1	0	0	0	3	10	22	6,22
33	Attention by phone or at the headquarters is competent.	1	0	2	0	2	10	21	6,05
34	Admission to the program platform is expedited.	1	0	0	0	1	7	26	6,22
35	The internal organization of the program is suitable.	1	0	0	1	1	9	20	5,51
36	Academic procedures and rules are clear and efficient.	0	0	0	2	1	9	20	5,59
37	The web page is attractive and efficient.	1	0	0	2	1	7	24	6,05
	PROMEDIO	6,12							

Fuente: Elaboración propia

The comparison between the averages for each of the aspects within the 4 groups identified in the methodological framework is represented in the following graphic.

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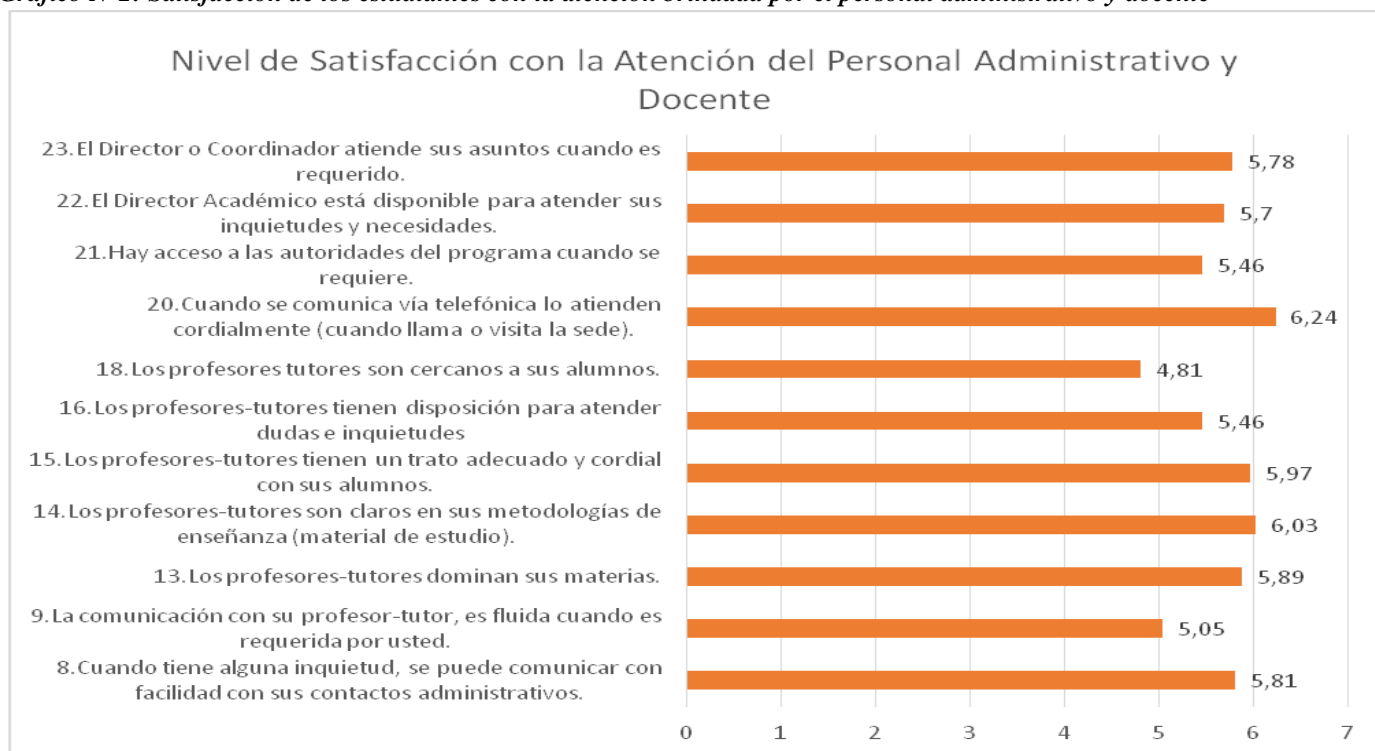
Gráfico N°1: Satisfacción de los estudiantes con la Plataforma



Fuente: Elaboración propia

Rated shaft average: 6.33

Gráfico N°2: Satisfacción de los estudiantes con la atención brindada por el personal administrativo y docente

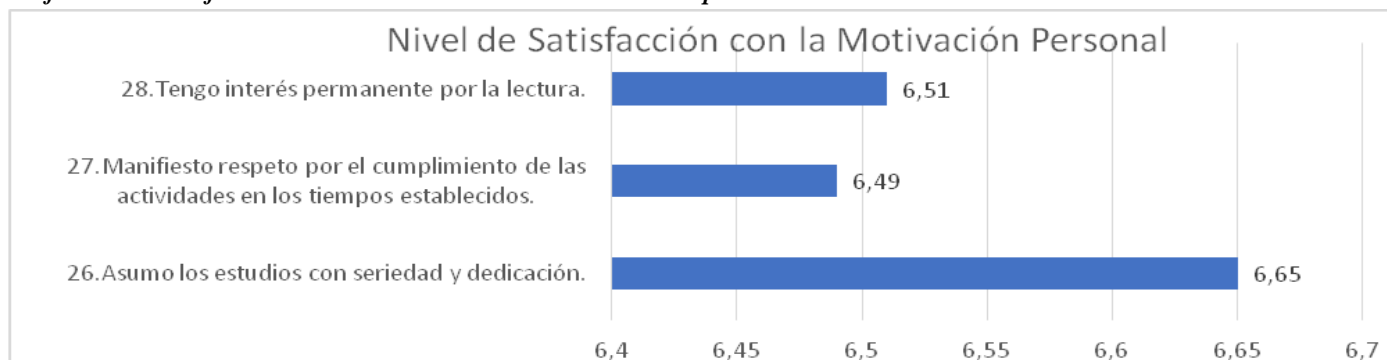


Fuente: Elaboración propia

Average of the evaluated axis: 5.65

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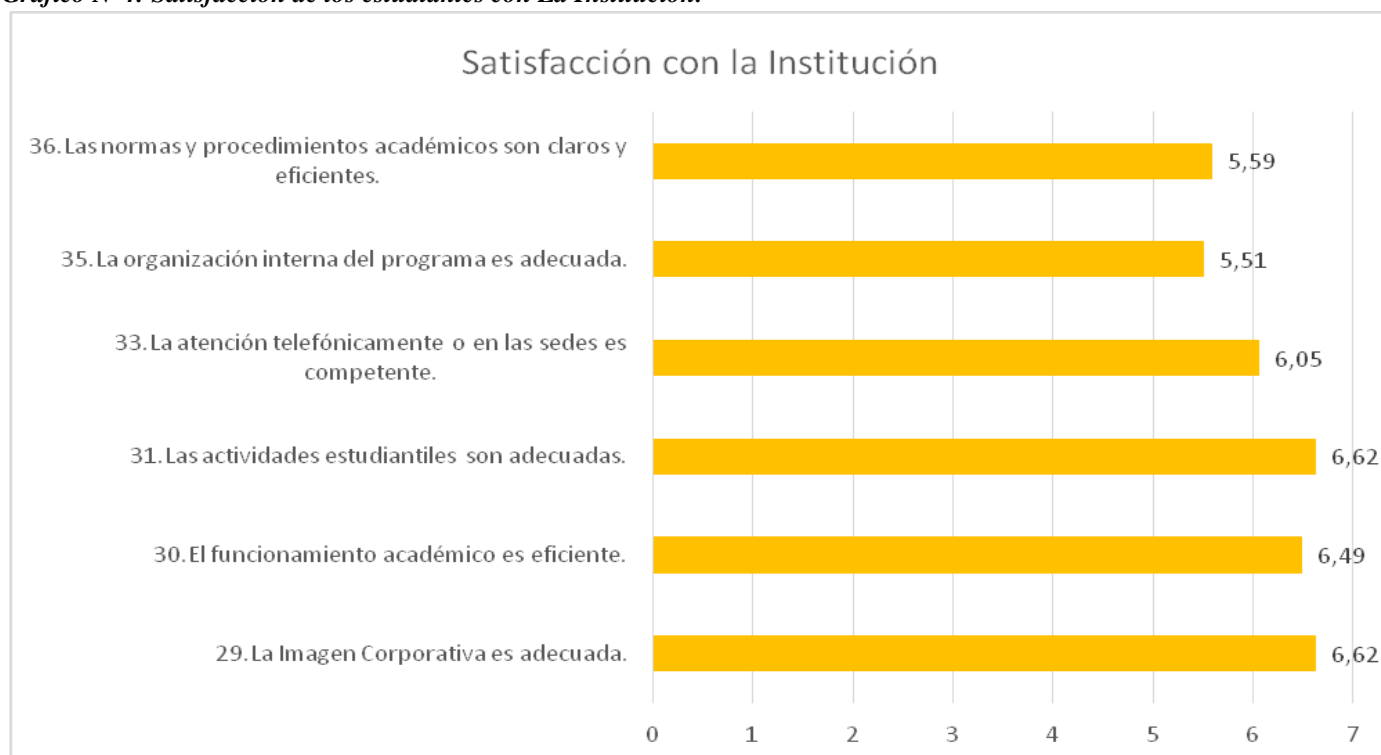
Gráfico N°3: Satisfacción de los estudiantes con su Motivación personal



Fuente: Elaboración propia.

Rated shaft average: 6.55

Gráfico N°4: Satisfacción de los estudiantes con La Institución.



Fuente: Elaboración propia.

Average rated shaft: 6,15

Based on the information table and the previous graphics, has the best average obtained it questions number 7 and 11 with a note of 6.70, and which received a lower score was question 18 with an average of 4.81.

With regard to the evaluation of shafts, which earned a best rating was the questions referring to the staff motivation of the student with a grade average of 6.55, while he won the lower-rated was the questions referring to the attention Provided by the administrative staff and teachers with an average rating of 5.65.

CONCLUSIONS

Analyzing the results obtained can be a series of conclusions about the satisfaction of students participating in the course. If we focus on the first chart, we can see that the acceptance is very good, because 16 of 17 axis questions obtained an

average score higher than 6. Furthermore, in this group are better evaluated two aspects, which are questions 7 and 11.

This allows to deduce that the institution is working well in regards to the facility to download material and the timeliness with which applies its testing and assessment. However, question 17 has a rating rather low compared to the other paragraphs of this item, which suggests that it should increase and improve the delivery of information via email. But in general, the Group has a good evaluation, so it is concluded that the platform through which the program is taught is working satisfactorily.

The second axis has a low rating when compared with the other sets. For the evaluation of this item, it is important to note that distance education presents its biggest problem in the interaction between the staff of the institution that offers the program and the student, and that is evident in the results

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of this instrument's evaluation. Even there is a point evaluated with a note lower than 5, corresponding to the closeness between the teacher and the student, which is due to the mode of the program. Therefore, it is necessary to search for methods to solve this weakness and bring the program with its group administrative and teaching students. To do this it would help implement forms of communication in synchronous character, such as videoconferences and direct phone calls, and other custom.

The graph N ° 3 is that obtained the best average, which shows that students who participate in the program have a high motivation and eagerness to learn. This is because that the student voluntarily decides to perfect, unlike the programs of undergraduate and postgraduate classroom where students are required to attend. Distance programs, they have access to the material and they decide whether they want to study it and when they want to do it, which makes the learning process most of their exclusive responsibility. That makes that students enrolled in such programs have a high motivation, because otherwise they would fail in the process.

Group 4 reflects the student perceives the institution based on the experience that has had with the postgraduate program, that allows you to form a general picture of the University that teaches it. With this in mind, is that students assess fairly well to the institution, obtaining an average of 6.15. However, there are two items that are low in relation to others. The first of these says that academic procedures and rules are not clear enough and that they are not efficient in terms of its objectives. The second notes that the layout is slightly poor. Therefore, to improve the image of the institution it is necessary to specify better rules on the platform, and the 35 point is necessary to explain what is the internal process of the program, and to facilitate students access to this information.

Although these findings relate to a particular program, the survey could be applied perfectly to other programmes and institutions that have distance education methodology, because it would make it possible to know if the problems that are in this case they are also present in other similar. In this way, media may seek for gradually improving the programs with e-learning modality, particularly in regards to the relationship students.

In general, we can say that the students are satisfied with the program, which earned an average finish of 6.12 and compliant. Anyway, it is important to note that there are points that are decreased compared to the rest, and is relevant to pay attention to them and implement improvements in these aspects.

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