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STUDENTS' PERCEPTION OF BACHELOR'S DEGREE COURSES IN ADMINISTRATION OFFERED BY THE FEDERAL NETWORK OF PROFESSIONAL, SCIENTIFIC AND TECHNOLOGICAL EDUCATION

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Abstract: Considering that the Federal Network for Professional, Scientific and Technological Education (RFEPCT) has only recently started offering Bachelor's Degree courses in Business Administration, and that it has not been possible to identify any surveys that present the perception of RFEPCT students about the course in question, this research sought to identify the level of satisfaction of undergraduates on the Bachelor's Degree course in Business Administration in Brazil offered by the RFEPCT. This research is justified by its possible contribution to improving business teaching and its ability to reveal aspects in which the RFEPCT needs to improve. To this end, a quantitative research approach was used, covering all of the RFEPCT's Administration courses and using the undergraduates themselves as research subjects. Data was collected using questionnaires and analyzed using Factor Analysis, Content Analysis and Frequency Analysis. The main results indicate that the RFEPCT, in the context of administration teaching, caters mostly for students enrolled in evening courses, and that they show a high level of satisfaction with their courses. Among the suggestions for improvement, the demands for greater applicability of the content taught and greater access to research and extension activities stand out.

Keywords: Satisfaction analysis. RFEPCT. Bachelor of Business Administration.

INTRODUCTION

The Bachelor's degree in Business Administration is one of the most widely offered in Brazil and several public and private institutions contribute to this scenario (CENSO DA EDUCAÇÃO SUPERIOR, 2018). As it is one of the courses that most provides professionals for the market, several studies have been conducted in order to understand and contribute to the teaching of Administration in Brazil.

In view of this, there is a growing amount of research interested in evaluating its formative dimensions, whether through documents (such as pedagogical projects) or case studies. Critical research is also being carried out in the field of Business Administration teaching with the aim of evaluating various aspects, such as the use of popular management literature (SILVA; CAEIRO, 2016) or the training of administrators using a social and economic approach (SILVA et al. 2013).

There is also research that seeks to identify methodologies and approaches that contribute to improving business teaching in the country. This includes studies that seek to understand how certain contents are being approached in the courses.

It is also possible to identify studies in the literature that aim to know the perception of the organizations that receive the recently graduated professionals and/or identify the perception of the graduates themselves about the chosen course, as is the case with the research by Costa (2008) and Siani, Osvaldo and Corrêa (2017).

With the aim of adding to efforts to understand the subject, the National Association for Graduate Studies and Research in Administration - ANPAD - has, among its research divisions, a division called Teaching and Research in Administration and Accounting - EPQ, providing opportunities for discussions on eleven different themes related to this field of study.

The Federal Network for Professional, Scientific and Technological Education (RFEPCT) also plays a part in offering bachelor's degrees in administration in the country, currently offering 45 degrees at 15 federal institutes.

The RFEPCT was restructured in 2008 (Law No. 11.892, of December 29, 2008) and, in the process, its scope for action expanded. As a result, the offer of undergraduate cour-

ses, as well as *latu sensu* and *strictu sensu* postgraduate courses, has become commonplace in various Federal Institutes of Education, Science and Technology. Since the Bachelor's Degree in Administration offered by the RFEPCT is recent (data from the Nilo Peçanha Platform shows that most courses began to be offered in 2011), there is room and opportunity for research that seeks to capture students' perceptions of the course they have chosen and, in view of the above, this research aims to answer the following question: how do RFEPCT Bachelor's Degree in Administration students evaluate the course in which they are enrolled and what are their suggestions for improvement, if any?

In view of the above, the general objective of this research was to identify the level of satisfaction of undergraduates on the Bachelor of Business Administration course at the Federal Education Network.

The aim was to: i) assess the level of satisfaction of RFEPCT undergraduates with the Bachelor of Business Administration course; ii) identify the aspects in which the teaching of Business Administration falls short of their expectations. More specifically, the aim was to: i) assess the level of satisfaction of RFEPCT undergraduates with the Bachelor of Business Administration course; ii) identify the aspects in which the teaching of Business Administration deviates from the students' expectations and; iii) propose suggestions aimed at improving the teaching of Business Administration at the RFEPCT.

A study of this nature is justified by the fact that no studies answering this question have been identified in the Brazilian scientific literature. In addition to searches on Google Scholar, institutional websites and the CAPES Periodicals Portal, using the last 10 years as a time frame, there were no studies addressing this issue in the RFEPCT.

In addition, a survey with this purpose can help to improve the Bachelor's degree courses in Administration offered by the RFEPCT, since conducting satisfaction surveys is "an important tool for the development of quality teaching, research and extension, which allows Higher Education Institutions (HEIs) to make assertive decisions to improve their weaknesses and increase their strengths" (VALE et al. 2018, p. 31). It should also be noted that any offer, be it a product, a service, an experience or even teaching, must be periodically investigated from the perspective of "customers", so that it can continue to serve the market effectively. Various organizations assess their customers' satisfaction with the products and services they offer and, in terms of the teaching offered, the students' perception can both indicate the level of satisfaction with the course and indicate factors that may need to be modified in order to improve the quality of the RFEPCT's teaching in Administration.

THEORETICAL REFERENCE

In order to support the objectives proposed for this research, the literature review covered the following topics: educational services, satisfaction with such services, the teaching of Administration in Brazil and the legislation that regulates it, highlighting the main aspects to be addressed in Administration courses, as well as the strands of research identified on teaching in the area.

EDUCATIONAL SERVICES

Articles 205 and 206 of the 1988 Constitution of the Federative Republic of Brazil state that everyone has the right to free public education, with guaranteed quality standards. Education must therefore be offered in such a way as to provide for the full development of the human being.

According to Ranieri (2013), education can be understood as a set of processes, whether public or private, which aim to provide individuals with development in the search for qualifications for work and citizenship. The provision of education, whether public or private, falls within the scope of the provision of services and, from a legal point of view, is a human, fundamental, social and collective right (ALONÇO, 2015).

In Brazil, the provision of educational services generates a considerable number of jobs and caters for a large number of students, both in private and public institutions. Particularly in the case of higher education in the country, data from the Higher Education Census (2018) show that in 2017 there were 8,290,911 students enrolled, of which 6,241,307 in public institutions and 2,045,356 in private institutions.

Especially in the case of the RFEPCT, which is currently made up of 38 Federal Institutes, present in all Brazilian states and totaling 644 campuses in operation, there are 78,552 vacancies in higher education, of which 2,314 are in the area of Administration (PLATAFORMA NILO PEÇANHA, 2019).

In order to improve its various constituent aspects, every service periodically needs to be evaluated and, in this sense, the next section of this paper discusses satisfaction with educational services.

Satisfaction with educational services

Satisfaction, according to Zeithaml et. al. (2014), is the customer's evaluation of a product or service in terms of whether or not it meets their expectations and needs, and can also be related to feelings such as contentment, pleasure or happiness.

The Ministry of Education periodically assesses the quality of the country's undergraduate courses, as well as the organizational body that makes up the human capital of the-

se institutions (INEP 2019). Because of this, studying educational services, as well as their effectiveness, becomes essential so that these factors can provide subsidies to help improve the provision of Brazilian higher education.

In the context of HEIs, Siqueira and Carvalho (2006) explain that various aspects lead students to perceive the quality of services related to education, not just the activities carried out in the classroom. Floriano and Silva (2019) explain that student satisfaction is determined not only by the quality of teaching and learning activities, but also by a series of aspects considered secondary or as support services for student education.

According to Milan et al. (2014a), the most relevant factors for the variation in the overall satisfaction of undergraduate business students are of a more intangible nature. The HEI's image and reputation are associated with credibility and trust in institutions. Another relevant aspect is value, which is related to the benefits received as a result of the course, customer service, associated with the services provided to students, adding value to the execution of teaching and the central service, represented in the analysis by the teaching staff and the course curriculum.

For Pacheco el. al. (2015), the quality perceived by RFEPCT undergraduate students in relation to the services provided can be assessed based on the following factors: body, staff, etc. teaching staff, academic support, administrative services, student care, teaching infrastructure, library, teaching quality, access to technology and reprographics.

With a view to quality education, elements that can be used to evaluate this type of service according to Galvão and Sadoyama (2017) are: reliability; courtesy; communication; ability to understand students' needs; ease of use of services; credibility; staff competence; safety; speed of response; visible aspects.

Milan et al. (2014b), in a study comparing

the level of satisfaction of undergraduate and postgraduate students, found that there is a clear concern with the construction of knowledge, attitudes and forms of interaction with teachers. Thus, in *lato sensu* postgraduate courses, similar to what happens in undergraduate courses, (students mainly consider the teacher's pedagogical capacity and the availability of the course coordinator).

Considering various studies that have sought to identify the factors that impact student satisfaction, Figure 1 presents a summary of those that are intended to be used in this research to assess the level of satisfaction of RFEPCT Administration undergraduates.

MANAGEMENT EDUCATION IN BRAZIL

According to the Ministry of Education, there are more than 1,500 Business courses on offer across the country (RANKING UNIVERSITÁRIO FOLHA, 2016). In 2017, the course registered 682,555 enrolments (INEP 2018), ranking 3rd among the courses with the largest number of students (second only to Law and Pedagogy), which at the time represented 8.2% of total enrolments in the country.

Through curricular analysis, Souza et. al. (2018) observed that Brazilian business schools offer a homogeneous course, still very much based on the minimum curriculum, in which students attend classes in a wide range of subjects or areas of knowledge. For these authors, this practice is different from that implemented in North American schools, which have heterogeneous grids and a specific area as the focus of the courses.

Legislation on the teaching of Business Administration

The Administration course is offered at bachelor's level and, on average, lasts four years. Most of the workload is theoretical and, on the other hand, most institutions require compulsory internships and the completion of coursework (CATHO, 2019).

Resolution No. 4 of July 13, 2005, which was in force until then, established the national guidelines for undergraduate courses in Administration. It stipulates that, in addition to the basic components of the curriculum, the course should enable students to develop the ability to adapt to the disruptive changes present in the daily life of the administrator, so much so that Cezarino and Corrêa (2015, p. 753) explain: "The school is expected to awaken critical and systemic thinking in students, capable of making them explorers of solutions to business problems [...] free of specific solutions in relation to a content or discipline".

> The Undergraduate Degree in Administration should provide, as the desired profile of the graduate, the training and aptitude to understand the scientific, technical, social and economic issues of production and its management, observing the gradual levels of the decision-making process, as well as to develop qualitative and adequate management, revealing the assimilation of new information and presenting intellectual flexibility and contextualized adaptability in dealing with diverse situations, present or emerging, in the various segments of the administrator's field of activity (Art. 3 of Resolution No. 04).

Finally, as far as the position of Administrator is concerned, the profession was regulated by Law No. 4.769 of September 9, 1965 and, therefore, effective participation in the job market is restricted to holders of degrees issued by the university system. On the same date, the Federal (CFA) and Regional (CRA) Administration Councils were also created.

> The exercise of the profession of Administrator is exclusive to those with a bachelor's degree in Public or Business Administration, who have graduated in

Factor or variable to be evaluated	Source (s)
Teaching staff	Pacheco et al., 2015; Milan et al., 2013.
Academic support	Pacheco et al., 2015.
Curriculum	Milan et al., 2013; Pacheco et al., 2015.
Attention to students	Pacheco et al., 2015.
Infrastructure	Pacheco et al., 2015; Milan et al., 2013; Gibson, 2010
Library	Pacheco et al., 2015; Milan et al., 2013.
Quality of education	Pacheco et al., 2015; Gibson, 2010; Costa, 2008; Yanova, 2014; Galvão and Sadoyama, 2017.
Access to technology	Pacheco et al., 2015.
Administrative services	Pacheco et al., 2015; Milan et al., 2013.
Extracurricular activities	Pacheco et al., 2015.
Course coordination	Pacheco et al., 2015; Milan et al., 2013.
Canteen	Pacheco et al., 2015.
Possibility of participating in research	Milan et al, 2013.
Reputation of the HEI	Milan et al., 2013; Gibson, 2010; Yanova, 2014.
Cleaning classrooms	Milan et al, 2013.
Flexibility of shifts and/or schedules	Milan et al, 2013.
Support laboratories	Milan et al, 2013.
Security	Galvão and Sadoyama, 2017; Milan at al., 2013.
Social support and integration	Gibson, 2010.
Educational process	Yanova, 2014.
Identification with the profession	Costa, 2008.
Perceived prestige in the profession	Costa, 2008.
Social environment	Gibson, 2010.
University experience	Gibson, 2010.
Quality of classroom and IT facilities	Gibson, 2010.
Diversity of the student body	Gibson, 2010.
Academic staff	Gibson, 2010.
Curriculum and results	Gibson, 2010.
Sense of belonging	Gibson, 2010.
Information on the services provided	Yanova, 2014.
Location of services provided	Yanova, 2014.
The quality of the educational process	Yanova, 2014; Costa, 2008.
Security of permanence in the institution	Yanova, 2014.
Modernization processes	Yanova, 2014.
Psychological climate of the institution	Yanova, 2014.
The institution's financial base	Yanova, 2014.
Health preservation environment	Yanova, 2014.
Active methodologies	Soares et. al, 2017.
Social inclusion and accessibility	Guerreiro et. al, 2012.

Figure 1: Evaluation indicators used

Source: Prepared by the authors.

Brazil from regular, official or recognized higher education courses, whose curriculum is set by the Federal Education Council, under the terms of Law no. 4,024, of December 20, 1961 (Art. 3 of Law 4,769).

Main aspects to be covered in the course

Graduating in Business Administration has a generalist aspect, which allows professionals to work in various areas of the market, such as: commercial, logistics, finance, purchasing, people management, marketing, among others, and the Administrator is indispensable to any type of organization (CATHO, 2019).

The main thematic axes of the undergraduate degree in Business Administration consist of basic training, professional training, quantitative studies and their technologies and complementary training. These axes are detailed below, in accordance with Resolution No. 4 of July 13, 2005, in its Article 5:

> I. Basic Training Content: related to anthropological, sociological, philosophical, psychological, ethical-professional, political, behavioral, economic and accounting studies, as well as those related to communication and information technologies and legal sciences;

> II. Professional Training Content: related to specific areas, involving theories of administration and organizations and the management of human resources, markets and marketing, materials, production and logistics, finance and budgeting, information systems, strategic planning and services;

> III. Quantitative Studies and its Technologies: covering operational research, game theory, mathematical and statistical models and the application of technologies that contribute to the definition and use of strategies and procedures inherent to administration; and

> IV. Complementary Training Content: optional cross-curricular and interdisciplinary studies to enrich the student's profile.

In addition, Costa, Olher and Rooke (2016, p. 68) point out that "each institution can design its curriculum according to the specific needs of the region, change the subjects offered according to demand and, consequently, train professionals who are better prepared for the needs of the market".

Finally, given that for Maximiano (2000) the process of managing is inherent in any situation in which there are people using resources to achieve some kind of objective, and

In view of the rapid changes and transformations of the globalized world, the administrator stands out for being able to solve unexpected problems, anticipate what might happen, take risks and have the ability to provide creative responses.

Literature on teaching Business Administration

Considering the multiplicity of aspects that can be researched with regard to Bachelor's degrees in Business Administration, it is possible to identify in the literature various research approaches in the area.

Among them, there is research that seeks to identify methodologies and approaches that contribute to improving Business Administration teaching in the country. Along these lines, there are studies that seek to understand how certain content is being approached in the courses, which can be exemplified by the study by Santos and Silva (2013), who investigated how the topic of Corporate Social Responsibility has been approached in higher education in Business Administration, and also by the study by Alves, Teixeira and Oliveira (2017), who set out to identify students' perceptions of the teaching of accounting subjects in Business Administration courses.

In the same vein as satisfaction surveys, Costa (2008) investigated how business undergraduates evaluate their course in terms

of the perceived value of the service they receive, the prestige that may emerge from the course and the student's identification with the profession. The author found that student evaluations are more positive in the first two years of the course, a period in which students are highly enthusiastic. On the other hand, enthusiasm gives way to a critical stance as students progress through the course. Aragão et. al (2018), in turn, also noticed a significant downward trend in student satisfaction as they progressed through the course. Costa (2008) also identified that undergraduates form three groups with well-defined characteristics: those who are enthusiastic, those who are satisfied and those who are critical of the course.

With regard to student satisfaction with their courses, Vale et. al (2018) observed that it is focused on a degree that is well regarded by the job market, and with well-qualified teachers, which is one of the most important factors for undergraduates. In relation to students' academic performance, Barboza et. al (2014) showed that it is personal dedication to the course and self-assessment that explain student performance and the signaling is that dedication is actually more strongly conditioned by the level of personal responsibility that the student already has.

With regard to satisfaction with teachers' work, Ferreira et. al (2016) puts forward the idea that a teacher who graduated a decade or two ago cannot adopt the same teaching system as when they started teaching. In the same article, it was also identified that, in general terms, the involvement of teachers with students is relatively low.

At the same time, Siani, Osvaldo and Corrêa (2017) sought to understand issues relating to the career planning of business students, as well as the considerations associated with it. In their research, the aforementioned authors identified that the conceptions associated with work, life projects and professional success influence career planning.

In addition to satisfaction surveys, which are very popular in the context of various areas of knowledge, in the field of Administration we can still identify research of a more critical nature, such as that by Silva and Caeiro (2016) who, in a theoretical essay, analyzed the use of popular management literature in courses, taking a critical stance on the subject. These authors pointed out that the simplicity with which this literary style approaches certain subjects in the area of management is not always enough to prepare students for the complex organizational reality.

Finally, in an effort to improve administration teaching, Ching, Silva and Trentin (2014) used a case study to discuss the experience of implementing a pedagogical project focused on developing competencies and, in doing so, highlighted the need for paradigmatic changes on the part of all those involved when implementing a pedagogical project of this nature.

METHODOLOGY

The methods for selecting the sample and for collecting and analyzing the data are presented below.

POPULATION AND SAMPLING

The population of this study includes all the students regularly enrolled in the Bachelor's degree courses in Administration offered by the member institutes of the RFEPCT. However, students taking the first two terms of the course were not considered part of the population of interest. This exclusion is due to the fact that these students have not yet had enough time to form detailed perceptions about both the course and the institution they are studying at.

The sample was selected using the criteria of convenience and snowballing. After data collection, the explanation of which is the

subject of the next subtopic, the sample was completed with 259 valid responses, distributed as follows among the RFEPCT member institutes:

- Federal Institute of Southeast Minas Gerais: 79 respondents;

- Federal Institute of Piauí: 42 respondents;

- Federal Institute of Espírito Santo: 36 respondents;

- Farroupilha Federal Institute: 28 respondents;

- Federal Institute of São Paulo: 22 respondents;

- Federal Institute of Mato Grosso: 14 respondents;

- Federal Institute of Minas Gerais: 12 respondents;

- Federal Institute of Northern Minas Gerais: 12 respondents;

- Federal Institute of Southern Minas Gerais: 09 respondents;

- Federal Institute of Maranhão: 05 respondents[1].

DATA COLLECTION

In order to capture students' perceptions of the Bachelor of Business Administration courses offered by the RFEPCT, a data collection instrument was drawn up with 94 questions to assess various aspects of the courses. Appendix A shows the list of questions, with their respective coding for processing. After the corrections and suggestions made in the pre-test stage, the data collection instrument was distributed online, via the Google Forms platform[*], to the coordinators of the Bachelor of Business Administration courses offered by the RFEPCT and/or to the teaching mana-

gers of these institutions, along with a request that the questionnaire be sent to the students' e-mail addresses[2]. As a result, access to the students was only possible through the coordinators and/or managers who sent the questionnaire directly to them, or through any referrals from the students themselves to their peers (snowballing). The questionnaire was open for participation between November 24, 2019 and January 14, 2020.

To reduce the impact of the non-response error, some of the techniques suggested by Rasmussen and Thimm (2009) were used, specifically sending reminders. Following the recommendation of these authors, three waves of reminders were sent out. In addition, Federal Institutes that made information available on social networks were approached via both Instagram and Facebook. Despite the efforts made to collect data, only 259 responses were obtained, as mentioned in the topic on sampling. The data obtained was processed using the methods described below.

DATA PROCESSING

FACTOR ANALYSIS

The data relating to variables x09 to x80 - except x17, as it was an open question - was treated using the Factor Analysis (FA) technique, using Principal Component Analysis (PCA). In order to check whether FA could be considered an appropriate method for processing the data, Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin Test of the Measure of Sample Adequacy (MSA) were carried out (HAIR Jr. et al, 2009).

In this study, we opted to use the *scree* test instead of the latent root criterion, because according to Hair et al (2009), when you have a data matrix made up of a large number of variables, the latent root does not usually

1. The other RFEPCT member institutes did not submit answers to the questionnaire.

2. In general, only the course coordinators and teaching managers at each institution have access to student emails.

contribute to data reduction. In addition, the factors were obliquely rotated which, according to Hair Jr. et al (2009), is a more suitable method of rotation in cases where some kind of theoretical correlation between the factors is possible.

Finally, after identifying the variables to be included in each factor, the process of reducing and summarizing the data was completed by creating multiple scales representing each factor. This process, according to Hair et al. (2009), replaces the information contained in the variables with a completely new smaller set of values - representing the factors obtained in the FA. In this case, the new values were obtained by calculating the means of the component variables of each factor which, in turn, were validated both conceptually and by analyzing Cronbach's alpha, which checks the consistency of the multiple measures of a variable (HAIR et al., 2009).

CONTENT ANALYSIS (CA)

In order to interpret the suggestions for improving the courses, we used the technique of Content Analysis (CA) which, according to Franco (2012, p. 25), "is a research procedure that is situated within a broader framework of communication theory and has the message as its starting point" and which, according to the same author, "allows the researcher to make inferences about any of the elements of communication".

To make the analysis more precise, it was decided that the theme (an assertion on a certain subject) would be the unit of analysis used in the coding process. According to Franco (2012), the theme is considered the most appropriate unit of analysis for studies on opinions, which is the case with the question analyzed. After carrying out an exploratory reading of the answers, it became apparent that many of them touched on the same subjects and the next step was to iden-

tify the frequency with which they were repeated. The categorization process took place after data collection, using a mixed grid, i.e. the categories emerged from the answers and the theory. The factors extracted from the PA, in turn, also guided the development of some categories.

Frequency analysis

As already mentioned, students who are in their fifth term or more of the course were asked about their level of satisfaction with the course's specific content. The answers to this question were analyzed using frequency analysis. This technique was also used to identify the students' perception of the reasons for failing.

RESULTS

PROFILE OF RESPONDENTS

As previously mentioned, the 249 respondents are enrolled in Bachelor's Degree courses in Administration at ten different Federal Institutes. Approximately 97% of the respondents are enrolled in courses offered in the evening, and just over 77% of the respondents are enrolled in courses offered in the evening respondents said they were working during the data collection period, as can be seen in Table 1.

Based on the answers obtained, it was concluded that most Federal Institutes cater for students who work and study. Vargas and Paula (2013) point to the existence of the student-worker (who works part-time and can divide their time between the two activities) and the worker-student (who works full-time and, for this reason, puts their studies on the back burner). Offering a quality course can be challenging for the IFs, which in offering the Bachelor's degree in Business Administration seem to cater predominantly for the latter student profile.

	Day course		Evening course	
	Not working	Work	Not working	Work
FEDERAL INSTITUTE				
1 IFMT	0	0	3	11
2 IFPI	0	0	18	24
3 IFSP	0	0	3	19
4 IFMG	0	0	2	10
5 IFSMG	0	0	0	9
6 IFSEMG	0	0	14	65
7 IFNMG	4	3	2	3
8 IFES	0	1	6	29
9 IFMA	0	0	1	4
10 IFFAR	0	0	6	22

Table 1: Profile of respondents according to course shift and whether they are working

Source: Research data.

Factor	Theoretical name	Component variables[1]	Cronbach's alpha
1	Quality of the institution	x46, x48, x51, x54, x55, x56, x59, x60, x63, x64, x65, x66, x68, x69, x70, x71, x72, x73, x74, x75, x76, x77, x78, x79 and x80.	0,955
2	Importance of the course	x30, x31, x33, x34, x35, x36, x37, x38 and x39.	0,840
3	Quality of the course	x18, x19, x20, x21, x22, x23, x24, x25, x26, x27, x45, x47, x49, x53 and x67.	0,912
4	Factors leading to failure	x10, x11, x12, x13, x14, x15 and x16.	0,753
5	Course coordination	x29 and x57.	0,836
6	Auxiliary services	x28, x52 and x58.	0,674
7	Improvements	x40, x41, x42, x43 and x44.	0,751

Table 2: Factors relevant to the Bachelor of Business Administration courses offered by the RFEPCT
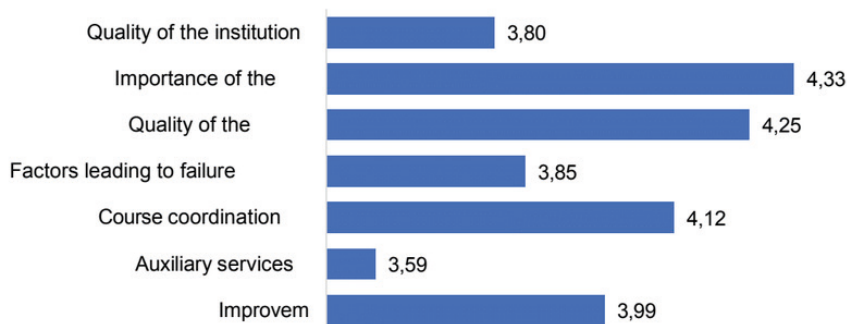Source: Research data.

Figure 2: Average quality assessment values for each factor.
Source: Research data.

Variable	x46	x48	x51	x54	x55	x56	x59	x60	x63	x64	x65	x66	x68
Average	3,84	3,87	3,85	3,69	3,87	3,34	3,50	4,27	3,34	3,90	3,78	4,00	3,97
Variable	x68	x69	x70	x71	x72	x73	x74	x75	x76	x77	x78	x79	x80
Average	3,97	4,01	3,89	4,15	3,91	3,64	3,77	4,00	4,02	3,64	3,53	3,59	3,55

Table 3: Average evaluation of the component variables of Factor 1: Quality of the institution
Source: Research data.

1. The variables not mentioned in Table 2 were excluded from the FA because they did not have significant factor loadings in any of the factors.

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IDENTIFICATION OF THE MAIN COURSE EVALUATION FACTORS

The FA proved to be suitable for processing the data, as the MAS test was 0.902 and Bartlett's test of sphericity rejected the hypothesis that there were no significant correlations (p≤0.000).

The graphical analysis of the *scree* test indicated that seven factors would be enough to reduce the data from the 71 variables without any significant loss of significance. Table 2 shows the seven factors extracted and rotated, their theoretical interpretation, the variables that make up each factor and the value of Cronbach's alpha, which now shows values that represent the averages of its components.

After defining the factors, new scales were created based on the average values of the component variables of each factor. Figure 2 shows the average evaluation values for each factor, for the Bachelor's in Administration courses offered by the RFEPCT.

It can be seen that all the factors evaluated scored above 3.5 on a five-point scale. This suggests that in the case of the factors relating to the quality of the institution, the quality of the course, course coordination and ancillary services, these were generally well evaluated. On the other hand, in the case of the factors linked to the importance of the course itself, the factors that lead to failure and the case of any improvements required, the evaluations actually indicate that the respondents agree with the aspects indicated by the questions that make up these factors. The following topics provide a detailed description of the factors obtained by the FA.

EVALUATION OF THE QUALITY OF THE INSTITUTION

The quality of the institution received the second worst evaluation among the factors assessed by the respondents. When looking at the average values for each of the factor's component variables, it can be seen that variables x56 (Quality of extracurricular activities), x59 (Possibility of participating in research activities) and x63 (Quality of support laboratories) are the components with the worst ratings, as shown in Table 3.

Given that the sample is made up predominantly of students from evening courses - as mentioned above - these results indicate that evening students are generally faced with the limitations of their educational institutions in terms of offering a structure of research and extension activities that cater for them. In this sense, the study by Cassundé et al. (2015) showed that, although students recognize the importance of being involved in research and extension activities throughout their degree, the complementary activities in which undergraduates participate most are those that require a short period of time to be carried out, such as lectures, round tables and events in the field. Due to the time constraints that this "working-student" profile presents, it is up to the institution to adjust its structure in order to offer equal access to research and extension activities. In this case, the results indicate that the institutions evaluated need to improve in these aspects.

EVALUATION OF THE IMPORTANCE OF THE COURSE

The importance of the course was the factor most highly rated by the respondents, with an average score of 4.33 out of 5. Looking at each component variable of this factor in isolation, it can be seen that all the variables were highly rated, with particular emphasis on variables x35 (Importance of being an administrator:

communication skills) and x38 (Importance of being an administrator: being flexible to change), as shown in Table 4.

This result indicates that, among the characteristics needed to be a good administrator, the students attach greater importance to aspects linked to communication and to flexibility. This perception is fundamental for their consolidation in the job market, since the corporate world is undergoing significant changes in its organizational paradigms, and adapting to "constant change" will become a basic prerequisite for the survival of companies. In this context, Gonçalves (1998, p. 13) argues that "managers need to resort to three systematic activities: continuously improving what they do, exploiting their knowledge and learning how to innovate".

EVALUATION OF COURSE QUALITY

Aspects relating to the quality of the course were the second most highly rated factor by the students and, in terms of the factors that relate to direct assessment - rather than assessment of agreement - it was the most highly rated, with an average score of 4.25 out of a possible 5.0. Table 5 shows the averages for each component variable of this factor.

It can be seen that variables x25 (Adequacy of the teaching procedures adopted by the lecturer in relation to the course objectives) and x49 (Quality of the curriculum) are the variables that were rated less well than the others, being the only variables with an average of less than four points. This indicates that, according to the students' perception, both the methods adopted by the lecturers and the very structure of the content to be covered throughout the course could be further improved. On the other hand, variables x23 (Importance of the course for the future) and x26 (Contribution of the course to professional development) were the variables with the best ratings. This result indicates, as a counterpoint

to the evaluations of variables X25 and X49, that the Bachelor of Administration courses offered by the RFEPCT fulfill their objective, in the sense of making it clear how important the knowledge taught is for the professional lives of future administrators.

EVALUATION OF THE FACTORS THAT LEAD TO FAILURE

The level of agreement regarding the main factors that could lead to a possible failure was 3.85 out of 5. Looking at Table 6, with the averages of each variable that makes up this factor, it is possible to see that structural deficiencies at the institution do not contribute as much to a possible failure as aspects linked to the quality of teaching and personal problems.

In turn, the analysis of the open question regarding other factors that could lead to failure generated 134 additional reasons to those originally proposed in the questionnaire. Of these, 60 are related to the students themselves, and the most recurrent were: lack of interest, disorganization, lack of communication, lack of time to study due to reconciling work and studies, and personal problems.

The other 74 factors that contribute to failure are institutional, mainly related to the teaching staff and the quality of the teaching offered by the institution. In this sense, the teaching methodology, the extremely theoretical classes, which make it impossible for the student to visualize the applicability of the content in their professional life, the overwhelm of students due to the lack of planning by the teachers, the insufficient teaching staff and the lack of flexibility of timetables for those who work were highlighted.

This information corroborates the quantitative assessment shown in Table 6, since both the personal factors and the issues linked to the quality of teaching also had the highest level of agreement among the respondents.

Variable	x30	x31	x33	x34	x35	x36	x37	x38	x39
Average	4,44	4,03	4,18	4,08	4,60	4,51	4,39	4,59	4,14

Table 4: Average evaluation of the component variables of Factor 2: Importance of the course

Source: Research data.

Variable	X18	X19	X20	X21	X22	X23	X24	X25	X26	X27	X45	X47	X49	X53	X67
Average	4,31	4,38	4,08	4,37	4,47	4,71	4,40	3,80	4,66	4,18	4,09	4,22	3,66	4,22	4,10

Table 5: Average evaluation of the component variables of Factor 3: Course quality

Source: Research data.

Variable	x10	x11	x12	x13	x14	x15	x16
Average	4,35	4,10	4,08	4,25	3,00	3,57	3,61

Table 6: Average evaluation of the component variables of Factor 4: Factors leading to failure

Source: Research data.

These results are in line with and even complement the work of Diogo et. al (2016), who in their analysis carried out with coordinators of 10 undergraduate courses at a public university about the factors that influence student failure and evasion, identified that both factors internal to the institution (teaching staff, teaching methodology, among others) and external (personal and socioeconomic problems) can contribute to student failure and evasion in higher education courses.

EVALUATION OF COURSE COORDINATION

The course coordinator was well evaluated overall, with an average score of 4.12 out of 5. In this sense, the two variables that make up this factor - linked to the adequacy of the coordinator's service in relation to academic clarifications and the general level of quality of the services provided by the coordinator - show a similar level of evaluation, as shown in Table 7.

Variable	x29	x57
Average	4,19	4,05

Table 7: Average evaluation of the component variables of Factor 5: Course coordination

Source: Research data.

These results indicate that the coordinators of the bachelor's degree courses in Administration at RFEPCT are fulfilling their objectives of offering the necessary support to students.

EVALUATION OF AUXILIARY SERVICES

Auxiliary services were the aspects that received the worst evaluation among the seven factors observed, with an average score of 3.59 out of 5. Since these auxiliary services refer to the library and the canteen, it can be seen that these structures still require significant improvements on the part of the institutions that make up the RFEPCT. As Table 8 illustrates, the variable referring to the assessment of the canteen received the worst evaluation in this group, with a score of 3.05 out of 5.

Variable	X28	X52	X58
Average	3,84	3,86	3,05

Table 8: Average evaluation of the component variables of Factor 6: Auxiliary Services

Source: Research data.

In the case of students predominantly enrolled in evening courses, structural deficiencies regarding the availability of dinner and/or

snacks for these students can lead to a loss of concentration, as many of these students leave the workplace directly for the educational institution.

As a result, the canteen is a factor to be analyzed in studies that discuss perceived quality and satisfaction with educational services (PACHECO et al., 2015). Furthermore, when there are structural deficiencies in the availability of this type of service in educational institutions, students' academic performance can be compromised (TERRIBILI FILHO, 2004).

EVALUATION OF SUGGESTIONS FOR IMPROVEMENT

The respondents' level of agreement with the suggestions for improvement originally made in the questionnaire averaged 3.99 out of 5, indicating good agreement with the elements indicated. Table 9 shows the average ratings for each variable in this factor.

Variable	X40	X41	X42	X43	X44
Average	3,50	4,26	3,86	4,19	4,15

Table 9: Average evaluation of the component variables of Factor 7: Suggested improvements

Source: Research data.

It can be seen that among the factors with the highest level of agreement, with regard to suggestions for improvement, we highlight the need to improve the institution's commitment to student interest, as well as the need to improve the curriculum.

In turn, the Content Analysis (CA) of the qualitative data related to suggestions for improving the course generated 140 responses, which were grouped into the categories shown in Figure 3.

From the pattern of responses, it is clear that students appreciate courses with more applicable content and a large part of this demand leads to a redirection of teaching work, since the existence of more practical work and classes that allow better visualization

of the application of what is studied are attributes highly valued by students. In this respect, Nassif, Ghobril and Bido (2007, p.12) point out that:

> "[...] Thinking of theory and practice in a fragmented and independent way has resulted in poor training, in other words, generating professionals who find it difficult to apply the knowledge acquired at university in the exercise of administrative management."

As for the institutional factors category, the constituent elements that stood out the most were improved infrastructure, more research grants and extension activities. The other demands in this category were mentioned very occasionally (most were mentioned only once and a few twice). Especially with regard to increasing extension activities, it should be noted that Resolution 7 of December 18, 2018, tends to respond favorably to this desire. It established guidelines for the regulation of extension activities in undergraduate courses, and stipulates that activities of this type must make up at least 10% of the student's total workload.

The third category with the highest number of mentions involved the structuring of the course, especially with regard to greater availability and action by the coordinators in terms of the curriculum matrix itself.

Changes in teaching, especially in terms of teaching methodology, which was mentioned 12 times, is also a demand from some students. In this sense, being an educator in contemporary times requires each teacher to constantly look for ways to make lessons more attractive and to help students make sense of the amount of information society is exposed to.

Although there were fewer mentions, it is interesting to note the demand for more internships and integration with companies, as this is strongly related to the practical nature of the course, which, as discussed, is one of the main desires of the respondents.

Category	Constituent elements	Total mentions
Investment in the practical nature of the course	More technical visits, more practical lessons, more practical assessment activities and more dynamic assessments.	41
Institutional structure	Improve infrastructure, more research grants, more extension activities, more extracurricular activities, more computer classes, more up-to-date library, availability of canteen, efficient institutional communication, more computers, attention to working students, more student assistance, increase teaching staff, don't promote too many timetable changes, more available secretariat, more available infirmary, more efficient academic system, language offer, access to more scientific materials, implementation of business incubator, more events scientific, structuring a Junior Company.	40
Course structure	Greater availability of coordination, coordination that is more attentive to the work of teachers, improving the curriculum matrix, promoting adaptations in subjects, more lectures, making the course more demanding, more subjects in exact sciences, production, information technology, etc. people management, focus on entrepreneurship.	31
Teaching work	Improve teaching methodology, improve teacher planning, have better trained teachers, update the materials used, work more as a team, do more teacher commitment, more teacher motivation.	20
Institutional relations	More internships on offer, greater integration with companies	5

Figure 3: Categories of suggestions for improvement Source: Research data

	Very bad	Bad	Fair	Good	Very good
Basic training	0	5 (3,5%)	21 (14,7%)	74 (51,7%)	43 (30,1%)
Quantitative studies and its technologies	7 (4,9%)	12 (8,4%)	31 (21,7%)	51 (35,7%)	42 (29,4%)
Further training	6 (4,2%)	14 (9,8%)	43 (30,1%)	54 (37,8%)	26 (18,2%)
Professional training in administrative theories	2 (1,4%)	4 (2,8%)	17 (11,9%)	59 (41,3%)	61 (42,7%)
Professional training from the marketing department	0	5 (3,5%)	18 (12,6%)	55 (38,5%)	65 (45,5%)
Professional training in finance and budgeting	3 (2,1%)	3 (2,1%)	22 (15,4%)	60 (42,0%)	55 (38,5%)
Professional training in the field of materials, production and logistics	5 (3,5%)	10 (7,0%)	28 (19,6%)	57 (37,9%)	43 (30,1%)
Professional training in the field of people	3 (2,1%)	3 (2,1%)	14 (9,8%)	53 (37,1%)	67 (46,9%)
Professional training in strategy	5 (3,5%)	6 (4,2%)	28 (19,6%)	57 (39,9%)	47 (32,9%)
Professional training in information systems	13 (9,1%)	10 (7,0%)	38 (26,6%)	48 (33,6%)	34 (23,8%)

Table 10: Evaluation of satisfaction with training content
Source: Prepared by the authors.

The responses obtained through the CA corroborate the results obtained by the scales created in the PA, since the most mentioned categories in the CA relate precisely to demands for improvements in the structure of the curriculum, as well as improvements in meeting the interests of students in general.

EVALUATION OF TRAINING CONTENT

The data analyzed in this topic refers to the evaluations of students in the final periods of the course regarding the training content offered in the Bachelor's Degree in Business Administration.

Of the 259 respondents, 143 (55.2%) were in their fifth term or more, so they were exposed to some questions about the quality of the different course contents. As Table 10 shows, most of the evaluations were between the answers "Good" or "Very good", which were the best possible answer options in the questionnaire.

As mentioned above and according to the information in Table 10, 143 respondents evaluated ten pieces of content covered in the course. Based on the respondents' evaluations, it was concluded that in the context of the quality of the content covered in the Bachelor of Business Administration courses offered

by the RFEPCT, the majority of students are satisfied with the quality of the content presented to them throughout their degree.

FINAL CONSIDERATIONS

By identifying the level of satisfaction of students on the Bachelor of Business Administration course offered by the RFEPCT, this survey sought to indicate aspects in which teaching could be improved.

From the results obtained with the different analysis techniques used, it was possible to identify that, despite the good evaluation of the courses, some aspects could still be improved in order to guarantee excellent training for students who seek an opportunity for professional development in these courses.

Although the training content offered by the courses was well evaluated, the respondents still feel that there is a need for improvement in the educational process. This applies both to the educational methods used by lecturers and to the curriculum matrix itself, in order to seek better integration between the content taught and its applicability in the professional environment of the future administrator.

In addition, there is a clear demand from students for educational institutions to adapt so that the other activities of academic life - such as research and extension - can be made adequately available to evening students, in order to obtain a more complete education in this sense.

Indirectly, it is also clear that institutions need to adjust in order to provide greater support to students, since even though they understand that reconciling professional activities with academic life entails some limitations, they demand that educational institutions seek more possibilities for adapting the range of activities on offer in general, in order to include all students.

The research presents important considerations regarding the analysis of the quality of some aspects of the course, thus making it possible to contribute both to the quality of teaching, by means of the implementation of more dynamic teaching methodologies and the application of the other suggestions in order to meet the needs of students in general, as well as the personal development of the administrators in training during the course of their degree.

However, it should be noted that this survey had some limitations in terms of data collection. The questionnaire was open for responses between November 2019 and January 2020, so some of the respondents were on vacation, which led to a low response rate (only 259 respondents, spread disproportionately across several institutes, which made it impossible, for example, to carry out comparative analyses). Furthermore, participation in the survey was entirely voluntary and no incentives were offered to respondents, which may have contributed to the low response rate, despite the efforts made to increase participation in the survey.

Finally, in view of the information obtained, it would be interesting in future research to approach the lecturers of the courses evaluated in order to understand the reasons why students believe that their courses still need to improve in terms of bringing theory and practice closer together. This could contribute to timely reflections and even the dissemination of successful experiences by some teachers, which could help those who want to implement more practical features in their subjects.

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