Evaluation Culture and Perceived Satisfaction in Students of the Faculty of Education of the Universidad Nacional Mayor de san marcos

Mendoza Hidalgo Mary Liz[1], Abarca Arias Yessika Madelaine[2], Espinoza Moreno Tula Margarita[3], Soto Hilario Juvita Dina[4], Inga Arias Manuel Augusto[5]

Abstract

In the present investigation, the relationship between the evaluative culture and the satisfaction perceived in the students of the Faculty of Education of the Universidad Nacional Mayor de San Marcos was studied. The sample consisted of 259 students, to whom two questionnaires were applied to measure study variables: evaluative culture and perceived satisfaction. The results obtained were analyzed at the descriptive level and at the inferential level according to the objectives and the formulated hypotheses. At the descriptive level, frequencies and percentages were used to determine the predominant levels of the study variables; also performed a correlational analysis between the study variables using non-parametric statistics, given that the data have been measured with ordinal scales and as such the Spearman s statistic has been used. Likewise, statistical tests were applied to determine the correlation between the variables. The results of the descriptive, correlational analyzes supported by the theoretical framework of the study corroborated the relationship between Institutional Evaluative Culture and Perceived Satisfaction, in the context of university education.

Keywords: *evaluative culture, perceived satisfaction, teaching skills, educational quality.*

INTRODUCTION

The concept of quality in education entails relating processes, pedagogical commitments and ways of introducing them into the educational society, in an orderly manner and with clear purposes, which helps to improve education and contributes directly to progress and quality of life in a society. Quality means the satisfaction of target audiences where quality in educational centers can be seen from several angles: (1) achieving the satisfaction of internal customers (teaching staff, non-teaching staff) and external customers (parents, students, society); (2) it is the correct use of resources, (3) it is continuous improvement, contrasted and valued by all, and (4) it involves everyone and everything (Chinga & Vite, 2020; Florez-Nisperuza & Hoyos-Merlano, 2020).

[1] Universidad Nacional de Educación Enrique Guzmán y Valle. Perú. E-mail: mmendozah@une.edu.pe, ORCID: https://orcid.org/0000-0002-8792-1691

[2] Universidad Nacional de San Agustín de Arequipa. Perú. E-mail: yabarca@unsa.edu.pe, ORCID: https://orcid.org/0000-0002-3370-5686

[3] Universidad Nacional Mayor de San Marcos. Perú. E-mail: tespinozam@unmsm.edu.pe, ORCID: https://orcid.org/0000-0002-8836-8971

[4] Universidad Nacional Hermilio Valdizán. Perú. E-mail: jsoto@unheval.edu.pe, ORCID: https://orcid.org/0000-0001-5859-0654

[5] Universidad Tecnológica del Perú. Perú. E-mail: manuelinga3@gmail.com, ORCID: https://orcid.org/0000-0002-3368-7895

The teaching community is the pillar and model of the student community, who guide and extract their potential and who have a set of strategies to achieve a healthy school coexistence and influence their level of satisfaction. In addition, they are the main factor of any educational institution, and improvement and permanence depend on them (Mireles Vázquez & García García, 2022). Within the academic aspects, the educational climate has great relevance with the achievements and satisfaction of the student, this is a conglomerate of everything that happens in the university classroom (Palomer et al., 2018), (Castro Sánchez, 2021).

Characteristics of the evaluative culture. Bulsegui and Fuguet (2004), cited by (Guerra Bretaña, Ramos Azcuy, & Roque González, 2020) They point out the following as relevant aspects related to the culture of evaluation:

Permanent training in evaluation for both teaching staff and management staff.

Promote permanent spaces for reflection and theoretical deepening in this area.

Conceive of evaluation as a continuous, permanent, contextualized, flexible, formative and participatory process.

Generate within the institution its own evaluation mechanisms and systems.

Initial internal evaluation processes, from which the participation of the university community is generated.

Promote the need for negotiation and participation of stakeholders.

Promote self-assessment as a daily exercise of the activity of the professor, the chair, the department and the entire institution.

Develop evaluation processes in a context of promoting values for both social coexistence and human development.

Indicators of an evaluative culture

There is a set of indicators that can be seen in a culture of change based on evaluation. Thus we have Méndez (2009), cited by (Florez-Nisperuza & Hoyos-Merlano, 2020), where the objectives to define a culture of service:

Identify and consolidate an evaluative culture based on the capabilities and competencies offered by the organization. This has to do with the fact that we have to identify the strengths of each of the people who are part of the organization in order to determine what human capital we have.

Identify the results expected by customers so that their requirements can be met. That is, to have the ability to collect information that allows us to determine what the service needs of customers are, but above all what the service needs of customers are, but above all what are the expectations about the service they request in order to be able to offer them what they expect and thus achieve satisfaction.

Evaluate the level of satisfaction perceived by the customer in order to use the feedback information in the process of improving the quality of service. Quality improvement must be a continuous aspiration, since only in this way will it be possible to maintain the service offered, otherwise credibility will be lost and customers will begin to be lost.

Define the strategies for the implementation of strategic activities aimed at improving the quality of service. A fundamental aspect is that improvement strategies must be clearly defined in order to be able to implement them quickly and allow errors to be corrected.

Carry out training aimed at staff in order to get them involved in the expected organizational change. Having the participation of all members of the organization is

essential and important, since in this way it will be possible to coordinate actions aimed at improving the quality of service.

Student satisfaction is closely related to personal satisfaction, which is governed by the subjective and objective value of different aspects of personal life, including social relationships, current reality, personal psychological development, social relationships, i.e. general satisfaction with life (Roberto, Georgina, & Felix, 2020). Motivation has its degree of influence, as it is fundamental for learning, and the possibility arises that students with a high degree of motivation will have greater performance and personal satisfaction (Marrone & Hitz., 2019).

The satisfaction perceived by students and parents is a complex variable, this because this construct has to do with the reception of the educational service, only after this fact will it be possible to know to what extent the service provided is on par with the perceived satisfaction (Rodríguez & López, 2019). Only to the extent that the student and parents feel satisfied with the education received will they be satisfied, even more satisfied and even in some cases recommended the institution for the type of service it provides to its students (Marcano Molano & Uribe Veintimilla, 2022).

The present research seeks to raise awareness regarding the importance of the educational service and the influence that the evaluative culture has on it, which is why it is necessary to study the variables involved in this pedagogical action, since the effectiveness of the educational action and, therefore, the best preparation of the future undergraduate student will depend on them. This fact will undoubtedly result in the benefit of the students and the achievement of better learning and in the link that they exercise with our daily work and the performance of our tasks in an optimal way, in order to provide an increasingly higher quality service, contributing in turn to the improvement of the quality of the educational service in our country.

General Objective: To determine how the Institutional Evaluative Culture is related to the Satisfaction Perceived by students about the Study Program, Teaching Competencies, Research Development and Academic-Administrative Support of the Faculty of Education of the Universidad Nacional Mayor de San Marcos.

Specific objectives:

Establish how the Evaluative Culture is related, considering the Conceptions of Institutional Evaluation, with the Satisfaction Perceived by students about the Study Program, Teaching Competencies, Research Development and Academic-Administrative Support.

Determine how the Evaluative Culture is related, considering the Evaluation Practices of the key actors, with the Satisfaction Perceived by the students about the Study Program, the Teaching Competencies, the Research Development and the Academic-Administrative Support.

Identify how the Evaluative Culture is related, considering the Use of the Evaluation Results, with the Satisfaction Perceived by the students about the Study Program, the Teaching Competencies, the Research Development and the Academic-Administrative Support.

MATERIALS AND METHODS.

This research is quantitative, non-experimental, descriptive, cross-sectional (transactional). Quantitative: Because the results are quantified. Non-experimental: Because it will seek to measure the study variable, to describe them in the desired terms. Cross-sectional: Because the data were collected at a single time, in a single time (Hernandez, Fernandez, & Baptista, 2014).

SWOT: This is a map through which the weaknesses, threats, strengths and opportunities of the organization are established. An internal and external analysis of the environment in which the activity is carried out to improve its profitability, operation and market positioning. SWOT is also known as SWOT or SWOT (Strengths, Weaknesses, Opportunities and Threats). It is a fundamental tool to know the situation in which the company finds itself from which the future strategy will be drawn. It is a tool for studying the situation of a company, institution, project or person, analyzing its internal characteristics (Strengths and Weaknesses) and its external situation (Threats and Opportunities) in a square matrix. This technique is considered to have been originally proposed by Albert S. Humphrey during the 1960s and 1970s in the United States during research by the Stanford Research Institute that aimed to discover why corporate planning failed. This resource produced a revolution in the field of business strategy (González Nuñez, Aldana Castillo & Alonso, 2022).

Formulation of the hypothesis

General hypothesis: the Institutional Evaluative Culture is directly and significantly related to the Satisfaction Perceived by students about the Study Program, the Teaching Competencies, the Research Development and the Academic-Administrative Support of the Faculty of Education of the Universidad Nacional Mayor de San Marcos.

Specific hypotheses:

The Evaluative Culture, considering the Conceptions of Institutional Evaluation, is directly and significantly related to the Satisfaction Perceived by students about the Study Program, Teaching Competencies, Research Development and Academic-Administrative Support.

The Evaluative Culture, considering the Evaluation Practices of the key actors, is directly and significantly related to the Satisfaction Perceived by the students about the Study Program, the Teaching Competencies, the Research Development and the Academic-Administrative Support.

The Evaluative Culture, considering the Use of the Evaluation Results, is directly and significantly related to the Satisfaction Perceived by the students about the Study Program, the Teaching Competencies, the Research Development and the Academic-Administrative Support.

Identifying Variables

Variable I: Evaluative culture. Dimensions: Conception of institutional evaluation, evaluation practices, use of evaluation results

Variable II: Perceived satisfaction. Dimensions: Study program, teaching competencies, research development, academic and administrative support.

Population and sample.

The population includes all students of the Faculty of Education of the Universidad Nacional Mayor de San Marcos, 2018.

Sample: The type of sampling used is probabilistic, insofar as the sample constitutes a subgroup of the population in which all elements of the sample have an equal chance of being chosen (Nolazco Labajos, Menacho Carhuamaca , & Bardales Flores, 2021). The sample size was set with a margin of error of 0.05 and a confidence level of 0.95%. Using the formula below, where the estimate is the percentage of choice for each item.

$$n = \frac{N^* Z_\alpha^2 \; p^* q}{d^{2*}(N-1) + Z_\alpha^{2*} \; p^* q} \tag{1}$$

Where:

n = is the sample size

N = Population

Z = 1.96 Confidence level (95%)

E = Allowable Error (5%)

p = Probability of occurrence of the event (50%)

q = Probability of non-occurrence (50%)

Sample Calculation

$$n = \frac{(1,96)^2(0,50)(0,50)(790)}{(0,050)^2(789) + (1,92)^2\ (0,50)(0,50)}$$

n= 259 (rounded value)

Data collection instruments.

For the following study, the following instruments were used to collect the information and measure the variables in order to make the corresponding correlations and comparisons.

Questionnaire to measure variable I: Evaluative culture

To measure variable I (evaluative culture), a questionnaire was developed for the students of the study sample, which has the following characteristics: the purpose of the questionnaire is to obtain information about how the students of the Faculty of Education of the Universidad Nacional Mayor de San Marcos perceive the evaluative culture variable.

Description: The questionnaire consists of 8 items, each of which has four response alternatives: Strongly Disagree (1); doubtful (2); Strongly agree (3). Likewise, the respondent can only mark an alternative, by enclosing it in a circle or putting a blade. If you check more than one alternative, the item is invalidated.

The dimensions assessed by the questionnaire on evaluative culture are as follows:

 Conceptions of Institutional Evaluation

 Evaluation Practices

 Using Assessment Results

Questionnaire I:

 It is a directive strategy to improve institutional quality

 Teacher training is important for effective institutional evaluation

 It is a complex process that requires a team with multidisciplinary knowledge

 It is an indispensable process understood as a means to improve institutional quality

 They are trained to design and implement a formative assessment that develops competencies

 They are socially and affectively trained to provide feedback that develops competencies

 Improvements are made to the aspects identified with weaknesses

 The evaluation carried out by university actors would contribute to the implementation of an evaluative culture

Questionnaire to measure variable II: Perceived satisfaction

To measure variable II (perceived satisfaction), a questionnaire was developed for the students of the study sample, which has the following characteristics: This questionnaire is part of a research that aims to obtain information about how students of the Faculty of Education of the Universidad Nacional Mayor de San Marcos perceive the perceived satisfaction variable. The questionnaire consists of 8 items, each of which has four alternative answers: Unsatisfactory (1); Minimally satisfactory (2); moderately satisfactory (3); Satisfactory (4). Likewise, the respondent can only mark an alternative, by enclosing it in a circle or putting a blade. If you check more than one alternative, the item is invalidated.

The dimensions assessed by the questionnaire on perceived satisfaction are as follows:

Program of Studies

Teaching competencies

Research development

Academic – Administrative Support

Questionnaire II:

It responds in a relevant way to the current needs and demands of vocational training

It ensures that the teaching-learning process ensures the achievement of competencies

They have developed socio-affective skills to interact with and motivate students

Emphasize or stress the importance of each topic, developing metacognitive abilities

Priority is given to the development of students' research competencies from the study program

The mastery and management of ICT supports for research development is promoted

Academic management provides an effective and efficient service

The institutional climate contributes to the development of collaborative academic activities

RESULTS

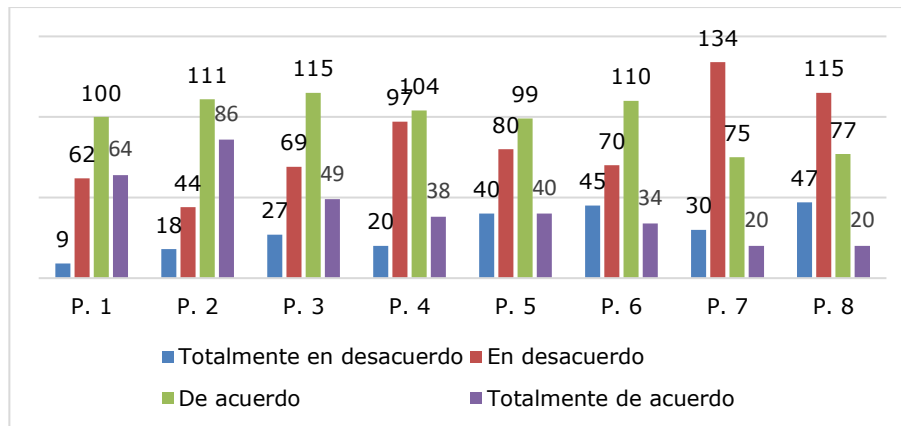The results of questionnaire I to measure the Evaluative Culture variable are described in graphs below.

Figure 1. Results of Questionnaire I. Source: survey. Note: Authors' own elaboration.

• The figure shows that the majority of the students, a total of 164, of the Faculty of Education, totally agree or agree that Institutional Evaluation is a strategy to improve the quality of education (64.1%), and that their pedagogical training is an important aspect for an effective institutional evaluation (totally agree or agree, 64,1%).

• The majority of the students (a total of 164) totally agree and agree (63.2%) on the need to have a team that masters multidisciplinary knowledge to direct the institutional evaluation to face not only the specialized aspects involved in this complex process, but also to face the conceptions and attitudes that hinder its development.

• It is shown that according to the majority of students (46.3%) they consider that university professors have insufficient capacities to implement formative assessment in the development of their subjects. In addition, they consider (44.4%) that they must improve their socio-affective skills to provide feedback to develop learning.

• 63.3% of the students believe that no improvements are made based on the weaknesses identified in the assessment. Likewise, they strongly disagree or disagree (62.5%) with the idea that institutional evaluation carried out by actors from the same university contributes to the implementation of an evaluative culture.
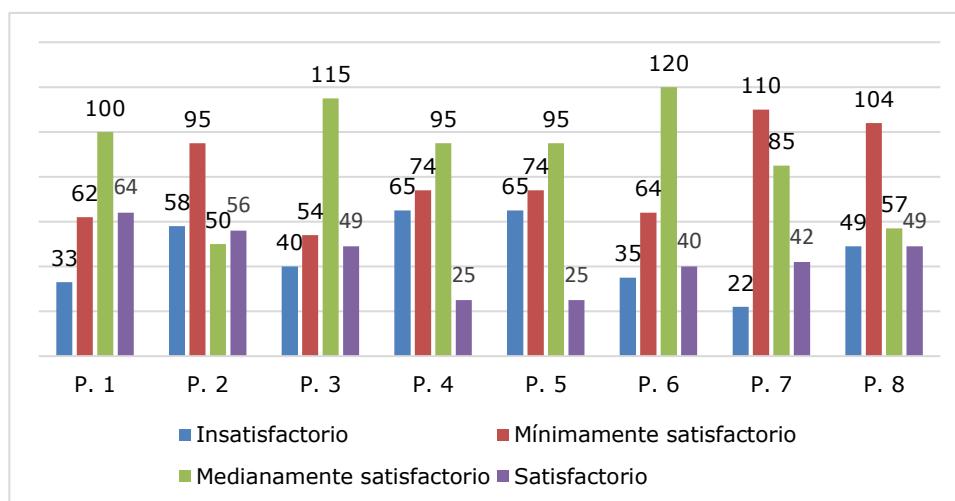

Figure 2. Results of Questionnaire I. Source: survey. Note: Authors' own elaboration.

• The majority of the students surveyed consider (59.1%) that the curriculum guarantees the development of their expected competencies.

• It is shown that the majority of students (63.7%) consider themselves to be satisfied or moderately satisfied with the fact that teachers have developed their socio-

affective abilities to interact with students. However, there are also 36.2% of students who believe that teachers do not possess these skills.

• A total of 110 students, representing 51% of the students, expressed minimal satisfaction or dissatisfaction with the academic procedures and services provided.

• 104 students (59.1%) expressed concerns about the institutional climate, with 40.2% of respondents expressing minimal satisfaction. It is necessary to establish strategies in this regard to improve the level of perceived satisfaction.

Correlational analysis of the Perceived Satisfaction Variable (Y) and the dimensions of the Evaluative Culture Variable (X)

To estimate the statistical correlation between the variables measured at an ordinal level, we used Spearman's Rho correlation coefficient from nonparametric analysis. For the use of this statistic, no assumptions are required about the form of distribution of the population (Hernandez et al., 2014), i.e. it is not necessary to measure whether the data follows a normal distribution. In addition, to ensure the relevance of the correlational analysis, the information on the variables that correlate comes from only the sample of students in the study.

Table 1. Correlations between the variables of the study - Spearman's Rho

		and perceived satisfaction	X1 Conceptions of Institutional Evaluation	X2 Evaluation Practices	X3 Use of Assessment Results
Perceived Satisfaction And	Spearman's Rho correlation Follow-up (bilateral)	1	,825** ,000	,896** ,000	,858** ,000
Conceptions of Institutional Evaluation X1	Spearman's Rho correlation Follow-up (bilateral)	,825** ,000	1	,759** ,000	,822** ,000
Evaluation Practices X2	Spearman's Rho correlation Follow-up (bilateral)	,896** ,000	,759** ,000	1	,877** ,000
Using Assessment Results X3	Spearman's Rho correlation Follow-up (bilateral)	,858** ,000	,822** ,000	,877** ,000	1

**. The correlation is significant at the 0.01 level (two-sided). N = 259 students.

Table 1 shows 6 measured correlations (Spearman coefficients), however, we are only interested in the results of three of them, which correspond to the correlations formulated in our Specific Hypotheses A, B and C. The hypotheses are:

☐ Correlation between X1 and Y: s = .825 is a considerable positive correlation that contributes to the corroboration of Hypothesis A

☐ Correlation between X2 and Y: s = .896 is a considerable positive correlation that contributes to the corroboration of Hypothesis B

☐ Correlation between X3 and Y: s = .858 is a considerable positive correlation that contributes to the corroboration of Hypothesis C

According to these positive values, they indicate that each pair of variables has a positive correlation of magnitude that can be considered as a considerable positive correlation (greater than .75) for the three cases (criterion taken from Hernández, 2014). In addition, all three coefficients are statistically significant with a confidence level of 99%, so they are marked with this symbol (**).

The analysis is based on the results of the questionnaire applied to the students, in the interviews conducted with them, and with some of their professors and directors of the Institution, so the factors both internally and externally that will be mentioned come from this previously mentioned analysis.

The results previously analyzed in the surveys led to the need to establish an analysis that allows the identification of the factors, both internally and externally, that can interfere or collaborate in the improvement of the quality of the services provided at the University.

Analysis of Internal Factors

☐ Weaknesses:

D1. Level of motivation has decreased in the case of some students.

D2. Too much workload of extra-class assignments, which deprive students of break time

D3. Lack of credibility in the evaluation bodies.

☐ Strengths:

F1. The University has a faculty of highly qualified professors who are motivated by the function they perform.

F2. It trains well-rounded students to achieve a good professional performance in the future and thus contribute to the country.

F3. It manages to graduate students with high academic levels and comprehensive education.

F4. Inclusive capacity that allows access to university by students from different continents, religion or social status.

F5. It has the support of the state and other organizations.

Analysis of External Factors

☐ Threats:

A1. Competitiveness with other higher education centres, which are becoming more and more rigorous.

A2. Decrease in the teaching staff.

☐ Opportunities:

O1. To provide better preparation to students in a comprehensive way, fostering a general culture in them.

O2. Possibility of improvement and integration of their teachers into other activities in the educational order

O3. Ability to integrate into society to achieve quality job placement.

O4. Linking students in the different spheres of society.

Carrying out a qualitative analysis of the results of the Strategic Analysis, it can be said that the University has a greater number of Strengths, which can be used to improve the internal factors that still create difficulties. As well as taking advantage of the opportunities offered by the external environment to mitigate the threats of the environment.

As the Internal Factors are the ones with the greatest weight, and taking into account that the degree of preparation and future performance of these factors depends to a large extent on student satisfaction, the following alternative solutions to the detected problem are proposed:

☐ Carry out training for teachers, where they are provided through conferences and educational talks, information on topics related to communication, empathy and teacher preparation in a general way.

☐ Establish fixed hours of individualized attention to students with difficulties in their performance.

☐ Carry out curricular activities outside the school, where teachers and their students interact more openly, fostering a climate of trust.

☐ Provide psychological and psychopedagogical care by the educational institution to students who are demotivated towards their specialty.

☐ Promote better family-school integration. While it is true that university students are generally more independent than the rest, it is important to be nourished by the information that the family can often provide. For this reason, schools for parents or family workshops are proposed.

DISCUSSION.

The general objective of this study was to determine how the Institutional Evaluative Culture is related to the Satisfaction Perceived by students about the Study Program, Teaching Competencies, Research Development and Academic Administrative Support of the Faculty of Education of the Universidad Nacional Mayor de San Marcos. Likewise, according to the results obtained through the use of Spearman's Rho correlation coefficient (s), a non-parametric statistic, it shows that the correlation between the Conceptions of institutional evaluation (X1) with Perceived Satisfaction (Y) is s = .825; the correlation between Evaluative Practices (X2) and Perceived Satisfaction (Y) is s = .896; and between Use of Assessment Results (X3) and Perceived Satisfaction (Y) is s = .858 (Table 29). These positive values indicate that each pair of variables has a positive correlation of magnitude that can be considered as a considerable positive correlation (greater than .75) for the three cases (criterion taken from Hernández, 2014).

From the above, it can be deduced that both variables, Evaluative Culture (X) and Perceived Satisfaction (Y), are associated and that they vary together, it is considered that two variables are associated when individuals with a high score in one variable also have a high score in the second variable.

In terms of student satisfaction indicators, teaching is the area that has the greatest impact, with the teacher being a central figure, who must offer students a cordial learning climate, which inculcates study as a habit and not as an obligation, which motivates and creates confidence in its students, so that in this way satisfaction grows in the population (Mireles Vázquez & García García, 2022).

The meaning of quality is emphasized to student satisfaction, which must always be addressed by measuring it in a timely manner in the field of professional careers and graduate programs. Students as the main components of education are the ones who can give the best opinion, their assessment is a good reference, therefore, it is reasonable to measure satisfaction because they are the great support for the existence of institutions (Álvarez, 2021).

According to Sandoval, Surdez and Domínguez (2016), student satisfaction in universities is considered as one of the aspects to identify educational quality, since the level of education they offer is reflected in the level of student satisfaction. Likewise,

Díaz (2015) specifies that all institutions with interference in university education and scientific research should be interested in inculcating and improving forms of research related to study that have to do with the factors that promote quality in the university (Romero-Ocas, 2021).

CONCLUSIONS.

Student satisfaction is an integral category that includes satisfaction in the academic order, infrastructure and social relationships, so all aspects must be taken into account in order to obtain an objective value. It is a pillar in the evaluation of the quality and management of the educational institution.

The results related to the Satisfaction Perceived by the students in relation to the services and development received in their Faculty, such as the Study Program, the Teaching Competencies, the Research Development and the Academic-Administrative Support, show that almost half of them are dissatisfied or minimally satisfied.

The Evaluative Culture, considering the Conceptions of Institutional Evaluation, is directly and significantly related to the Satisfaction Perceived by students about the Study Program, Teaching Competencies, Research Development and Academic Administrative Support.

References

Alvarez, O. A. P. (2021). Institutional image and mission fulfillment as predictors of student satisfaction. University Notes, 11(3), 226-240.

Castro Sánchez, F. de J. (2021). Culture, Science and Research: About the Value of the Cultural Factors of Science for University Research Managers. University and Society, 13(1), 131-136. Retrieved from https://rus.ucf.edu.cu/index.php/rus/article/view/1905

Chinga, R. J., & Vite, A. Z. (2020). Quality of service, satisfaction and loyalty of Peruvian university students. University and Society, 12(S1), 292-301.

Florez-Nisperuza, E. P., & Hoyos-Merlano, A. M. (2020). A qualitative look at institutional self-evaluation from the perspective of university praxis. Scientific Journal, (37), 78-89.

González Nuñez, B. M., Aldana Castillo, Y., & Alonso, L. (2022). SWOT-CAME analysis of a company's environmental management through the Hierarchical Analysis Process in a neutral environment. In A. M. Beltran Custodio & M. Félix Ángel (Eds.), Synergies in STEM research. Revista 3Ciencias, first edition, 159-162. https://doi.org/https:doi.org/10.17993/IngyTec.2022.80

Guerra Bretaña, R. M., Ramos Azcuy, F. J., & Roque González, R. (2020). Application of the ISO 21001:2018 standard to the quality of academic graduate programs. Revista Cubana de Educación Médica Superior, 34(1).

Hernandez, R., Fernandez, C., & Baptista, P. (2014). Research Methodology Mexico City: McGRAW-HILL / INTERAMERICANA EDITORES, S.A. DE C.V.

Marcano Molano, P., & Uribe Veintimilla, A. M. (2022). Student satisfaction as an indicator of educational quality. Journal of Pedagogical Sciences and Innovation, 10(1), 6.

Mireles Vázquez, M. G., & García García, J. A. (2022). Student satisfaction in university students: a systematic review of the literature. Journal of Education, 46(2), 610-626.

Nolazco Labajos, F. A., Menacho Carhuamaca , J. D., & Bardales Flores, A. (2021). Scientific Research Methodology (MIC) in Regular Basic Education. The Peruvian case. . TES Entrepreneurship, 5(3), 61-82. doi: https://doi.org/10.33970/eetes.v5.n3.2021.277

Palomer, L., Jana, P., Zuzulich, S., Barrida, T., & Heusser, I. (2018). Measurement of the educational climate and factors influencing its outcome. He studied Chilean dentistry. FEM:

Journal of Medical Education Foundation, 21(2), 87–96. https://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S2014-98322018000200006

Roberto, P. M. E., Georgina, S. P. E., & Felix, G. R. J. (2020). Validation of a model for measuring university student satisfaction with the academic services received. OPERATIONAL RESEARCH, 41(3), 472-483.

Rodríguez, M. M., & López, J. K. C. (2019). Academic satisfaction in higher education students: associated school and personal variables. Electronic Journal of Academic Bodies and Research Groups, 6(12).

Romero-Ocas, S. (2021). Student satisfaction in the master's degrees in education at the Universidad Nacional Mayor de San Marcos. Valdizan Research, 15(1), 7-16.