

Student Evaluation of Management Courses During the Covid-19 Pandemic

Avaliação Discente dos Cursos de Gestão Durante a Pandemia da Covid-19

Roberta Souza Santos
Kelmara Mendes Vieira
Giana Silva Giacomelli

ABSTRACT

The COVID-19 pandemic globally affected various activities and services, and the educational sector was one of the most impacted, leading to an abrupt shift from in-person classes to Emergency Remote Teaching. In this context, the objective of this article was to assess student satisfaction with the courses offered by management programs at a public university during the pandemic. Data collection was carried out through an online survey, and the data analysis was performed using descriptive statistics techniques, as well as multiple and robust linear regression. The results showed that, in general, students were satisfied with online education. The evaluated aspects included: teaching performance, teaching methodology, overall satisfaction, and course content, with the latter receiving the highest average satisfaction score. The regression analysis indicated that the teaching methodology had a considerable influence on overall satisfaction. Thus, it was observed that the institution managed to overcome the challenges posed, allowing its educational services to develop in response to the public health crisis. A factor that may have contributed to this was its physical and technological infrastructure, as well as the training of its faculty.

Keywords: evaluation; COVID-19; student satisfaction; emergency remote teaching.

RESUMO

A pandemia da COVID-19 afetou globalmente diversas atividades e serviços, e o setor educacional foi um dos mais atingidos, o que ocasionou uma abrupta migração das aulas presenciais para o Ensino Remoto Emergencial. Nesse contexto, o objetivo deste artigo foi avaliar a satisfação dos discentes com as disciplinas ofertadas pelos cursos de gestão em uma universidade pública durante o período da pandemia. A coleta de dados foi realizada por meio de uma survey online, e as análises foram feitas utilizando técnicas de estatística descritiva, regressão linear múltipla e robusta. Os resultados evidenciaram

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Roberta Souza Santos 
roberta.sm21@gmail.com
Professional Master's in Public Organization
Management
Federal University of Santa Maria
Santa Maria / RS – Brazil

Kelmara Mendes Vieira 
kelmara.vieira@ufsm.br
PhD in Administration
Federal University of Santa Maria
Santa Maria / RS – Brazil

Giana Silva Giacomelli 
gianagiacomelli@gmail.com
PhD in Administration
Federal University of Santa Maria
Santa Maria / RS – Brazil

RESUMO

que, em geral, os alunos demonstraram satisfação com o ensino online. Os aspectos avaliados foram: atuação docente na disciplina, metodologia de ensino, satisfação geral e conteúdo da disciplina, sendo este último o que obteve a maior média de satisfação. A análise de regressão indicou que a metodologia de ensino exerceu influência considerável na satisfação geral. Assim, observou-se que a instituição conseguiu enfrentar os desafios impostos, de modo que seus serviços educacionais se desenvolveram para superar a crise sanitária pública. Um fator que pode ter contribuído para isso foi a infraestrutura física e tecnológica da instituição, além da capacitação dos docentes.

Palavras-chave: avaliação; COVID-19; satisfação discente; ensino remoto emergencial.

Introduction

COVID-19, a respiratory disease caused by the coronavirus, emerged in Wuhan, China, in December 2019. It rapidly spread across various regions of the world—including Europe, Asia, Africa, Oceania, and the Americas—and was declared a global public health emergency by the World Health Organization (WHO, 2019; Gopal, Singh, & Aggarwal, 2021; Andrade, Nogueira, & Neves, 2022). The pandemic has profoundly affected the reality of many countries, impacting social, economic, political, environmental, and educational spheres. Consequently, global society has had to adjust to health restrictions recommended by the WHO, such as social distancing and isolation, to curb the virus' spread (Sameera, Mahmood, & Saleem, 2022). These measures have significantly affected various services, including education, which has strived to adapt its strategies in diverse and uneven ways to avoid canceling classes (Gonzalez et al., 2020). The education sector, in particular, experienced profound disruptions due to school and university closures worldwide, leading to an abrupt halt in student-professor interactions (Gopal, Singh, & Aggarwal, 2021).

As a response, educational institutions were compelled to transition hastily from in-person to emergency remote teaching (ERT), extensively leveraging digital information and communication technologies (Hosseini, Egodawatte, & Ruzgar, 2021). ERT, a temporary, unstructured, and online method, facilitates teaching and learning when physical classroom attendance is impossible (Shisley, 2020). Although not designed as a replacement for distance education, a more structured

and planned approach used worldwide, ERT aims to provide rapid and effective instructional support and access to educational resources during emergencies (Hodges et al., 2020).

Hence, ERT, with the support of various educational technology tools, has addressed some of the challenges posed by the COVID-19 pandemic. Nonetheless, it raised issues related to autonomous learning, assessments, and academic requirements, which could present more significant challenges (Gonzalez et al., 2020). Generally, educational institutions have needed to revisit their teaching and learning practices to maintain service quality and ensure academic integrity in assessments, which have been notably impacted (Hosseini, Egodawatte, & Ruzgar, 2021).

Given this context, this study aimed to assess student satisfaction with management course offerings at a public university during the pandemic. The justification for this research stems from the considerable impact on higher education during the health crisis and the need for innovative teaching methods due to the suspension of face-to-face classes (Alam et al., 2022; Ratten, 2023). Students' perceptions of satisfaction are crucial as they provide insights into their engagement with the teaching-learning process, highlighting the value of such evaluations (Osgerby, Jennings, & Bonathan, 2018). Understanding students' opinions and beliefs about this process is essential (Garcia-Garduño, 2014).

Continuous evaluation by educational institutions provides crucial information about the effectiveness of their activities and services, particularly from those who experience them daily. Student evaluations enable education professionals to refine their practices and assist the institution in decision-making, promoting a culture of ongoing improvement (Pan et al., 2021).

Evaluating educational outcomes, especially in challenging and unforeseen circumstances, can prepare the education sector for future adversities and enhance its management strategies, drawing on lessons from the COVID-19 experience. This survey is innovative in assessing satisfaction during a crisis and in evaluating different management courses (undergraduate, master's, doctorate) with a focus on administration, environment, and health. Combining these aspects is pertinent, considering that limited research has explored the broader context of education during the pandemic, often focusing on specific courses or aspects, unlike the comprehensive approach presented here.

Theoretical Background

The pandemic has certainly underscored a global education crisis, significantly impacting educational practices more than other conflicts have. This has raised new questions about education's role in people's lives, institutions, and societies (Ratten & Jones, 2020). Among these issues are the changes stemming from technological approaches, which have increasingly influenced the education sector. The COVID-19 pandemic, in particular, has urgently necessitated developing and enhancing their utilization. The abrupt shift from in-person to ERT has highlighted the critical need for electronic communication tools (Sarfraz, Khawaja, & Ivascu, 2022). It is important to note that many students lacked access to technological resources during the crisis and struggled to adapt to the new online environment. Additionally, challenges arose for professors, institutions, and the implementation of educational systems that ensure both quality learning and technological relevance (Sameera, Mahmood, & Saleem, 2022). Hence, ERT has enabled the education sector to innovate, aiming to improve course quality and student satisfaction (Kang & Park, 2022).

Digital information and communication technologies serve as dynamic tools that facilitate teaching for educators and learning for students. However, evaluations require caution, particularly when integrating technologies into the teaching-learning process (Bas & Bastug, 2021). There is an ongoing concern in this area, making evaluations crucial for identifying problems and guiding management toward optimal solutions. Evaluations present ample opportunities to enhance students' critical thinking skills (Calma & Cotronei-Baird, 2021). A continuous focus on education quality is vital, meriting attention from academic management. The interrelation of the teaching-learning process, assessments, and feedback, through innovative learning perspectives, invites a reconsideration of assessment's role in a broader context (Sewagegn & Dessie, 2021). Evaluations can challenge the status quo, acknowledging the limits of conventional views on student success or failure, thus emerging as complex practices that engage both professors and students in the documentation, handling of information, dialogues, and collection of behavioral and sociodemographic data (Broughan & Prinsloo, 2019).

In Brazilian higher education, state regulations mandate universities to conduct comprehensive evaluations involving professors, students, and staff in the ac-

ademic community (Brasil, 2004). External certifying agents connected to the state also evaluate courses and student performance (Brasil, 2004), promoting a culture of ongoing evaluation within institutions to enhance educational quality. Students play an active role in the assessment process in such a regulated system. Various evaluation types exist, including program, professor, and student evaluations, educational material assessments, and tests and exams (Phillips, 2018), underscoring educational assessments' broad, generic, and complex nature and justifying the scientific community's keen interest. Addressing and analyzing students' motivations, satisfactions, and interests within this comprehensive process can simplify its inherent complexity. Assessments now transcend mere grading to provide vital feedback on learning outcomes to both students and professors. In contrast, student satisfaction remains a hot topic in higher education, challenged by the absence of a universal satisfaction measurement method (Osgerby, Jennings & Bonathan, 2018; Bakoush, 2022). In contemporary education, the professor's role extends beyond knowledge retention to fostering creativity, teamwork, and active learning methods (Martínez-Jiménez & Ruiz-Jiménez, 2020).

Effective teaching characteristics include extensive subject knowledge, structured lessons, clarity, student interactions, communication, technology use, frequent feedback, assessment fairness, and professor availability (Henderson et al., 2014; Sadrina et al., 2018). Professors thus become central to enhancing student learning, helping students develop their skills and recognize knowledge as an information model (Dessie & Sewagegn, 2019).

During the COVID-19 pandemic, management courses experienced rapid changes, albeit already adapting to technological advances in their practices (Allen, Cunliffe, & Easterby-Smith, 2019; Anderson et al., 2018; Ratten, 2023). Course managers have adapted to the health emergency's demands, albeit actions in this area remain under-researched (Shahzad et al., 2021; Ratten, 2023). Therefore, evaluations in management courses are deemed crucial for their potential to diversify teaching forms and methods, emphasizing the importance of implementing evaluation processes to verify ongoing educational quality.

Furthermore, in ERT, which lacks the planned nature of distance education ecosystems, broader questions are necessary, especially at the implementation outset. Evaluations should prioritize context, inputs, and process elements over imme-

diate results, as the need for rapid adaptation in short-term teaching demands more effort initially to secure efficient learning (Hodges et al., 2020). Hence, in light of the COVID-19 pandemic-induced changes, assessing students' perceptions of ERT is deemed essential (Sarfraz, Khawaja, & Ivascu, 2022).

Method

This study employs a quantitative approach, primarily utilizing the collection and analysis of numerical data. The process rigorously follows a structured sequence, incorporating statistical measures to address the research problem (Sampieri, Collado, and Lúcio, 2013). Quantitative analysis enhances decision-making by systematically processing and refining data (Render, Stair, and Hanna, 2010).

In terms of data collection, we implemented a survey strategy, employing questionnaires as our survey technique. Typically, structured surveys are administered to a sample of a specific population. This approach aims to gather information from participants to facilitate generalizations (Babbie, 2003; Malhotra, 2012).

The research was conducted at the Federal University of Santa Maria (UFSM), which offers 276 courses across various levels, including undergraduate, specialization, master's, doctoral, and post-doctoral programs. The student body totals 26,774 (UFSM, 2023). The survey targeted 2,009 students from the 15 management courses distributed via the institution's Questionnaire System. Of these, 1,475 students participated, yielding a response rate of 73.41%.

The survey was divided into four sections. The first section queried students on lecturers' performance and activities in delivering courses. The second section focused on the methodology and development of the courses, while the third explored the courses' content and effectiveness in promoting learning. The final section gauged overall satisfaction.

A 6-point Likert scale, devoid of a neutral option to eliminate ambiguity and promote clear stances of agreement or disagreement, was used to capture responses. This approach also facilitated the identification of trends (Cox, 1980; Garland, 1991; Johns, 2005; Krosnick & Fabrigar, 1997; Nowlis, Kahn, & Dhar, 2002). Responses ranged from 1 (totally disagree) to 6 (totally agree). Given the electronic

nature of the system administered by the university, students' profile characteristics were pre-integrated into the database.

The data was analyzed in two stages: descriptive statistics and multivariate analysis. The first aimed to describe the sample and the dimensions considered in the ERT.

In the second phase, a linear regression was initially carried out using the ordinary least squares technique and the Stepwise method to verify the impact of the other dimensions on overall satisfaction with the ERT. Overall satisfaction was the dependent variable, while the means of the dimensions (teaching performance in the subjects, teaching methodology, and content of the subjects taught), in addition to the age variable and 8 binary variables (Dummies), represented the independent variables. The Dummies were: Dummy sex (1 for male and 0 for female), Dummy first family member to go to university (1 for no and 0 for yes), Dummy socio-economic assistance (1 for no and 0 for yes), Dummy student housing assistance (1 for no and 0 for yes), Dummy marital status (1 for married and 0 for other options), Dummy ethnic group (1 for white and 0 for other), Dummy person with a disability (1 for no disability and 0 for a disability), and Dummy course type (1 for undergraduate and 0 for other). However, due to heteroscedasticity in the residuals, robust regression (covariance matrix consistent with heteroscedasticity) was applied using White's method (1980), preserving only the most significant variables.

Analysis of the Results

The study explored the management courses across two campuses of UFSM, surveying a total of 1,475 respondents. Concerning the sociodemographic profile, most participants identified as female (63.5%), highlighting a significant disparity in sex. This observation aligns with the findings of Bartmeyer and Salles (2020), who noted that over half of the students at a public university reported an increase in household responsibilities during the pandemic, adversely affecting their academic pursuits.

The average age of respondents was 32.2 years, with a standard deviation of 9.8, and the most represented age group was 19 to 30 years, accounting for 48.9%

of participants. It was also observed that a large number of students chose not to disclose their marital status (84.9%). Moreover, a significant portion identified as white (77.6%), and the vast majority reported having no disabilities (98.2%). Regarding campus affiliation, 78.1% were part of the main university campus in Santa Maria, with 60.0% having enrolled in 2021.

Regarding the university's financial aid and support services, the majority (92.9%) reported not receiving any financial support, and 96.3% stated they lacked access to student housing assistance. Although most did not require these services, significant difficulties were reported by students during the Remote Education Period, as identified in studies by Capitani and Gonçalves (2023), including financial challenges. At UFSM, emergency support, such as food and transportation subsidies, was provided to students with fewer resources (UFSM, 2021). Moreover, 65.4% of students reported being the first in their families to attend higher education.

Concerning the types of management courses, 50.3% reported being enrolled in undergraduate programs, followed by 26.6% in master's or doctoral programs and 19.6% in professional development courses. In terms of course specificity, 33.4% of the respondents highlighted the field of administration, followed by professional master's programs in Public Organization Management or Public Policy in Educational Management. The professional development course in Municipal Public Management was noted by 11.0% of respondents. Table 1 presents the profile of the respondents.

Table 1. Sociodemographic profile such as sex, age, marital status, ethnic group, people with disabilities, city of study, year of enrollment, level of education, management courses, first family member to go to university, BSE, and student housing assistance.

Variable	Category	Frequency	%
Sex	Male	539	36.5
	Female	936	63.5
Age category	19 to 30 years old	721	48.9
	31 to 40 years old	453	30.7
	41 to 65 years old	301	20.4

Marital status	Single	134	9.1
	Married	65	4.4
	Common-law marriage	12	0.8
	Divorced	12	0.8
	Not informed	1252	84.9
Ethnic group	White	1145	77.6
	Black	85	5.8
	Brown	146	9.9
	Indigenous	1	0.1
	Not declared	98	6.6
People with disabilities	Not applicable	1449	98.2
	Hearing impairment	5	0.3
	Physical disability	20	1.4
	Visual impairment	1	0.1
Municipality of study	Santa Maria/RS	1152	78.1
	Palmeira das Missões/RS	323	21.9
Year of enrollment	2008	1	0.1
	2012	1	0.1
	2013	2	0.1
	2015	11	0.7
	2016	5	0.3
	2017	39	2.6
	2018	72	4.9
	2019	171	11.6
	2020	288	19.5
	2021	885	60
Type	Undergraduate education	742	50.3
	Latu sensu specialization	289	19.6
	Master's/PhD	393	26.6
	Post-high school technical education	51	3.5

Management courses	Management - Municipality of Santa Maria	286	19.4
	Management - Municipality of Palmeira das Missões	207	14
	Environmental Management	92	6.2
	Cooperative Management	81	5.5
	Tourism Management	76	5.2
	PhD in Management	18	1.2
	Specialization in Public Health Organization Management	116	7.9
	Specialization in Educational Management	5	0.3
	Specialization in Municipal Public Management	162	11
	Master's in Management	9	0.6
	Master's in Public Management	51	3.5
	Professional Master's in Public Organization Management	186	12.6
	Professional Master's in Public Policy and Educational Management	129	8.7
	Residency in Hospital Management and Care	6	0.4
	Management technician	51	3.5
First family member to go to university	No	644	65.4
	Yes	340	34.6
Socio-economic assistance	No	1361	92.3
	Yes	114	7.7
Student housing assistance	No	1421	96.3
	Yes	54	3.7

The next research stage was to describe the variables considered in the survey instrument. The “teaching performance” dimension showed how the professionals conducted the dynamics of their activities during the public health emergency,

as this adverse context represented a significant challenge, requiring them to resignify their teaching practices (Capitani & Gonçalves, 2023; Valente et al., 2020).

The results showed that the students rated the professors positively in most of the aspects listed, emphasizing their commitment and willingness to answer questions, give feedback on tasks (68.0%), and their knowledge of the use of information and communication technologies (66.6%). A similar study by Quispe and Alecchi (2021) found that 32.0% of students reported being satisfied with student-professor interactions and the professionalism of professors. Distance learning must constantly consolidate the professor-student bond (Quispe & Alecchi, 2021; Ho, Cheong, & Weldon, 2021).

Another survey conducted with 283 students from various management courses found an average of more than 3.5 on a 5-point scale for satisfaction with the active support of professors during the pandemic (Almusharraf & Khahro, 2020). The study by Vieira et al. (2020), with 977 higher education students, showed similar results in relation to professor support in the learning process during the pandemic.

The “methodology” dimension involves proper planning, including virtual tools that promote attention and interaction, as well as the strategic use of pedagogical practices (Quispe & Alecchi, 2021). Evaluations of the difficulty level of the activities, synchronous/asynchronous classes, the virtual environment and teaching materials showed averages of agreement above 5.0, indicating high satisfaction. The highest average was for the item “the course objectives were clearly communicated,” with a score of 5.33. These findings are similar to those of Ho, Cheong, and Weldon’s (2021) survey, carried out with 425 students from environment, administration, hospitality, design, science, and technology courses. The authors identified positive perceptions, with averages above 4.00 on a 7-point scale, regarding familiarity with and appropriate use of the technologies, the regularity of the online environment and the perception that the teaching materials facilitate learning. In addition, the assessment methodology was considered fair during the crisis period.

The “subject content” dimension refers to evaluating the subject itself, such as interdisciplinarity, the timing of the subject, and its relevance to professional training. The results showed that more than 60% of students rated the items in this dimension positively. The highest percentages were for “relevance of the subject”

(68.9%) and “incentive for professional training” (67.6%). These results corroborate the study by Luz et al. (2023), who interviewed 4,037 higher education students during the pandemic. In that study, more than 60% of respondents expressed significant agreement with aspects such as the relevance of the subject, the incentive for academic training, the coherence of the didactic sequence, and the interrelationship between the subject and professional practices.

The good results in this dimension may be associated with positive evaluations of methodological planning and professor performance. The study by Inoue et al. (2021) showed that the remodeling of courses to meet the ERT allowed for the provision of better infrastructure, both physical and technological, suited to learning needs. In addition, this structure can create opportunities for students to feel self-effective by programming, monitoring and evaluating their learning, and adjusting their mental patterns.

Finally, the “general satisfaction with the ERT” dimension sought to observe students’ opinions on the other dimensions investigated. The variable that received the highest percentage of satisfaction with the SRE was “the professor showed interest and willingness during classes”, with 67.8%. It can be inferred that the role of professors in the success of learning in atypical situations is even more relevant, especially when interactions are reduced. In addition, it is important to note that the organization of the course, the coherence of the materials provided, motivational factors and the facilitation of collaborative learning are essential for student satisfaction (Paechter, Maier, & Macher, 2010; Kovacevic et al., 2021).

Unlike many studies that predicted student dissatisfaction during the pandemic, this survey showed student satisfaction with UFSM’s management courses. In this way, it is understood that the institution did not only act quickly but also adapt appropriately so that these results were achieved.

Table 2 showed that all the variables surveyed had averages above 5.00, indicating high satisfaction. Martínez-Jiménez and Ruiz-Jiménez (2020) also found high levels of satisfaction, who identified positive opinions from students regarding the use of technological resources in the context of distance learning, particularly in administration and human resources management courses.

Table 2. Descriptive statistics of the dimensions, variables, means, and valid percentage of general satisfaction with the ERT.

Dimension	Category	Mean	%					
			2	3	4	5	6	
Teaching in the discipline	The professor used means of interactivity that contributed to the teaching-learning process.	5.23	3.0	3.1	3.9	9.1	19.2	61.6
	The professor was committed to the students' learning.	5.32	3.2	2.5	3.8	6.3	18.4	65.8
	The professor was available to clarify doubts and questions about the subject.	5.35	3.2	2.4	3.0	6.6	16.8	68.0
	The professor was actively involved in the development of REDE [NETWORK] teaching.	5.29	3.4	2.8	3.8	7.2	17.5	65.3
	The professor provided feedback on the evaluation activities.	5.28	3.4	3	3.7	7.2	18.2	64.7
	The professor demonstrated mastery of the information and communication technologies used.	5.35	2.8	2.2	3.8	6.4	18.2	66.6
Teaching method	The assessment activities were of an appropriate level of difficulty.	5.25	3.7	2.2	3.8	7.4	21.4	61.5
	The asynchronous (recorded) video classes contributed to the learning process.	5.18	5.3	2.3	3.6	7.9	19.0	61.9
	The materials provided stimulated my learning.	5.14	3.5	4.2	4.2	8.6	21.8	57.8
	The virtual learning environment was well organized.	5.24	2.8	3.2	4.3	8.0	20.1	61.6
	The objectives of the course were clearly communicated.	5.33	2.6	2.5	3.5	7.5	18.4	65.6
	Synchronous classes (live classes in real-time) contributed to the learning process.	5.24	3.8	3.0	3.6	8.5	17.6	63.5

Subject content	I can establish relationships between the content of this subject and other content, practices, and experiences in my course.	5.35	2.0	2.4	3.7	6.7	21.1	64.1
	I understand the relevance of this subject to my education.	5.45	1.9	1.7	2.2	6.4	18.9	68.9
	I believe that the subject is appropriately inserted in the recommended course sequence.	5.38	2.7	1.9	2.9	6.9	19.0	66.6
	I believe that this subject encourages my professional training.	5.40	2.3	1.9	2.6	7.4	18.1	67.6
General satisfaction with the ERT	The teaching strategies contributed to learning	5.17	3.8	4.0	4.3	6.7	22.3	58.9
	The professor performed satisfactorily in the subject	5.22	3.7	3.6	4.0	6.9	19.2	62.5
	Overall, I was very satisfied with this course.	5.18	4.0	3.6	3.7	7.6	20.9	60.2
	I am satisfied with the content covered in this course	5.25	3.4	2.9	3.4	7.1	22.1	61.2
	The professor showed interest and willingness during the lessons.	5.34	3.7	2.4	3.2	5.6	17.3	67.8

Next, the general average of responses was calculated, representing each evaluative construct. The following Table 3 and Figure 1 were constructed.

Table 3. Estatística descritiva das médias, desvio padrão, mínimo e máximo dos construtos

Variable	Mean	SD	Min	Max
Teaching in the discipline	5.30	1.15	1	6
Teaching methodology	5.23	1.17	1	6
Subject content	5.39	1.03	1	6
Overall satisfaction with ERT	5.22	1.24	1	6

Figure 1. Frequency distribution of the constructs: teaching performance, method, subject content and overall satisfaction with the ERT.

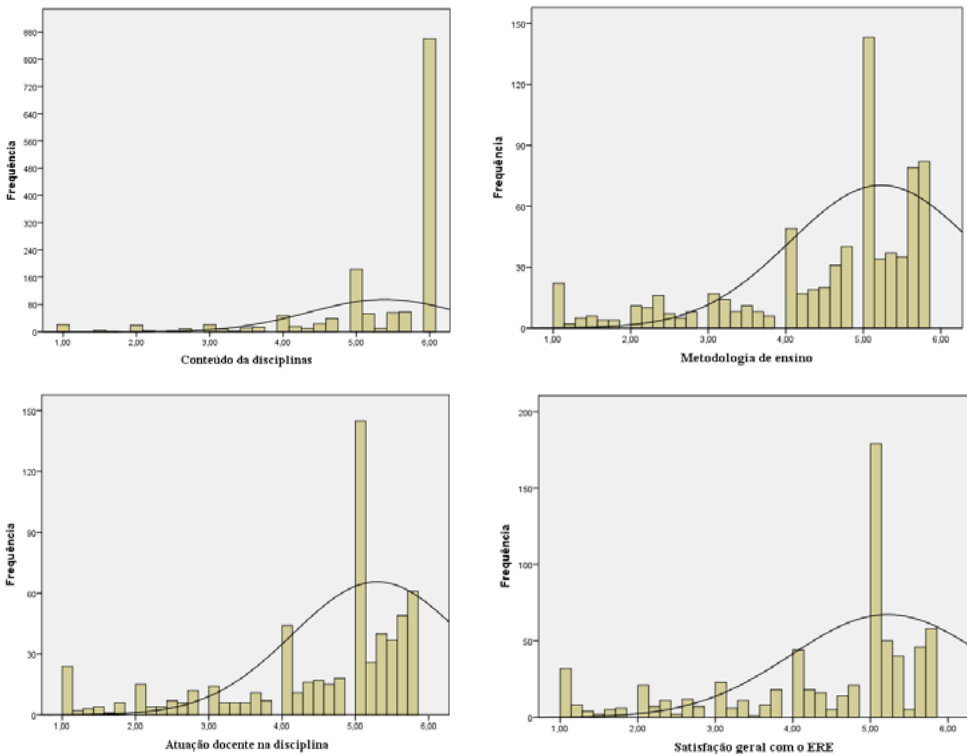


Table 3 shows that the constructs on which the survey instrument was based had high averages of agreement for satisfaction (i.e., higher than 5.00). The “subject content” construct had the best average, with 5.39. According to Figure 1, the frequency distributions were asymmetrical to the right, indicating a tendency toward satisfaction in all the aspects assessed, emphasizing the subject content once again.

Next, a linear regression was preliminarily estimated using the MQO technique via Stepwise, and finally, a robust regression was applied using the White (1980) method. The estimation parameters for both models are shown in Table 4.

Table 4. Values and significance of the coefficients of the regression model with robust estimation of general satisfaction.

Model	Coef. β	Linear	Robust	Sig.	Vif
		T-Test	Wald Chi-Square		
Teaching method	0.450	17.088	138.842	0.000	8.454
Teaching in the discipline	0.453	19.894	109.965	0.000	6.329
Subject content	0.092	5.259	9.640	0.000	3.755
Ages	0.018	1.938	-	0.053	1.025
Dummy - Sex	0.018	1.953	-	0.051	1.017
Dummy - First family member to go to university	0.004	0.411	-	0.681	1.007
Dummy - SocioEconomic assistance	0.005	0.496	-	0.620	1.006
Dummy - Student housing assistance	-0.002	-0.175	-	0.861	1.004
Dummy - Married	0.007	0.819	-	0.413	1.007
Dummy -White	-0.005	-0.569	-	0.570	1.003
Dummy - No person with disabilities	0.008	0.877	-	0.381	1.001
Dummy - Undergraduate education	-0.013	-1.439	-	0.151	1.032

Using the MQO technique via Stepwise, at a significance level of 5%, the result showed an adjusted R^2 of 0.927 (i.e., the independent variables explained 92.7% of the variation in satisfaction during ERT). In addition, all Dummies variables were excluded from the linear model as they were not significant. The initial assumptions were partly met, due to the Durbin-Watson value close to 2 (1.782), which indicates no autocorrelation, and the IVF (variance inflation factor) values of less than 10, which represents no multicollinearity between the predictor variables.

However, because the residuals were not normally distributed and showed heteroscedasticity, a robust regression was carried out using White’s method (1980). Maintaining the exclusion of Dummies, the robust regression showed that the “teaching methodology” dimension exerts the greatest influence on students’ overall satisfaction with the ERT, followed by teaching performance and subject content, re-

spectively. Almusharraf and Khahro's (2020) survey, carried out during the COVID-19 pandemic, also pointed to a high level of student satisfaction involving issues related to teaching methodologies, professor performance, and subject themes. The other variables, such as age and Dummies, had no significant effect on the model. Course method strongly predicts student satisfaction (Quispe & Alecchi, 2021).

Final Considerations

The COVID-19 pandemic has significantly affected global society, especially schools and universities. These institutions had to adapt quickly to an unprecedented and unstructured situation in order to avoid stoppages or even the loss of the school year. Thus, the face-to-face teaching-learning process had to be adapted to new methodologies, mainly the use of digital information and communication technology tools, which allowed educational institutions to continue their activities.

In this context, this study aimed to verify student satisfaction with the SRT due to the public health emergency, considering aspects such as professor performance, teaching method, and the subjects taught during the pandemic. The results showed that most students were satisfied with the teaching-learning process. In this sense, the positive evaluation of the interest and performance of the professors stands out, which is in line with the analysis by Almusharraf and Khahro (2020). The findings also suggest that the methodological approaches adopted by the institution were considered adequate, which may have contributed to the positive evaluations of the other variables.

Therefore, it was observed that UFSM faced the challenges imposed by developing its educational services to overcome the health crisis caused by COVID-19. One factor that may have contributed to this success was its physical and technological infrastructure and the training of its teaching staff. The limitations of this research include the possibility of sample bias, a common characteristic of surveys. In addition, the study was carried out at just one university, which prevents the results from being generalized to other educational institutions. The survey was also restricted to the perspective of students, and it is recommended that future studies include the participation of professors and technical-administrative staff in education.

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