Quality of top Egress e-learning course in business administration from the perspective of the companies: a case study in the Brazilian city

Abstract: This study aims to analyze the degree in Distance Education - Distance Learning e-learning in private School of Administration in the city of Jundiaí, São Paulo, Brazil, has developed the skills and the necessary skills in graduates for professional performance from the perspective of companies. The School requested non-disclosure of its name. The topic is timely, because the market for higher education services in Brazil has been heated by mergers and acquisitions, turning into commercialization. The data were tabulated and statistically presented in graphs that facilitate understanding and reading. To determine the research universe took into account the graduates of the years 2011, 2012 and 2013 working in the companies surveyed, according to data provided by the secretariat of the School. Data were collected through a questionnaire with closed questions.

Keywords: e-learning; Administration; Companies; Distance Learning.

1. Introduction

The main objective of the study is to examine whether the college distance education e-learning Administration developed skills and abilities in graduates for professional performance in companies of Jundiaí-SP region.

The theme is relevant for the need for professionalism and innovation in Brazilian higher education, which will bring a new course management vision for the organization, as well as streamlining of the same, as the market requires courses to form professionals that meet your expectations.

2 Theoretical Contribution

From the 90 possible reforms in Higher Education Institutions - IES were widely discussed mainly because in this period the globalization of capital and the expansion of financial capitalism begin to directly impact the concept of education, making it a commodity and no longer a public good in Brazil.

The Law n. 9.394 (Brasil, 1996) to academic organization, facilitates change in Brazil strong in the private higher education, ensuring greater autonomy to the higher education sector in Brazil, providing marketing movements in this sector, giving a connotation of commodification of higher education, being boosted in the 90s, after the stagnation of the 80s in Brazil.

From 1990 to 2014 the growth of higher education institutions (HEIs) in Brazil has been very large, presenting itself as a kind of profitable investment, so attracting entrepreneurs from various sectors of the economy. However, the poor quality has been criticized by Brazilian society.

2.1 Evaluation of the quality in higher education.

In the seeking of quality improvement in Brazilian higher education (Brasil, 2004) the National Commission for Higher Education Assessment - CONAES states that the evaluation process should therefore be the counterpoint of institutional proposal developed by IES, seeking to meet the requirement of a triple contemporary university: a) a continuous process of improvement of academic performance; b) a tool for planning and university management; and, c) a systematic process of accountability to society.

The CONAES assesses the dimensions of quality in higher education in Brazil following categories and items in accordance with Table 1.

Table 1 - Categories to be evaluated in undergraduate education.
Source: Brasil, 2005

CATEGORIES	ITEMS ASSESSED
Factors relating to the conditions for the development of curricular activities	- Technical conditions; - Human resources = teachers and technical-administrative; - Infrastructure = library, laboratories, workshops, etc. - Administrative and pedagogical conditions; - Resumes x = mandatory elective courses.
Factors related to the pedagogical and organizational processes used in the development of curricular activities	- Interdisciplinarity; - Curriculum approaches; - Didactic procedures; - Interaction between theory and practice: integration of research and extension activities to curriculum practices.
Factors related to the results achieved Profile standpoint of forming	- Importance and competence to perform functions (roles) basic of the profession; - Capacity for critical analysis.
Factors related to the formation of critical qualified professional to meet the social context demands	- Student involvement in research projects, extension and cultural during his training curriculum and the conditions created for it; - Conditions and prospects of the labor market; - General demands of society.

2.2 Political Pedagogical Project Administration of e-learning course.

The main goal of an Educational Project Course - PPC is to maximize the conditions and the quality of undergraduate education through an educational project respond to the current challenges of the Brazilian society and fosters a teaching excellence at the national level.

Education Program course (Forgrad, 2002) must be attuned a new world view expressed in this new paradigm of society and education, ensuring global and critical training for those involved in the process, in order to train them for exercise citizenship as well as being subject of transformation of reality, with answers to major contemporary problems.

So, the Pedagogical Political Project Course, as instrument of political action, should provide conditions for citizens, to develop their academic and professional activities, be guided on competence and ability, democracy, cooperation, and the prospect of education / training in a

continuous process as an essential strategy for the performance of its activities (Forgrad, 2002).

The design of the desired profile of the academic distance education e-learning course in Management of Private College has developed from a extensive discussion with the various segments that interfere with the formation and development of this professional, according to the managers of the Faculty, among which stand out If: teachers, technical and administrative staff, students, alumni, employers, graduates and representatives of the category of managers. Given the above, came to the following design and timestamping of PPC with the Ministry of Education of Brazil - MEC about the graduate's profile Course Management of e-learning in the city of Jundiaí-SP:

1. Internalization of citizenship values, social responsibility, fairness and professional ethics.

2. Training and humanistic global vision qualifying them understand the social, political, economic and cultural context in which is inserted and make decisions in a diverse and interdependent world.

3. Technical and scientific training to work in the administration of organizations, and develop specific activities of professional practice in line with global, national and regional demands.

4. Competence to undertake and make decisions, critically analyzing organizations, anticipating and promoting their transformations.

5. Capacity of work in multidisciplinary and cross-functional teams.

6. Flexibility and proactivity in the face of changes.

7. Results orientation.

8. Capacity interactive, integrative and coordination.

9. Ability to understand the need for continuing professional development and the development of self-confidence, showing predisposition for continuous learning.

Conception as the skills of graduates of the Faculty of Management course:

10. Communication and expression, establishing interpersonal communication, express yourself correctly in specific technical documents and interpret reality of organizations.

11. Logical reasoning, critical and analytical: Use logical, critical and analytical thinking, operating values and mathematical formulations and establishing formal and causal relationships between phenomena. Also be able to creatively interact on the different organizational and social contexts.

12. Systemic and Strategic vision: understanding the administrative whole, integrated, systemic and strategic way, as well as its relations with the external environment.

13. Creativity and initiative: propose and implement management models, innovate and demonstrate an entrepreneurial spirit.

14. Trading: solve situations with flexibility and adaptability in the face of problems and organizational challenges.

15. Decision making: order activities, processes and programs, decide between alternatives and identify and measure risks.

16. Results orientation: act on search results committed to the future of the organization and its social commitment.

17. Leadership: select appropriate strategies of action, in order to meet interpersonal and institutional interests.

18. Teamwork: select procedures that favor forms of action towards common goals. Act with empathy, recognizing the differences and seeking synergy team focusing on organizational results.

2.3 Distance Education - Distance Education.

The concept of distance education in Brazil is officially defined (Brasil, 2005):

"Art. 1 For the purposes of this Decree, characterized Distance Education - Distance Education as an educational modality in which the didactic and pedagogical mediation in teaching and learning processes occur with the use of media and information and communication technologies, with students and teachers developing educational activities in different places or times " (Brasil, 2005).

In the modality of Distance Education - Distance Education, teachers and students are physically separated in space and / or time. This education modality is effected through the intensive use of information and communication technologies, and may or may not have face time (Moran, 2014).

The distance education constitutes (Nunes, 2013) an incalculable importance resource to suit large numbers of students, more effectively than other modalities and without risk of reducing the quality of services offered as a result of expansion of the clientele attended.

Distance Education contributes to the training of professionals without moving them from their municipalities (Preti, 2011):

"The growing demand for education, not only due to population growth and, above all the struggles of the working class for access to education, to learn socially produced concurrently with the development of scientific and technological knowledge is demanding changes in level of function and structure school and university" (Preti, 2011).

This modality of education has been expanding (Alves,2011) its collaboration in the expansion of democratization of education and the acquisition of various skills, especially this constitute an instrument able to meet a large number of people simultaneously reach individuals who are far from where they are taught the teachings and / or who cannot study at pre-set times.

A form of distance learning, which uses electronic support information technology is called e-learning, or electronic learning. It is a form of distance education that has developed from the needs of companies and incorporates teaching practices aimed at developing skills through interaction and collaboration among students on the Internet.

It can be stated that e-learning - "refers to the use of internet technologies to deliver a set of remote solutions that enhance knowledge and skills" (Rosenberg, 2001).

3. Methodology

This project utilized quantitative research, which required great care in describing all steps of research design, data collection, transcription and preparation of data for their specific analysis. Data were statistically tabulated and presented in charts.

The study used also exploratory research providing greater visibility of the problem and helping to build hypotheses. Bringing together the literature and interviews to understand the context.

To determine the research universe took into consideration the universe of graduates, with a total of 152 (one hundred and fifty two) students of the faculty in the last three (03) years, and 43 (forty-three) in 2011, 48 (forty-eight) in 2012 and sixty (60) in 2013, according to data provided by the secretariat of IES. Data collection took place during the year 2014.

In a first moment it obtained help from the Faculty stage sector that possesses list of companies and relationships with managers in them. Questionnaires were sent to individual egress assessment electronically to more than 120 (one hundred twenty) companies of various sizes service size, industries and agribusiness whose distance education course alumni employees e-learning in Business Administration, under the control of compulsory internship sector of the Faculty.

In a second moment contact became directly with the companies and obtained return of 78 (seventy eight) questionnaires. Distributed as follows: 21 (twenty-one) of 2011 graduates; 23 (twenty three) of 2012 graduates; and 34 (thirty-four) of 2013. The graduates data were collected through a questionnaire with 09 (nine) closed questions about the profile and 09 (nine) closed questions on skills, sent by e-mail respondents subject research.

The questionnaire used is binomial issues, i.e. appointed to situations where the results were grouped into two classes, these being mutually exclusive, so as to make it perfectly clear which class belongs specific observation. The answer should belong to the class of "YES" or "NO". The questions were aimed at find out if the egress succeeded or failed on the item noted by the company's manager in the following profiles and skills:

Profile:

1 Internalization of values;

2 humanistic formation;

3 Technical Training;

4 Competence to undertake and make decisions;

5 capacity of work in teams;

6 Flexibility and proactivity;

7 Results orientation;

8 Coordination; and

9 Further training

Skills:
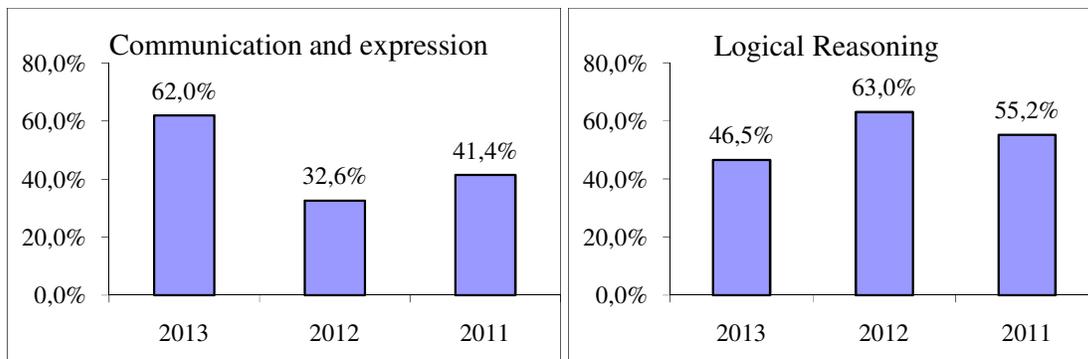
10 Communication and expression;

11 Logical reasoning, critical and analytical;

12 systemic and strategic visions;

13 Creativity and initiative;

14 Trading;

15 Decision making;

16 Results orientation;

17 Leadership; and

18 Teamwork.

For this research was used as design the type of descriptive study. Descriptive research appears as an intermediate study between exploratory and explanatory (Lakatos & Marconi, 2012), that is, not as primary as the first nor as thorough as the second. In this context, describe means identify, report, comparing, analyzing, among other things.

4 Results

According to the answers given by those responsible in companies it was possible to extract the following results of the egress-worker competence:

Graph 1 - Communication and expression   **Graph 2 - Logical Reasoning**

In graph 1 companies report that 41.4% of 2011 graduates, 32.6% of graduates from 2012 and 62% of 2013 graduates have access to communication and expression. These data show that most of the graduates of 2011 and 2012 do not have proper training in this regard, with an opportunity to IES check what happened and correct for the future this training. Already in 2013 it seems that the graduates had proper training in this profile as provided for educational project course.

Graph 2 denotes that according to the evaluators of companies 55.2% of 2011 graduates, 63% of 2012 graduates and 46.5% of 2013 graduates have logical thinking in carrying out their activities. This profile of graduates is concern factor for IES, given that the number 2013 is lower than half, necessitating a review of training in the course of pedagogical project.
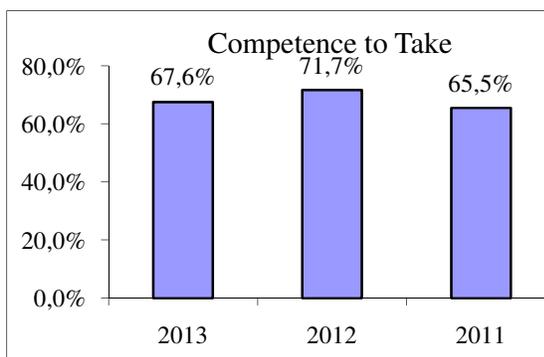
Systemic and Strategic Vision	Creativity and Initiative
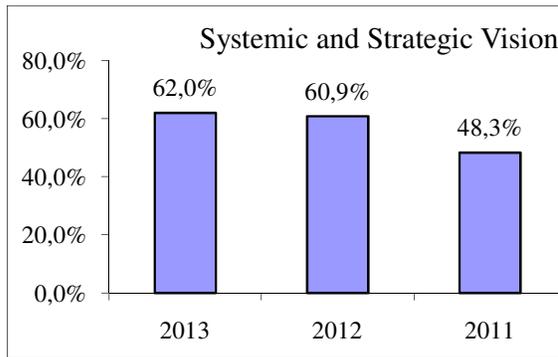
Graph 3 - Systemic and Strategic Vision   **Graph 4 Creativity and Initiative**
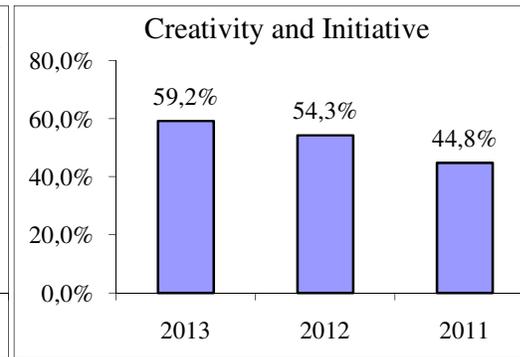
In Graph 3 the companies believe that 48.3% of the 2011 graduates, 60.9% of 2012 graduates and 62% of 2013 graduates have a systemic and strategic vision.

Graph 4 shows that among the graduates of 2011 only 44.8% have creativity and initiative. In 2012 and 2013 the percentage increases to 54.3% and 59.2% respectively.
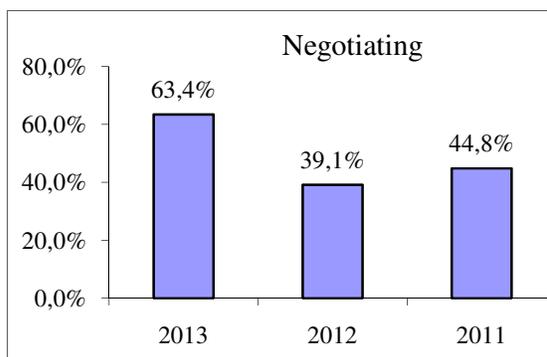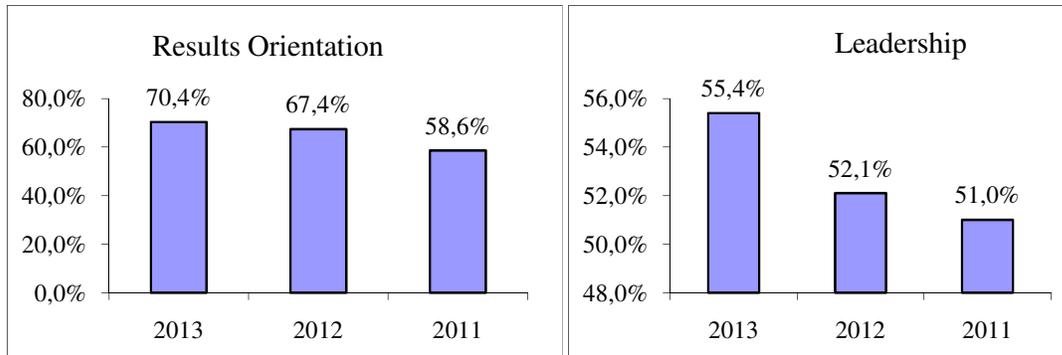
Graph 5 - Negotiating   **Graph 6 - Competence to Take**

In Graph 5 the 2011 and 2012 graduates are struggling to present negotiating competency, given that companies believe that only 44.8% and 39.1% respectively of graduates is

competent to negotiation. Already in 2013 the graduates have a better performance given that 63.4% have such competence.

Already in the Graph 6 companies show that most graduates of three consecutive years have competence to take, and 65.5% of 2011 graduates, 71.7% of 2012 graduates and 67.6% of 2013 graduates have that competence.

Results Orientation

	70,4%	67,4%	58,6%

80,0%
60,0%
40,0%
20,0%
0,0%

2013 · 2012 · 2011

Graph 7 Results Orientation

Leadership

55,4%
52,1%
51,0%

56,0%
54,0%
52,0%
50,0%
48,0%

2013 · 2012 · 2011

Graph 8 - Leadership

In Graph 7 a majority of graduates of the three evaluated years have left well with the competence of results orientation in companies. Of this 58.6% of 2011 graduates, 67.4% of 2012 graduates and 70.4% of 2013 graduates stood out positively in this competence.

Graph 8 already does not show much optimism as the previous one, since only 51% of 2011 graduates, 52.1% of 2012 graduates and 55.4% of 2013 graduates were highlighted by the companies responsible leadership.
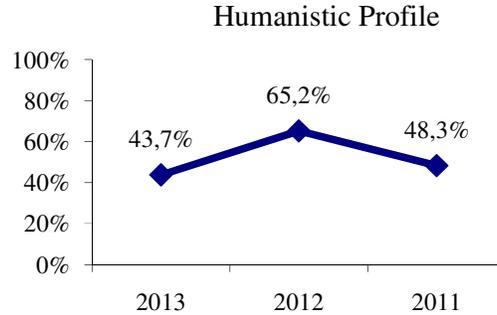
Team Work

89,6%
88,2%
85,2%

90,0%
88,0%
86,0%
84,0%
82,0%

2013 · 2012 · 2011
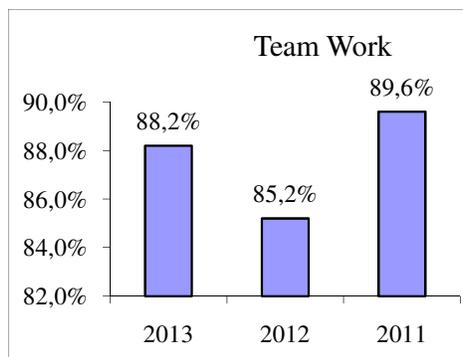
Graph 9 - Team Work

In Graph 9 the highlight by the graduates of the course School of Management is well known, where 89.6% of 2011 graduates, 85.2% of 2012 graduates and 88.2% of 2013 graduates were evidenced competent to team work.

According to the answers given by those responsible in companies it was possible to extract the following results of the graduate profile:

Internalize Values

63,4%   71,7%   65,5%

2013   2012   2011
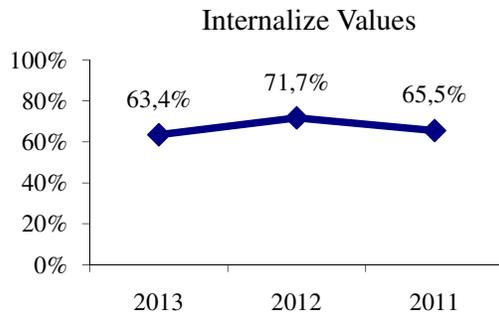
Graph 10 - Internalize Values

Humanistic Profile

43,7%   65,2%   48,3%
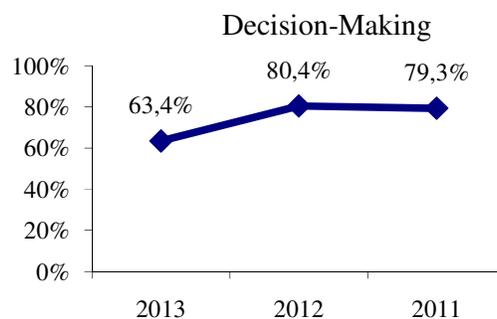
2013   2012   2011

Graph 11 - Humanistic Profile

In the graph 10 it is highlighted that 65.5% of 2011 graduates, 71.7% of the graduates of 2012 and 63.4% of 2013 graduates have access to internalize values.

Chart 11 shows a concern that should underpin the development of the next College course projects, as only 48.3% of the 2011 graduates, 65.2% of 2012 graduates and 43.7% of 2013 graduates were able to express the with humanistic profile.

Technical Training

50,7%   71,7%   62,1%

2013   2012   2011
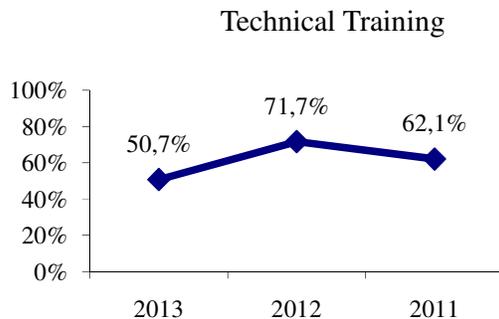
Graph 12 - Technical Training

Decision-Making

63,4%   80,4%   79,3%

2013   2012   2011

**Graph 13 - Decision-Making**

In the graph 12 companies indicate that 62.1% of 2011 graduates, 71.7% of 2012 graduates and 50.7% of 2013 graduates have demonstrated technical training.

The graph 13 shows part of decision-making ability of graduates, and 79.3% of 2011 graduates, 80.4% of 2012 graduates and 63.4% of 2013 graduates have that competence.

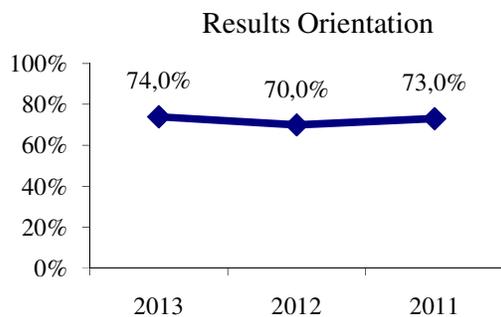In the graph 14 graduates from the 62.1% of 2011, 41.3% of 2012 and 53.5% of the 2013 act collaboratively in teams.

Work in Team

Flexible and Proactive
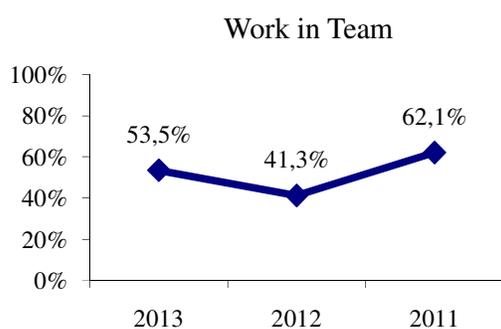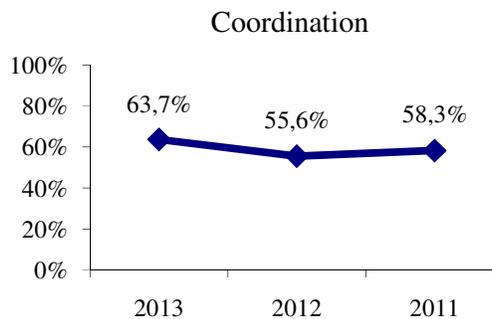
Graph 14 - Work in Team
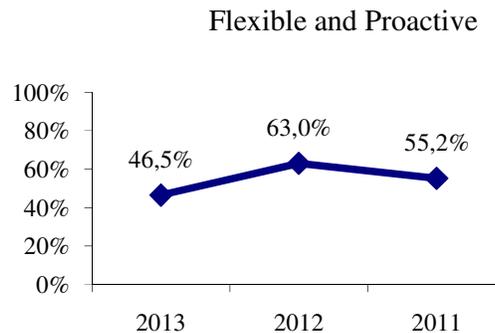
Graph 15 - Flexible and Proactive

The graph 15 indicates that 55.2% of 2011 graduates, 63% of 2012 graduates and 45.5% of 2013 graduates are flexible and proactive.
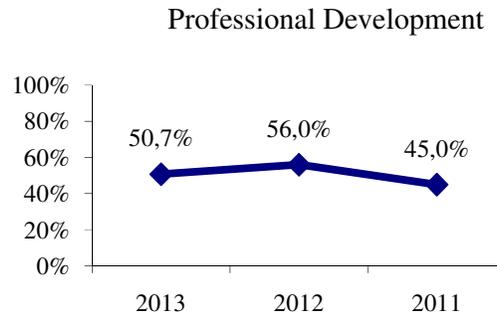
Results Orientation

Coordination

Graph 16 - Results Orientation

Graph 17 - Coordination

In the graph 16 graduates stand out with 73% of 2011, 70% of 2012 and 74% 2013 presenting results orientation.

The graph 17 is also encouraging because 58.3% of 2011 graduates, 55.6% of 2012 graduates and 63.7% of 2013 graduates have coordination skills.

Professional Development

Graph 18 - Professional Development

In the graph 18 companies have data that 45% of 2011 graduates, 56% of egress 2012 and 50.7% of graduates of 2013 only denote professional development.

Few skills and profiles obtained unsatisfactory performance with less than half of graduates do not presenting, such as communication and expression in 2011 and 2012; logical reasoning in 2013; systemic vision in 2011; Creativity in 2011; trading in 2011 and 2012; humanistic education in 2011; work in teams in 2012; flexibility in 2013 and professional development in 2011.

Finally, most of the skills and profiles have been developed in most of the graduates from the perspective of companies, especially the quality of graduates to work as a team with percentages above 88% in 2013, 85% in 2012 and 89% in 2011 these . The development of competence for decision-making presented a percentage of graduates in 2012 above 80% if destando professionally in this item, proud of being for the e-learning course in Management of Private School in Jundiaí-SP that reached the goal of your PPC.

5. Concluding Remarks

It was concluded that the distance education e-learning course in Management of Private College analyzed satisfactorily meets its goal proposed in the Political Pedagogical Project Course from the perspective of companies. Although, it is possible to review and improve the

training of some skills and abilities that did not receive a percentage over half of the sample in any of the three years analyzed.

The main objective of the study was achieved by analyzing the degree in Distance Education - Distance Education Management in e-learning developed skills and profile graduates for professional performance in companies of Jundiaí-SP region. But it is possible to deepen this research with studies to evaluate the contradiction of information, create answers scales and even compare with evaluation of classroom courses.

Finally, the Distance Learning - Distance Learning e-learning can be considered an education modality that uses information and communication technologies to transpose obstacles in the construction of knowledge with reasonable degree of quality.

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