Student Satisfaction with the Heutagogical Approach in Education

Satisfação dos Alunos com a Abordagem Heutagógica na Educação

GUMIRAN, Irene C.

0000-0002-3153-772x; Rizal Technological University, Mandaluyong City, Metro Manila, Philippines. icgumiran@rtu.edu.ph

O conteúdo expresso neste artigo é de inteira responsabilidade dos/as seus/as autores/as.

A B S T R A C T

The heutagogical approach places a strong emphasis on learner autonomy and the enhancement of their potential for a self-directed learning, technology utilization also can make it easier to integrate heutagogy in the classroom, improving learning results and increasing learner engagement. Thus, the student satisfaction is an essential element of higher education that can support student achievement.

This study aims to describe the satisfaction of Political Science students with the heutagogy approach in education at the Universidad de Manila, Philippines using a descriptive quantitative approach with a survey method. The subjects of this study were the twenty-nine (29) students of the Political Science education program at Universidad de Manila, Philippines who are currently enrolled in Qualitative and Quantitative Analysis of Political Data (PSC222). The sampling used was purposeful which is a non-probability. The result reveals that the students were very satisfied (62.1%) with the quality of teaching, satisfied (58.6%) with the course content, satisfied (37.9%) with the campus facilities, and very satisfied (55.2%) with the student support and services. The results disclosed that student satisfaction is a vital aspect in higher education as it affects their motivation and academic success, especially in this era of Globalization, Technology, Information and Communication Technology (ICT), is increasing, which forces the world of education to have positive innovations for the advancement of education.

R E S U M O

A abordagem heutagógica coloca uma forte ênfase na autonomia do aluno e no reforço do seu potencial para uma aprendizagem autodirigida. A utilização da tecnologia também pode facilitar a integração da heutagogia na sala de aula, melhorando os resultados da aprendizagem e aumentando o envolvimento do aluno. Assim, a satisfação do aluno é um elemento essencial do ensino superior que pode apoiar o desempenho do aluno. Este estudo tem como objetivo descrever a satisfação dos estudantes de Ciência Política com a abordagem heutagogia na educação na Universidade de Manila, Filipinas, utilizando uma abordagem quantitativa descritiva com método de pesquisa. Os sujeitos deste estudo foram os vinte e nove (29) alunos do programa de educação em Ciência Política da Universidade de Manila, Filipinas, que estão atualmente matriculados em Análise Qualitativa e Quantitativa de Dados Políticos (PSC222). A amostragem utilizada foi proposital e não probabilística. O resultado revela que os alunos ficaram muito satisfeitos (62,1%) com a qualidade do ensino, satisfeitos (58,6%) com o conteúdo do curso, satisfeitos (37,9%) com as instalações do campus e muito satisfeitos (55,2%) com o apoio ao aluno. e serviços. Os resultados revelaram que a satisfação dos alunos é um aspecto vital no ensino superior, pois afecta a sua motivação e sucesso académico, especialmente nesta era de Globalização, a Tecnologia, as Tecnologias de Informação e Comunicação (TIC) estão a aumentar, o que obriga o mundo da educação a ter inovações positivas para o avanço da educação.

Introduction

In heutagogical practice, the student assumes a central role by choosing the learning path, specifying the learning objectives and outcomes, and deciding how the learning will be evaluated unlike in Pedagogy and Andragogy. Indeed, heutagogy is a progression from pedagogy to andragogy. Students carrying out this heutagogy approach will be more independent, while students who do not understand need more guidance from educators Richardson et al., (2017). The non-linear learning path enables the learner to investigate all pertinent and available learning avenues; as a result, the instructor's function in the learning process changes to one of a mentor and guide *Blaschke (2018)*. Heutagogy Education is also known as a learning strategy where students can choose what they are learning, how to learn, and what they need in order to understand a certain topic, is a recent development in the field of education and is thought to be able to embrace and encourage students' freedom and a critical, reflective mindset.

Meanwhile, information technology is now the foundation of human life as the globe moves into the fourth industrial revolution. Because technology affects practically every facet of human existence, the Industrial Revolution education 4.0 is unlike anything the world has ever known Schwab (2016). The growth of the internet and the utilization of unlimited processing power and data have an impact on how everything becomes borderless. Massive digital technology serves as the foundation for the connectivity and movement of people and machines. This time period will also impact a number of human endeavors, including science, technology, and education.

This affects student satisfaction with the heutagogical approach in relation to education 4.0. This study emphasized the student satisfaction of the Political Science learners at Universidad de Manila, Philippines who are currently enrolled in Qualitative and Quantitative Analysis of Political Data (PSC222). Thus, Colleges or Universities must implement innovative learning processes for the students to have the competence to compete in the world education 4.0. Graduate competencies must match the needs of the times to deal with changes in social, cultural, and technological advances. One of the main challenges for tertiary institutions is how to transfer knowledge and expertise to students to be accepted by the business and industrial world Rosyidah et al., (2020). According to Oksari et al., (2022), higher education in Indonesia still produces graduates who are not ready to work because of limited skills and abilities to meet the demands of the world of work.

Therefore, heutagogy-based instruction changes the environment and learning. Students will be inspired to use all of their skills and initiative in learning since the results will be more exciting. Additionally, with the help of the teacher, students will be able to choose and decide what they want to learn while still adhering to the fundamental ideas of formal education. With this justification, it is thought that this strategy is in line with the requirements

of modern basic education and has significant ramifications for educational practice in the twenty-first century, particularly in developing individual abilities. Hence, with the progress of technology and the rise in mobile learning, now more than ever Self-Directed Learning–or Heutagogy isn't just possible, but natural.

The aim of this study is to improve the quality of teaching, course content-based, campus facilities, and student support services at Universidad de Manila with the use of education 4.0.
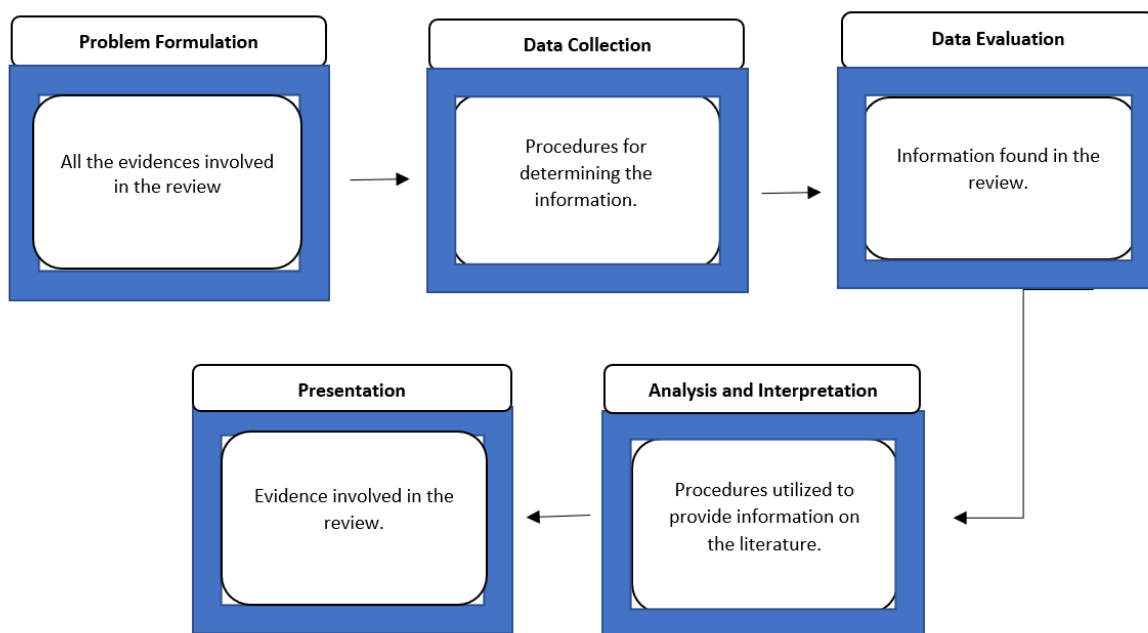
Framework review process

Figure 1: The flow diagram of the stages is shown in Figure 1. The finding contributes to the heutagogical approach research as a distance education theory by exploring the possibility of using heutagogy in the utilization of new technologies.

Methodology

This study used Descriptive Quantitative Research which gathered quantifiable data for the statistical analysis of the population sample. Further, it seeks to provide information about one or more variables. With the use of this method, the study may follow another quantitative paper to dig deeper into trends of education 4.0 wherein it will focus on innovative technology, which entails the use of tablets and smartphones as supplementary aids in the classroom. The respondents of this study were the twenty-nine (29) students of the Political Science education program at Universidad de Manila, Philippines who are currently enrolled in Qualitative and Quantitative Analysis of Political Data (PSC222), 2022-2023. The sampling used was

purposive which is non-probability, it is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. In addition, the researcher used this sampling as the researcher relied on self-judgment in choosing members of the population to participate in the survey.

The data collection in this study was carried out by a researcher-made survey questionnaire through an online platform with the statistical tool Frequency and Percentage.

Findings/Results

Graphic 1: Quality of Teaching Utilizing Technology in Heutagogy

Graphic 1 shows that the quality of teaching utilizing technology in heutagogy is Very Satisfied. This implies that technology is necessary for creative learning since it will raise educational standards, increase productivity, accessibility, and positive learning attitudes as well as promote professional growth and profile/introduction Wilson et al (2008). These concepts serve as the foundation for the use of technology in higher education. In addition, the quick pace of social change and the essence of people were thus described as the "era of information explosion," an educational strategy where learners choose what to learn and how to acquire it S. C. Johnston et al., (2015). Heutagogy, the study of learners' self-determined learning, may provide the best method for using technology to learn in the twenty-first century. It can be considered as a logical evolution from prior education. Lastly, in distance learning, both students and lecturers must respond to increasingly sophisticated technological developments that provide knowledge. Education needs to use a series of electronic equipment to work more effectively and efficiently.

Graphic 1:
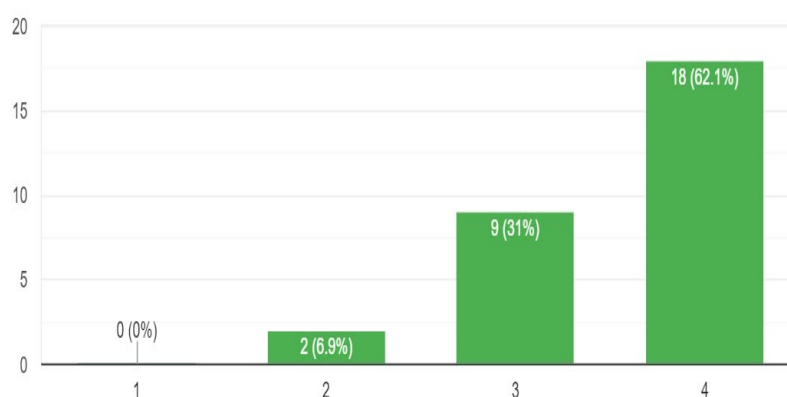
Graphic 2 reveals that student satisfaction in terms of course content-based is Satisfied. This simply means that education nowadays is an innovation where students use digital open-

source information, global classrooms, and source content to implement personalized learning, lifelong learning, and adaptable educational systems in order to perform better P.A. Bishop et. al., (2021). However, whether the quality of technology-based learning can be fulfilled as desired or not. Of course, it will be difficult to answer because it involves many factors, and requires the involvement of various parties, and optimal preparation.

In addition, as stated by Redjeki and Moedzakir (2017), the development of heutagogy as a process of learning activities applies at least four principles, namely: First, according to the concept of self-determined learning, learning must reflect the learning situation in which most of the process is determined by the students themselves. Second, in accordance with the key concepts of the heutagogy approach, learning includes a "two-way learning process" and self-reflection. Third, each material must contain 4 elements of learner-centeredness, namely (a) learner-defined learning contracts, (b) flexible curriculum, (c) learner-directed questions, and (d) flexible and negotiated assessment. Fourth, in accordance with the objectives of the heutagogy approach, the learning process must emphasize the development of autonomous learning capacities and competencies of learners in the context of lifelong learning.

Thus, higher educational institutions must switch to using a heutagogical method. Place students in the learning center and train them to determine the needs of the material being studied C.E. Weistein (2018). It is essential to involve the student learning objectives in the formulation of curriculum and material. Therefore, when distance learning is applied, students can actively search for material independently in relation to their course content.
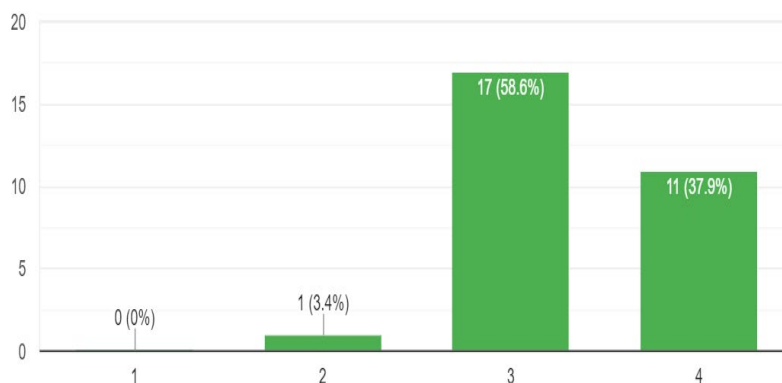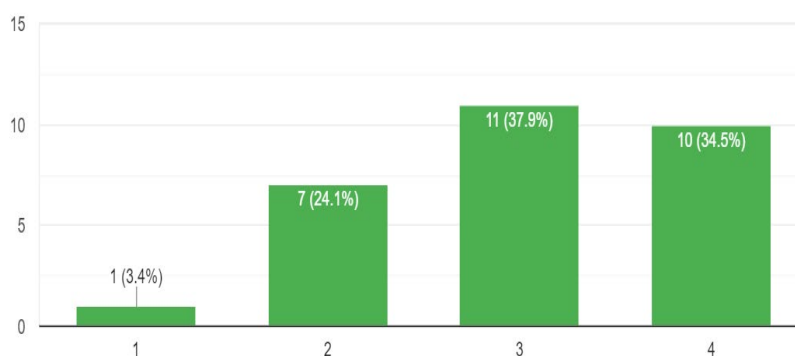
Graphic 2
Course Content-Based

Table 3 entails that school facilities have an important role in ensuring the quality of teaching and learning in achieving a good quality of education. In order to boost student learning and make sure the school premises are in good shape for educational reasons, improving the

facilities at the school has recently become a top priority Asiabaka (2008). This affects the teaching and learning process with the heutagogy approach. Further, student satisfaction and the achievement of a school is a symbol of the adequacy of school facilities. Examples of campus facilities are air supply, ventilation, lighting, quality of furniture, allocation of seats, enough classrooms, and the like. In the GenZ generation, newer school buildings will also result in much better student performance Baum (2014). The campus facilities' relevance to education and learning has a significant impact on how well students pay attention during the educational process Abdul Hakim (2015).

Graphic 3

Campus facilities

Graphic 4 shows that student support and services got Very Satisfied, this means the student support and services contribute to the quality of their learning experience and their academic success. Studies show that the most important factors in education quality assurance are: the quality of teaching/learning and service systems and support for students Hill et al., (2003). As a result, the necessity of support activities for students is evident, but the management of services faces challenges due to the increasing number of students and their demands. While student service functionality varies by school, certain expectations and responsibilities are shared by most university campuses. Some address the school as a whole, while others are tailored to the needs and interests of individual students UNESCO (2009).

Graphic 4:
Student Support and Services
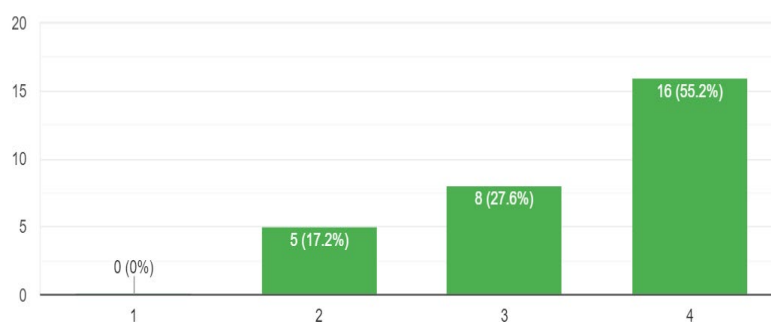
Conclusion

The researcher concluded that heutagogy is a teaching method appropriate for online learning with the aid of technology. Thus, this strategy emphasizes the fact that students are very satisfied and are lifelong learners who strive to learn, develop, and function independently. Online education is primarily driven by the needs of the students and employs an Internet network with a remote system and a high degree of learning flexibility.

Recommendation

The state government and education stakeholders should play their role in providing innovative education for every institution. Moreover, it would be in the best interest of further research to explore more alternative and indicative strategies in order to achieve the satisfaction of students in schools and excellence in their academic performance and to meet the education standard globally.

Acknowledgment

Disclosure Of Conflict Of Interest

No conflict of interest.

Ethical Consideration

The respondents have given their informed consent for the data gathering, management, and disposal procedures to be implemented.

Reference

Abdul Hakim, M. M. S. (2015). Pengurusan Fasiliti. UTM: Penerbit Universiti Teknologi Malaysia

Asiabaka, I.P. (2008). Facilities Management in Schools In I.L, Anukam, P.O. & Okunnaniri, S.U,& R.N.O.Ogbonna. (Eds) Basic Text on Educational Management, Owerri: Chinashop Publisher.

Baum, S. H.. (2014)."How communities can use research to hold school system accountable", The Urban Review. 36(1): pp. 37-59 Wan and J. Ivy, Providing access by integrating computer-aided design in mathematics Teacher education courses, J. Digit. Learn. Teach. Educ.,pp. 1–13, 2021.

C. E. Weinstein, Assessment and training ofstudent learning strategies, in Learning strategiesand learning styles, Springer, 2018, pp. 291–316.

E. Salas, K. A. Wilson, C. E. Murphy, H. King,and M. Salisbury, Communicating, coordinating,and cooperating when lives depend on it: tips forteamwork, Jt. Comm. J. Qual. Patient Saf., vol. 34,no. 6, pp. 333–341, 2008.

Hill, Y., Lomas, L., MacGregor, J. (2003). Students' perceptions of quality in higher education. Quality Assurance in Education, Vol. 11 No. 1, pp. 15-20.

L. M. Blaschke, Self-determined learning(heutagogy) and digital media are creatingintegrated educational environments fordeveloping lifelong learning skills, in The digitalturn in higher education, Springer, 2018, pp. 129–140.

P. A. Bishop, J. M. Downes, and K. Farber,Personalized learning in the middle grades: Aguide for classroom teachers and school leaders.Harvard Education Press, 2021.

Redjeki, E. S., & Moedzakir, D. (2017). Pengembangan Model Pelatihan Heutagogis untuk Pamong Belajar dalam Rangka Peningkatan Kualitas Pengelolaan Program

Richardson, L. P., Mcgowan, C., & Styger, L. (2017). Heutagogy - An updated Approach to Masters Education. *Excellence in Service 20th International Conference*, *September*, 703–718. http://ro.uow.edu.au/cgi/viewcontent.cgi?article=2361&context=buspapers

S. C. Johnston et al., The discussion about advanceddirectives: patient and physician opinionsregarding when and how it should be conducted,Arch. Intern. Med., vol. 155, no. 10, pp. 1025–1030, 2015.

Schwab, K. (2016). The Global Competitiveness Report 2016- 2017. Geneva: World Economic Forum. *Geneva: World Economic Forum*, https://www.weforum.org/.

UNESCO-United Nations Educational, Scientific and Cultural Organization (2009). Student Affairs and Services in Higher Education: Global Foundations, Issues and Best Practices. Paris