**Appliying Kano model to the analysis of the student satisfaction in online courses**

**ABSTRACT**

E-Learning is growing fast in recent years and its business figures are increased annually worldwide. Proper training is a key to access and remain active in a labor market as changing and exigent as the present one. Private training providers, government and academic institutions are actively working on the development and delivery of e-learning courses.

In this context of continuous increased in competition, it is natural there is growing interest in researching on student satisfaction in an e-learning environment. Student satisfaction is one of the results of the teaching-learning process and its role is relevant because of its direct relationship to cognitive learning, transfer of learning to the work environment, its influence on the continuity of student retention thereof, and of course, as an indicator of success in providing a training service.

Research on student satisfaction in e-learning admits very diferent theoretical approaches that determine the use of dissimilar analysis variables, resulting in a variety of factors influencing satisfaction. For entities that develop and teach online training is crucial to know what factors influence student satisfaction to design courses tailored to the characteristics, needs and perceptions of their students and able to produce as a result a suitable degree of satisfaction.

Despite the importance of e-learning in lifelong learning for active workers, few studies are focused on analyzing the satisfaction among this type of students. Moreover, the statistical analysis used in the research literature on this subject assume that linearity exists in the way that a specific factor influences in the overall student satisfaction. However, these factors may have an asymmetric behavior, where the factors causing satisfaction can not be the same as those that produce dissatisfaction. Recently, some studies in Southeast Asia have overcome this limitation by applying the Kano model, which considers the relationship between the coverage of a need and experienced satisfaction or dissatisfaction is not necessarily linear. However, in the western area there is no precedent in the application of this method to e-learning.

The objectives of this research is to develop a theoretical model for analyzing the satisfaction in online courses for working professionals; establish a predictive model and identify the most important factors through a nonlinear model of perceived quality as the Kano model. To achieve this goal, this study has reviewed the main theoretical approaches used in the literature about student satisfaction in e-learning and the variables that have proved their influence on it, it has applied linear regression models and Kano model to study the linearity of the influence of factors on student satisfaction over a set of courses aimed at active workers and has been proposed and validated a predictive model to analyze the satisfaction of this students type.