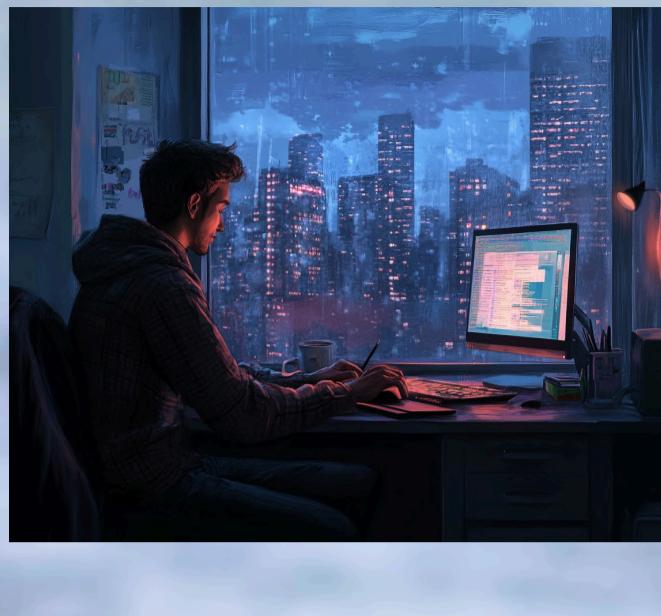


Impact of socio-demographic variables on university students' perception of online education post-COVID-19

Arteaga-Briones, L. A., Guamán-Lazo, L. Ángel, Azúa-Arteaga, A. A., & López-Padrón, A. (2025). Impact of socio-demographic variables on university students' perception of online education post-COVID-19. *RIED-Revista Iberoamericana de Educación a Distancia*, 28(2). <https://doi.org/10.5944/ried.28.2.43294>

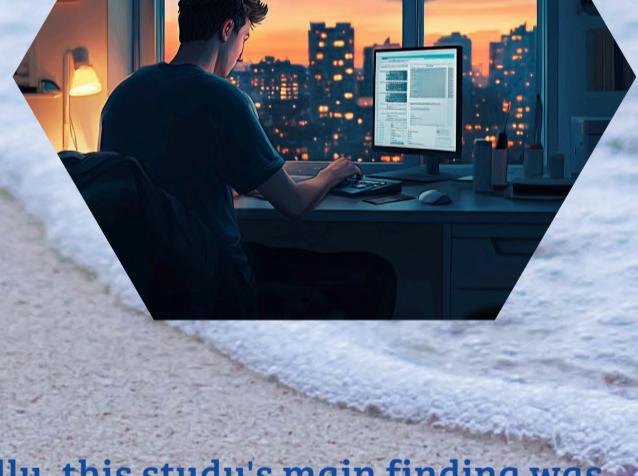


The digital transformation of today's society, added to the impacts of COVID-19, has generated preferences of university students towards online education, raising the need to recognize the factors that influence its effectiveness and perceived quality.

The objective of the study was to determine the effect of the sociodemographic variables academic level, gender, area of residence and age on the perception of online students of the Technical University of Manabi on the components "pedagogical, technological and social organization of the online teaching and learning process" (CP1), "learning achievements" (CP2), "evaluation and feedback" (CP3), and "course or subject design" (CP4) in the Post-COVID-19 context.



A descriptive-correlational research with a quantitative approach was developed, where 545 students answered a questionnaire adapted and validated for the Ecuadorian context.



The results of PERMANOVA and pairwise effects evidenced the statistically significant impact of sociodemographic variables such as academic level, gender and age on student perceptions of the main components of online education. Specifically, academic level influenced CP1 and CP3, while gender affected CP4.



Finally, this study's main finding was that age had an impact on all four components, demonstrating that students aged 26 years and older have a more favourable perception compared to those of younger age.



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Revista Iberoamericana de
Educación a Distancia
La Revista Iberoamericana de Educación Digital

<http://revistas.uned.es/index.php/ried>

ISSN: 1138-2783 - E-ISSN: 1390-3306
Editor: [Lorenzo García Aretio](mailto:Lorenzo.Garcia.Aretio@uned.es)
AIESAD - ried@edu.uned.es