

FACULTY OF ECONOMICS AND MANAGEMENT

«MASTER IN BUSINESS ADMINISTRATION»

MASTER THESIS

“Improving the Attractiveness of the Hotel & Catering Programs: A Case Study of Public Technical & Vocational Schools of Cyprus”

Iacovos Koumi

SUPERVISOR

Dr. Daina Nicolaou

January, 2017

Open University of Cyprus

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Iacovos Koumi

**Supervisor Name
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ΛΕΥΚΗ ΣΕΛΙΔΑ

Abstract

The aim of this study is to examine the factors that affect the attractiveness of the Hotel & Catering Program (HCP) in public technical schools of the secondary education in Cyprus.

The contribution and importance of this study is to explore its current status and recognize its weaknesses in order to promote solutions which will attract more students to attend these courses. The current circumstances, have once again stressed the importance and contribution of the tourism industry as well as the role of the hotel and catering schools in both the local economy and society. The findings of this master thesis support that the overall gloomy misconceptions created in the past, prevents students from choosing these programs.

Hence in fulfilling the aim of the study, three objectives were identified: (a) to examine the factors which affect the reputation of the programs of hotel and catering in technical schools, (b) to develop modern methods of improving the attraction of new students and (c) to suggest marketing strategies for repositioning the hotel and catering programs.

A review of existing literature sources (secondary data) was considered appropriate in fulfilling the first objective in order to set the theoretical foundations of the study, and in order to identify and evaluate previously related academic study. Additionally, qualitative and quantitative research techniques (primary data) were involved in satisfying the objectives of this study.

The survey addressed a total of 149 students from the Class C' of Gymnasium, the Class A' of the Paralimni Lyceum and Paralimni Technical School as well as 11 hotel employers. All students have been randomly selected. A descriptive, mixed method study research design was used. All questionnaires have been gathered and the responses have been analysed using Excel spreadsheet and SPSS statistics software. Since all answers were non

Normal and non-parametric testing in the form of Wilcoxon, the Mann-Whitney U and Kruskal Wallis testing were used for comparisons between grouping variables.

The survey generally reveals that Vocational Education and Training (VET) is normally considered a shelter for “weak” students who seek courses that would prepare them for employment in the “technical” professions. It has also emerged that students with higher grades and parents with higher income have a negative opinion and attitudes towards technical schools, hence more information should be provided in order to highlight the benefits of the vocational programs.

This study concludes with recommendations for future research. According to the findings, this thesis attempted to suggest new marketing strategies in order to reinforce the level of the HCP.

Περίληψη

Ο σκοπός αυτής της μελέτης είναι να εξετάσει τους παράγοντες που επηρεάζουν την ελκυστικότητα του κλάδου των Ξενοδοχειακών και Επισιτιστικών προγραμμάτων στις δημόσιες Τεχνικές Σχολές των δευτεροβάθμιων σπουδών στην Κύπρο.

Η συμβολή και η σημασία της μελέτης είναι να διερευνήσει την τρέχουσα κατάσταση και να αναγνωρίσει τις αδυναμίες του συγκεκριμένου κλάδου για να προωθήσει λύσεις που θα προσελκύσουν περισσότερους φοιτητές να παρακολουθήσουν αυτά τα μαθήματα. Οι τρέχουσες συνθήκες, τόνισαν για άλλη μια φορά τη σημασία και τη συμβολή της τουριστικής βιομηχανίας, καθώς και το ρόλο των ξενοδοχειακών σχολών στην τοπική οικονομία και την κοινωνία, αντίστοιχα. Τα ευρήματα αυτής της μεταπτυχιακής εργασίας υποστηρίζουν ότι οι γενικά έντονες παρανοήσεις που δημιουργήθηκαν στο παρελθόν, αποτρέπουν τους φοιτητές από την επιλογή αυτών των προγραμμάτων.

Ως εκ τούτου, κατά την εκπλήρωση αυτού του στόχου, εντοπίστηκαν τρεις στόχοι: (α) να εξετάσει τους παράγοντες που επηρεάζουν τη φήμη των προγραμμάτων του κλάδου Ξενοδοχειακών και Επισιτιστικών τεχνών σε τεχνικές σχολές, (β) την ανάπτυξη σύγχρονων μεθόδων για τη βελτίωση της προσέλκυσης νέων φοιτητών και (γ) να προτείνει στρατηγικές μάρκετινγκ για την επανατοποθέτηση των προγραμμάτων κλάδου Ξενοδοχειακών και Επισιτιστικών τεχνών.

Μια ανασκόπηση των υφιστάμενων πηγών βιβλιογραφίας (δευτερογενή δεδομένα), κρίθηκε σκόπιμο για την εκπλήρωση του πρώτου στόχου, προκειμένου να ρυθμίσει τις θεωρητικές βάσεις της μελέτης, αλλά και να εντοπιστούν και να αξιολογηθούν προηγούμενες σχετικές ακαδημαϊκές μελέτες. Επιπλέον, οι ποιοτικές και ποσοτικές τεχνικές έρευνας (πρωτογενών δεδομένων) συμμετείχαν στην εκπλήρωση των στόχων της παρούσας μελέτης.

Η έρευνα απευθύνθηκε συνολικά 149 μαθητές από την τρίτη τάξη του Γυμνασίου, την πρώτη τάξη του Γυμνασίου Παραλιμνίου και της Τεχνικής Σχολής Παραλιμνίου, καθώς

και 11 εργοδότες ξενοδοχείων της περιοχής. Όλοι οι μαθητές είχαν επιλεγεί τυχαία. Επιπλέον χρησιμοποιήθηκε μια περιγραφική, μικτή ερευνητική μέθοδος και σχεδιαστική μελέτη. Όλα τα ερωτηματολόγια συγκεντρώθηκαν και οι απαντήσεις αναλύθηκαν χρησιμοποιώντας υπολογιστικό φύλλο Excel και το λογισμικό στατιστικής SPSS. Δεδομένου ότι όλες οι απαντήσεις ήταν μη κανονικές και μη παραμετρικές οι έλεγχοι με τη μορφή Wilcoxon, τα κριτήρια Mann-Whitney U και Kruskal Wallis χρησιμοποιήθηκαν για συγκρίσεις μεταξύ των μεταβλητών ομαδοποίησης.

Το βασικό ερώτημα της έρευνας επικεντρώνεται στην εξέταση των παραγόντων που επηρεάζουν τη φήμη των προγραμμάτων των Ξενοδοχειακών και Επισιτιστικών τεχνών σε τεχνικές σχολές, η οποία έχει οδηγήσει στη σημερινή κατάσταση και επιπλέον την εξερεύνηση των σύγχρονων μεθόδων για να τις κάνει πιο ελκυστικές. Επιπλέον, η έρευνα αυτή αποσκοπεί στο να προτείνει στρατηγικές και μεθόδους για την επανατοποθέτηση των προγραμμάτων HCP στο χώρο της δημόσιας, επαγγελματικής δευτεροβάθμια εκπαίδευσης, καθώς επίσης και την εξερεύνηση στις προοπτικές που έχουν οι μαθητές από τα προγράμματα αυτά.

Η έρευνα αποκαλύπτει γενικά ότι η Τεχνική Εκπαίδευση συνήθως θεωρείται ως ένα καταφύγιο για " αδύναμους " μαθητές που αναζητούν μαθήματα τα οποία θα τους προετοιμάσουν για την απασχόληση τους σε «τεχνικά» επαγγέλματα. Έχει επίσης, προκύψει ότι οι μαθητές με υψηλότερους βαθμούς αλλά και οι γονείς με υψηλότερο εισόδημα έχουν αρνητική γνώμη και στάση απέναντι τεχνικές σχολές, ως εκ τούτου, θα πρέπει να παρέχονται περισσότερες πληροφορίες ώστε να αναδείξουμε τα οφέλη των προγραμμάτων Επαγγελματική Εκπαίδευση και Κατάρτισης.

Αυτό το έγγραφο καταλήγει με προτάσεις για μελλοντική έρευνα. Σύμφωνα με τα ευρήματα, η διατριβή αυτή προσπάθησε να προτείνει νέες στρατηγικές μάρκετινγκ, προκειμένου να ενισχύσει το επίπεδο των προγραμμάτων του κλάδου Ξενοδοχειακών και Επισιτιστικών Τεχνών.

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List of Abbreviations

HCP: Hotel & Catering Program

VET: Vocational Education and Training

PTS: Paralimni Technical School

KEPA: Centre Offering and Love "St. Christopher" (KE.P.A).

Chapter 1

Introduction

The Hotel & Catering Programs (**HCP**) was originally created as a tool that will contribute to the local communities and economy. The economy of Cyprus has been depending on the Hospitality & Tourism industry for many decades. Even though in the past employability used to be high, the reputation of the HCP seems to, for reasons that will be explored in this study, to have slowly faded away. While a common misconception was that only weak students were selecting HCP, their choice was not based on the potential of HCP, but slowly downgraded to become mainly a choice of weak students without career prospects.

1.1 Vocational Education

Most definitions connect technical education with the acquisition by students of practical skills that are necessary for specific occupations. According to Okoro's definition vocational education is 'any form of education whose primary purpose is to prepare persons for employment in recognized occupations' (Okoro, 1993).

Moodie states that 'one may consider vocational education and training to be the development and application of knowledge and skills for middle level occupations needed by society from time to time' (Moodie, 2002). In this point of view the element of knowledge is added.

According to Kotsikis (2007) the term vocational education is general and includes every form of education that aims at acquiring the qualifications related to a certain profession, art or employment or that provides the necessary training and the appropriate skills as well as technical knowledge, so that students are able to exercise a profession, art or activity, independently of their age and their training level.

1.2 The case of VET in Cyprus

The first vocational - technical schools were established after the Independence of Cyprus in 1960 to provide the market with skilled workforce. Before the Independence the economy depended on agriculture and there was no technical education (Persianis, 1996). The establishment was the result of the important political event of the Independence. After the Independence the new vision of development inspired people to acquire new skills in order to contribute to economic growth. New educational institutions were established to serve the need for trained workforce. Emphasis was given on technical education: Higher Technical Institute and the Hotel and Catering Institute were established to offer occupational training. Thus from the very beginning the Government invested on vocational education to develop human capital and increase economic growth.

VET offers a variety of programs, both theoretical and practical, such as engineering programs, tourism programs, hotel and catering as well as services programs. Vet is offered in the technical schools at the upper secondary level at the ages 15-18, as well as in the afternoon and evening classes of technical schools offered to adults. The Government defines its nature and characteristics and it has a predominant role. It plays an important role in occupational training. It provides skills for competent performance in middle level occupations, i.e. skilled jobs that do not require a higher degree or specialized talents (Lerman, 2013). Each technical school has two pathways, technical and vocational. The technical lays emphasis on the technical knowledge while the vocational department provides training for craftsmen and various service trades. Therefore, technical schools not only offer practical training but theoretical knowledge as well. In the 1980's there was a further expansion of vocational education. Technical education would serve the need for economic development in a competitive international environment (European Training Foundation, 1999). During this period many hotel and catering departments were established dictating the necessity for further development of the VET.

Even today, VET remains still a priority for economic development not only for the Cyprus national education policy but also for the European environment. For example, one of the goals of the National Reform Program of 2010 was the development of a skilled workforce that can respond to the labour market needs and the strengthening of the links between

technical vocational education and labour market (EU2020, 2011).The European Union promotes VET for economic reasons due to its interest on the Labour market. This policy was reconfirmed in the case of the Cypriot economic crisis. Due to the serious economic crisis and the bail-in consequences, at social and economic level, the vocational and technical professions and education experiences an important growth. Hence, a need was created in fulfilling the changing needs of the Labour market.

1.3 Hotel and Catering Programs in Cyprus. The Impact of Tourism

The VET in order to manage the economy's changing needs has gone through several changes over the last years. A new socially-oriented education curriculum and a provision on "specialised schools" such as the "music school" and "athletic school" were established according to the socio-economical needs of the labour market (Education, 2015). Such a need was the establishment of the Paralimni Technical School (**PTS**) in the free area of Famagusta. The PTS was first established as a Hospitality and Catering Vocational School and it has been covering over the last seven years for other vocational needs.

At present, Cyprus has a relatively developed hotel sector in the education system as 8 out of the total of 12 public technical schools provide hotel and catering curriculum. Hotel programs are provided in the technical schools in every Cyprus district. Its curriculum allocates some periods to general subjects like Modern Greek, ICT and mathematics, providing common ground with mainstream. It also allocates 20 weeks for summer internship. Some subjects familiarize students with science: nutrition, hygiene and food technology. Thus students acquire basic literacy and numeracy skills, necessary for every profession along with specialized knowledge.

In the hotel and catering branch specialization is both waiting and cooking. In the practical part, students are placed in hotels for twenty weeks as apprentice waiters and cooks to gain actual work experience. Kitchens and restaurants of private businesses become training venues. Work-based learning is provided, combining education and work.

Despite its good structure and government planning, HCP is not popular among students as an educational choice. One of the themes of this study is to define the status of the HCP of the technical schools in Cyprus society. Knowledge regarding the status of this program among the Cypriot students is limited because there is almost no research on the topic. In other countries there is a large literature on this theme (Airey & Frontistis, 1997). Research showed that there are different attitudes towards tourist courses among students in different countries which reflect the different attitudes and cultural perceptions towards tourist occupations (Walsh, et al., 2015).

In Cyprus, the HCP is unattractive to students as it is oriented towards occupations that are by nature unattractive to the majority of young people: waiting and cooking. This attitude is fostered by some cultural and social realities and trends. Waiting and cooking are not popular jobs in local society making the hotel and catering aspects of vocational curriculum unpopular as well (Zopiatis & Kyprianou, 2006).

Moreover the program becomes more unpopular by the fact that the institutions which offer this program are technical schools which are unattractive to most parents and students being the alternative for weak students to obtain a certificate. In fact the situation is complex-in the mind of parents and students this program is totally rejected-not only hospitality vocations are unattractive to them but technical education as well doesn't appeal to them.

A recent study by Zopiatis and Kyprianou (2006) has examined the current situation. The purpose of this research was to examine secondary school students' perceptions towards hospitality professions in Cyprus and some variables of hospitality professions like monetary rewards, employment opportunities and reputation. Waiting and cooking which is the specialized field of Hotel and Catering Program are included in the hospitality professions. Research findings showed that these perceptions ranged between neutral and negative. Students believe that hospitality occupations offer average work benefits, average salaries, and excessive working hours. They have a poor reputation in society.

These perceptions are formed in a specific context. These scholars analyse the perceptions as well as societal trends towards food servers' profession (Zopiatis & Kyprianou, 2006). Food serving which is considered the most representative occupation of hospitality occupations has a negative image on society. Most food servers are foreign workers with low earnings and no career ambitions. This image makes food serving and the whole hospitality industry unattractive to young people as a career path. According to this research, hospitality jobs attract technical school students of a lower performance, as they have low skill requirements. In addition, the hospitality programs of the technical schools attract low achievement students because they are an 'easy' path to study and offer access to professions which have no demand for special skills. Technical education has in general a bad reputation in society (Zopiatis & Kyprianou, 2006). "It is considered to be an alternative to low performance students to learn something and find a job" (Zopiatis & Kyprianou, 2006, p. 40).

These scholars noted in their study that 'while the future prosperity of the industry depends on the quality of its people, the Cyprus hospitality industry has failed, for a number of reasons, to project an image that could generate interest amongst secondary school students, and especially those with higher than average' value on achievement' (Zopiatis & Kyprianou, 2006, p. 33). In fact it lacks one competence of mainstream track and that is to attract high performance students.

The situation is disappointing; students enter HCP not because of a career aspiration but because of the demand for a secondary certificate. They have no ambition for the profession and the courses, but they are forced to choose an educational path and they choose the easiest (Symeou, et al., 2004). A program that should be thriving is underestimated by being an option for weak students. This situation leads the program to failure.

The best evidence of its failure is its rejection by parents and students despite all the government planning and measures (Tsiarlistos, 2016). On the other hand it is romantic to expect that with some reforms and restructures the program will become more

attractive, if the actual conditions of hospitality jobs do not change. Consequently, the hospitality and catering vocational education should be a priority for the national educational policy. The country needs specialized staff, waiters and cooks with vocational qualifications. However, the bad image created in the eyes of the public opinion force parents and future students to ignore the opportunities and the challenges this program offers. The tourism industry has a big share in employment opportunities in Cyprus during this post bail-in period. The hospitality and catering sector is an important job generator, given the serious downturn in other employment sectors.

1.4 Statistics

The most recent published statistics of education are for the school years 2011-12, 2012-13 and 2013-14. Statistics for the current academic year have not been published yet (Statistical Service, 2016). The Cyprus Statistics Services is the main source of information. In 2011-12 the number of pupils in the public technical education was about 4169. In 2012-13 this number increased to 4322 and for the school year 2013-14 reached 4652. During the school year 2013-14 the graduates from the general stream were 87,6% and from the technical/vocational stream, 12,4%, whereas the distribution of the previous year was 89,1% and 10,9% respectively (Statistical Service, 2016). VET in Cyprus has never been an attractive career path for young people with a “strong cultural trend among the Cypriot population in favour of general secondary education followed by higher education” (European commission, 2015, p. 9).

Apart from national sources, Eurostat provides comparison to European Union members. Statistics show that the percentage of students who attend VET in Cyprus is very low in comparison to other European countries and especially the developed ones. The VET has a great development in the industrialized countries where the demand for skilled workforce is high. In some countries such as Germany there are highly developed VET Systems with a long tradition. In Cyprus in 2013 the participation rate in secondary VET was 13.6%, whereas the average rate in EU was 48.9% (European commission, 2015). In 2014 though, there was an important increase of this rate to 19% of students attending the public technical schools (Directorate General European Programmes, 2014). After the bailing-in decision of March 2013, the financial crisis caused an increase in the number of

students who are interested in attending technical schools (Directorate General European Programmes, 2014).

Cyprus and Greece have one of the lowest percentages of students attending VET in Europe, due to the stigma of VET and to their similar economical structures. Furthermore, Cyprus has both a developed services and a public sector but the technical occupations are declining (Cedefop, 2012). In both countries general secondary education is predominant, despite the high unemployment rates of qualified students who graduate from the mainstream track. This reveals the main question. What are the reasons for vocational education not being attractive in Cyprus, despite the employment opportunities and the promising and future career chances for students?

1.5 Attractiveness of Technical and Vocational Education in Cyprus

Attractiveness is a key term in our study. According to the Cedefop report, attractiveness is defined as the capacity of vocational education and training to encourage individuals to deliberately choose vocational and training education as well as offer quality qualifications that open up career prospects and persuade employers to recruit holders of VET certificates.

This term has gained great popularity in European policy. Attractiveness is one dimension of the plan of the European Union for economy and employment (Paidousi, 2016). The increase of attractiveness is a field of interference in the EU. One of the aims of EU, as we find them in the Bruges Communiqué by 2020, is that European VET systems should be more attractive, career-oriented, innovative, accessible and flexible than in 2010. Cyprus adopted this target. It needs though to examine and answer two important questions:

- What is the attractiveness of VET in Cyprus?
- What are the forces that cause the unattractiveness of technical education?

Research regarding technical education in Cyprus is limited in comparison to the research about other countries (Symeou, et al., 2004). Technical schools in Cyprus have a bad public image and low attractiveness. Their image is dominated by the presence of weak students. Technical schools take in the most vulnerable groups of students that is low performance students from less privileged classes. While all institutions strive to attract students of high aptitude and achievement, technical schools attract low performance students, droppers and students of high risk. This is the general scheme:

Profile of students' → image /status/reputation → unattractiveness

Previous research reveals the existence of specific problems of technical education in Cyprus and specific forces that cause them. The problems of VET are old since they appeared early, soon after its establishment. Cypriots early favoured academic programs instead of technical ones, for social reasons, reasons of 'social prestige' (Kambouri, 2012). Symeou and others (2004) searched the topic more thoroughly. Their study examines the attitudes of students of technical school towards their school and the factors that cause these attitudes.

Work undertaken by Cyprus Pedagogical Institute revealed that the main problem of VET is the profile of students who opt to enrol in it. These students have specific characteristics; they come from low-income classes, have low career ambitions, have low school performance and have low motivation regarding their school graduation and career aspiration. The most interesting finding is that the provided programs caused students feelings of inferiority. When students are asked about the programs and the cultural status of their school, they feel uncomfortable.

In a research, Symeou concluded that there is a discrepancy among the students of the theoretical and practical stream with respect to their decision making in relation to technical schools. In fact, it attracts two types of students with a different rational. The first category includes students with an intrinsic motivation and personal interest in the

subjects of the theoretical path. They select the theoretical path because it gives access to further studies. Those following the practical path belong in the second category.

They choose this path because it is an easy choice following the advice of teachers and career counsellors and because of their low performance. Moreover the research showed that the parents of the students of theoretical path had a higher educational level than the parents of practical path students. This involuntary streaming of low achievers damages the image of technical schools and creates social inequalities. The level of school performance and aptitude and the educational level of parents influence students' choices, resulting in low performance students choosing the easiest path, namely the practical path. Dropping out and early schools leaving has a high rate in technical schools. Children of migrant families and boys from low-income families face the highest the highest risk (Kornelli, 2013). A lot of research examines reasons for early leaving.

Regarding Greek education there are more studies which examine attitudes and the factors affecting the attractiveness of vocational education. In Greece attractiveness is very low among the European countries (Paidousi, 2016). Some family and individual attitudes prevail. Parents persuade their offsprings to choose the general track because they regard VET as an obstacle towards the tertiary education. In general, there is a strong trend towards general education instead of the technical track. General education is considered the only path to tertiary education and high income occupations. Thus the criterion of academic studies and job prospects is selected.

In Greece vocational choices are also influenced by the educational level of parents and especially of the father, the negative perception that low performing students attend vocational schools, the gender of the students attending vocational education and its link to the academic institutes (Paidousi, 2016). VET is more attractive to men than to women and does not have a strong link to the higher education. Thus, no interest exists concerning the reputation, status and attractiveness of the HCP of the public-secondary level vocational and technical schools.

1.6 Research Aim/ Purpose

The main purpose of the current study is to examine the factors that affect the attractiveness of the Hotel & Catering programs in the public technical schools of the Secondary Education in Cyprus. According to findings, this thesis will attempt to suggest new marketing strategies in order to reinforce the level of the HCP.

1.7 Research Objectives

The main research question will focus on examining the factors which affect the reputation and attractiveness of the HCP in technical schools, that led to the current situation; furthermore, to explore modern methods for improving the attractiveness of the HCP and thus, to suggest strategies and methods for the rebranding of HCP, and to explore students' perspectives regarding these programs.

1.8 Thesis Contribution and Importance

The contribution and importance of the study is to explore the current status of technical schools and recognize their weaknesses in order to promote solutions for attracting more students to attend these courses. The economic crisis and the current circumstances, stressed again the importance and contribution of the hotel industry as well as the role of the hotel and catering schools to the local economy and society respectively. The findings of this thesis will support that the overall gloomy misconceptions created in the past, prevent students from selecting these programs and will furthermore identify modern methods to improve their recognisability and attractiveness.

1.9 Proposed Methodology

The research design of this research includes a case study, in addition to a literature review and research. The proposed study concerned a contemporary issue as the locus of attention was on the students and their intention in selecting a HCP. The research population was all the students who were currently studying in the public schools in the Famagusta district in Cyprus. The sample population was of 149 students from the third-

grade class of Gymnasium, the first grade classes of the Gymnasium the Paralimni technical school respectively, and 11 hotel employers. All students have been randomly selected. Permission was requested from the management of each school. A descriptive, mixed method study research design was used. All questionnaire had been gathered and the responses were analysed using excel spreadsheet or SPSS statistic software. Based on the research findings suggestions recommendations have been made towards the fulfilment of this thesis's purpose.

1.10 Study Limitations

A major limitation in the current study was the geographic location and the timing of the research. The study took place in the free area of Famagusta and basically students from only four schools were involved. This includes the Paralimni Technical School, Kokkinochoria Lyceum, Paralimni Gymnasium and the Frenaros Gymnasium.

1.11 Thesis Content

Chapter 2 which follows, refers to a literature review and Chapter 3 describes the methodology and the structure of the questionnaire and how data are collected and analysed. Furthermore Chapter 4 provides the results of the findings and Chapter 5 the conclusions and suggestions.

Chapter 2

Literature Review

On an international level there is a vast literature on vocational education. There are some key themes that are the focus of this literature. We encounter terms and themes such as the students' career choices, the factors affecting their career choice, attitudes of students towards VET and factors affecting their attitudes towards VET.

There is a stream of research into students' career and study choices and the factors which influence these choices (Dimaki, et al., 2004). This literature emphasizes on individual and social factors. Trustworthy individuals: parents and peers play an influential role as their role is connected with information-seeking behaviours (Kracke, 2002). Some other studies examine the relation between personal characteristics and career choices (Reed, et al., 2004).

A large literature examines attitudes towards VET and the factors influencing their decision making in relation to it. In simple words they examine why students choose or not to follow the VET course. (Dalley-Trim, et al., 2008). By the term attitudes we mean the views of a person on things, events and other people (Ayub, 2015). Attitudes can be positive, negative or neutral. They can be students' attitudes, parents' attitudes or the society's attitudes towards VET. Besides the term attitudes we encounter the term perceptions of VET (Dalley-Trim, et al., 2008). These studies are important because negative attitudes result in the bad image of VET and in the end limited attractiveness of technical schools. Then skilled workforce in many sectors is reduced.

There are some basic themes that appear in this group of literature, the 'attitude literature'. These are social class, gender, the society's acceptance of the programs and the

parents' role. According to the researchers 'the vocational curriculum is class-specific and accessed largely by young people from lower socio-economic groups' (Atkins & Flint, 2015). It absorbs specific social groups. Then social inequalities are created.

Also some VET programs are strongly gendered (Atkins & Flint, 2015). For instance, hairdressing is dominated by women whereas engineering is dominated by men. As far as its social esteem, scholars talk about Vet's 'stigma' and the marginalization of VET programs. VET is regarded as a 'soft' option and the students as 'thick'. Academic programs have a higher esteem in comparison to Vet.

Another group of literature examines some other variables that impact on the students' attitudes towards technical education. Parents have a critical role and researchers search this role (Ayub, 2015). The parents' educational level, income and occupation play a vital role (Lavendels, et al., 2012). Peers and friends also have a great influence. Since students tend to choose the same subjects as their peers. Where friends choose to go is also an important factor.

Moreover there is a discussion regarding the status of VET. The status of VET is a point for research in the last years. Researches have shown that the key reason for not enrolling in VET course is the status of VET (Dalley-Trim, et al., 2008). The status is aligned to which type of student is suited for and enrolled in VET, the nature of VET subjects, and the link between VET and university entrance.

2.1 The Theory of Students as Consumers

There are dynamic changes in education theory. Higher education marketing was established in 1970 (Popovic, 2015). In this study the theory of marketization is adapted. This theory uses concepts like: consumer behaviour, decision making, marketing strategies. These concepts are useful in this study.

The theoretical framework of this study is based on the theory of consumer behaviour. This theory is adapted for the study of the factors which influence students' educational choices and how students select programs. In this theory students are regarded as consumers (Naidoo, et al., 2011) who use different criteria in selecting a program (Bobâlcă, et al., 2014). Kotler in his book he defines consumer behaviour as the study of how individuals, groups, and organizations select, buy, use, and dispose of goods, services, ideas, or experiences to satisfy their needs and wants (Kotler & Keller, 2012).

The main focus of the marketization concept is the student choice behaviour. Research examines how students, as consumers, select educational programs and universities (Naidoo, et al., 2011). In this study students' behaviour is defined as the selection of either mainstream or vocational path and the selection of programs in technical schools. Why students choose not to enrol in vocational programs and how they choose specialized subjects?

Consumer buying decision making is a process with several stages (Kotler & Keller, 2012): problem recognition, information search, evaluation of alternatives and decision making.

Researchers say that students' college and program choice is affected both by external and internal factors (Chapman, 1981). The internal factors are the students' characteristics: the students' performance and levels of aptitude and aspiration. In the case of technical education many students choose the technical education because of their low performance and mainstream is difficult for them. The influences from their family and friends are the external factors. Another important factor is the course characteristics: reputation, required entry grades and content. This variable is important, given the bad reputation of technical schools (Moogan & Baron, 2003).

Stakeholders and educational institutions should be aware of how students make their choices and what factors affect them in doing so, in order to increase the attractiveness of the technical schools. They should both take research findings into consideration.

2.2 How can Reputation and Attractiveness of Educational Programs be improved. Improving the Image and Reputation of HCP

Chef is an occupation that became popular in recent years due to its publicity in media. This publicity improved its image and by turn it increased its attractiveness among secondary school students. This is the scheme:

Publicity → **Image improvement** → **Attractiveness**

This is a good example of how marketing strategies can enhance the popularity of an occupation among students. Technical schools in this competition strive to gain a stake in students' market. Research findings show that the main problems of this program in the students' market are the negative image and negative attitudes of the students and the society.

The need to use marketing strategies is great for many reasons. Negative attitudes towards Hotel and catering programs need to become positive and therefore demand an attitude transformation. Moreover, students are potential consumers who search for information before making a decision.

Attitudes change is 'the modification in the personal views or the individual perception on everything existing in the environment, objects or issues' (Ayub, 2015). Attitudes can be changed by some marketing strategies. Awareness is the key to enhance attitudes towards an occupation (Kotler & Keller, 2012).

There is a variety of marketing communication types (Kotler & Keller, 2012) but in this case, public relations and personal selling are the most effective. Since technical schools face an image problem, public relations is a useful strategy. Many definitions connect public relations to the concept of image.

According to Kotler PR includes a variety of programs to promote or protect a company's image (Kotler & Keller, 2012). Giannini states that marketing public relations is any

program designed to improve or protect the image of a product by encouraging intermediaries like mass, electronic media or individuals to pass a message to the consumers (Giannini, 2010).

The core characteristic of PR is that it creates awareness and provides information on products and services to increase sales. It has many tools: publications, events and speeches (Kotler & Keller, 2012). It uses the 'event' marketing. In Symeou's study the technical education students noted that they had no accurate information while studying in Gymnasium regarding the content of the courses offered in technical schools (Symeou, et al., 2004). This situation caused them difficulties in adjusting in the new school environment.

Personal selling 'is face-to-face interaction with one or more prospective purchasers for the purpose of making presentations, answering questions, and procuring orders'.

However today there is a new dynamic: technological changes (internet), new media (e-mail, mobile phone) and social media (Facebook, twitter) create a new situation (Papasolomou, et al., 2014). Given that the target group is the teenagers then social media are an important tool. It is important for technical schools to be involved with social media. Many technical schools have a website and pages on Facebook.

2.3 Characteristics of Educational Services

Education which is considered as a service just like in any other business are those separately identifiable, intangible activities which provide satisfaction to the customers, namely our students. The main characteristics of the educational services are as follow: Intangibility where education cannot be touched or feel, perishability where a lecture for example cannot be stored, inseparability where professors should perform and students consume simultaneously and finally heterogeneity where lectures provided by the professors cannot be standardized (Raj, et al., 2013).

Chapter 3

Research Methodology

3.1 Introduction

The main goal of this study was to explore the factors which affect the number and quality of students attracted to the programs of hotel and catering studies in public technical schools. In fulfilling this goal, three objectives were identified: (a) to examine the factors which affect the reputation of the programs of hotel and catering in technical schools, (b) to develop modern methods of improving the attraction of new students, and (c) to suggest marketing strategies for repositioning the hotel and catering programs. Therefore, the research methodology chapter contains a brief explanation of all the steps and research activities undertaken in fulfilling the objectives of this study. A detailed review of the research methodology employed in addressing the before mentioned objectives, is also provided. The research philosophy and strategy; the nature of the research inquiry; and the design, along with the sampling policy and ethics are analysed. The pilot study and data collection and analysis methods are explained as well.

3.2 Research Philosophy

Vidal emphasized the necessity of every research inquiry to begin with a philosophical stance, a worldview that characterizes the interpretation and the research approach of the researcher (Vidal, 2008). Worldview is the personal point of view about a case under investigation in its real and actual social framework (Vidal, 2008). Worldview in research is an important part since it is applied to enrich philosophical pluralism and improve the ability of humans in pursuing the truth and the acquisition and use of new knowledge. Creswell described four worldviews: (a) post-positivism, (b) advocacy-participative, (c) pragmatism, and (d) constructivism (Creswell, 2009).

The constructivist worldview was used to set the pathway in fulfilling the aim of this study. Constructivism is the methodological fusion of knowledge and learning. As a consequence, knowledge in a particular case may be constructed by a researcher himself rather than received from an external source in the form of information (Lowenthal & Muth, 2008). Creswell stated that constructivism, as a philosophical approach towards learning, holds the principle that people could construct their personal understanding of a particular topic through personal experience and the assimilation of new knowledge (Creswell, 2009). Consequently, people, through the pursuit of further explanations and justifications, may contribute to constructing more advanced and critical knowledge (Lowenthal & Muth, 2008).

Through the lenses of constructivism, a researcher has a significant research opportunity to explore a particular topic, reveal important information, and propose solutions to serious issues (Lowenthal & Muth, 2008), such as concerning the reputation of the hotel and catering programs of public schools. The pursuit of new and more advanced knowledge concerning the factors that impede the reputation of technical-vocational education allowed the attention of the research to be focused on the students' perceptions. Specifically in this study, the opinion and experience of the students who joined or rejected vocational education programs were investigated. The aim was the formulation of meaningful explanations and the extraction of useful conclusions and recommendations.

The recommendations concern the proposal of effective marketing strategies needed to reposition vocational education within students' social perspectives, allowing research interaction and focus on the specific context within which people work and live (Koohang, et al., 2009). Hence, constructivism is inductive in nature where in a research it analyses and interprets the data collected and then concludes, recommends, or develops a theory or explanation rather than beginning the investigation by using a theory-deduction (Fosnot, 2005). The current study is inductive in its nature of the researcher's intention to construct new knowledge and develop a comprehensive explanation about the factors affecting the attractiveness of VET (due to the limited academic resources available). This was achieved by exploring the opinion of the research objects within their organizational

context and reality. Consequently the research study was to gain an in-depth understanding and learn about new marketing strategies and approaches, by analysing the findings of the research, and proposing suggestions for a successful rebranding of the HCP.

3.3 Research Design

The goals of this study revealed the need to apply several methods in the research design. A review of existing literature sources (secondary data) was considered appropriate in fulfilling the first objective in order to set the theoretical foundations of the study, and in order to identify and evaluate previously related academic study. Additionally, qualitative and quantitative research techniques (primary data) were involved in satisfying the objectives of this study.

The research design of a study is related to the aim of the research and its nature may be applied or basic (Sekaran, 2003). In applied research, there is the intent to apply the findings of the research, whereas, in the case of basic research, investigators tend to build new knowledge (Creswell & Clark, 2007). Both research approaches are based on scientific principle and process research methods (Hair, et al., 2003). The basic research method was appropriate for this research study. The current study was for academic purposes and more specifically for the completion of a master thesis. Also, the aim was to build new knowledge and contribute further regarding the exploration of the factors which affect the number and quality of students attracted to the programs of hotel and catering studies in public technical schools. Additionally, a suggestion framework will be created in order to enable useful and vital information that will be collected by the end of this study.

In the current study, a descriptive, mixed method, multiple site case study research design was used. Mixed methods research inquiry is composed of quantitative and qualitative approaches. The aim is to gain a new or more advanced knowledge will be gained from an investigation, achieving a more completed and comprehensive opinion of a particular case (Creswell & Clark, 2007). This research approach was selected in order to address the purpose and the objectives of this study due to the outcome of the limited available

evidence on the factors which affect the number and quality of students attracted in the programs of hotel and catering studies in public technical schools. Consequently, an exploratory qualitative method was essential in order to set the pillars upon which the research would be able to define complicate and unknown problems in specific organizational setting settings, like the secondary public vocational schools.

Simultaneously, the necessity to examine the opinion of the students who rejected or joined technical and vocational schools supported the use of a quantitative research approach. The mixed research model could be employed to create the fruitful conditions for the rich conceptualization of the factors which affect the number and quality of students attracted in the programs of hotel and catering studies in public technical schools. Testing relationships and patterns identified within the students' perceptions and decision-making when selecting or rejecting the HCP in the secondary vocational education, required a quantitative assessment. Descriptive statistics such as frequency, measures the central tendency, and standard deviation (Hair, et al., 2003).

3.4 Primary and Secondary Data

Secondary data: Literature review. A literature review can be a solid foundation when "researchers undertaking projects, whether thesis, dissertations, or projects funded by outside agencies, need to display a knowledge of the literature in their chosen field" (Easterby-Smith, et al., 1991, p. 122). The literature review is comprised of textbooks, academic journals, websites and government reports, which play a basic role in the formulation of the research inquiry. In fulfilling the objectives of this study, a database bank in the form of a folder was created since the commencement of the proposal writing process. The folder was created on the researcher's personal computer. The folder was separated into different subfolders and within each subfolder was for a particular thematic area in order to save electronic materials in an organized manner.

There are multiple approaches in implementing a literature review strategy. A major step in identifying and collecting literature sources is to define researchers or institutions who conducted an investigation on the topic. In order to identify related academic sources,

keywords were used in the university's available search engines. Once an article was found to meet the pre-set keywords and requirements, it was saved in the subfolder with the related thematic area. The next step was the assessment of the gathered data (Sautter, 2014).

The evaluation of the gathered data concerned specific qualitative and quantitative criteria that were set to secure the relevance of the academic sources (Tripathy, 2013). Academic resources need to be assessed with respect to specific criteria in order to decide the appropriateness and quality of the academic article or the source (Tripathy, 2013). The first criterion was the relevance of the collected information to the topic under investigation. "Relevance is a function of the level of aggregation of the data, as well as the units and time increments in which the data is reported" (Tripathy, 2013, p. 147). The importance of a literary analysis is to verify the purpose of the source (Windle, 2010). Consequently, the relevance and the quality of the data were assessed, avoiding irrelevant information. The researcher's obligation in selecting information from reputable sources, such as university libraries, government databases and archives, and academic and professional institutions, is to secure reliable and accurate sources through consideration of the time when the information was written and collected (Windle, 2010).

After completing literary data gathering, a literature review analysis table was created and each column was separated in the following thematic areas: source, type of research used, purpose of the data information used. The use of the literature review analysis table helped in prioritizing the data to be used in order to be specific, have a smooth flow of the discussion, and use accurate, reliable, and validated information.

3.5 Primary data: Qualitative research techniques

The first stage was spend on the investigation of the opinion of two experts' education Vassiliou Spyros (Career counsellor) and Tsiarlistos Michalis (President of OLTEK) in order to become aware of and gain a better understanding of the market factors that affect the attractiveness of the hotel and catering programs in the public technical schools of secondary education in Cyprus. A qualitative research inquiry deals with words and

meanings gained from an interview in order to express reality and attempt to describe people in natural situations (Moore, 1987). The qualitative research design may be expressed through the interview process as it helps with the collecting of data through selected participants who were asked questions in order to uncover what they think of or experience in the given situation. The purpose of the interviews was to develop ideas and research hypotheses rather than to gather facts and statistics (Oppenheim, 1992).

Krueger opined, "The purpose is to obtain information of a qualitative nature from a predetermined and limited number of people" (Krueger, 1988, p. 26). Furthermore, "structured interviews which are in a pre-set order, semi-structured interviews and unstructured interviews which have a general area of interest and concern are composed the three basic types of the interview techniques" (Robson, 1993, p. 84). In this study, a structured format of the interview instrument was used and the type of the interview questions used was determined based on the emerging issues, themes, and concepts from the literature.

The interview instrument was tested for validity (both internal and external) in order to ensure the appropriateness, reliability, and validity of the collected information. A field test was conducted by the researcher. The goal was to ensure that the included questions in the instruments proactively addressed all topics revealed by panel experts prior the actual interviews. Two experts were provided a copy of the interview instrument and were mock-interviewed so the cohesiveness of the provided questions and the interview process itself could be examined (Mack, et al., 2007). The field test helped in terms of examining the wording, timing, and the structure and flow of the interview format (Mack, et al., 2007). Each of the two interviews lasted from 45 to 60 minutes and some hand notes were kept. The interview participants had extensive work experience in technical and vocational education.

3.6 Primary Data: Quantitative Research Techniques - Survey Research Strategy

Students are frequently regarded as being consumers and therefore, researchers have widened their research to investigate their preferences, perceptions, and behaviours in relation to educational institutions (Lynne Eagle, 2007). Looking at graduate students of Gymnasium as consumers and a technical school as the product, this study had to answer to three specific questions:

1. To what extent do decision strategies used by students in making their choice of school correlate with their level of satisfaction with the chosen school?
2. To what extent do such strategies correlate with their future behaviour, their intention to recommend through word-of-mouth or to switch to a different school in the future?
3. To what extent do school-based variables (e.g., quality, accessibility) associate with the above mentioned three fundamental variables in the same order (i.e., satisfaction, recommendation, and switching)?

In this study, a cross-sectional survey strategy was employed in fulfilling the objectives. The statements included in the questionnaires emerged from the literature as well as from the findings of the interviews.

3.7 Preparation of the Questionnaires

The questionnaires were prepared for collecting appropriate data from the respondents on a confidential basis. The questionnaire formats were structured so as to allow this investigator to assemble a set of data for each respondent against a consistent suite of questions. The question-statements were related to the factors influencing the students' choice to compare with later studies after the Gymnasium, but before the Technical School or Lyceum, and students' views on whether their expectations met their actual experience after their first year of studies respectively. A representative sample of approximately 35 students in each school was associated with student profile characteristics such as gender and discipline areas. The questionnaire was anonymous so the students could answer

honestly with no fear of disclosing their identity, while the purpose of the research was specified so they were informed as to how their responses would be used.

- A. The first questionnaire which was intended for the Paralimni Technical School (see Appendix A) consisted of 50 closed-ended questions and seven open-ended questions divided into six sections.
- B. The second questionnaire, which was proposed for use at the Paralimni and the Photi Pitta Gymnasium at Frenaros (see Appendix B), consisted of 47 closed-ended questions and six open-ended questions divided into six sections.
- C. The third questionnaire was planned for the Kokkinochoria Lyceum (see Appendix C) and consisted of 42 closed-ended questions and seven open-ended questions divided into six sections.
- D. Finally, the fourth questionnaire was designed for the employers in the hotel industry of the Famagusta area (see Appendix D) and consisted of 29 closed-ended questions and 12 open-ended questions divided into four sections.

The questions were chosen based on the literature and previous research reviewed using closed or open-ended questions. The closed-ended questionnaire was chosen so that the students could complete it within a short time and as such could be administered in the classroom during a specific period. Thus, a Likert type scale measurement method was used in order to assess the participants' responses.

The questionnaires, designed to investigate the students' opinion (those selecting or rejecting hotel and culinary programs), were divided into six sections:

1. Demographics and general information of each student, such as gender, place of residence, occupation, and education status of parents, number of siblings, etc.
2. Questions examining the students' perceptions and attitudes regarding the Paralimni Technical School attendance compared with the Lyceum School.
3. Likert scale style questions concerning the personal impression of students for studies at the Paralimni Technical School.
4. Likert scale questions asking to what extent students agreed with the level of quality of education offered at the Paralimni Technical School.
5. Questions asking students' impressions concerning the facilities at the Paralimni Technical School.

6. Questions investigating the various factors influencing students' decisions regarding their further studies and selection of professional direction.

The questionnaires developed to investigate the hotel employers' opinions were divided into four sections:

1. Demographics and general information of each employer, such as gender, places of residence, occupations, and education status, and open-ended questions related to their attitude regarding the technical school students' study and employment.
2. Close-ended questions examining the employers' perceptions and attitudes regarding the Paralimni Technical School studies programs and its graduates.
3. Likert scale questions asking to what extent employers agreed with the level of quality of education offered at Paralimni Technical School.
4. Likert scale style questions concerning the employees' personal impressions of the students and program studies at Paralimni Technical School.

3.8 Questionnaires Pilot Testing

Before proceeding with the distribution of the questionnaire, it was pilot tested. The aim of the pilot test was to refine the questionnaire so the respondents would not face any problem in answering the questions and ensure that the data collected would enable the investigative questions to be answered.

The questionnaire was given to 15 students from the class A of the Paralimni Technical School whose feedback contribution was very significant. This provided the researcher with some more ideas for questionnaire validity, reliability, and suitability in order to make the necessary final adjustments. Furthermore, the time required for the questionnaire completion was also noted in order to require no more than 15 minutes. During the test, after the participants filled-in the questionnaire, they were asked to answer the following questions:

- How long did it take you to complete the questionnaire?
- Was the clarity of instructions clear and precise?
- Were the questions clear and specific to the subject of the research?

- Which, if any, questions were unclear or ambiguous?
- Are there any other comments, suggestions, or recommendations for improving the questionnaire?

3.9 Method of Investigation

The survey questionnaires were distributed to the secondary education public schools from May to June 2016 for the Paralimni Technical School as well as the Paralimni and Frenaros Gymnasium. After the necessary permission from the headmaster of each school was obtained, the questionnaires were distributed to the classrooms. The purpose of the study was clearly explained to the students and the need for the proper completion of the questionnaire in securing the validity of the research was also clearly highlighted. The questionnaires were completed during class time and returned immediately. The time required for completing the questionnaire was approximately 15-20 minutes.

3.10 Sampling Method

In any research it is necessary to consider whether there is the need of sampling because occasionally, it might be impossible to collect and analyse data from the entire population (Saunders, et al., 2009). In this study, it was impractical to collect data from all the students studying at all the schools in the Famagusta district due to the difficulty in obtaining permission as well as the constraints of the time needed to collect and analyse the data. The next step was the probability sampling involving a large number of candidates who have been randomly selected. A large sample does not guarantee validity of a survey, however, there is more strength (lack of bias) in fewer, but well-chosen numbers (Bezzina & Saunders, 2014) therefore, for the purpose of this research, a representative sample of students within each school's population was utilized following stratified sampling (or cluster sampling) based on the total population of each school, the year of schooling, the program in which the students were enrolled (refers for technical schools only) and their gender.

The survey addressed a total of 149 students from the third-grade class of Gymnasium, the first grade classes of the Gymnasium the Paralimni technical school respectively, and 11 hotel employers. The sampling was as follows:

- 34 students of Paralimni Gymnasium out of total population of 204 third grade class students,
- 35 students of the “Panos Ioannou” Gymnasium in Frenaros of a total population of 119 third grade class students,
- 39 students at Paralimni Technical School, which consisted of all the students who were studying at the first grade class.
- 41 students at Kokkinochoria Lyceum School of a total population of 180 first grade class students, and
- 11 Stakeholders of hotels in the Famagusta Tourist region.

This random sample was composed almost equally by both student genders from schools in the Famagusta province. These schools were attended by pupils from all walks of life and socioeconomic status. The response rate was 100% since all the students completed the questionnaire with the supervision of their professor during the class lesson.

3.11 Data Collection

The survey was distributed to the students at the end of the 2015-2016 school year and the beginning of the 2016-2017 school year. The questionnaire to hotel employers was given at the end of the tourist period in the end of October 2016.

3.12 Data Processing and Analysis

At the end of the survey, all the forms were checked for consistency and completeness. Incomplete questionnaires were noted. The categories and groups of responses were numerically coded for computer analysis using EXCEL and SPSS software. This package was considered appropriate as it was available to the researcher.

Chapter 4

Results and Data Analysis

4.1 Questionnaire for Class A' for students at Paralimni Technical School

First of all, the Normality of the answers was tested using the Shapiro Wilk test of Normality in order to determine whether parametric or non-parametric tests would be used to compare variables. From the results (table 4.1.1) we can see that none of the answer distributions was parametric ($p < 0.05$).

Table 4.1.1: Tests of Normality

	Shapiro-Wilk		
	Statistic	df	p Value
Believe of Technical School Position	.302	38	.000
Believe of High School Teacher's perception for Technical School	.612	38	.000
Believe of Technical School rules & regulations	.628	38	.000
Believe that in Technical School study "weak students"	.439	38	.000
Knowledge of competitive advantage for Tech. students accessing universities	.612	38	.000
Believe for competitive advantage for Tech. students for employability	.502	38	.000
Believe of better perspective of jobs for VET	.152	38	.000
Role of family profession in future student's choices	.636	38	.000
Lecture's Classes	.872	38	.000
Laboratories facilities	.859	38	.000
Athletics facilities	.887	38	.001
Transportation facilities	.872	38	.000
Perception / impression before study at Paralimni Tech. School	.803	38	.000
Perception / impression after study at Paralimni Tech. School	.814	38	.000
Aspect of existing students of Paralimni Tech. School	.889	38	.001
Aspect of theoretical lessons of HCP	.866	38	.000
Aspect of theoretical laboratories of HCP	.773	38	.000
Aspect of Tech.Paralimniou environment	.825	38	.000
Aspect of education offered at Paralimni Tech	.683	38	.000
Perception of Technical School teachers	.837	38	.000
Tech.Schools provides students with all requirements for future employment	.873	38	.000
Tech School's students have better chances of lyceum's students for employment	.749	38	.000
Tech School has positive aspect in society	.898	38	.002
Tech. School's students have same chances for university access as Lyceums'	.884	38	.001
Tech School's students can find a decent job	.829	38	.000
Tech School's students can establish easily their own business	.835	38	.000
Tech School's students can find a job in the public	.898	38	.002
Tech Schools considered to be school of "secondary choices"	.903	38	.003
Students of Tech.School feel "lower" against Lyceum students	.887	38	.001
Negative comments for VET are responded in reality	.891	38	.001
Positive comments for VET are responded in reality	.906	38	.004
Tech. School's students are treated negatively against lyceum's students	.882	38	.001
At Tech. Schools study only "weak" students	.856	38	.000
The Tech. Schools offers variety of educational programs	.900	38	.003
Tech Schools expect technical Knowledge offer general knowledge as well.	.835	38	.000
Students of Tech.School feel "senior" against Lyceum students	.868	38	.000
Believe of enough information provided for Paralimni Tech.School study	.152	38	.000
Consultant	.845	38	.000
Family	.856	38	.000
Colleagues	.847	38	.000
Teacher of high school	.775	38	.000
Teacher of technical school	.866	38	.000
Which branch of Paralimni Tech.School has more employability choices	.237	38	.000
Directions of study	.400	38	.000

Since all answers were non Normal, non-parametric testing in the form of Wilcoxon, Mann-Whitney U and Kruskal Wallis instead of the parametric t test and ANOVA was performed for comparisons between grouping variables.

Table 4.1.2: Mann-Whitney test for differences in responses between different genders

Questions determined by Gender	Mann-Whitney	p-value
Perception / impression after study at Paralimni Tech. School	86.000	.005
Aspect of theoretical lessons of HCP	93.500	.010
Perception of Technical School teachers	87.000	.005
Tech.Schools provides students with all requirements for future employment	93.500	.013
Tech Shcool's students have better chances of lyceum's students for employment	65.000	.000
Tech School's students can find a decent job	86.000	.006
Tech Schools considered to be school of "secondary choices"	98.500	.022
Tech. School's students are treated negatively against lyceum's students	98.000	.019
At Tech. Schools study only "weak" students	95.000	.015
Consultant	103.500	.032
Family	101.500	.029
Colleagues	106.000	.038
Teacher of technical school	75.500	.003

The Mann Whitney test indicated 13 questions where responses between girls and boys were significantly different (table 4.1.2). Since Mann Whitney is a non-parametric test based on differences in the median rather than the mean, the mean values were also calculated for the 13 questions to distinguish the direction of these differences (table 4.1.3).

Table 4.1.3: Descriptive statistics for the questions found to have differences between different genders

		Statistic	S. Error
Perception / impression after study at Paralimni Tech. School	Boy	3.72	.196
	Girl	4.57	.137
Aspect of theoretical lessons of HCP	Boy	3.52	.154
	Girl	4.21	.187
Perception of Technical School teachers	Boy	3.32	.206
	Girl	4.21	.114
Tech.Schools provides students with all requirements for future employment	Boy	3.40	.216
	Girl	4.29	.221
Tech Shcool's students have better chances of lyceum's students for employment	Boy	3.88	.218
	Girl	4.93	.071
Tech School's students can find a decent job	Boy	3.72	.212
	Girl	4.57	.228
Tech Schools considered to be school of "secondary choices"	Boy	2.76	.226
	Girl	3.79	.381
Tech. School's students are treated negatively against lyceum's students	Boy	2.92	.191
	Girl	2.00	.314
At Tech. Schools study only "weak" students	Boy	2.80	.277
	Girl	1.71	.286
Consultant	Boy	2.56	.383
	Girl	4.07	.588
Family	Boy	3.52	.462
	Girl	5.21	.547
Colleagues	Boy	2.56	.366
	Girl	4.14	.636
Teacher of technical school	Boy	2.80	.392
	Girl	5.07	.579

In general, the mean answers of the girls were higher on the scale for all questions, distinguished by the Mann Whitney test, except for the two questions of “Tech. School's students are treated negatively against lyceum's students” and “At Tech. Schools study only "weak" students” where boys’ mean answers were higher on the scale.

A Kruskal Wallis test for the differentiation in answers according to the grade achieved in technical school only pinpointed one question as statistically significant (table 4.1.4).

Table 4.1.4: Kruskal Wallis test for the differences according to the grade achieved in technical school

	Believe of enough information provided for Paralimni Tech.School study
Chi-Square	12.000
df	4
P- value	.017

Further investigation using cross tabulation and the chi squared test (table 4.1.5) indicated that this was only because of a single negative answer in the 10 – 12 grade group.

Table 4.1.5: Cross tabulation for the differences according to the grade achieved in technical school

		Believe of enough information provided for Paralimni Tech.School study		Total
		yes	no	
Grades at technical school	18-20	8	0	8
	16-18	8	0	8
	14-16	12	0	12
	12-14	8	0	8
	10-12	2	1	3
Total		38	1	39

Chi-Square Tests

	Value	df	P - value
Pearson Chi-Square	12.316 ^a	4	.015

When the same Kruskal Wallis test was performed to find differences between answers according to the grades achieved at high school four questions were pinpointed (table 4.1.6) and more specifically the questions “Perception / impression after study at the Paralimni Tech. School”, “Tech School’s students have better chances of lyceum's students for employment” and “Tech School's students can find a decent job”.

	Statistic	df	P - value
Perception / impression after study at Paralimni Tech. School	8.054	3	.045
Tech Shcool's students have better chances of lyceum's students for employment	9.507	3	.023
Tech School's students can find a decent job	8.594	3	.035
Positive comments for VET are responded in reality	11.316	3	.010

A further investigation using cross tabulation and the chi squared test (tables 4.1.7 to 4.1.10) revealed that these differences were due to higher responses for lower grade achievers.

Table 4.1.7: Cross tabulation for the differences according to the grade achieved in high school

	Perception / impression after study at Paralimni Tech. School				Total
	negative	neutral	positive	very positive	
Grades at high school A-B	0	0	2	2	4
B-C	2	0	5	5	12
C-D	0	3	10	6	19
D-E	2	1	0	0	3
Total	4	4	17	13	38

Chi-Square Tests

	Value	df	P - value
Pearson Chi-Square	18.708	9	.028

Table 4.1.8: Cross tabulation for the differences according to the grade achieved in high school

	Tech Shcool's students have better chances of lyceum's students for employment					Total
	not at all	a bit	enough	a lot	very much	
Grades at high school A-B	0	0	0	1	3	4
B-C	0	1	0	4	7	12
C-D	0	0	2	6	11	19
D-E	1	1	1	0	0	3
Total	1	2	3	11	21	38

Chi-Square Tests

	Value	df	P - value
Pearson Chi-Square	24.472	12	.018

Table 4.1.9: Cross tabulation for the differences according to the grade achieved in high school

		Tech School's students can find a decent job					Total
		not at all	a bit	enough	a lot	very much	
Grades at high school	A-B	0	0	0	3	1	4
	B-C	0	0	0	4	8	12
	C-D	0	3	4	5	7	19
	D-E	1	0	1	1	0	3
Total		1	3	5	13	16	38

Chi-Square Tests

	Value	df	P – value
Pearson Chi-Square	24.280	12	.019

Table 4.1.10: Cross tabulation for the differences according to the grade achieved in high school

		Positive comments for VET are responded in reality					Total
		not at all	a bit	enough	a lot	very much	
Grades at high school	A-B	0	0	0	2	2	4
	B-C	0	2	2	4	4	12
	C-D	1	5	5	7	1	19
	D-E	2	0	1	0	0	3
Total		3	7	8	13	7	38

Chi-Square Tests

	Value	df	P - value
Pearson Chi-Square	25.236	12	.014

When the same Kruskal Wallis test was performed to find differences between answers according to the family income one questions were pinpointed (table 4.1.11) and more specifically the question “Aspect of education offered at Paralimni Tech”.

Table 4.1.11: Kruskal Wallis test for the differences in answers according to family income

Statistic		8.735
P – value		.033

A further investigation using cross tabulation and the chi squared test (table 4.1.12) revealed that these differences were due to higher responses for lower family income.

Table 4.1.12: Cross tabulation for the differences according to the family income

		Aspect of education offered at Paralimni Tech				Total
		Very negative	neutral	positive	very positive	
Family income	up to 999	0	1	6	2	9
	1000 - 1999	1	6	11	0	18
	2000 - 2999	1	1	1	0	3
	above 3000	1	0	0	0	1
Total		3	8	18	2	31

Chi-Square Tests

	Value	df	P – value
Pearson Chi-Square	18.753	9	.027

Finally, further Kruskal Wallis tests as well as cross tabulations with chi squared tests indicated that the parents' education did not significantly affect any of the students' responses.

4.2 Questionnaire for Class C' for Gymnasium Students

First, the Normality of the ordinal and scale answers were tested using the Shapiro Wilk test of Normality to determine whether parametric or non-parametric tests would be used to compare variables. From the results (table 4.2.1) we can see that none of the answer distributions was parametric ($p < 0.05$).

Table 4.2.1: Tests of Normality

	Shapiro-Wilk		
	Statistic	df	p Value
General impression for VET	.864	67	.000
Aspect of existing students of VET	.888	67	.000
Aspect of lessons offered at Technical School	.826	67	.000
Aspect of education offered at Paralimni Tech	.885	67	.000
Perception of Technical School teachers	.824	67	.000
Tech.Schools provides students with all requirements for future employment	.859	67	.000
Tech School's students have better chances of lyceum's for employment	.890	67	.000
Tech School has positive aspect in society	.914	67	.000
Tech. School's students have same chances for university access as Lyceum's	.909	67	.000
Tech School's students can find a decent job	.900	67	.000
Tech School's students can establish easily their own business	.901	67	.000
Tech School's students can find a job in the public	.914	67	.000
Tech Schools considered to be school of "secondary choices"	.890	67	.000
Students of Tech.School feel "lower" against Lyceum students	.903	67	.000
Negative comments for VET are responded in reality	.908	67	.000
Positive comments for VET are responded in reality	.910	67	.000
Tech. School's students are treated negatively against lyceum's students	.906	67	.000
At Tech. Schools study only "weak" students	.896	67	.000
The Tech. Schools offers variety of educational programs	.903	67	.000
Tech Schools expect technical Knowledge offer general knowledge as well.	.901	67	.000
Students of Tech.School feel "senior" against Lyceum students	.840	67	.000
Lecture's Classes	.912	67	.000
Laboratories facilities	.900	67	.000
Athletics facilities	.899	67	.000
Transportation facilities	.907	67	.000
Consultant	.862	67	.000
Family	.901	67	.000
Colleagues	.820	67	.000
Teacher of high school	.835	67	.000
Teacher of technical school	.805	67	.000

Since all answers were not Normal, non-parametric testing in the form of Wilcoxon, Mann-Whitney U and Kruskal Wallis instead of the parametric t test and ANOVA was performed for comparisons between grouping variables. The chi squared test was used for categorical data.

Using the students' gender as the grouping variable we performed a Mann Whitney test for all ordinal data and a Chi squared test for all the Nominal data but there was no significant difference in any of the responses ($p > 0.05$). Similarly, when we used the fathers' education and the mothers' education as the grouping variables and we

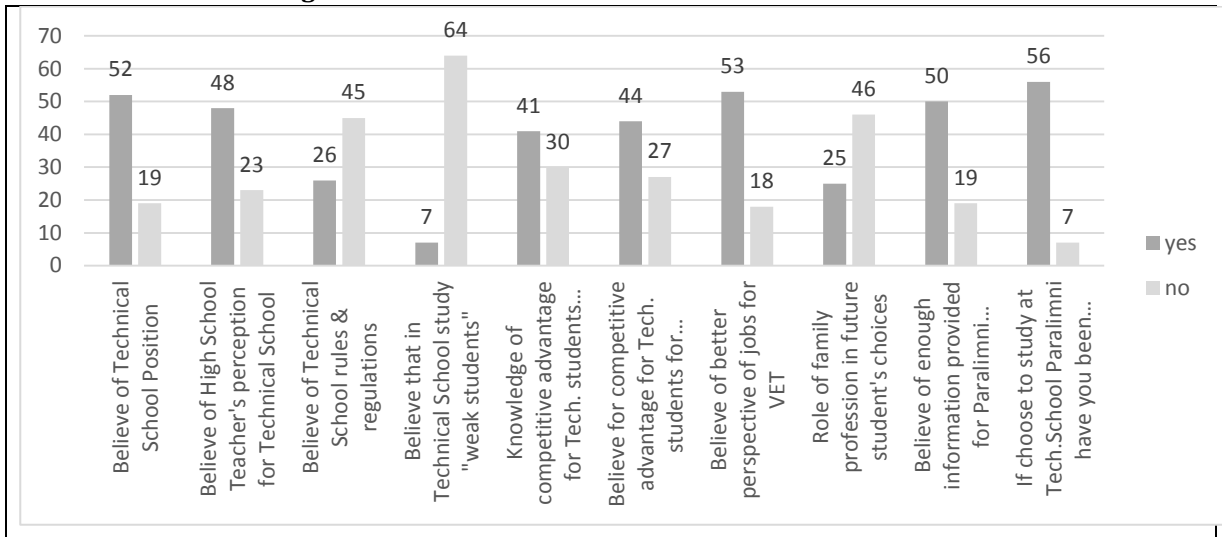
performed Kruskal Wallis test for the ordinal data and Chi squared test for the nominal data no significant difference in any of the responses ($p > 0.05$).

Since no statistically significant differences were found we looked at the descriptive statistics of ordinal (table 4.2.2) and nominal variables (Figure 4.2.1) to determine the central tendency and variability of the whole sample.

Table 4.2.2: Descriptive statistics for ordinal data

	Statistic	Std. Error
General impression for VET	3.70	.122
Aspect of existing students of VET	3.30	.135
Aspect of lessons offered at Technical School	3.58	.126
Aspect of education offered at Paralimni Tech	3.49	.135
Perception of Technical School teachers	3.73	.134
Tech.Schools provides students with all requirements for future employment	3.84	.123
Tech Shcool's students have better chances of lyceum's students for employment	3.46	.151
Tech School has positive aspect in society	2.84	.136
Tech. School's students have same chances for university access as Lyceum's	3.13	.150
Tech School's students can find a decent job	3.52	.126
Tech School's students can establish easily their own business	3.49	.130
Tech School's students can find a job in the public	3.06	.149
Tech Schools considered to be school of "secondary choices"	3.52	.143
Students of Tech.School feel "lower" against Lyceum students	2.73	.153
Negative comments for VET are responded in reality	2.87	.152
Positive comments for VET are responded in reality	3.12	.135
Tech. School's students are treated negatively against lyceum's students	2.99	.143
At Tech. Schools study only "weak" students	2.52	.148
The Tech. Schools offers variety of educational programs	3.36	.129
Tech Schools expect technical Knowledge offer general knowledge as well.	3.39	.139
Students of Tech.School feel "senior" against Lyceum students	2.37	.170
Lecture's Classes	3.07	.133
Laboratories facilities	3.22	.146
Athletics facilities	2.97	.156
Transportation facilities	3.09	.154
Consultant	3.19	.255
Family	4.19	.258
Colleagues	3.00	.264
Teacher of high school	2.97	.253
Teacher of technical school	2.97	.266

Figure 4.2.1: Distribution of Yes- No Nominal variables



We then examined the Nominal variables for differences in responses using the Kruskal Wallis test and the family income as the grouping variable (table 4.2.3).

Table 4.2.3: Kruskal Wallis Test with Family income as the grouping variable

	Aspect of lessons offered at Technical School	Lecture's Classes	Laboratories facilities
Statistic	10.552	11.896	10.485
p Value	.014	.008	.015

Three questions were identified as significantly affected by family income and these were "Aspect of lessons offered at Technical School", "Lecture's Classes" and "Laboratory facilities".

Box plots were then constructed for these three questions using the family income as the grouping variable to look for the trend of the differences (figure 4.2.2 – figure 4.2.4).

Figure 4.2.2: Aspect of lessons offered at Technical School with family income as grouping variable

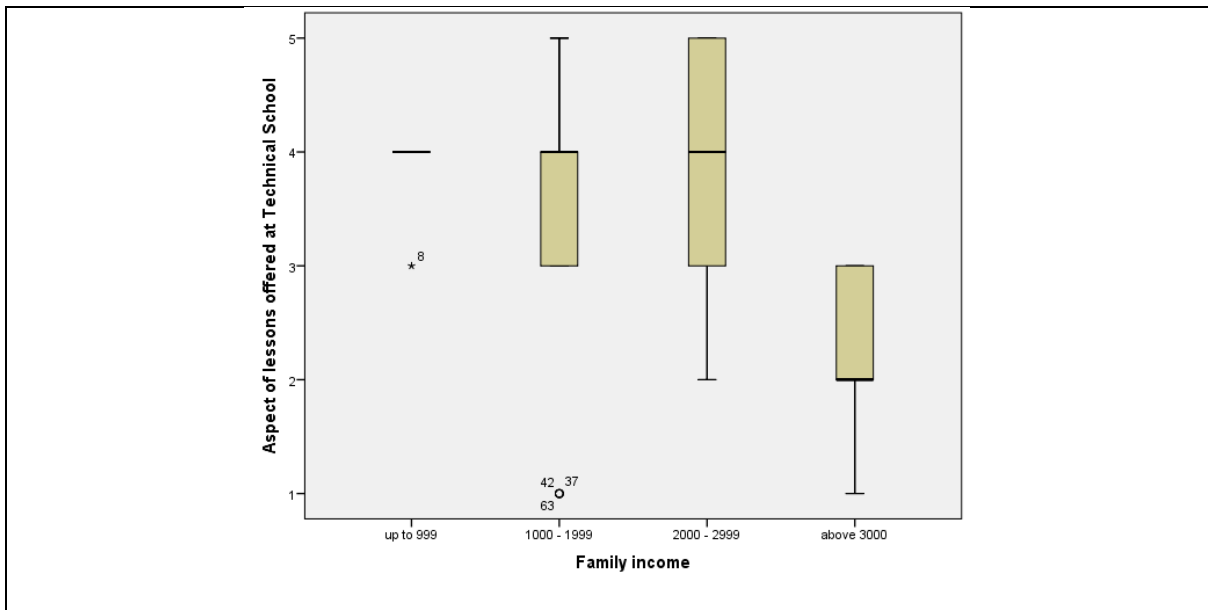


Figure 4.2.3: Lecturers' Classes with family income as grouping variable

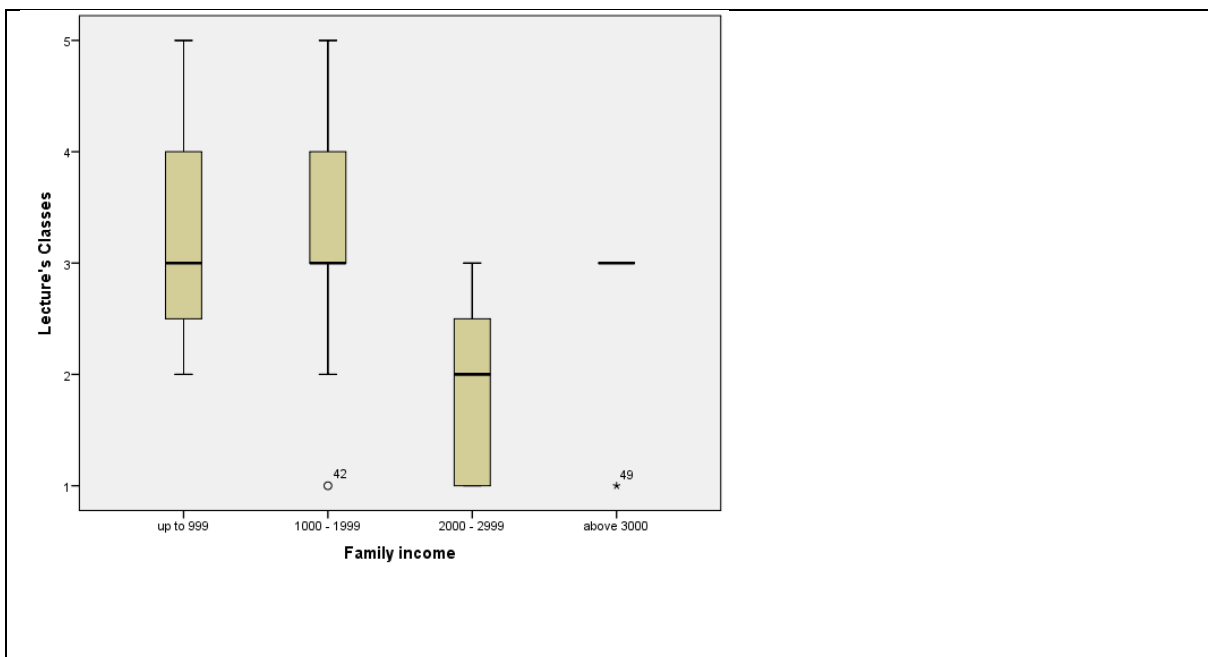
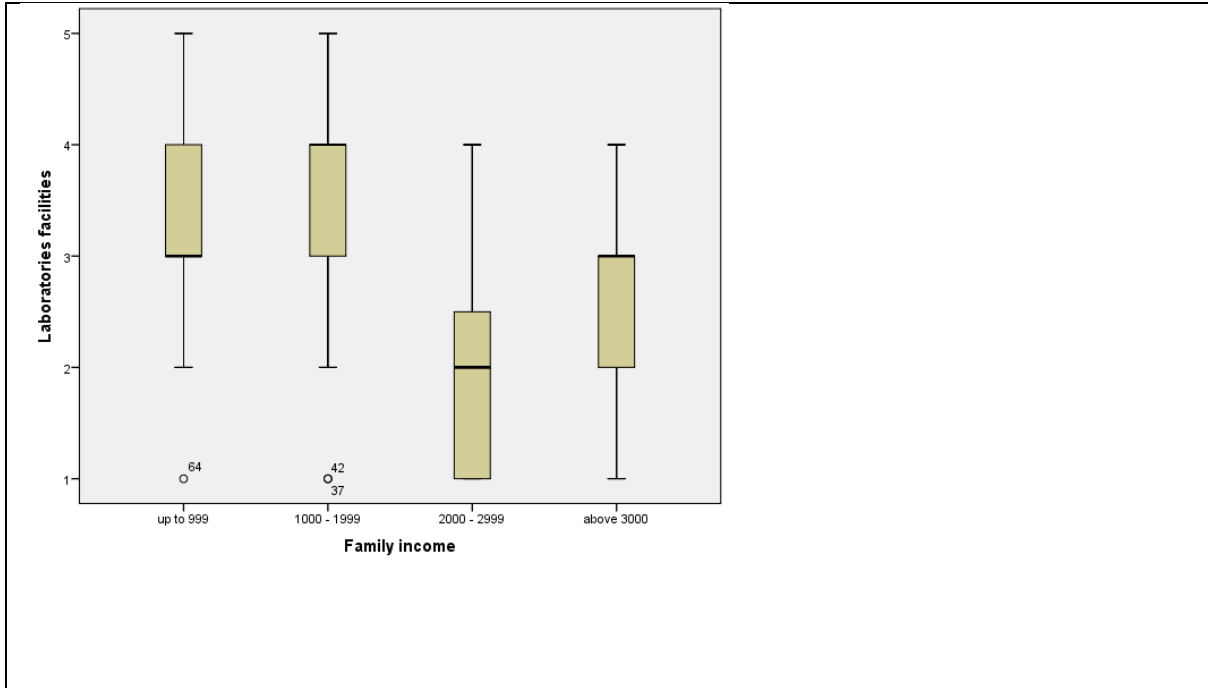


Figure 4.2.4: Laboratories Facilities with family income as grouping variable



When examined using the Chi squared test with the family income as the grouping variable, none of the nominal variables was found to have a statistically significant difference between different family income groups ($p > 0.05$).

We then examined the ordinal variables for statistically significant differences between students with different grades at high school (table 4.2.4).

Table 4.2.4: Kruskal Wallis Test with grades at high school as the grouping variable

	General impression for VET	Aspect of existing students of VET	Aspect of education offered at Tech	Tech School has positive aspect in society	Students of Tech feel "senior" against Lyceum students
Statistic	10.264	9.528	12.219	12.883	10.764
p Value	.016	.023	.007	.005	.013

This grouping variable was shown to be the most important determinant of ordinal variables since there was a statistically significant difference in five questions i.e. in the “General impression for VET”, the “Aspect of existing students of VET” the “Aspect of education offered at Tech” the “Tech School has positive aspect in society” and the “Students of Tech feel "senior" against Lyceum students”.

To pinpoint the direction and any possible trend in these differences, the five questions were investigated further by calculating their descriptive statistics (table 4.2.5).

Table 4.2.5: Descriptive statistics for the questions with statistically significant differences between students with different grades in high school

	Grades at high school	Mean	Std. Error
General impression for VET	A-B	3.21	.282
	B-C	3.54	.147
	C-D	3.85	.233
	D-E	4.50	.267
Aspect of existing students of VET	A-B	3.00	.254
	B-C	3.00	.217
	C-D	3.65	.221
	D-E	4.00	.267
Aspect of education offered at Paralimni Tech	A-B	3.00	.265
	B-C	3.33	.187
	C-D	3.85	.221
	D-E	4.25	.366
Tech School has positive aspect in society	A-B	2.21	.211
	B-C	2.88	.193
	C-D	2.95	.235
	D-E	3.88	.398
Students of Tech.School feel "senior" against Lyceum students	A-B	1.68	.242
	B-C	2.38	.254
	C-D	2.55	.320
	D-E	3.63	.532

Finally, the grades in high school were cross tabulated against all Nominal variables and chi squared statistics were calculated and thus responses in the question “Believe of High School Teacher's perception for Technical School” it was found to significantly influence responses (table 4.2.6).

Table 4.2.6: Cross tabulation for ordinal data with grades in high school

		Grades at high school				Total
		A-B	B-C	C-D	D-E	
Believe of High School Teacher's perception for Technical School	yes	12	17	17	2	48
	no	7	7	3	6	23
Total		19	24	20	8	71

Chi-Square Tests

	Statistic	p value
Pearson Chi-Square	9.680 ^a	.021

4.3 Questionnaire for Class A' for Lyceum Students

First, the Normality of the ordinal and scale answers were tested using the Shapiro Wilk test of Normality to determine whether parametric or non-parametric tests would be used to compare variables. From the results (table 4.3.1) we can see that none of the answer distributions was parametric ($p < 0.05$).

Table 4.3.1: Tests of Normality

	Shapiro-Wilk		
	Statistic	df	p value
Perception / impression before study at Paralimni Tech. School	.890	41	.001
Aspect for students study at Paralimni Tech. School	.852	41	.000
Aspect for the general environment of Paralimni Tech. School	.880	41	.000
Aspect of education level offered at Paralimni Tech	.871	41	.000
Perception of Technical School teachers	.898	41	.001
Tech.Schools provides students with all requirements for future employment	.897	41	.001
Tech Shcool's students have better chances of lyceum's for employment	.883	41	.001
Tech School has positive aspect in society	.887	41	.001
Tech. School's students have same chances for university access as Lyceum's	.915	41	.005
Tech School's students can find a decent job	.288	41	.000
Tech School's students can establish easily their own business	.881	41	.000
Tech School's students can find a job in the public	.900	41	.002
Tech Schools considered to be school of "secondary choices"	.889	41	.001
Students of Tech.School feel "lower" against Lyceum students	.864	41	.000
Negative comments for VET are responded in reality	.894	41	.001
Positive comments for VET are responded in reality	.747	41	.000
Tech. School's students are treated negatively against lyceum's students	.867	41	.000
At Tech. Schools study only "weak" students	.835	41	.000
The Tech. Schools offers variety of educational programs	.894	41	.001
Tech Schools expect technical Knowledge offer general knowledge as well.	.891	41	.001
Students of Tech.School feel "senior" against Lyceum students	.808	41	.000
Consultant	.854	41	.000
Family	.868	41	.000
Colleagues	.833	41	.000
Teacher of Gymnasium school	.838	41	.000
Teacher of technical school	.764	41	.000

Since all answers were not Normal, non-parametric testing in the form of Wilcoxon, Mann-Whitney U and Kruskal Wallis instead of the parametric t test and ANOVA was performed for comparisons between grouping variables. The chi squared test was used for categorical data and the Fishers exact test was used for cross tabulation of categorical data with small group cells.

Using the students' gender as the grouping variable we performed a Mann Whitney test for all ordinal data and a Chi squared test for all the Nominal. For the ordinal data there

was no significant difference in any of the responses ($p > 0.05$). Nonetheless (table 4.3.2) for the Nominal data, there was one question “Enough information provided for Paralimni Tech. School Programs” the responses of which were significantly different between the two genders both by the Pearson Chi squared test as well as for the Fishers exact test for small cells since some of our expected cross tabulation cells were found to have a frequency less than 5.

Table 4.3.2: Cross tabulation for nominal data with gender

		Gender		Total
		Boy	Girl	
Enough information provided for Paralimni Tech. School Programms	Yes	4	29	33
	No	4	4	8
Total		8	33	41

Chi-Square Tests

	statistic	df	p - value	p - value
Pearson Chi-Square	5.883	1	.015	
Fisher's Exact Test				.033
N of Valid Cases	41			

Because of the lack of significant results especially in the ordinal data, descriptive statistics were calculated in order to see their central tendency and variation regardless of grouping (table 4.3.3).

Table 4.3.3: Descriptive statistics for ordinal data

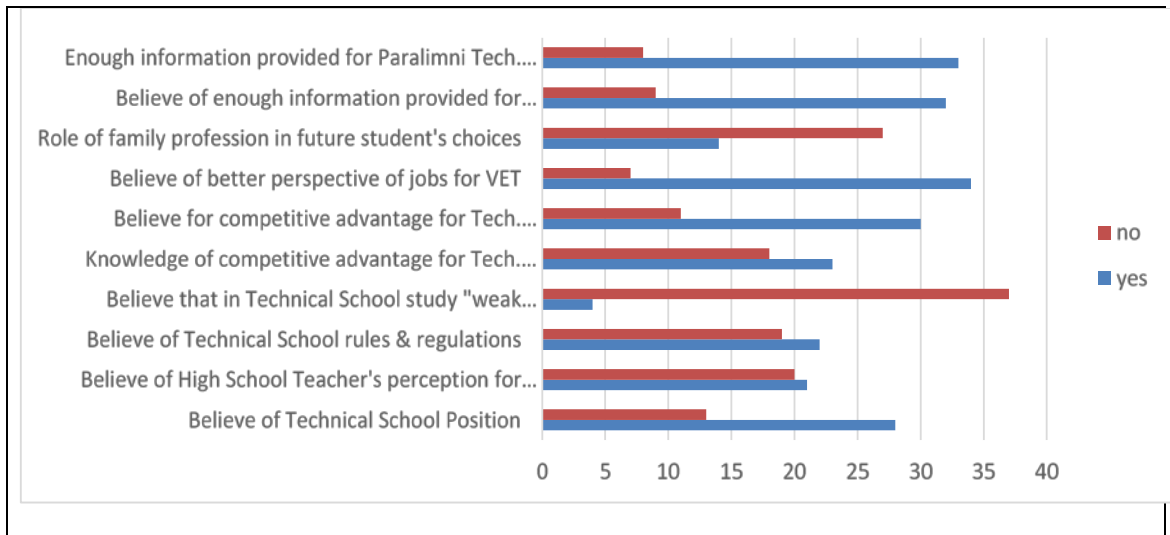
	mean	p value
Perception / impression before study at Paralimni Tech. School	3.46	.157
Aspect for students study at Paralimni Tech. School	3.44	.156
Aspect for the general environment of Paralimni Tech. School	3.20	.153
Aspect of education level offered at Paralimni Tech	3.24	.151
Perception of Technical School teachers	3.24	.174
Tech.Schools provides students with all requirements for future employment	3.56	.152
Tech School's students have better chances of lyceum's students for employment	3.46	.207
Tech School has positive aspect in society	2.66	.162
Tech. School's students have same chances for university access as Lyceum's Students	3.24	.184
Tech School's students can find a decent job	4.39	1.007
Tech School's students can establish easily their own business	3.44	.207
Tech School's students can find a job in the public	2.95	.197
Tech Schools considered to be school of "secondary choices"	2.90	.215
Students of Tech.School feel "lower" against Lyceum students	2.37	.187
Negative comments for VET are responded in reality	2.41	.175
Positive comments for VET are responded in reality	3.05	.264
Tech. School's students are treated negatively against lyceum's students	2.41	.194
At Tech. Schools study only "weak" students	2.22	.193
The Tech. Schools offers variety of educational programs	2.85	.190
Tech Schools expect technical Knowledge offer general knowledge as well.	3.24	.184
Students of Tech.School feel "senior" against Lyceum students	2.27	.218
Consultant	2.93	.297
Family	3.15	.311
Colleagues	2.80	.297
Teacher of Gymnasium school	2.56	.254
Teacher of technical school	2.49	.303

Table 4.3.4: Distribution of Yes- No Nominal variables

	Yes	No
Believe of Technical School Position	28	13
Believe of High School Teacher's perception for Technical School	21	20
Believe of Technical School rules & regulations	22	19
Believe that in Technical School study "weak students"	4	37
Knowledge of competitive advantage for Tech. students accessing universities	23	18
Believe for competitive advantage for Tech. students for employability	30	11
Believe of better perspective of jobs for VET	34	7
Role of family profession in future student's choices	14	27
Believe of enough information provided for Lyceum.School study	32	9
Enough information provided for Paralimni Tech. School Programms	33	8

Similarly, we looked to the frequencies of the responses to yes-no binary questions as well (Table 4.3.4 and figure 4.3.1) in order to recognise any possible trends.

Figure 4.3.1: Distribution of Yes- No Nominal variables



We then examined the fathers' education to see whether it significantly affected both nominal and ordinal data. None of the Nominal data was found to be affected using the chi squared test but two questions in ordinal data were found using the Kruskal Wallis test (table 4.3.5) to be significantly affected ($p < 0.05$) namely "Aspect for students' study at Paralimni Tech. School" and "Tech. School's students have same chances for university access as Lyceum's Students".

Table 4.3.5: Kruskal Wallis Test with fathers' education as the grouping variable

	Aspect for students study at Paralimni Tech. School	Tech. School's students have same chances for university access as Lyceum's Students
statistic	15.189	15.621
p value	.019	.016

The specific differences were then looked at using box plots (figures 4.3.2 and 4.3.3).

Figure 4.3.2: Aspect for students' study at Tech. School with fathers' education as grouping variable

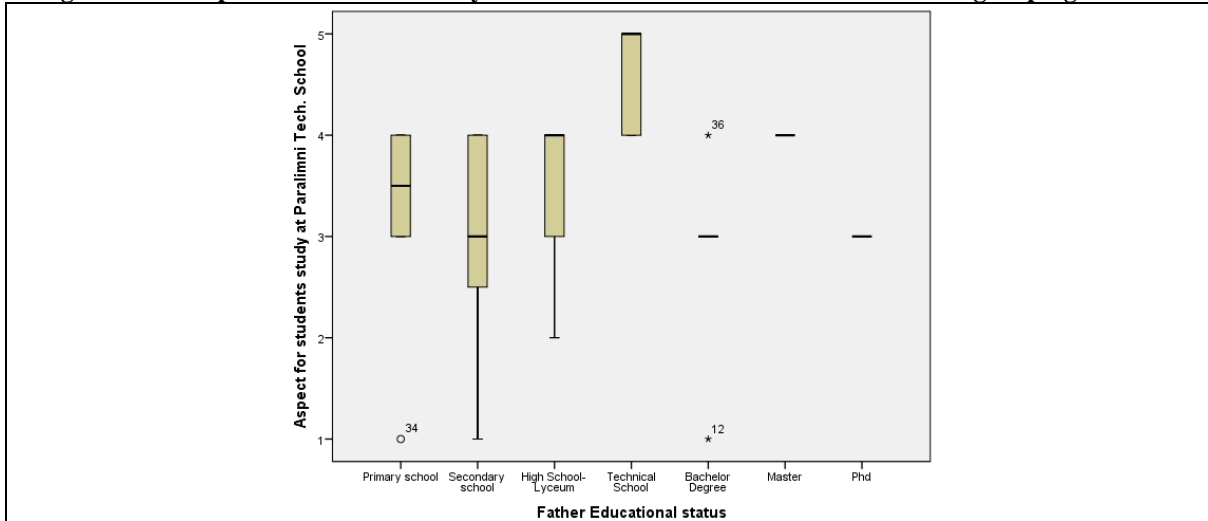
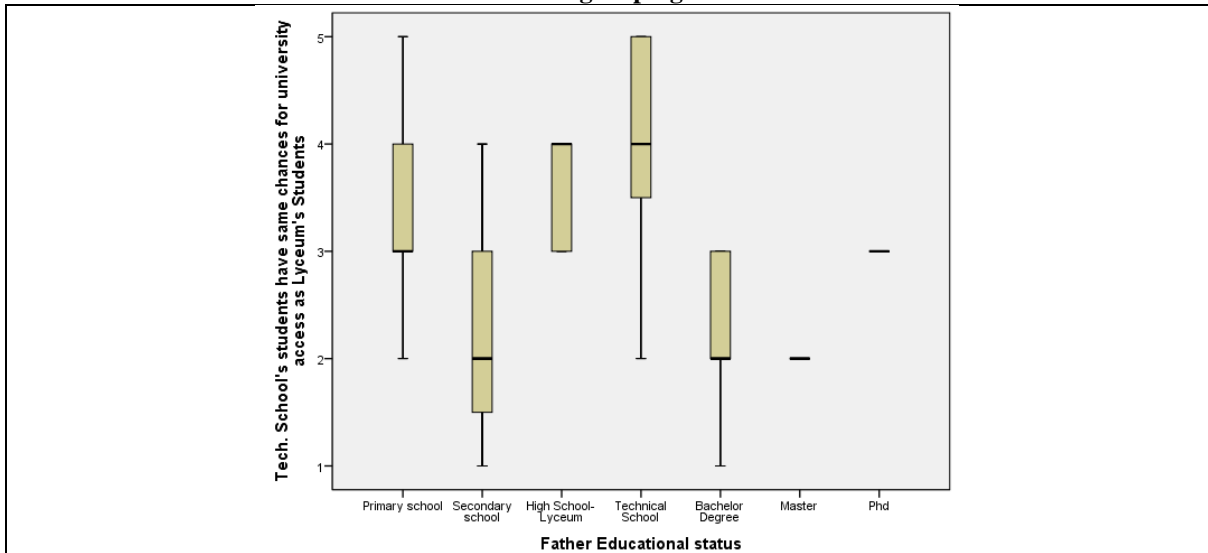


Figure 4.3.3: Tech. School's students have same chances for university access as Lyceum's with fathers' education as grouping variable



We then examined the Mothers' education to see whether it significantly affected both nominal and ordinal data. The only question with significantly different responses (table 4.3.6) according to the mothers' education was "Knowledge of competitive advantage for Tech. students accessing universities" ($p < 0.05$).

Table 4.3.6: Cross tabulation for nominal data with Mothers' education

		Mother Educational status					Total
		Primary school	Secondary school	High School-Lyceum	Technical School	Bachelor Degree	
Knowledge of competitive advantage for Tech. students accessing universities	Yes	7	6	7	3	0	23
	No	2	4	3	3	6	18
Total		9	10	10	6	6	41

Chi-Square Test

	Value	df	p value
Statistic	10.322 ^a	4	.035
N of Valid Cases	41		

Moreover, when ordinal data was investigated using the Kruskal Wallis test (table 4.3.7) three questions were identified to be significantly influenced ($p < 0.05$) by the mothers' education namely "Tech. School's students have same chances for university access as Lyceum's Students", "Tech School's students can establish easily their own business" and "Tech Schools considered to be school of "secondary choices"".

Table 4.3.7: Kruskal Wallis Test with mothers' education as the grouping variable

	Statistic	p value
Tech. School's students have same chances for university access as Lyceum's Students	9.831	.043
Tech School's students can establish easily their own business	10.970	.027
Tech Schools considered to be school of "secondary choices"	15.297	.004

The specific differences were then looked into using box plots (figures 4.3.4 and 4.3.6).

Figure 4.3.4: Tech. School's students have same chances for university access as Lyceum's Students with mothers' education as grouping variable

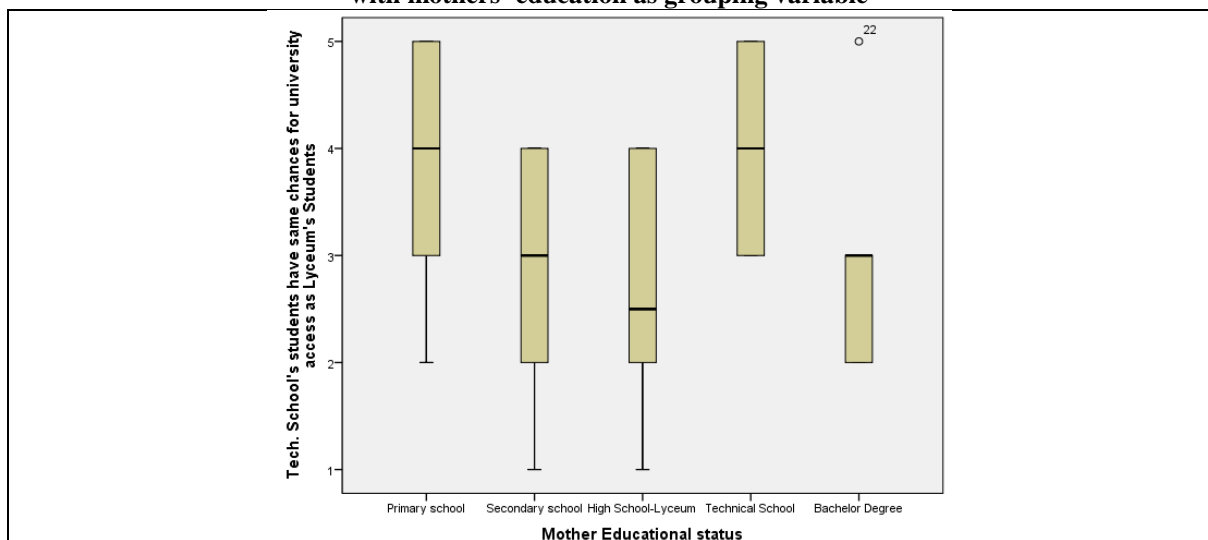


Figure 4.3.5: Tech School's students can establish easily their own business with mothers' education as grouping variable

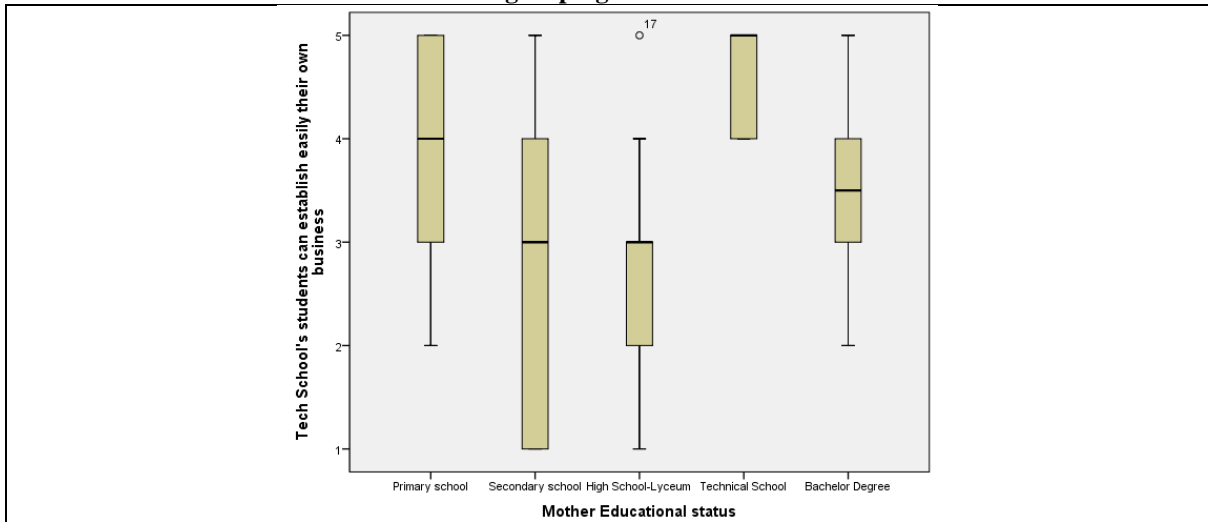
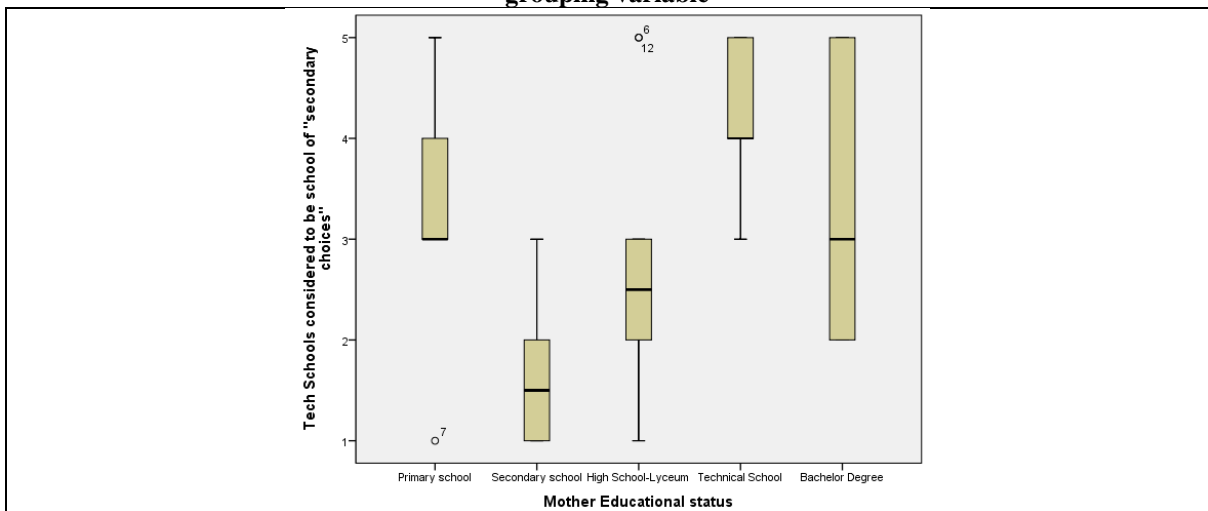


Figure 4.3.6: Tech Schools considered to be school of "secondary choices" with mothers' education as grouping variable



We then examined the family income to see whether it significantly affected both nominal and ordinal data. None of the Nominal data was found to be affected using the chi squared test but two questions in ordinal data was found using the Kruskal Wallis test (table 4.3.8) to be significantly affected ($p < 0.05$) namely "Tech School's students have better chances of lyceum's students for employment" and "Negative comments for VET are responded in reality".

Table 4.3.8: Kruskal Wallis Test with family income as the grouping variable

	Tech Shcool's students have better chances of lyceum's students for employment	Negative comments for VET are responded in reality
Statistic	6.626	6.876
P value	.036	.032

The specific differences were then looked at using box plots (figures 4.3.7 and 4.3.8).

Figure 4.3.7: Tech School's students have better chances of lyceum's students for employment with family income as grouping variable

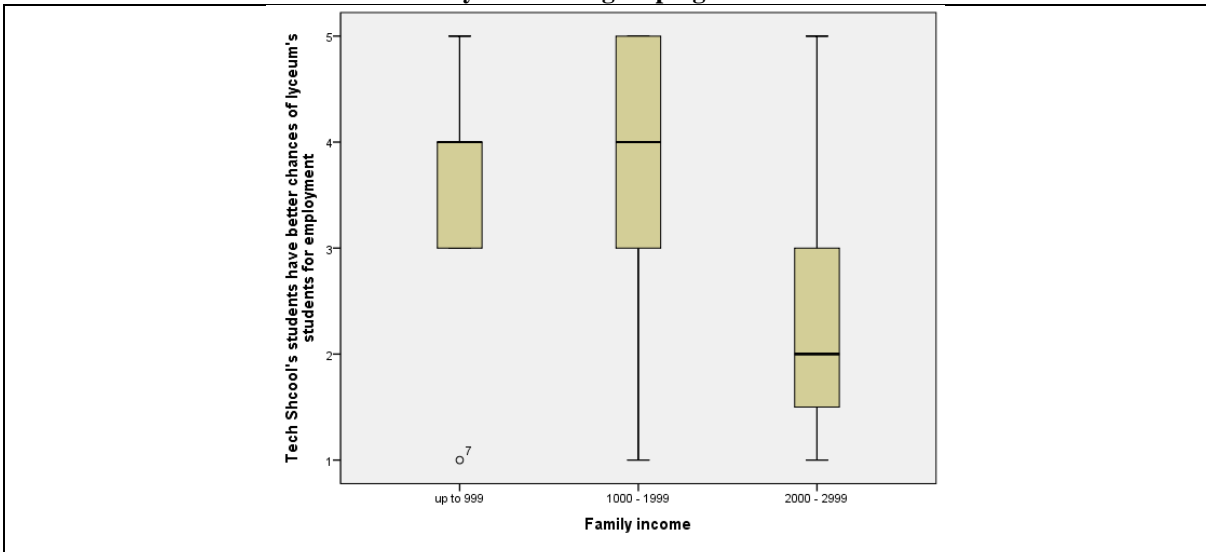
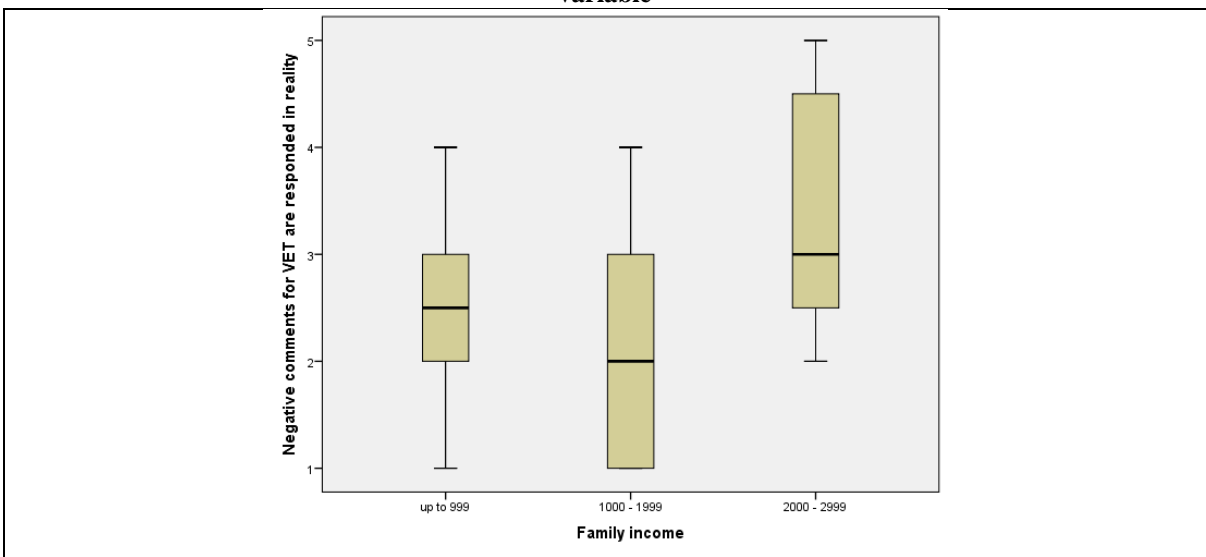


Figure 4.3.8: Negative comments for VET are responded in reality with family income as grouping variable



Both grades at high school and grades at Lyceum were tested using the chi squared test for nominal data and the Kruskal Wallis for ordinal data. The grades at high school did not affect ordinal data but did affect significantly ($p < 0.05$) a nominal question i.e. “Believe of enough information provided for Lyceum School study” (table 4.3.9).

Table 4.3.9: Cross tabulation for nominal data with grades at high school

		Grades at high school				Total
		A-B	B-C	C-D	D-E	
Believe of enough information provided for Lyceum School study	Yes	7	17	8	0	32
	No	1	5	1	2	9
Total		8	22	9	2	41

Chi-Square Tests

	Value	df	P value
Statistic	8.153 ^a	3	.043
N of Valid Cases	41		

In contrast Lyceum grades were not found to significantly affect nominal data but they were found to significantly affect ($p < 0.05$) two ordinal questions i.e. “Tech School's students can establish easily their own business” and “At Tech. Schools study only "weak" students” (table 4.3.10).

Table 4.3.10: Kruskal Wallis Test with Lyceum grades as the grouping variable

	statistic	p value
Tech School's students can establish easily their own business	9.225	.026
At Tech. Schools study only "weak" students	8.297	.040

The specific differences were then looked at using box plots (figures 4.3.9 and 4.3.10).

Figure 4.3.9: Tech School's students can easily establish their own business with Lyceum grades as grouping variable.

Figure 4.3.9: Tech School's students can establish easily their own business with Lyceum grades as grouping variable

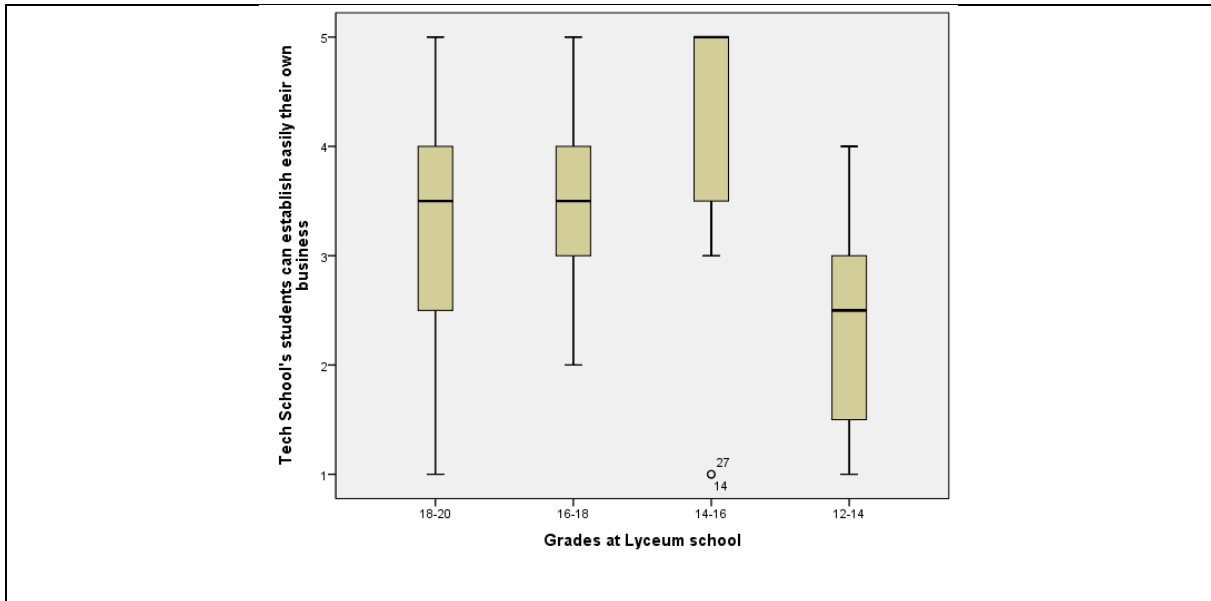
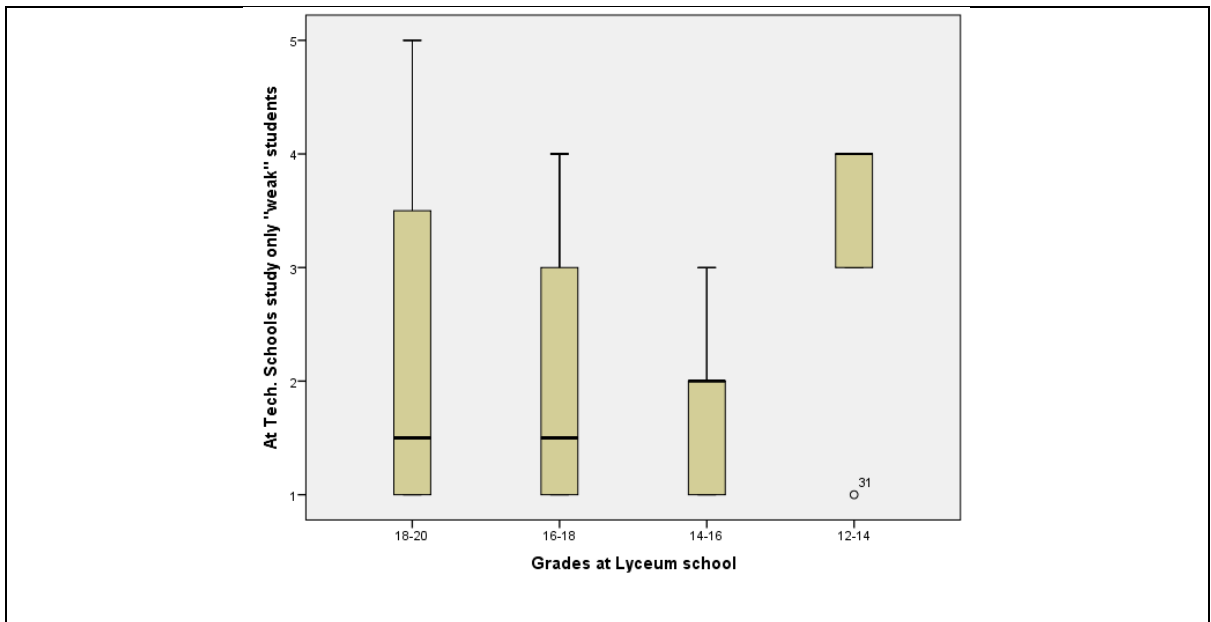


Figure 4.3.10: At Tech. Schools study only "weak" students with Lyceum grades as grouping variable



4.4 Questionnaire of Employers

The employers' questionnaire did not give any significant results probably due to the small sample size.

4.5 Qualitative Analysis

4.5.1 Questionnaire for Class A' for students at Paralimni Technical School.

A large number of students responded to the open-ended questions of the questionnaire concerning **Class A' for students at Paralimni Technical School**. Through the qualitative analysis the most frequent answers are ranked in hierarchy as showed at the table 4.5.1. Generally speaking, our qualitative analysis suggests there is a need for better information and advertisement in order to promote the benefits of VET such as more opportunities and direct employability in the hospitality industry.

Table 4.5.1:

	Question	Answers	Answer's Frequency %
1	Have you decided what profession would you like to follow?, If yes:	1) Cooker 2) Waiter	78% 22%
2	Why do you think that TS has more immediate professional employment opportunities after graduation?	1) There are better opportunities immediate employment 2) Education in Practical courses & Specialized and ready for work	53% 47%
3	What do you particularly like on your attendance in Paralimni Technical School;	1) Interested in Practical / laboratory courses 2) Summer Practical Training 3) Good Environment	50% 30% 20%
4	Why did you choose to follow the HCP during your studies in Paralimni Technical School?	1) I like the Hospitality industry (Cooking-Waiters) 2) Better Direct Employment opportunities 3) High demand in the technical professions; With Future	62% 22% 16%
5	What do you think the VET needs to change its current image and become more attractive in terms of students' study choice?	1) Better and more information / Advertising 2) Improving buildings	60% 40%

4.5.2 Questionnaire for Class C' for Gymnasium Students

Qualitative analysis illustrating the results regarding questionnaire from **Class C' for Gymnasium students** as presented below (table 4.5.2) and showing their attitude towards to Paralimni technical school. From the 71 questionnaires 70% (51) answered

in favour of TS 15% (10) over Lyceum and 15% (10) not responded. Although 70% (n=71) of the respondents believe that studies at Paralimni technical school provides better and more direct employment opportunities nevertheless, they deny to continue their further studies at TS by choosing general education and saying “ I don’t like TS”. In order to reverse this negative attitudes towards the VET the respondents suggest that there is the need for more information and advertisement from the counsellors and the alumni as well.

Table 4.5.2:

	Question	Answers	Answer's Frequency %
1	Why do you think that Technical School has more immediate professional employment opportunities after graduation?	1) There are better opportunities immediate employment 2) Education in Practical courses & Specialized and ready for work 3) Employment in an occupation associated with schooling sector 4) Continuing studies for higher education	40% 30% 15% 15%
2	Would you like to follow the HCP during your studies in Technical School Paralimni and why;	1) No - I do not like it 2) Yes- there are more employment opportunities 3) No -Due low wages	70% 21% 9%
3	What do you think the VET needs to change its current image and become more attractive in terms of students' study choice?	1) Better and more information / Advertising 2) Stricter regulations and improved facilities 3) Nothing 4) Stop smoking during brakes- better environment 5) More educational program 6) Information from alumni of VET for their career success 7) To stop high school teachers defame VET	26% 20% 14% 12% 10% 10% 8%

4.5.3 Questionnaire for Class A' for Lyceum Students

Below (table 4.5.3) the findings of the **Class A' for Lyceum students** questionnaire are presented. Regarding the first question: “Who do you think has more direct employment opportunities after graduating the school?” the 65% (n=31 out of 41) of the respondents

answered positively for Technical School and agree that there is higher demand on practical jobs. Furthermore respondents believe that there is the need of improving the image and reputation of the Paralimni TS and provide more information / advertisement promotion as well. It is evident from the research study that there is the need of upgrading the level quality of enrolled students at TS and promote the merits and demerits that someone can gain from his studies at Paralimni TS.

Table 4.5.3:

	Question	Answers	Answer's Frequency %
1	Why do you think that Technical School has more immediate professional employment opportunities after graduation?	1) There are better opportunities immediate employment 2) Education in Practical courses & Specialized and ready for work 3) Higher demand on practical jobs	50% 30% 20%
2	Why do you think that Lyceum has more immediate professional employment opportunities after graduation?	1) Attending the studies excellent students 2) Employment in an occupation associated with schooling sector 3) It has better environment 4) Acquisition of own abilities with technical school	64% 18% 9% 9%
3	What do you particularly like on your attendance in high school (Lyceum);	1) Nothing 2) Good Environment 3) Lessons	40% 35% 25%
4	What are the main factors / reasons your led not studied in Paralimni Technical School;	1) I was not what I wanted to follow 2) There was no program to interesting me 3) I would have no chance of admission to Universities 4) Notoriety for students attending Technical 5) School bad environment	42% 23% 15% 10% 10%
3	What do you think needs Technical Education to change the current image (reputation) and become more attractive in terms of students' study choice?	1) appearance and improve student behavior 2) I don't know/ nothing 3) Improving the school climate and environment 4) Better and more information / Advertising 5) Stricter regulations and improved facilities	35% 35% 13% 12% 5%

4.5.4 Questionnaire of Employers

Almost all the stakeholders answer that they believe that Technical school's graduates have more employment opportunities.

Table 4.5.4:

	Question	Answers	Answer's Frequency %
1	Why do you think that Technical School has more immediate professional employment opportunities after graduation?	1) more experienced 2) more trained 3) More about business 4) because demand	40% 27% 20% 13%
2	Are you for or against the employment of students from the Schools in a hotel where you work?	1) Opportunity of gaining work experience 2) progression opportunities	80% 20%
3	How many years are involved or are you responsible for the professional training of students from the Schools?	1) 0-5 years 2) 6-10 years 3) 11-15 years 4) 16-20 years	36% 27% 10% 27%
4	How are graduates Technical School (HCP) compared with high school graduates during their employment	1) They are more educated / trained in their field 2) They have more understanding of the working environment 3) Minimum knowledge relative to their sector/ misconduct	50% 30% 20%
5	Do you believe that graduates of Technical Schools (HCP) outweigh graduates high school?	1) More skilled / trained 2) Technical skills 3) Nothing	40% 35% 25%
6	In what areas do you think students of technical schools need improvement in order to meet the demands and professional obligations?	1) To foster professional ethics 2) To foster maturity and responsibility 3) Acquisition of customer-oriented mind-set	50% 30% 20%
7	What extra educational programs do you think should be added to Paralimni Technical School?	1) Confectionery / Bakery 2) Coffee & Bar / Baristas 3) Housekeeping & front office	40% 40% 20%
8	What do you think needs to be improved in educational programs (HCP) during students' attendance in Paralimni Technical School	1) More Practice 2) More specialization in specialties waiter & Cooking 3) Course for acquiring more contact with real industry (req. & needs) 4) Lesson professional ethics	47% 23% 15% 15%
9	What do you think the technical education needs to become more attractive in terms of students' study choice?	1) Connecting school with industry 2) Event Organizations & demonstrations by industry professionals 3) More information 4) Contact old successful graduates (students of Hospitality programs)	30% 30% 20% 20%

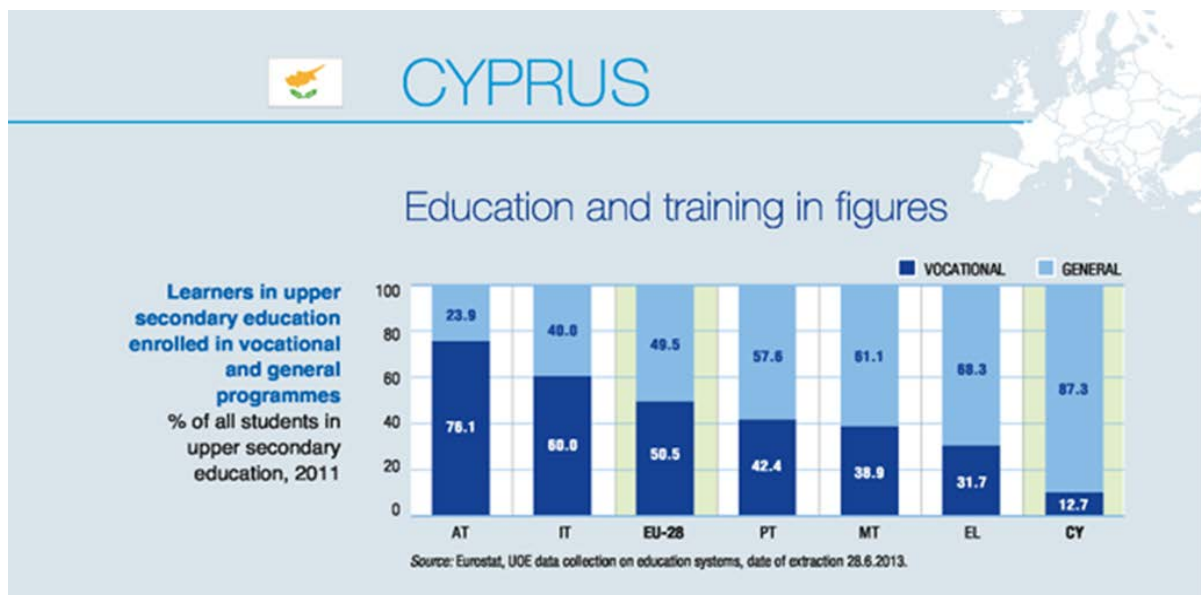
Chapter 5

Conclusion and Suggestions

5.1 General Conclusions

The main objective of this research study was to provide methods regarding to make the VET and more specifically the HCP more attractive as an option for the secondary education in Cyprus. In order to support and accelerate the process of reforming and upgrading secondary technical and vocational education, a strategic VET plan for 2015-2020 was approved by the Council of Ministers in May 2015 (Refernet, 2014)). However the vocational education offered is gradually being expanded, including the restructuring of upper secondary and secondary technical and vocational education to increase their attractiveness.

Figure 5.1.1



Source: Eurostat, UOE data collection on education system, date of extraction 28.6.2013

Although Cyprus has a high level of educational attainment with a strong cultural trend in favour of general secondary education, the VET attracted only 12.7% for the year 2011 (13.6 % for the year 2013, national sources of Government 2015 report an important

increase to 19% in 2014) of the upper secondary school age cohort. The Cyprus retains one of the lowest participation rates in the EU countries compared to the EU average of 48.9% with general education clearly predominating. The attractiveness of vocational education and training is particularly problematic since it has recorded one of the lower rates between the EU countries with a relatively low employability rate for recent, upper secondary graduates. (Refernet, 2014).

In recent years the European Union has invested heavily in the development of higher and secondary education and to strengthen the links between technical vocational education, training and the labour market by combining learning with work experience (internship). The education of young people and tomorrow's citizens in project areas is considered critical in achieving the objectives of European competitiveness and innovation and Social cohesion by reducing unemployment.

However, the deficit standing and acceptance of vocational education and training in many European countries, including Cyprus, seriously hampers the implementation and development. The student population who chooses or follows VET because of necessity are mainly of low school performance, having parents of low education levels. The main characteristic of these students and their family environment is the fact they consider VET as a second-class educational choice (Paidousi, 2016). Vocational education has been generally associated with less prestigious education, always seems to be about "other people's children" (Hyland, 2014) and is seen as one of the weakest areas of the educational system.

Tourism is one of the world's leading employment creators. In order to foster the sector's greater capacity to create jobs the World Tourism Organisation works closely with its Member states towards providing quality education and training among tourism professionals and stakeholders (UNWTO, 2016)

5.2 Recommendations for Improvements-Promotion Tools

As mentioned above, a new strategy plan is approved by the Minister of Council in order to upgrade and reform the VET in Cyprus. In order to support this procedure some additional measurements need to be considered for the program's successful accomplishment.

The VET educators need to be encouraged to participate in industrial attachments in order to both maintain viable relationships with employers and to enhance their knowledge and competencies. Similarly the development of viable student attachment is increasingly important with the improvement of linkages with the enterprises. (Rupert Maclean, 2011). Additionally, hospitality educators and practitioners would benefit from the students or employees' emotional intelligence and service orientation through courses which teach the concept and simulation that can develop students' emotional intelligence skill sets. (Walsh, et al., 2015). Furthermore, VET educators can open a dialogue with students in order to discuss their rationales and reflection for or against joining the industry and to enhance their potential for developing a successful career within it. Leadership development and the enhancing of interpersonal skills through VET curriculum programs is important for students' future success and effective induction in the hospitality industry in conjunction with proper service orientation studies. A previous research (Ning-Kuang Chung, 2010) revealed that students who had gained work experience through their internship in the hospitality industry showed stronger career intentions than students who do not. Hence, the students should be encouraged to attend the hospitality internship programs in order to promote their professional growth and skills and gain the realistic knowledge of the industry environment. Furthermore, all the industry stakeholders (e.g. Hoteliers, restaurant owners) who should be willing to accept these students and offer them the opportunity to implement their knowledge and interact in actual working conditions.

Another key role of the Hospitality educator is to work closely with industry practitioners in order to facilitate the recruitment facilities. Offering better recruitment services might

play a significant role in motivating students to join the industry after graduating (Song Chang, 2015). Therefore it is imposed for the school to have a close relation with the industry partners. It will be more attractive for any student to attend a HCP in Technical school if they know in advance that they are well prepared for their future career and guarantee an immediate employment with a good alumni and industry networking provided by the school. The school works to launch students into careers and maintaining positive relationships and fostering post-graduated loyalty.

This study highlights the need for more accurate information and awareness of the tourism and hospitality industry, as well as the specific careers available which can increase the students' interest. Educators and the tourism industry should work together attentively with the conscientious of industry characteristics to increase student enrolment, and pursue students' career success (Suosheng wang, 2014). Nowadays the evolution of the tourism industry and recognition of the need for a higher level of service provided to guests offer opportunities for substantial development within the industry, as well as a means for students to start and sustain a healthy career by studying in a HCP in Technical Schools.

Although public Technical Schools are non-profit organizations which offer pure intangible services, they need to use a marketing plan in order to guide and indicate how the management and the people responsible for a school's promotion, reach their marketing objectives. Education as mentioned in Literature Review, is a highly intangible product in both experience and credence qualities and viewing the students as customer is a perspective that has been gaining support in the marketing pedagogical literature (Michael A. McCollugh, 1999). It is an industry like any other, and the primary purpose of an industry is to satisfy its customers. A marketing strategy and SWOT analysis is a part of a marketing plan. In the case of the Paralimni Technical School it is necessary to evaluate its strengths and weaknesses and find the opportunities and competitive advantages over the Lyceum. One of the school's main objectives is not only to attract new students in the HCP but define and measure its retention rate. Furthermore, VET needs to occupy a distinctive place in the minds of the target market. With an effective positioning Technical Schools have to determine a frame of reference and its relevant

competitor and to identify the optimal points of parity (POP) and points of difference (POD), where to emphasize the benefits that students can gain from Technical Schools over Lyceums. Moreover VET needs to follow the SERVQUAL scale attributes in order to increase the students' expectations and the overall service quality.

Responding to the research results, and in particular the fact that HCP attracts only "weak" students, the Government the Ministry of Education and Culture in particular should reinforce the effort to reverse the negative perception towards the technical schools, by presenting the benefits and perspectives that a student can gain from such an educational experience. (Zopiatis & Kyprianou, 2006).

According to the trends that exist in the EU and in accordance to its policies, the EU encourages its member countries to provide a new dimension to the practice in the workplace in conjunction with school education.

The Cyprus VET sets the bases for a campaign as proposed by the "Bruge Communiqué", to inform the society, parents and students in order for everyone to know the possibilities and prospects offered when attending Technical Education (Markatzis, 2015).

Finally, further suggestions are listed below:

- Continuous training of the Hospitality educators and updating of their knowledge on new technologies and new systems introduced in the enterprises (such as HACCP, Health & Safety Systems)
- In Schools to register those who really want to be trained in the specialties they offer, regardless their school performance, and not those who are considered "weak" to attend lyceum programs.
- To enter a new program of studies " Hotel & Catering management" for the theoretical direction in order not only to attract the weak students but to attract students from the upper level of average performance as well (Tsiarlistos, 2016).
- One of the fourth axes of upgrading is to fight prejudices against VET, and repositioning it in the proper basis of the educational system, as equivalent of the secondary general

Education (Markatzis, 2015). This can be accomplished by informing and enlightening the Gymnasium Career Counsellors in order to expand their knowledge for the outlook and potential of technical schools and more specific the HCP. Furthermore, the broadcasting of brief TV and radio commercials presenting the importance of VET for a country's economic development and employment opportunities and prospects. Additionally, to develop printed materials to inform and enlighten the parents as well as Class C' students of the Gymnasium.

- Organising systematic visits from employers to secondary schools as well as students' educational visits to workplaces.
- For the HCP it would be better to increase the practical training in the laboratories (workshops class) especially for the students of the practical direction.
- CRM techniques to improve students' relationship.

5.3 Advertising & Sales Promotion

Advertising offers a reason to buy a product or service by providing the potential consumer with awareness and knowledge. On the other hand, sales promotion is considered a key ingredient in marketing campaign which offers an incentive to buy a product or service including tools for consumer promotion such as a sample, free trial or coupons. (Kotler & Keller, 2012, p. 541). In our case VET needs to reinforce the effort to invite potential students (third's year student of Gymnasium) to visit the school and especially the laboratories in order to experience the lesson conduct. The future students will have the chance to interact with the existing students, share their experience in actual course conditions, not only in theory, and understand exactly what to expect from the HCP studies. Not all students have the same preference, interests and perspectives. The school's career counsellor must divide students into groups by examining their psychographic and behavioural differences. There are undoubtedly different groups of students who may have both different objectives concerning studying and a different perspective of their role as customers (Lynne Eagle, 2007).

5.4 Direct Marketing & Personal Selling

“Personal selling is an ancient art where business companies spend a lot of money to train, encourage and motivate its salesperson with sales methods and techniques” (Kotler & Keller, 2012, p. 582). Direct marketing is an interactive marketing system that can affect a measurable response, reach and deliver service at any location with face-to-face selling to be one of the major channels. In our case, the school representatives and career counsellors following the major steps of effective selling should inform the Gymnasium’s third year students always with a positive approach on the prospects and benefits of studying in a Technical Schools. It is very important during the information process not to promise something to the students that cannot be delivered. In order to achieve the desired response it is necessary to formulate the communication by determining the message strategy which is defined as “what to say” and the creative strategy which is defined as “how to say” it.

5.5 Word-of- Mouth Marketing

“In the business industry marketers recognise the power of word of mouth advertising and its positive results of building more personal relationships with customers” (Kotler & Keller, 2012, p. 568). Educators should motivate more students to join the industry, and attract more to join the program using the word-of-mouth. (HCP). Furthermore, they should offer students more practical insights from the leaders of the industry, such as the conduct of an in-residence course or a speaker session from an executive kitchen Chef who graduated the Paralimni Technical School providing his personal experience.

5.6 Public Relation and Publicity

“Public relations (PR) include a variety of programs to promote or protect a company’s image or individual products” (Kotler & Keller, 2012, p. 527). Using the marketing public relation techniques, the management and the promotional team of the Technical Schools can present news and information on the school’s programs studies, counselling the future students on their career perspectives by influencing specific target groups. Furthermore, they must try to build the school’s corporate image in a way that it reflects

the positive aspects and defends the school image against previous negative publicity such student's fights taking place mainly in Technical Schools.

5.7 Events and Experiences

It is good for the school to participate in various events organized in our region with the active participation and presence of our students in events such as the Strawberry festival, catering at the Cathedral and the social contribution in welfare centres such as KEPA. This will consequent in raising our school's reputation as well as the level of the offered programs. Moreover, this will help to reveal the quality and level of education offered at technical schools so that the society and the world in general will eliminate the negative impression they have regarding Technical schools.

5.8 Internal Marketing

Technical Schools need to engage in a series of internal marketing activities suitable for professors. "It makes no sense to promise excellent service before the company's staff is ready to provide it" (Kotler & Keller, 2012, p. 43). Only when all the professors and staff employed in Technical Schools realise that their job is to educate, inspire students as well as promote VET, will the school become an effective marketer. Additionally, professors employed at gymnasiums need to understand that technical schools are neither inferior nor intended for weak and "naughty" students.

5.9 Marketing and Media Communication

Nowadays the newest and fastest-growing channels for communicating and selling to customers are electronic with three main platforms for social media: (1) online communities and forums, (2) bloggers and (3) social networks (Kotler & Keller, 2012, p. 568). A number of researchers have examined the use of specific social media tools for pedagogical benefits as well as marketing application (Caroline Lego Munoz, 2015). Social media platforms such as Twitter and Facebook can successfully serve as communication channels to inform students for example for articles, newsletters, school activities or other important announcements. Our days the importance of social media has become

validated with deeper and broader levels of engagement with the consumers. Therefore the management and career counsellors of the Technical Schools should use them in a beneficial way in order to promote VET education. Additionally, due to new trends in marketing practice, the use of interactive marketing with new technologies will provide the opportunity to inform students by having direct access on e-mails, software apps, websites or text messages via mobile marketing. In addition, hospitality stakeholders could exploit media in order to present the industry's activities. In the recent years, culinary programs and live shows are broadcasted (e.g. Master Chef), thus enhancing positively the image, reputation and social acceptability of culinary professions. (Zopiatis & Kyprianou, 2006)

5.10 Findings

The findings of our research reconfirm that “Technical School students are treated negatively compared to lyceum students” and only “weak” students “attend technical Schools”. For the last decades technical schools have had a rather “notorious” reputation of being the logical alternative for individuals with low academic qualifications. (Zopiatis & Kyprianou, 2006, p. 40). It is normally considered a shelter for students that choose vocational courses, which would prepare them for employment in the “technical” professions, and it is obvious that HCP have failed to attract students with high academic and school performance.

In the questionnaire which was prepared for the technical school and more specifically in table 4.1.2 we can clearly see that the girls are more positive than boys towards the technical schools with higher answers in positive attitude questions and lower answers in negative attitude questions. This could possibly be attributed to the higher level of “psychological bullying” that boys face through peer ridicule.

In table 4.1.4 we can see that the students that have already chosen to study at the technical school feel that they had received the relevant information from the people responsible in advance and thus had made an informed decision. In contrast, in table 4.3.9 the gymnasium weak students who have already made the decision to study in Lyceum

feel that they have not been sufficiently informed and thus might have made the wrong decision.

From table 4.1.6 we can see that weak students graduating Gymnasium are more satisfied with their choice to study in technical schools, despite their possible initial reservations and negative expectations. They believe that the technical school graduates have better job opportunities and a better employment than lyceum students. In addition, their self-respect and self-portrayal is increased in comparison to their initial decision to study at a technical school. Similarly, it is evident in table 4.3.2 that Lyceum students also have a positive attitude towards Technical school education which could again be explained by the fact that they have already chosen to study in Lyceum. Moreover, in table 4.3.1 it is apparent that Lyceum students seem to have the general impression that Lyceum graduates have better employability chances. This could be due to the financial crisis and the fact that theoretical based jobs (white collar) have in general been affected more severely than technical jobs (blue collar). This theory is supported by the fact that the impression is diminished as the family income is increased which could point to reduced stress for future employment opportunities due to financial independence and thus are less interested in technical jobs.

In table 4.1.12 we can see that students who have chosen to study at the technical school are from families with low income levels. In addition, the educational level of the parents of students studying at the technical school is very low and thus no statistical results were identified based on their parents' education. More specifically 25% of parents were primary education graduates, 30% high school graduates whereas 35% were gymnasium graduates and only 10% graduated tertiary education. In addition, in table 4.3.1 we can see that the parents of students studying at Lyceum have a much higher level of education than the parents of the students studying at technical schools.

From Figure 4.2.1 we can see that high school students have not yet formed an opinion about technical schools and thus all their answers are generally neutral. Nonetheless the only conclusion that can be drawn is that their decision of whether to continue their studies in a Technical school or a Lyceum is mainly governed by their individual family environment.

From Figure 4.2.1 we can see that the students at gymnasium level feel that they have sufficient information regarding their options after graduating and the choices they have in technical school courses and that their general attitude in the technical school is positive. Therefore, in combination to table 4.4.2 we can conclude that the last word about where the students will continue their studies lies with their parents and thus the information on technical schools should be intensified towards parents. This conclusion is supported by the fact that table 4.2.3 shows that families with higher income have a negative opinion and attitude about the facilities offered by technical schools and the courses offered which enhances the fact that the parents' education and briefing should be improved.

The fact that from table 4.2.5 we can see that the Gymnasium weaker students have a higher opinion and attitude towards technical schools leads us to believe that with more information with regards to positive outcomes from technical school education such as job opportunities could persuade stronger students to also consider attending technical schools.

Finally, we can see that weaker students attending gymnasium feel that their teachers have a negative attitude towards technical schools because they think that only weak students "end up" in technical schools whilst better students feel the opposite which could imply a psychological coercion of weaker students by gymnasium teachers.

Through our qualitative research of career Counsellors through personal interviews is apparent that there is a need for enriching the informational material given to students and parents, attractively presenting the work of technical schools in the media and increasing the informative speeches to the parents of secondary school students.

Furthermore, the president of «OATEK» Mr Tsiarlistos (Tsiarlistos, 2016) mentioned that more Technical schools should be built in order to accommodate more students and achieve the Ministry of Education's target to reach the 30% of students studying at technical schools by the year of 2020. Additionally, it is expected that the negative perception of people towards the VET will be hopefully reversed especially these days due to the financial crisis.

Additionally from the employer's qualitative analysis as shown in (table 4.5.4) it seems that the stakeholders emphasise the need of more practical lessons than theoretical programs. Additionally they note the followings:

- To foster professional ethics
- To foster maturity and responsibility
- More Practice and training in laboratories
- Connecting school with the industry
- Event organisations & demonstrations by industry professionals
- Acquisition of customer-oriented min-set for the hospitality and service industry

5.11 Future Research

It appears that VET experiences an image problem. There is much work yet to be done in order to reposition the HCP and VET in general in the place it deserves to be in the educational system and society. Future research should consider, the factor affecting students' decision in Cyprus and attention should be given to the question on how HCP might successfully offer satisfaction guarantees. Additionally, when future researchers examine student's career decisions, they are encouraged to include other personal and environmental variables such as barriers, aptitudes, and other learning experiences (Ning-Kuang Chung, 2010). Furthermore, questions should examine the programmes' components in more detail. This needs to be considered in order to discover how this affects the attractiveness of student's career decisions. In addition, future research could examine the student's intention to remain within the industry after their graduation and examine their actual behaviour after the completion of their summer internship.

We also need to find out whether hospitality students are actually satisfied with their job in the industry after their graduation.

Finally future research could also examine the attitudinal and behavioural impact of emotional intelligence and service orientation.

5.12 Limitations

This research study has several limitations. First of all, due to the large number of the questionnaire's close-ended questions, some of the students might answer them without

actually read them and might answer the FAQ at random. More qualitative measures of the students' perceptions towards VET would be very helpful in actually identifying what the real learning needs are. Second, this study's results were based only on students that are currently studying at schools and some stakeholders from the industry. Our findings would be more substantial if we had taken in consideration the opinion from alumni (students already graduated and work in the industry). It would be very effective and beneficial for the Technical Schools to identify what are actually the things that need to be changed in order to be more attractive. Third, although our data revealed what actually attracts students, future research is needed to examine what are actually the reasons influencing students to choose to attend an HCP in Technical School as well as how they were influenced by the programs. Fourth, this study has not investigated whether or not the alumni of HCP subsequently remain in the Hospitality industry, after their employment. Fifth, questionnaires could be designed for the parents of the gymnasium Class C students as well, in order to obtain their opinion and their perceptions towards HCP at the Paralimni Technical School. Finally questionnaires should be given to a wider range of samples from Lyceum Class A' students. This sample should be taken from all the fields of school.

Epilogue

Summing up, the results of this thesis reveal that its objectives have been met to a large extent. Furthermore, the results and conclusions reached, have proven to be important and valuable because they can be used for future research but also to apply in practice to improve the negative image that prevails in Cyprus concerning the Technical Education.

Through this research study we have tried to highlight some strategies and suggestions in order to improve the attractiveness of the HCP using a descriptive, mixed method study research design. VET should not be considered a shelter for "weak" students but win the position it deserves within the educational system.

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APPENDICES

Appendix A

A. Questionnaire for Class A' for Students at Paralimni Technical School

Για μαθητές Α' Τάξης Τεχνικής Σχολής-Κλάδου Ξενοδοχειακών

Αγαπητέ/ή μαθητή/μαθήτριά

Το παρόν ερωτηματολόγιο έχει σκοπό να διερευνήσει τις απόψεις σας για την Μέση Τεχνική Εκπαίδευση στην Κύπρο. Καλείστε να απαντήσετε σ' αυτές τις ερωτήσεις με ειλικρίνεια. Θα τηρηθεί απόλυτη εχεμύθεια και εμπιστευτικότητα, αφού το ερωτηματολόγιο είναι **ανώνυμο** για αυτό να μην γράψεις κάπου το όνομα σου. Θα χρησιμοποιηθεί μόνο για τους σκοπούς της έρευνας και θα ακολουθηθούν όλες οι διαδικασίες διασφάλισης του απορρήτου.

Σε ευχαριστώ για το χρόνο που θα αφιερώσεις για τη συμπλήρωση του.

A. Παρακαλώ απαντήστε τις πιο κάτω ερωτήσεις:

1. Φύλο: α) Αγόρι β) Κορίτσι
2. Τόπος Κατοικίας:..... 3. Πόσα αδέρφια έχεις;
4. Ποιο είναι το μορφωτικό επίπεδο των γονιών σου; Πατέρα Μητέρας
- | | | |
|-----------------------------------|--------------------------|--------------------------|
| α) Απόφοιτος Δημοτικού | <input type="checkbox"/> | <input type="checkbox"/> |
| β) Απόφοιτος Γυμνασίου | <input type="checkbox"/> | <input type="checkbox"/> |
| γ) Απόφοιτος Λυκείου | <input type="checkbox"/> | <input type="checkbox"/> |
| δ) Απόφοιτος Τεχνικής Σχολής | <input type="checkbox"/> | <input type="checkbox"/> |
| ε) Απόφοιτος Ανώτερης Εκπαίδευσης | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Πτυχίο | <input type="checkbox"/> | <input type="checkbox"/> |
| ii. Μεταπτυχιακό | <input type="checkbox"/> | <input type="checkbox"/> |
| iii. Διδακτορικό | <input type="checkbox"/> | <input type="checkbox"/> |
5. Ποιο είναι το επάγγελμα του πατέρα σου;, της μητέρας σου;.....
6. Ποιος είναι συνολικά ο μηνιαίος μισθός της οικογένειας σου;

- α) Μέχρι 999 ευρώ
- β) 1000 – 1999 ευρώ
- γ) 2000 - 2999 ευρώ
- δ) Άλλο (Διευκρίνισε)-----

7. Πού κυμαίνονταν κατά μέσο όρο οι επιδόσεις σας στα μαθήματα κατά την φοίτηση σας στη Γ' Γυμνασίου;

- α) Α-Β β) Β-Γ γ) Γ-Δ δ) Δ-Ε

8. Πού κυμαίνονται κατά μέσο όρο οι επιδόσεις σας στα μαθήματα κατά την φοίτηση σας στην Α' Τεχνική;

- α) 18-20 β) 16-18 γ) 14-16 δ) 12-14 ε) 10-12 στ) κάτω από 10

9. Πιστεύετε ότι έχετε πάρει την σωστή απόφαση για την φοίτηση σας μετά την Γ' Γυμνασίου στην Τεχνική Σχολή Παραλιμνίου στον κλάδο των Ξενοδοχειακών;

- α) Ναι β) Όχι

10. Αν όχι τι άλλο θα επιλέγατε και γιατί;

.....

11. Έχετε αποφασίσει τι επάγγελμα θα θέλατε να ακολουθήσετε;

- α) Ναι β) Όχι

12. Αν ναι, τι επάγγελμα; -----

13. Α) Ποιος πιστεύετε ότι έχει περισσότερες ευκαιρίες άμεσης επαγγελματικής αποκατάστασης μετά την αποφοίτηση του από:

- α) Τις Τεχνικές Σχολές; β) Το Λύκειο;

Β) Γιατί το πιστεύετε αυτό;

.....

14. Τι σας αρέσει ιδιαίτερα από την φοίτηση σας στην Τεχνική Σχολή Παραλιμνίου;

.....

15. Γιατί επιλέξετε να ακολουθήσετε τον κλάδο των Ξενοδοχειακών κατά την φοίτηση σας στην Τεχνική Σχολή Παραλιμνίου;

.....

Β. Απαντήστε τις πιο κάτω ερωτήσεις με ναι ή όχι:

	Ναι	Όχι
1. Πιστεύετε ότι η Τεχνική Σχολή Παραλιμνίου κατέχει δικαιωματικά την θέση που της αξίζει ανάμεσα στο εκπαιδευτικό σύστημα;	<input type="checkbox"/>	<input type="checkbox"/>
2. Πιστεύετε ότι η αντίληψη που έχουν οι καθηγητές του Γυμνασίου για την Τεχνική Σχολή Παραλιμνίου είναι θετική;	<input type="checkbox"/>	<input type="checkbox"/>
3. Πιστεύετε ότι η φοίτηση στην Τεχνική Σχολή Παραλιμνίου είναι πιο χαλαρή όσο αφορά τους κανονισμούς και τα προγράμματα φοίτησης;	<input type="checkbox"/>	<input type="checkbox"/>
4. Πιστεύετε ότι στην Τεχνική Εκπαίδευση πρέπει να φοιτούν μόνον οι «αδύνατοι μαθητές»;	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|---|---|
| 5. Γνωρίζετε ότι για την πρόσβαση σε τριτοβάθμια εκπαίδευση (Α.Ε.Ι/ΤΕΙ/ΑΕΙΚ) υπάρχει πριμοδότηση /υπεράριθμες θέσεις για τους απόφοιτους της Τεχνικής Εκπαίδευσης σε σχέση με τους αποφοίτους του Λυκείου; | □ | □ |
| 6. Πιστεύετε ότι η φοίτηση στην Τεχνική Εκπαίδευση σε σχέση με το Λύκειο μπορεί να δώσει θετικό προβάδισμα σχετικά με την μελλοντική σας σταδιοδρομία και επαγγελματική αποκατάσταση; | □ | □ |
| 7. Θεωρείτε ότι τα επαγγέλματα τεχνικής εκπαίδευσης έχουν καλές προοπτικές; | □ | □ |
| 8. Παίζει ρόλο στην επιλογή του επαγγέλματος από εσάς το επάγγελμα που ασκείται ήδη στη οικογένεια; | □ | □ |

Σημείωσε με √ σε ποιο βαθμό ισχύει για **σένα προσωπικά** η καθεμία από τις πιο κάτω δηλώσεις στην κλίμακα που βρίσκεται δεξιά:

1 2 3 4 5

Σε ελάχιστο βαθμό

Σε μέγιστο βαθμό

Γ. Πώς θα αξιολογούσατε τις ακόλουθες υπηρεσίες / εγκαταστάσεις στην Τεχνική Σχολή Παραλιμνίου;

	Κακή	Μέτρια	Καλή	Πολύ καλή	Άριστη
1. Αίθουσες διδασκαλίας	1□	2□	3□	4□	5□
2. Εργαστηριακές εγκαταστάσεις	1□	2□	3□	4□	5□
3. Εγκαταστάσεις άθλησης	1□	2□	3□	4□	5□
4. Συγκοινωνίες (π.χ Λεωφορεία) από και προς το σχολείο	1□	2□	3□	4□	5□

Δ. Ποια η προσωπική σας άποψη με τις πιο κάτω τοποθετήσεις;

	Πολύ αρνητική	Αρνητική	Αδιάφορη	Θετική	Πολύ θετική
1. Ποια είναι η γενική εντύπωση/αντίληψη που είχες πριν να φοιτήσεις στην Τεχνική Σχολή Παραλιμνίου;	1□	2□	3□	4□	5□
2. Ποια είναι η γενική εντύπωση/αντίληψη έχεις σήμερα μετά την φοίτηση σου στην Τεχνική Σχολή Παραλιμνίου;	1□	2□	3□	4□	5□
3. Ποια είναι η άποψη σας για τους μαθητές που φοιτούν ήδη στην Τεχνική Εκπαίδευση;	1□	2□	3□	4□	5□
4. Ποια η άποψη σας για τα θεωρητικά μαθήματα του Ξενοδοχειακού κλάδου;	1□	2□	3□	4□	5□
5. Ποια η άποψη σας για τα εργαστηριακά μαθήματα του Ξενοδοχειακού κλάδου;	1□	2□	3□	4□	5□

6. Ποια η άποψη σου για το γενικό περιβάλλον / κλίμα της Τεχνικής Σχολής Παραλιμνίου;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Ποια η άποψη σας για το επίπεδο προσφερόμενης μόρφωσης/διαπαιδαγώγησης της Τεχνικής Σχολής Παραλιμνίου;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Ποια είναι η εντύπωση σας για τους καθηγητές που διδάσκουν στην Τεχνική Εκπαίδευση;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Ε. Πόσο συμφωνείς με το καθένα από τα πιο κάτω:

	Καθόλου	Λίγο	Αρκετά	Πολύ	Πάρα πολύ
1. Η Τεχνική Σχολή προετοιμάζει καλά τους μαθητές για τις απαιτήσεις των τεχνικών επαγγελμάτων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Οι απόφοιτοι Τεχνικών Σχολών μπορούν να βρουν ευκολότερα δουλειά από τους απόφοιτους του Λυκείου	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Η Τεχνική Σχολή είναι ένα σχολείο που αντιμετωπίζεται θετικά από την κοινωνία.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Οι μαθητές των Τεχνικών Σχολών έχουν τις ίδιες πιθανότητες με τους μαθητές του Λυκείου να μπουνε στα Α.Ε.Ι/ΤΕΙ/ΑΕΙΚ αν το επιθυμούν.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να βρουν μια αξιοπρεπή δουλειά.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να δημιουργήσουν εύκολα μια δική τους δουλειά.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να βρουν μια δουλειά στο Δημόσιο.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Πολλοί θεωρούν τις Τεχνικές Σχολές ως σχολεία «δεύτερης επιλογής».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «υποδεέστεροι» σε σχέση με τους μαθητές του Λυκείου.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Τα αρνητικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Τα θετικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Οι μαθητές της Τεχνικής Σχολής αντιμετωπίζονται αρνητικά σε σχέση με τους μαθητές των Λυκείων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

- | | |
|--|--|
| 13. Στις Τεχνικές Σχολές φοιτούν μόνον οι «αδύνατοι μαθητές». | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 14. Η Τεχνική Σχολή Παραλιμνίου προσφέρει ικανοποιητικό αριθμό ειδικοτήτων. | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 15. Η Τεχνική Σχολή εκτός από τεχνικές γνώσεις προσφέρει και μια καλή γενική μόρφωση. | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |
| 16. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «ανώτεροι» σε σχέση με τους μαθητές του Λυκείου. | 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> |

ΣΤ. Βάλτε σε κύκλο την απάντηση που σας ταιριάζει/αντιπροσωπεύει:

1. Πιστεύετε ότι ενημερωθήκατε/πληροφορηθήκατε κατάλληλα για την φοίτηση σας στην Τεχνική Σχολή Παραλιμνίου;
α) Ναι β) Όχι
2. Πόσο επηρέασαν την απόφασή σας οι πιο κάτω για την ειδικότητα την οποία ακολουθήσατε για τη φοίτησή σας στην Τεχνική Σχολή Παραλιμνίου;

α/α	Βαθμίδα από 1-7	Με Ελάχιστο Βαθμό = 1 (Καθόλου) μέχρι το Μέγιστο Βαθμό =7 (Πάρα πολύ)						
		1	2	3	4	5	6	7
1	Ο Σχολικός Σύμβουλος							
2	Το οικογενειακό περιβάλλον							
3	Οι συμμαθητές/φίλοι							
4	Οι καθηγητές Γυμνασίου							
5	Οι καθηγητές της Τεχνικής Σχολής Παραλιμνίου							

3. Ποιος από τους τρεις πιο πάνω κλάδους πιστεύετε ότι θα προσφέρει τις περισσότερες ευκαιρίες εργοδότησης;
α) Ξενοδοχειακά (Μαγειρική-Τραπεζοκομία)
β) Καλλιτεχνικές Σπουδές
γ) Ηλεκτρολογία
4. Αν υπήρχε η δυνατότητα ποια από τις δύο κατευθύνσεις θα ακολουθούσατε στην Τεχνική Σχολή Παραλιμνίου;
α) Θεωρητική κατεύθυνση
β) Πρακτική κατεύθυνση
5. Πιστεύετε ότι έχει βελτιωθεί η Σχολική σας επίδοση στην Τεχνική Σχολή Παραλιμνίου και γιατί;
.....
6. Τι πιστεύετε ότι χρειάζεται η Τεχνική εκπαίδευση για να αλλάξει τη σημερινή της εικόνα και να γίνει πιο ελκυστική ως προς την επιλογή φοίτησης των μαθητών;
.....
.....

ΣΑΣ ΕΥΧΑΡΙΣΤΩ ΠΟΛΥ!!

Appendix B

B. Questionnaire for Class C' for Gymnasium Students

Για μαθητές Γ'-Τάξης Γυμνασίου

Αγαπητέ/ή μαθητή/μαθήτρια

Το παρόν ερωτηματολόγιο έχει σκοπό να διερευνήσει τις απόψεις σας για την Μέση Τεχνική Εκπαίδευση στην Κύπρο. Καλείστε να απαντήσετε σ' αυτές τις ερωτήσεις με ειλικρίνεια. Θα τηρηθεί απόλυτη εχεμύθεια και εμπιστευτικότητα, αφού το ερωτηματολόγιο είναι **ανώνυμο** για αυτό να μην γράφεις κάπου το όνομα σου. Θα χρησιμοποιηθεί μόνο για τους σκοπούς της έρευνας και θα ακολουθηθούν όλες οι διαδικασίες διασφάλισης του απορρήτου.

Σε ευχαριστώ για το χρόνο που θα αφιερώσεις για τη συμπλήρωσή του.

A. Παρακαλώ απαντήστε τις πιο κάτω ερωτήσεις:

1. Φύλο: α) Αγόρι β) Κορίτσι
2. Τόπος Κατοικίας:..... 3. Πόσα αδέρφια έχεις;
4. Ποιο είναι το μορφωτικό επίπεδο των γονιών σου; Πατέρα Μητέρας
α) Απόφοιτος Δημοτικού
β) Απόφοιτος Γυμνασίου
γ) Απόφοιτος Λυκείου
δ) Απόφοιτος Τεχνικής Σχολής
ε) Απόφοιτος Ανώτερης Εκπαίδευσης
iv. Πτυχίο
v. Μεταπτυχιακό
vi. Διδακτορικό
5. Ποιο είναι το επάγγελμα του πατέρα σου;, της μητέρας σου;.....
6. Ποιος είναι συνολικά ο μηνιαίος μισθός της οικογένειάς σου;
α) Μέχρι 999 ευρώ γ) 2000 - 2999 ευρώ
β) 1000 - 1999 ευρώ δ) Άλλο (Διευκρίνισε)-----
7. Πού κυμαίνονται κατά μέσο όρο οι φετινές σου επιδόσεις στα μαθήματα;
α) A-B β) B-Γ γ) Γ-Δ δ) Δ-E ε) E
8. Ποια μαθήματα προτιμάτε και πιστεύετε ότι έχετε κλήση σε αυτά;

- α) Νέα Ελληνικά, Ιστορία, Αρχαιογνωσία
- β) Μαθηματικά, φυσική, Χημεία
- γ) Σχεδιασμός και Τεχνολογία, Τέχνη, Μουσική
- δ) Γλώσσες
- ε) Ξενοδοχειακά (Μαγειρική, Τραπεζοκομία)
- στ) Άλλο:.....

9. Έχετε αποφασίσει τι επάγγελμα θα θέλατε να ακολουθήσετε;

- β) Ναι β) Όχι

10. Αν ναι, τι επάγγελμα; -----

11. Πού θα θέλατε να συνεχίσετε φοίτηση σας μετά την Γ' Γυμνασίου;

- α) Στη Τεχνική Σχολή Παραλιμνίου
- β) Στη Τεχνική Σχολή Αυγόρου
- γ) Στο Λύκειο Κοκκινοχωρίων
- δ) Στο Λύκειο Παραλιμνίου

12. Αν θα συνεχίσετε τη φοίτηση σας στην Τεχνική Σχολή Παραλιμνίου, ποιο από τους προσφερόμενους κλάδους θα ακολουθήσετε;

- α) Ξενοδοχειακά (Μαγειρική-Τραπεζοκομία)
- β) Καλλιτεχνικές Σπουδές
- γ) Ηλεκτρολογία

13. Α) Ποιος πιστεύετε ότι έχει περισσότερες ευκαιρίες άμεσης επαγγελματικής αποκατάστασης μετά την αποφοίτηση του από:

- β) Τις Τεχνικές Σχολές; β) Το Λύκειο;

Β) Γιατί το πιστεύετε αυτό;

.....

14. Θα θέλατε να ακολουθήσετε τον κλάδο των Ξενοδοχειακών κατά την φοίτηση σας στην Τεχνική Σχολή Παραλιμνίου και γιατί;

.....

Β. Απαντήστε τις πιο κάτω ερωτήσεις με ναι ή όχι:

	Ναι	Όχι
1. Πιστεύετε ότι η Τεχνική Σχολή Παραλιμνίου κατέχει δικαιωματικά την θέση που της αξίζει ανάμεσα στο εκπαιδευτικό σύστημα;	<input type="checkbox"/>	<input type="checkbox"/>
2. Πιστεύετε ότι η αντίληψη που έχουν οι καθηγητές του Γυμνασίου για την Τεχνική Σχολή Παραλιμνίου είναι θετική;	<input type="checkbox"/>	<input type="checkbox"/>
3. Πιστεύετε ότι η φοίτηση στην Τεχνική Σχολή Παραλιμνίου είναι πιο χαλαρή όσο αφορά τους κανονισμούς και τα προγράμματα φοίτησης;	<input type="checkbox"/>	<input type="checkbox"/>
4. Πιστεύετε ότι στην Τεχνική Εκπαίδευση πρέπει να φοιτούν μόνον οι «αδύνατοι μαθητές»;	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|---|---|
| 5. Γνωρίζετε ότι για την πρόσβαση σε τριτοβάθμια εκπαίδευση (Α.Ε.Ι/ΤΕΙ/ΑΕΙΚ) υπάρχει πριμοδότηση /υπεράριθμες θέσεις για τους απόφοιτους της Τεχνικής Εκπαίδευσης σε σχέση με τους αποφοίτους του Λυκείου; | □ | □ |
| 6. Πιστεύετε ότι η φοίτηση στην Τεχνική Εκπαίδευση σε σχέση με το Λύκειο μπορεί να δώσει θετικό προβάδισμα σχετικά με την μελλοντική σας σταδιοδρομία και επαγγελματική αποκατάσταση; | □ | □ |
| 7. Θεωρείτε ότι τα επαγγέλματα τεχνικής εκπαίδευσης έχουν καλές προοπτικές; | □ | □ |
| 8. Παίζει ρόλο στην επιλογή του επαγγέλματος από εσάς το επάγγελμα που ασκείται ήδη στη οικογένεια; | □ | □ |

Γ. Ποια η προσωπική σας άποψη με τις πιο κάτω τοποθετήσεις;

	Πολύ αρνητική	Αρνητική	Αδιάφορη	Θετική	Πολύ θετική
1. Ποια είναι η γενική εντύπωση που έχεις για την Τεχνική Εκπαίδευση;	1□	2□	3□	4□	5□
2. Ποια είναι η άποψη σας για τους μαθητές που φοιτούν ήδη στην Τεχνική Εκπαίδευση;	1□	2□	3□	4□	5□
3. Ποια η άποψη σας για τα μαθήματα της τεχνικής εκπαίδευσης;	1□	2□	3□	4□	5□
4. Ποια η άποψη σας για το επίπεδο προσφερόμενης μόρφωσης/διαπαιδαγώγησης της Τεχνικής Σχολής Παραλιμνίου	1□	2□	3□	4□	5□
5. Ποια είναι η εντύπωση σας για τους καθηγητές που διδάσκουν στην Τεχνική Εκπαίδευση;	1□	2□	3□	4□	5□

Σημείωσε με √ σε ποιο βαθμό ισχύει για σένα προσωπικά η καθεμία από τις πιο κάτω δηλώσεις στην κλίμακα που βρίσκεται δεξιά:

1 2 3 4 5

Σε ελάχιστο βαθμό

Σε μέγιστο βαθμό

Δ. Πόσο συμφωνείς με το καθένα από τα πιο κάτω:

	Καθόλου	Λίγο	Αρκετά	Πολύ	Πάρα πολύ
1. Η Τεχνική Σχολή προετοιμάζει καλά τους μαθητές για τις απαιτήσεις των τεχνικών επαγγελμάτων.	1□	2□	3□	4□	5□
2. Οι απόφοιτοι Τεχνικών Σχολών μπορούν να βρουν ευκολότερα δουλειά από τους απόφοιτους του Λυκείου	1□	2□	3□	4□	5□
3. Η Τεχνική Σχολή είναι ένα σχολείο που αντιμετωπίζεται θετικά από την κοινωνία.	1□	2□	3□	4□	5□

4. Οι μαθητές των Τεχνικών Σχολών έχουν τις ίδιες πιθανότητες με τους μαθητές του Λυκείου να μπουν στα Α.Ε.Ι/ΤΕΙ/ΑΞΙΚ αν το επιθυμούν.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να βρουν μια αξιοπρεπή δουλειά.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να δημιουργήσουν εύκολα μια δική τους δουλειά.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να βρουν μια δουλειά στο Δημόσιο.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Πολλοί θεωρούν τις Τεχνικές Σχολές ως σχολεία «δεύτερης επιλογής».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «υποδεέστεροι» σε σχέση με τους μαθητές του Λυκείου.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Τα αρνητικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Τα θετικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Οι μαθητές της Τεχνικής Σχολής αντιμετωπίζονται αρνητικά σε σχέση με τους μαθητές των Λυκείων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. Στις Τεχνικές Σχολές φοιτούν μόνον οι «αδύνατοι μαθητές».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. Η Τεχνική Σχολή Παραλιμνίου προσφέρει ικανοποιητικό αριθμό ειδικοτήτων	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15. Η Τεχνική Σχολή εκτός από τεχνικές γνώσεις προσφέρει και μια καλή γενική μόρφωση.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «ανώτεροι» σε σχέση με τους μαθητές του Λυκείου	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Ε. Πώς θα αξιολογούσατε τις ακόλουθες υπηρεσίες / εγκαταστάσεις στην Τεχνική Σχολή Παραλιμνίου;

	Κακή	Μέτρια	Καλή	Πολύ καλή	Άριστη
1. Αίθουσες διδασκαλίας	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Εργαστηριακές εγκαταστάσεις	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Εγκαταστάσεις άθλησης	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

4. Συγκοινωνίες (π.χ Λεωφορεία) από και προς το σχολείο

1□ 2□ 3□ 4□ 5□

ΣΤ. Βάλτε σε κύκλο την απάντηση που σας ταιριάζει/αντιπροσωπεύει:

1. Πιστεύετε ότι είστε αρκετά ενημερωμένοι/πληροφορημένοι για την φοίτηση σας στην Τεχνική Σχολή Παραλιμνίου ή στο Λύκειο;
 - β) Ναι
 - β) Όχι
2. Πόσο επηρέασαν την απόφαση σας οι πιο κάτω για την επιλογή στη φοίτησή σας μετά την Γ' Γυμνασίου;

α/α	Βαθμίδα από 1-7	Με Ελάχιστο Βαθμό = 1 (Καθόλου) μέχρι το Μέγιστο Βαθμό =7 (Πάρα πολύ)						
		1	2	3	4	5	6	7
1	Ο Σχολικός Σύμβουλος							
2	Το οικογενειακό περιβάλλον							
3	Οι συμμαθητές/φίλοι							
4	Οι καθηγητές Γυμνασίου							
5	Οι καθηγητές της Τεχνικής Σχολής Παραλιμνίου							

3. Αν επιλέξετε να φοιτήσετε στην Τεχνική Σχολή Παραλιμνίου έχετε ενημερωθεί για του κλάδους που προσφέρονται;
 - α) Ναι
 - β) Όχι
4. Ποιος από τους τρεις πιο πάνω κλάδους πιστεύετε ότι θα προσφέρει τις περισσότερες ευκαιρίες εργοδότησης;
 - δ) Ξενοδοχειακά (Μαγειρική-Τραπεζοκομία)
 - ε) Καλλιτεχνικές Σπουδές
 - στ) Ηλεκτρολογία
5. Ποια από τις δύο κατευθύνσεις θα ακολουθούσες στην Τεχνική Σχολή;
 - γ) Θεωρητική κατεύθυνση
 - δ) Πρακτική κατεύθυνση
6. Τι πιστεύετε ότι χρειάζεται η Τεχνική εκπαίδευση για να αλλάξει τη σημερινή της εικόνα και να γίνει πιο ελκυστική ως προς την επιλογή φοίτησης των μαθητών;

.....

.....

.....

.....

.....

.....

ΣΑΣ ΕΥΧΑΡΙΣΤΩ ΠΟΛΥ!!

Appendix C

C. Questionnaire for Class A' for Lyceum Students

Για μαθητές Α'-Τάξης Λυκείου

Αγαπητέ/ή μαθητή/μαθήτρια

Το παρόν ερωτηματολόγιο έχει σκοπό να διερευνήσει τις απόψεις σας για την Μέση Τεχνική Εκπαίδευση στην Κύπρο. Καλείστε να απαντήσετε σ' αυτές τις ερωτήσεις με ειλικρίνεια. Θα τηρηθεί απόλυτη εχεμύθεια και εμπιστευτικότητα, αφού το ερωτηματολόγιο είναι **ανώνυμο** για αυτό να μην γράψεις κάπου το όνομα σου. Θα χρησιμοποιηθεί μόνο για τους σκοπούς της έρευνας και θα ακολουθηθούν όλες οι διαδικασίες διασφάλισης του απορρήτου.

Σε ευχαριστώ για το χρόνο που θα αφιερώσεις για τη συμπλήρωση του.

A. Παρακαλώ απαντήστε τις πιο κάτω ερωτήσεις:

1. Φύλο: α) Αγόρι β) Κορίτσι
2. Τόπος Κατοικίας:..... 3. Πόσα αδέρφια έχεις;
4. Ποιο είναι το μορφωτικό επίπεδο των γονιών σου; Πατέρα Μητέρας

α) Απόφοιτος Δημοτικού	<input type="checkbox"/>	<input type="checkbox"/>
β) Απόφοιτος Γυμνασίου	<input type="checkbox"/>	<input type="checkbox"/>
γ) Απόφοιτος Λυκείου	<input type="checkbox"/>	<input type="checkbox"/>
δ) Απόφοιτος Τεχνικής Σχολής	<input type="checkbox"/>	<input type="checkbox"/>
ε) Απόφοιτος Ανώτερης Εκπαίδευσης	<input type="checkbox"/>	<input type="checkbox"/>
vii. Πτυχίο	<input type="checkbox"/>	<input type="checkbox"/>
viii. Μεταπτυχιακό	<input type="checkbox"/>	<input type="checkbox"/>
ix. Διδακτορικό	<input type="checkbox"/>	<input type="checkbox"/>
5. Ποιο είναι το επάγγελμα του πατέρα σου;, της μητέρας σου;.....
6. Ποιος είναι συνολικά ο μηνιαίος μισθός της οικογένειας σου;

α) Μέχρι 999 ευρώ
β) 1000 – 1999 ευρώ
γ) 2000 - 2999 ευρώ
δ) Άλλο (Διευκρίνισε)-----

7. Πού κυμαίνονταν κατά μέσο όρο οι επιδόσεις σας στα μαθήματα κατά την φοίτηση σας στη Γ' Γυμνασίου;

α) Α-Β β) Β-Γ γ) Γ-Δ δ) Δ-Ε

8. Πού κυμαίνονται κατά μέσο όρο οι επιδόσεις σας στα μαθήματα κατά την φοίτηση σας στην Α' Λυκείου;

α) κάτω από 10 β) 10-12 γ) 12-14 δ) 14-16 ε) 16-18 στ) 18-20

9. Πιστεύετε ότι έχετε πάρει τη σωστή απόφαση για την φοίτηση σας μετά την Γ' Γυμνασίου στο Λύκειο;

α) Ναι β) Όχι

10. Αν όχι, τι άλλο θα επιλέγατε και γιατί;

.....
.....

11. Έχετε αποφασίσει τι επάγγελμα θα θέλατε να ακολουθήσετε;

α) Ναι β) Όχι

12. Αν ναι, τι επάγγελμα και γιατί; -----

13. Α) Ποιος πιστεύετε ότι έχει περισσότερες ευκαιρίες άμεσης επαγγελματικής αποκατάστασης μετά την αποφοίτηση του από:

α) Τις Τεχνικές Σχολές; β) Το Λύκειο;

Β) Γιατί το πιστεύετε αυτό;

.....
.....

14. Τι σας αρέσει ιδιαίτερα από την φοίτηση σας στο Λύκειο;

.....
.....

15. Ποιο πεδίο αποφασίσατε να ακολουθήσετε κατά την φοίτηση σας στο Λύκειο;

.....
Γιατί;.....
.....

Β. Απαντήστε τις πιο κάτω ερωτήσεις με ναι ή όχι:

	Ναι	Όχι
1. Πιστεύετε ότι η Τεχνική Σχολή Παραλιμνίου κατέχει δικαιωματικά την θέση που της αξίζει ανάμεσα στο εκπαιδευτικό σύστημα;	<input type="checkbox"/>	<input type="checkbox"/>
2. Πιστεύετε ότι η αντίληψη που έχουν οι καθηγητές του Λυκείου για την Τεχνική Σχολή Παραλιμνίου είναι θετική;	<input type="checkbox"/>	<input type="checkbox"/>
3. Πιστεύετε ότι η φοίτηση στην Τεχνική Σχολή Παραλιμνίου είναι πιο χαλαρή όσο αφορά τους κανονισμούς και τα προγράμματα φοίτησης;	<input type="checkbox"/>	<input type="checkbox"/>
4. Πιστεύετε ότι στην Τεχνική Εκπαίδευση πρέπει να φοιτούν μόνον οι «αδύνατοι μαθητές»;	<input type="checkbox"/>	<input type="checkbox"/>

- | | | |
|--|---|---|
| 5. Γνωρίζετε ότι για την πρόσβαση στην τριτοβάθμια εκπαίδευση (Α.Ε.Ι/ΤΕΙ/ΑΞΙΚ) υπάρχει πριμοδότηση /υπεράριθμες θέσεις για τους αποφοίτους της Τεχνικής Εκπαίδευσης σε σχέση με τους αποφοίτους του Λυκείου; | □ | □ |
| 6. Πιστεύετε ότι η φοίτηση στην Τεχνική Εκπαίδευση σε σχέση με το Λύκειο μπορεί να δώσει θετικό προβάδισμα σχετικά με την μελλοντική σας σταδιοδρομία και επαγγελματική αποκατάσταση; | □ | □ |
| 7. Θεωρείτε ότι τα επαγγέλματα τεχνικής εκπαίδευσης έχουν καλές προοπτικές; | □ | □ |
| 8. Παίζει ρόλο στην επιλογή του επαγγέλματος σας, το επάγγελμα που ασκείται ήδη από τα μέλη της οικογένειάς σας; | □ | □ |

Σημείωσε με √ σε ποιο βαθμό ισχύει για **σένα προσωπικά** η καθεμία από τις πιο κάτω δηλώσεις στην κλίμακα που βρίσκεται δεξιά:

1 2 3 4 5

Σε ελάχιστο βαθμό

Σε μέγιστο βαθμό

Γ .Ποια η προσωπική σας άποψη με τις πιο κάτω τοποθετήσεις;

	Πολύ αρνητική	Αρνητική	Αδιάφορη	Θετική	Πολύ θετική
1. Ποια είναι η γενική εντύπωση/αντίληψη που έχεις για τη φοιτήση στην Τεχνική Σχολή Παραλιμνίου;	1□	2□	3□	4□	5□
2. Ποια είναι η άποψη σας για τους μαθητές που φοιτούν ήδη στην Τεχνική Εκπαίδευση;	1□	2□	3□	4□	5□
3. Ποια η άποψη σου για το γενικό περιβάλλον / κλίμα της Τεχνικής Σχολής Παραλιμνίου;	1□	2□	3□	4□	5□
4. Ποια η άποψη σας για το επίπεδο προσφερόμενης μόρφωσης/διαπαιδαγώγησης της Τεχνικής Σχολής Παραλιμνίου;	1□	2□	3□	4□	5□
5. Ποια είναι η εντύπωση σας για τους καθηγητές που διδάσκουν στην Τεχνική Εκπαίδευση;	1□	2□	3□	4□	5□

Ε. Πόσο συμφωνείς με το καθένα από τα πιο κάτω:

	Καθόλου	Λίγο	Αρκετά	Πολύ	Πάρα πολύ
1. Η Τεχνική Σχολή προετοιμάζει καλά τους μαθητές για τις απαιτήσεις των τεχνικών επαγγελμάτων.	1□	2□	3□	4□	5□

2. Οι απόφοιτοι Τεχνικών Σχολών μπορούν να βρουν ευκολότερα δουλειά από τους απόφοιτους του Λυκείου	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Η Τεχνική Σχολή είναι ένα σχολείο που αντιμετωπίζεται θετικά από την κοινωνία.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Οι μαθητές των Τεχνικών Σχολών έχουν τις ίδιες πιθανότητες με τους μαθητές του Λυκείου να μπουνε στα Α.Ε.Ι./ΤΕΙ/ΑΞΙΚ αν το επιθυμούν.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να βρουν μια αξιοπρεπή δουλειά.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να δημιουργήσουν εύκολα μια δική τους δουλειά.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Οι απόφοιτοι των Τεχνικών Σχολών μπορούν να βρουν μια δουλειά στο Δημόσιο.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Πολλοί θεωρούν τις Τεχνικές Σχολές ως σχολεία «δεύτερης επιλογής».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «υποδεέστεροι» σε σχέση με τους μαθητές του Λυκείου.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Τα αρνητικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Τα θετικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Οι μαθητές της Τεχνικής Σχολής αντιμετωπίζονται αρνητικά σε σχέση με τους μαθητές των Λυκείων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. Στις Τεχνικές Σχολές φοιτούν μόνον οι «αδύνατοι μαθητές».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. Η Τεχνική Σχολή Παραλιμνίου προσφέρει ικανοποιητικό αριθμό ειδικοτήτων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15. Η Τεχνική Σχολή εκτός από τεχνικές γνώσεις προσφέρει και μια καλή γενική μόρφωση.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «ανώτεροι» σε σχέση με τους μαθητές του Λυκείου.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ΣΤ. Βάλτε σε κύκλο την απάντηση που σας ταιριάζει/αντιπροσωπεύει:

- Κατά την φοίτηση σας στη Γ' Γυμνασίου ενημερωθήκατε/πληροφορηθήκατε κατάλληλα για την πιθανή φοίτηση σας στο Λύκειο;
α) Ναι β) Όχι
- Κατά την φοίτηση σας στη Γ' Γυμνασίου ενημερωθήκατε/πληροφορηθήκατε κατάλληλα (αν και τελικά δεν επιλέξατε να φοιτήσετε) για τα προγράμματα/κλάδους της Τεχνικής Σχολής Παραλιμνίου;
α) Ναι β) Όχι
- Πόσο επηρέασαν την απόφασή σας οι πιο κάτω για την ειδικότητα την οποία ακολουθήσατε για τη φοίτησή σας στην Τεχνική Σχολή Παραλιμνίου;

α/α	Βαθμίδα από 1-7	Με Ελάχιστο Βαθμό = 1 (Καθόλου) μέχρι το Μέγιστο Βαθμό =7 (Πάρα πολύ)						
		1	2	3	4	5	6	7
1	Ο Σχολικός Σύμβουλος							
2	Το οικογενειακό περιβάλλον							
3	Οι συμμαθητές/φίλοι							
4	Οι καθηγητές Γυμνασίου							
5	Οι καθηγητές της Τεχνικής Σχολής Παραλιμνίου							

- Ποιοι είναι οι κύριοι παράγοντες/λόγοι που σας οδήγησαν να μην φοιτήσετε στην Τεχνική Σχολή Παραλιμνίου;

.....
.....
.....

- Τι πιστεύετε ότι χρειάζεται η Τεχνική εκπαίδευση για να αλλάξει τη σημερινή της εικόνα (φήμη) και να γίνει πιο ελκυστική ως προς την επιλογή φοίτησης των μαθητών;

.....
.....
.....
.....

ΣΑΣ ΕΥΧΑΡΙΣΤΩ ΠΟΛΥ!!

Appendix D

D. Questionnaire of Employers

Για υπεύθυνους κατάρτισης Ξενοδοχειακών μονάδων

Αγαπητέ/ή Κύριε/α

Το παρόν ερωτηματολόγιο έχει σκοπό να διερευνήσει τις απόψεις σας για την Μέση Τεχνική Εκπαίδευση στην Κύπρο. Καλείστε να απαντήσετε σ' αυτές τις ερωτήσεις με ειλικρίνεια. Θα τηρηθεί απόλυτη εχεμύθεια και εμπιστευτικότητα, αφού το ερωτηματολόγιο είναι **ανώνυμο**. Θα χρησιμοποιηθεί μόνο για τους σκοπούς της έρευνας και θα ακολουθηθούν όλες οι διαδικασίες διασφάλισης του απορρήτου.

Σε ευχαριστώ για το χρόνο που θα αφιερώσεις για τη συμπλήρωση του.

A. Παρακαλώ απαντήστε τις πιο κάτω ερωτήσεις:

1. Τόπος Διαμονής :.....

2. Ποιο είναι το μορφωτικό επίπεδο σας;

- | | |
|------------------------------|--------------------------|
| α) Απόφοιτος Δημοτικού | <input type="checkbox"/> |
| β) Απόφοιτος Γυμνασίου | <input type="checkbox"/> |
| γ) Απόφοιτος Λυκείου | <input type="checkbox"/> |
| δ) Απόφοιτος Τεχνικής Σχολής | <input type="checkbox"/> |

3. Ποια είναι η θέση εργασίας σας /ο ρόλος σας στην Ξενοδοχειακή μονάδα:

.....

4. Α) Ποιος πιστεύετε ότι έχει περισσότερες ευκαιρίες άμεσης επαγγελματικής αποκατάστασης μετά την αποφοίτηση του:

β) Ένας απόφοιτος Τεχνικής Σχολής; β) Ένας απόφοιτος Λυκείου;

B) Γιατί έχετε αυτή τη θέση;

.....
.....

5. Είστε υπέρ **ή** κατά της εργοδότησης μαθητών από τις Τεχνικές Σχολές στην ξενοδοχειακή μονάδα την οποία εργάζεστε;

α) Υπέρ της εργοδότησης; β) Κατά της εργοδότησης;

γ) Δικαιολογείστε την απάντηση σας:

.....
.....

6. Πόσα χρόνια ασχολείστε ή είστε ο υπεύθυνος για την επαγγελματική κατάρτιση των μαθητών από τις Τεχνικές Σχολές;

.....

7. Πόσοι περίπου μαθητές έχουν περάσει, από την εποπτεία σας ως υπεύθυνος πρακτικής κατάρτισης;

.....

8. Στην ξενοδοχειακή σας μονάδα εργοδοτούνται απόφοιτοι:

α) Τεχνικών Σχολών; **Ναι / Όχι**

β) Από το Λύκειο; **Ναι / Όχι**

9. Πώς συγκρίνονται οι απόφοιτοι της Τεχνικής Σχολής (κλάδος Ξενοδοχειακών) σε σύγκριση με τους απόφοιτους του Λυκείου κατά την διάρκεια εργοδότησης τους στην ξενοδοχειακή μονάδα;

.....

.....

.....

.....

10. Πόσο καιρός χρειάστηκε να προσαρμοστούν στο περιβάλλον εργασίας τους:

α) Οι απόφοιτοι Τεχνικών Σχολών;

β) Οι απόφοιτοι από το Λύκειο;.....

11. Πού πιστεύετε ότι οι απόφοιτοι των Τεχνικών Σχολών (του κλάδου Ξενοδοχειακών) υπερτερούν σε σχέση με τους απόφοιτους του Λυκείου;

.....

.....

12. Σε ποιους τομείς πιστεύετε ότι χρειάζονται βελτίωση οι μαθητές των Τεχνικών Σχολών για να μπορούν να ανταποκρίνονται στις απαιτήσεις και επαγγελματικές τους υποχρεώσεις;

.....

.....

.....

13. Ποιες ειδικότητες πιστεύετε ότι πρέπει να προστεθούν στην Τεχνική Σχολή Παραλιμνίου;

.....

.....

14. Τι πιστεύετε ότι χρειάζεται να βελτιωθεί στα προγράμματα εκπαίδευσης κατά την διάρκεια φοίτησης των μαθητών στην Τεχνική Σχολή Παραλιμνίου στον κλάδο Ξενοδοχειακών;

.....

.....

.....

15. Τι πιστεύετε ότι χρειάζεται η Τεχνική εκπαίδευση για να γίνει πιο ελκυστική ως προς την επιλογή φοίτησης των μαθητών;

.....

.....

.....

B. Απαντήστε τις πιο κάτω ερωτήσεις με ναι ή όχι:

	Ναι	Όχι
1. Πιστεύετε ότι η Τεχνική Σχολή Παραλιμνίου κατέχει δικαιωματικά την θέση που της αξίζει ανάμεσα στο εκπαιδευτικό σύστημα;	<input type="checkbox"/>	<input type="checkbox"/>
2. Πιστεύετε ότι οι απόφοιτοι του κλάδου Ξενοδοχειακών της Τεχνική Σχολή Παραλιμνίου είναι επαρκώς καταρτισμένοι ;	<input type="checkbox"/>	<input type="checkbox"/>
3. Πιστεύετε ότι οι απόφοιτοι του κλάδου Ξενοδοχειακών της Τεχνική Σχολή Παραλιμνίου παίρνουν τα κατάλληλα εφόδια για να μπορέσουν να συνεχίσουν την καριέρα τους στη βιομηχανία;	<input type="checkbox"/>	<input type="checkbox"/>
4. Πιστεύετε ότι στην Τεχνική Εκπαίδευση πρέπει να φοιτούν μόνον οι «αδύνατοι μαθητές» ;	<input type="checkbox"/>	<input type="checkbox"/>
5. Σας ενδιαφέρει να εργοδοτείτε μαθητές απόφοιτους Τεχνικών Σχολών (Ξενοδοχειακά);	<input type="checkbox"/>	<input type="checkbox"/>
6. Πιστεύετε ότι η φοίτηση στην Τεχνική Εκπαίδευση σε σχέση με το Λύκειο μπορεί να δώσει θετικό προβάδισμα σχετικά με την μελλοντική σας σταδιοδρομία και επαγγελματική αποκατάσταση;	<input type="checkbox"/>	<input type="checkbox"/>
7. Θεωρείτε ότι τα επαγγέλματα τεχνικής εκπαίδευσης έχουν καλές προοπτικές;	<input type="checkbox"/>	<input type="checkbox"/>

Σημείωσε με \surd σε ποιο βαθμό ισχύει για **σένα προσωπικά** η καθεμία από τις πιο κάτω δηλώσεις στην κλίμακα που βρίσκεται δεξιά:

1 2 3 4 5

Σε ελάχιστο βαθμό

Σε μέγιστο βαθμό

Γ. Ποια η προσωπική σας άποψη με τις πιο κάτω τοποθετήσεις;

	Πολύ αρνητική	Αρνητική	Αδιάφορη	Θετική	Πολύ θετική
1. Ποια είναι η γενική εντύπωση/αντίληψη που έχεις για τη Τεχνική Σχολή Παραλιμνίου;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Ποια είναι η άποψη σας για τους μαθητές που φοιτούν ήδη στην Τεχνική Εκπαίδευση;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Ποια η άποψη σας για το επίπεδο δεξιοτήτων που αποκτούν οι μαθητές της Τεχνικής Σχολής Παραλιμνίου;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Ποια η άποψη σας για το επίπεδο προσφερόμενης μόρφωσης/διαπαιδαγώγησης της Τεχνικής Σχολής Παραλιμνίου;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Ποια είναι η εντύπωση σας για τους καθηγητές που διδάσκουν στην Τεχνική Εκπαίδευση;	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Δ. Πόσο συμφωνείς με το καθένα από τα πιο κάτω:

	Καθόλου	Λίγο	Αρκετά	Πολύ	Πάρα πολύ
1. Η Τεχνική Σχολή προετοιμάζει καλά τους μαθητές για τις απαιτήσεις των τεχνικών επαγγελμάτων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Το πρόγραμμα εκπαίδευσης-κατάρτισης κατά διάρκεια φοίτησης των μαθητών στην Τεχνική Εκπαίδευση προσφέρει καλή εξειδίκευση στην ειδικότητα των ξενοδοχειακών.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Πόσο χρήσιμοι είναι για την βιομηχανία οι απόφοιτοι της Τεχνικής Εκπαίδευσης του κλάδου των Ξενοδοχειακών.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Οι απόφοιτοι Τεχνικών Σχολών μπορούν να βρουν ευκολότερα δουλειά από τους απόφοιτους του Λυκείου	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Η Τεχνική Σχολή είναι ένα σχολείο που αντιμετωπίζεται θετικά από την κοινωνία.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

6. Πολλοί θεωρούν τις Τεχνικές Σχολές ως σχολεία «δεύτερης επιλογής».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «υποδεέστεροι» σε σχέση με τους μαθητές του Λυκείου.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. Τα αρνητικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Τα θετικά σχόλια που γίνονται για την Τεχνική εκπαίδευση ανταποκρίνονται στην πραγματικότητα.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. Οι μαθητές της Τεχνικής Σχολής αντιμετωπίζονται αρνητικά σε σχέση με τους μαθητές των Λυκείων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Στις Τεχνικές Σχολές φοιτούν μόνον οι «αδύνατοι μαθητές».	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. Η Τεχνική Σχολή Παραλιμνίου προσφέρει ικανοποιητικό αριθμό ειδικοτήτων.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. Η Τεχνική Σχολή εκτός από τεχνικές γνώσεις προσφέρει και μια καλή γενική μόρφωση.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. Οι μαθητές που φοιτούν στις Τεχνικές Σχολές αισθάνονται «ανώτεροι» σε σχέση με τους μαθητές του Λυκείου.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ΣΑΣ ΕΥΧΑΡΙΣΤΩ ΠΟΛΥ!!