

## Recording of Teachers' Attitudes and Perceptions Regarding the Promotion of State Vocational Education

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**Abstract:** Technical and Vocational Education (TVE) has been designed as a combination of general education and technical and professional knowledge. Its role is particularly important because it prepares young people to train on a certain profession, providing them, at the same time, with the essential knowledge needed for the continuation of their studies in the next level.

The aim of this project is to record the attitudes and perceptions of teachers in Public Vocational Lyceums as far as promoting Public Vocational Training is concerned, using “Educational Institutions Marketing”, as an overall design by the Ministry of Education, as well as whether Marketing practices may be used by Vocational Lyceums themselves. The survey took place at all Public Vocational Lyceums of Western Athens to teachers of all specialties. The collection of data was carried out with a questionnaire and the statistical analysis shows that the teachers have a positive attitude towards implementing Marketing practices in Public Vocational Lyceums and believe that in case “Educational Institutions Marketing” is implemented in Public Vocational Lyceum, this will promote Vocational Training and will attract more students.

**Key words:** vocational training, educational institutions marketing, public vocational lyceum, promotion, marketing planning

### 1. Introduction

According to the international bibliography, Technical and Vocational Education (TVE) is likely to contribute to the financial growth, employment and the social cohesion of a country. The role called to perform today is multifaceted and particularly important as it focuses on the preparation of the young to practice a certain profession, ensuring at the same time the educational background they need for their participation in the economic, social and cultural life of the country.

More specifically, TVE aims at the combination of general education and technical knowledge, aiming at a) the development of students initiative skills, creativity and critical judgment, b) the transmission of the required technical and vocational knowledge and the development of their referent skills c) the provision to the students of the necessary knowledge and qualifications for the pursuing of their studies in the next level<sup>1</sup>.

### 2. Theoretical Frame

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<sup>1</sup> Law 3475/13-07-2006 issue A' number Government Gazette 146.

## 2.1 The Position of TVE in Greece

Education in Greece is compulsory for all the children aged 4-15. On completion of the compulsory education (kindergarten, primary school and junior high school), children can go on to post-compulsory Secondary Education having the following options: a) General Education, registering to the General Senior High School (Day or Afternoon), which provides students with general education and the opportunity to access Third Grade, Academic Education and b) Technical-Vocational Education with the possibility of registration to the Vocational Senior High school.

The Vocational Senior High School can be Day or Afternoon. Its general purpose is the combination of the provision of high standard general education and complete vocational knowledge and skills for the graduates access to the labor market, as well as their vocational development with the continuation of their studies to the third grade Education<sup>2</sup>. The graduates are awarded a) a Senior High School degree level 4 (equal to that of the General Senior High School) and furthermore b) Degree of Professional Expertise level 4, with access to labor market as qualified professionals<sup>3</sup>.

## 2.2 Present situation in the Secondary Technical-Vocational Education: Definition of the Problem

Today Secondary Technical-Vocational Education in Greece attracts approximately 1/3 of the students who continue their studies after junior high school, in relation to the General Education. One would expect that with the high unemployment rate and the financial crisis Greece has been experiencing in the last decade, that most students would choose Vocational education, which gives its graduates a direct perspective to work and continue their studies in the third grade. Unfortunately, this is not the case; however, this is not a new phenomenon.

Greek Education has always been characterized by a strong demand of the young for General Education and furthermore the continuation of their studies in the third grade. On the contrary, the Technical Education has had little appeal to the young and it is still considered to this day to be a necessity solution, despite the efforts made by the state to present it as equal to the general educational the evidence that technical and vocational graduates have less difficulty finding a job than general education graduates (Vretakou V. & Rouseas P., 2002).

The main reasons are: a) frequent reformations technical-vocational education undergoes in terms of its structure and curriculum b) the lack of building infra-structure and lab equipment, c) the devaluation expressed by a number of teachers outside the Technical and Vocational Education and influences negatively parents and students, d) the limited connection with the labor market for the students expertise and e) the lack of the information of the public about the professional opportunities offered to its graduates<sup>4</sup>.

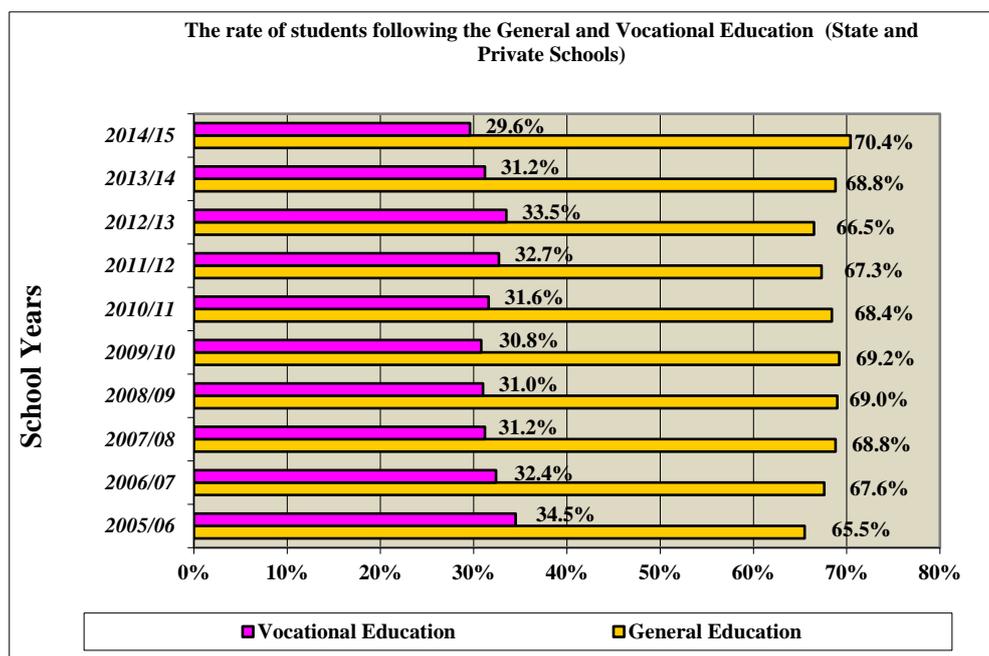
The result of the above is the creation of confusion and reservation from the students who would like to follow Technical and Vocational Education, resulting in a small part of students, population under 35% who eventually follow it, yearly, during the decade 2005-2015, with the same rate continuing today related to students who follow general education (Figure 1).

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<sup>2</sup> Law 4186/17-09-2013 issue A' number Government Gazette 193

<sup>3</sup> Law 4283/10-09-2014 issue A' number Government Gazette 189

<sup>4</sup> Greek Ministry of Education 2010, available online at: [https://www.minedu.gov.gr/.../basika\\_symperasmata\\_v12\\_110522.ppt](https://www.minedu.gov.gr/.../basika_symperasmata_v12_110522.ppt).



**Figure 1** Source of Data: Greek Statistical Authority. (Graph process from the writer). Note: The rate of students not continuing their studies after Junior High School, to the next Educational level, General or Vocational is not included in the graph.

As opposed to Greece, TVE enjoys higher rates in the preference of the students, in other European countries. In the study “Eurydice network- Key numbers of education in Europe 2012<sup>5</sup>”, in many countries in Europe technical and vocational education enjoys higher prestige and it is highly evaluated in the conscience of the citizens, with high rates of students participating, ranging from 59% to 79.2% (Table 1).

**Table 1** Student rates in General and Vocational Education in European Countries

Country	Vocational Education %	General Education%
Liechtenstein	79.2	20.8
Belgium (Flemish Community)	78.9	21.1
Austria	77.3	22.7
Czech Republic	73.3	26.7
Croatian	72.5	27.5
Slovakia	71.6	28.4
Finland	68.8	31.2
Netherlands	67.1	32.9
Switzerland	65.5	34.5
Slovenia	64.3	35.7
Romania	63.7	36.3
Belgium (French-speaking Community)	62.3	37.7
Luxembourg	61.3	38.7
Italy	59.0	41.0

Source: Eurydice Network-Educational Key numbers in Europe 2012 (Table processed by the writer himself)

<sup>5</sup> Available online at: [http://eacea.ec.europa.eu/education/eurydice/documents/key\\_data\\_series/134El.pdf](http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/134El.pdf).

According to a study of the Ministry of Education, Lifelong Learning and Religion in 2011 about TVE<sup>6</sup>, in countries where TVE is widely spread, that is, the rates of students participating, are high, the unemployment rate among the young between 15 and 24 years old is at low levels, while on the contrary, in countries where the rates of students participating in TVE are low, the unemployment rate among the young at the same age group is high. Today the unemployment rate in Greece in the age group from 15 to 24 years old amounts to 39.3%, according to the Greek Statistical Authority data<sup>7</sup>, a steady rate over the last years.

### **2.3 Necessity of the Study**

The necessity of the study lies in the fact of the low prestige of State Technical and Vocational Education (STVE), in the Greek state educational system, in relation to other European countries, where its role is upgraded and prestigious.

Vocational Education in a modern society must constitute a powerful foundation for creative competition with social cohesion. Furthermore, it should support the growth of the country and prepare the young for their introduction to the vocational field and social being (Politou S., 2011).

The important role of STVE constitutes the necessity of a strategic planning and programming of Marketing from the Ministry of Education compelling with the aim of upgrading and promoting it. In the present study the recording of the opinion of the teachers of State Vocational Senior High Schools is attempted regarding the application of the marketing of Educational Institutions in the State Vocational Senior High Schools for the promotion of State Vocational Education with the aim of attracting more students. Also it is attempted to record the extent to which the teachers are aware of “Educational Institutions Marketing” and if they are willing to learn more about it, so that they will be in position to contribute to the successful materialisation of its implementation.

### **2.4 “Marketing of the Educational Institutions”**

The introduction of marketing in education has been recorded in America since the beginning of 70s, while in Greece since the beginning of 90s (Paganos I., 1998). The growth of business competition at all levels of the market, could not but influence the field of education (Foskett N., 2002).

Many Educational institutions realize that the educational environment constitutes a new field of competitive labor market and go on to the adoption of various marketing mechanisms, aiming mainly at the attraction of students (James C. & Philips P., 1995).

The acknowledgement from the institutions of the existence of problems in their operations like the reduction of student competence, the raise in the cost of their operation, the reductions of the available sources, problems in the recruitment and retaining of students, survival problems etc. makes them realize their dependence on the labor and the consumers.

But, what is “Marketing of Educational Institutions (MEI) or Marketing in Education”? According to Kotler and Fox (1995), “Educational marketing is a procedure during which an educational system, or one of the educational units with coordinated method perceive, predict and satisfy the desires, the interests and most of all the present and future needs of the trainees, adjusting their services in a beneficial and effective way for themselves and the social whole” (Tokas D., 2007, p. 63).

The impression given by many businessmen that by adopting some marketing functions in their business, they have also adopted the marketing philosophy as well, is wrong. The application of marketing philosophy

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<sup>6</sup> Available online at: [http://www.opengov.gr/ypepth/wp-content/uploads/downloads/2011/06/technologiko\\_lykeio.pdf](http://www.opengov.gr/ypepth/wp-content/uploads/downloads/2011/06/technologiko_lykeio.pdf).

<sup>7</sup> Available online at: <http://www.statistics.gr>.

requires that the business/organization accept the marketing or labor market orientation (Avlonitis G. & Papastathopoulou P., 2010).

More specifically, an educational institution characterized by the philosophy of “MEI”, is differentiated from the rest because it has adopted the marketing orientation which defines that a) the main duty of the institution is to satisfy the needs and desires of the consumers, in the case of the students, using the designing, the communication, the invoicing and delivery of the most profitable and most competitive programs and services and b) to satisfy not only the long term needs of the students but also those of the society.

The educational institution does not realize many of its long term needs in the first place, but it must try to satisfy them during their studies, like for example some additional knowledge and skills reflected in their degree and needed by the graduates in their future social presence (Paganos I., 1998).

The main stages that must be followed by the educational institutions that have chosen to apply “MEI” are the following:

- 1) Marketing research and analysis of the outside and inside environment of the institution.
- 2) Configuration of strategy (strategic configuration) and marketing programming.
- 3) Application of 7Ps Marketing Mix in education: product, price, location-distribution, promotion, man, procedures, natural proof, satisfying the needs and desires of the students (Figure 2).
- 4) Performance evaluation of the whole procedure (Davis B. & Ellison L., 1997; Kotler P. & Armstrong G., 1999).



Figure 2 7 'P's Marketing Mix<sup>8</sup>

The educational institutions that adopt and apply the principles of “MEI”, most of the time effectively accelerate their goals and their purposes, reaping at the same time great benefits like:

- Increased success rates, in the realization of the goal set by the educational institution. When the institution defines its problems and then designs and plans the ways to solve them, then the institution is very close to its goal realization.
- Bigger satisfaction among the various consumer groups related to the educational institution. Based on the principle that in order that an institution has success, it must satisfy the needs of the consumers “MEI” gives emphasis on the measuring and satisfaction of their needs, helping the institution to design programs and services that will increase their satisfaction to the most.
- Increased resources attraction. The application of “MEI” from the educational institutions gives them

<sup>8</sup> Available online at: <http://www.professionalacademy.com/blogs-and-advice/marketing-theories-the-marketing-mix-from-4-p-s-to-7-p-s>.

the potential to approach and attract more effectively various resources, including the students, employees, donations, sponsorships etc.

- Improvement in the performance of the Marketing activities. With the “MEI” implementation, the educational institutions obtain more rational administration and better coordination of the Marketing activities in their various departments, decreasing the possibilities of losing valuable resources (Paganos I., 1998).

#### 2.4.1 Attraction and Reservation of Students in the State Vocational Senior High schools

Although the main factor of existence of an educational institution is the students, the state institutions do not take particular interest in attracting students and increasing their registrations. On the contrary, the private institutions are particularly skeptical, as it is on the number of registered students their survival and further development is dependent. The attraction policies and the standards of each State Institution in all degrees of education are defined by the Ministry of Education. Nevertheless, there is no organized procedure of students’ recruiting as much at a central level as in each educational unit separately. On the contrary, Private Educational Institutions, especially in the last decades, due to competition and sociopolitical and demographic problems, act like private enterprises and use the marketing philosophy following all marketing practices for the recruitment of students.

However, except for the procedures of recruitment and introduction of students in the educational institutions their retention is equally important. The students evaluate the education standards at the institution and decide their staying. The element that affects positively the remaining of the students is their satisfaction (Kotler P., 2001).

Every institution pursues the increase in the students satisfaction level with the aim of reducing students leaking that lead to the weakening of their image and reputation as well as class closure. In addition, the bigger the number of students satisfaction in an institution the more competitive and selective it becomes related to others. To conclude, state institutions and most particularly State Vocational Senior High Schools, due to their administrative and financial dependence, cannot develop autonomously students recruiting programs and carve their own students’ retention, in contrast to the equivalent Private Educational Institutions that develop students recruitment and retention, using Marketing techniques.

It is considered therefore that there is compelling need at a central administrative level of the Ministry of Education, of the implementation of “MEI” as a total design of attracting, introducing and retaining the students in the state Vocational Senior High Schools, as well as the potential to use Marketing practices from the State Vocational Senior High Schools themselves.

### **3. Research Part**

#### **3.1 The aim of the Research**

The aim of the present research is to record the attitudes and beliefs of the teachers of State Vocational Senior High Schools regarding the promotion of the State Vocational Education, using the “Marketing Educational Institutions (MEI)”, with the aim of recruiting and retaining more students.

#### **3.2 Research Methodology-Research Tool**

The method used is the quantitative research. Quantitative researches take place among a big number of people (a representative big specimen of the population is selected) for the safer results extraction and are always

based on the designing of a questionnaire with standardized questions (Zigiridis E., 2008).

The research tool used in the carrying out of the present research is a structured questionnaire consisted of two parts: The first part includes nine (9) questions referring to the demographic and educational characteristics of those questioned (sex, age, family status, educational level, employment relationship, school the teacher is serving, total state employment time, total time working at the same school, teachers position in the school hierarchy), while the second part involves thirteen (13) special questions. Twelve of these are closed type and express the attitude/beliefs of those questioned with regard the various dimensions of Marketing in education. For their evaluation, 5 grade Likert scale is used, where the questioned chooses a coded answer (Stathakopoulos V., 1997). The thirteenth question is open type and it asks the people questioned to freely develop some thoughts and comments regarding the possibility of applying modern Marketing practices to the State Vocational Senior High School. For the collection of data, the personal method was used (personal contact of the researcher and the questioned).

### 3.2.1 Close Type Questions Posed to the Questioned About Their Beliefs Regarding the Various Marketing Dimension

The questions in more detail are: (B.2.1) What do you think about Marketing? (B.2.2) Using Marketing practices what do you think of its results? (B.2.3) What do you think of the Marketing practices application from the Educational Institutions? The people questioned are asked to answer questions about their opinion among 5 coded answers, (too negative, negative, neither positive nor negative, positive, too positive) what expresses them the most.

To questions, (B.2.4) people questioned are asked to answer if they are aware of the term “Educational Institutions Marketing”? (B.2.5) Do you understand the term “Educational Institutions Marketing”? The people questioned are requested to answer if they know and if they fully comprehend the term “Educational Institutions Marketing” among answers (not at all, very little, average, much, very much).

To the question (B.2.6) if the Central Administration of the Ministry of Education uses Strategic designing and Marketing programming to the promotion of Vocational Education, the answer involves the degree of agreement and disagreement of the person questioned among answers (totally disagree, disagree, neither agree nor disagree, positive, very positive).

To the question (B.2.7) What is your opinion of a likely Marketing practices implementation in the State Vocational Senior High School? The people questioned must answer about their opinion among (very negative, negative, neither negative not positive, positive, very positive).

To questions, (B.2.8) In the likelihood that “Educational Institutions Marketing” be implemented in the Sate Vocational Senior High School, do you believe it will promote Vocational Senior High School and will attract more students? (B.2.9) Do you believe that based on the knowledge you already have you are in position to implement the “Educational Institutions Marketing” the State Vocational Senior High school? (B.2.10) How important do you consider your training on the successful implementation of “Educational Institutes Marketing” in the State Vocational Senior High School? (B.2.11) Would you be interested to know more about Strategic planning and programming of “Educational Institutions Marketing”? (B.2.12) Are you willing to attend training seminars related to your cognitive field of “Educational Institutions Marketing?” The people questioned are asked to answer about their opinion among coded answers (not at all, very little, average, much, too much).

### 3.3 Sample size

The selection of sample took place at a random and representative sample of secondary educators of the working at the State Vocational Senior High Schools (SVSHS) of the West Sector of Athens (3rd Directorate of Secondary Education of Athens). This specific sector includes 15 Vocational Senior High Schools, 11 of which are day and 4 evening. The total educators' population is 828, 819 of which have a steady position and 9 are substitute teachers. The percentage of the sample selected was 25% for each school, namely 211 questionnaires and consists of men and women educators of all specialties. The research was held from 25 January to 22 February 2016 and 258 questionnaires were eventually collected quite more than the selected sample (Table 2).

**Table 2 Population Distribution Per School Unit**

s/n	State Vocational Senior High Schools (SVSHS) Athens West Sector	Educators either permanent position & Substitutes	Sample Size (n) 25% (per school)	Collected Questionnaires
1	1° SVSHS of Haidari	78	20	21
2	1° SVSHS of Aigaleo	55	14	14
3	2° SVSHS of Aigaleo	58	15	15
4	1° Evening SVSHS of Aigaleo	67	17	17
5	1° SVSHS of Peristeri	48	12	15
6	2° SVSHS of Peristeri	62	16	20
7	3° SVSHS of Peristeri	44	11	11
8	1° Evening SVSHS of Peristeri	44	11	11
9	2° Evening SVSHS of Peristeri	36	9	11
10	1° SVSHS of Petroupoli	78	20	39
11	1° SVSHS of Ilio	55	14	21
12	2° SVSHS of Ilio	55	14	17
13	1° SVSHS of Ag. Anargyroi	64	16	18
14	3° Evening SVSHS of Ag. Anargyroi	39	10	15
15	1° SVSHS of Kamatero	45	12	13
	<b>Total</b>	<b>828</b>	<b>211</b>	<b>258</b>

More specifically, 12 directors, 15 assistant principals, 17 sector managers and 214 teachers are included. The procedure of the selected data was held with the use of software SPSS 21 (Statistical Package for Social Science) for Social Sciences, which is a suitable statistical packet of the production of statistical conclusions. The coding of questions with the five grade operative scale was held with the use of distinctive symmetrical space {-2, -1, 0, 1, 2}.

The questionnaire was tested in terms of validity and reliability degree with the use of the corresponding reliability index Cronbach's Alpha for the variables referring to the beliefs of the educators regarding the different dimensions of Marketing. The reliability rate value (0.884), for the standardized variables value depicts the questionnaire's high reliability level; as a result the statistical analysis results are considered valid (Spector P. E., 1992).

Validity factor Cronbach's Alpha	Reliability factor Cronbach's Alpha of standardized variables	Number of Variables
0.881	0.884	12

### 3.4 Descriptive Statistical Analysis-Results

- The sample consists of men, at a rate 56.2% and women at a rate of 43.8%.
- 86% of the people of the sample is equally distributed among the age groups 41-50 and 51-60 (42.6% and 43.4% respectively), while 10.47% is between 31 and 40 years old, 3.1% is older than 61 while just 0.39% is between 22-30.
- The average work time of the people questioned is almost 20 years, while the corresponding work period at the same school is over 11 years.
- Regarding their family status 77.91% is married, 16.67% single, 4.65% divorced and 0.78% widowed.
- 19.8% of the people are holders of a second degree mainly related to a pedagogical department or pedagogical/teaching competence.
- 16.3% has a Master's Degree and only 2 people have conducted a Phd Thesis, that is only 0.8% of the people asked.
- More than half are certified in computers, at a respective rate of 52.7%.
- Regarding foreign language certificate holders, 50.2% holds a certificate of good knowledge in English. Also, according to research findings, 3.9% has a certificate of good knowledge in Italian, 2% in German, 5% in French and 1.2% in Spanish. It is observed that English is the foreign language with the greatest impact among educators.
- It has been observed that the specialties of "Engineers" and "Electricians" were the specialties with the biggest frequencies of appearance in the sample of the present research, at rates 13.2% and 9.7% respectively.
- Finally, the vast majority of the people asked have a permanent relationship with the state sector, at 98.45% as opposed to 1.55% that are substitute teachers.

### 3.5 Inductive Statistical Analysis-Results

#### 3.5.1 Results of Equality Tests of a Sample Means — Primary Variables

There has been use of equality tests of t-test means for a sample aiming at the average rate of any variable from 0 price, expressing the neutral attitude to the proposal that expresses the relative question, aiming at the likely statistical important variation (Paraskevopoulos I. N., 1993). In the bar diagram of Figure 2 the averages of the special questions referring to the different dimensions of Marketing are cited for the whole of the sample individuals. Positive average rate appeared in the variables/questions B.2.1, B.2.2, B.2.3, B.2.7, B.2.8, B.2.10, B.2.11 and B.2.12. The positive average rate in the already mentioned variables expresses positive attitude on average, of the individuals questioned to the attitude expressed by each question. Negative average rate appeared in the variables/questions B.2.4, B.2.5, B.2.6 και B.2.9. The negative average rate in the already mentioned variables expresses the negative attitude, on average, of the individuals questioned to the attitude expressed by each question. Depending on the distance of the average rate from 0, which expresses the neutral attitude, how strong the agreement or disagreement of the questioned individuals for each attitude can be expressed.

For results confirmation there has been use of the corresponding non-parametric tests, Sign Test και Wilcoxon Test.



**Figure 3** Averages of the Variables Corresponding to the Special Marketing Questions

### 3.5.2 Equality Tests of Two Sample Means

T-test Equality tests have been made for two samples in terms of categorical variables “Sex”, “2nd Degree possession”, “MA holding” and “Position of Responsibility”, aiming at the expanding of the diversion of the averages of the people’s answers among the categories of categorical variables for statistically important differentiations in variables/questions (Paraskevopoulos I. N., 1993). In statistical conclusions reaching with the use of the already mentioned testing, an effort is being made to figure out if the sample data presents a differentiation of the average rates between two distinctive populations (e.g., in terms of sex) from a population with a known average rate.

Verification of the results was made by the corresponding non-parametric testing of Mann-Whitney.

### 3.6 Conclusions of the Research

From the results of the empirical analysis the following conclusions are extracted:

- 1) The educators have a positive attitude for Marketing in general, the results deriving from its implementation as well as the implementation of Marketing practices from the Educational Institution. Those having “position of responsibility” (Principals, Assistant Principals and Sectors) have a more positive attitude to all the above (Questions B.2.1., B.2.2., B.2.3).
- 2) They do not have sufficient knowledge of the term “Educational Institutions Marketing” while they have moderate comprehension of the term. The educators with “positions of responsibility” and “postgraduate degrees holders” have a more positive attitude: that is, they seem to know and comprehend the term better (Questions B.2.4, B.2.5).
- 3) Negative attitude is shown by the educators who think the Central Administration of the Ministry of Education is using a Strategic Design and Marketing Planning for the promotion of Vocational Education. The educators who hold “postgraduate degrees” express a more negative attitude to this belief (Question B.2.6).
- 4) They have a positive attitude to the Marketing practices implementation in the State Vocational Senior High School aiming at its promotion. The educators with “positions of responsibility” have a more

- positive attitude to the likelihood that Marketing practices be implemented in the State Vocational Senior High School (Question B.2.7).
- 5) The educators have a positive attitude in the possibility that “Educational Institutions Marketing” be implemented in the State Vocational Senior High School believing that it will promote the Vocational Education and it will attract more students (Question B.2.8).
  - 6) Most educators have a negative attitude stating that their present knowledge isn’t sufficient to implement the methods of “Educational Institutions Marketing” in the State Vocational Senior High School. The women educators are more negative in relation to men in implementing them. More positive attitude is presented by the educators with “a second degree”, those with “a position of responsibility” and those with “a postgraduate title”, who show that based on the knowledge they have they can respond better to the implementation of those methods (Question B.2.9).
  - 7) The majority of educators are positive in their need for further education in “Educational Institutions Marketing” so that they will implement it successfully in the State Vocational Senior High School. The educators with “a second degree”, those with “a position of responsibility” and those have a “postgraduate degree” have a more positive attitude that is they regard their education as very important (Question B.2.10).
  - 8) Lastly, the majority of the educators who show great interest in learning more about Strategic planning and programming of “Educational Institutions Marketing” have a positive attitude as well as they are determined to attend relative training seminars on the topic “Educational Institutions Marketing”. The educators with the “second degree”, those with a “position of responsibility” and those with “a postgraduate title” have a more positive attitude in all the above (Questions B.2.11, B.2.12).

### **3.7 Conclusions Arising From the Thoughts and Comments of the Educators to the Open Question**

To the open question posed at the end of the questionnaire, out of 258 answered questionnaires 104 questioned educator, that is 40,3%, 51 of whom were men and 53 were women developed some comments and thoughts.

**Comments with positive attitude:** In the majority of the comments, in about 65% the likelihood that Marketing practices be implemented in the State Vocational Senior High School is recorded for its promotion and students recruitment. The comments converge in the need for promotion and upgrading of the State Vocational Senior High School from the Central Administration of the Ministry of Education, within a complete Marketing strategic planning and programming concerning the material, technical and lab infrastructure, the curriculum, the vocational specialties, the vocational rights of the graduates, their professional prospects and graduates access to Third grade education. Also several comments concerned the need for upgrading the subject “School Vocational Orientation” taught in Junior High School.

The Marketing tools recorded more often for the promotion of State Vocational Senior High School on the side of the Ministry of Education are: Advertising on the Social Media and Mass Media, Advertising brochures, lectures, conferences etc. aiming at the persuasion of the society of the necessity and usefulness of technical and Vocational Education.

Also, many comments referred to the designing of a strategical promotion of every State Vocational Senior High School separately using Marketing practices for its promotion to the local community.

Its promotion should focus on the curriculum, lab and material, technical infrastructure, specialties,

vocational rights and vocational prospects of its graduates, the granting of degree of Vocational expertise and Senior High School Degree, students manufacture, access of its graduates to the Third Grade Education and lastly to its social offer to the local community.

The Marketing tools mostly suggested for the promotion of the State Vocational Senior High School to the local community are: advertising in local mass media and social media, advertising brochures, conferences, exhibitions with students work, meeting with parents, personal discussions, informing the third class students of local high schools, cooperation with other schools.

**Comments of a negative attitude:** At a percentage of about 25% of the comments recorded are negative to the likelihood that contemporary Marketing practices be implemented to the State Vocational Senior High School aiming at its promotion and the attraction of more students. The comments converge to the general aspect that: “the state school is not business and the students is not neither a product nor a client, and because Marketing is linked to businesses for the obtaining of a bigger profit, the state school should not get into this logic”.

Indicatively, some most frequent comments are stated below:

- The state school is not a profitable business and the student is not a product.
- Education is not a product for sale.
- School is a pedagogical and educational place and should not be working on market and trade terms.
- Children are not a commodity to promote.
- Marketing practices implementation standardizes education and so it gets away from its purpose.

**Comments of a neutral attitude:** At a small percentage of the comments, almost 10% an indifferent, neutral attitude of the educators is recorded, regarding the likelihood of implementing or not contemporary marketing practices to the State Vocational Senior High school, aiming at its promotion and the attraction of more students, due mainly to their insufficient knowledge not only of Marketing in general, but also of “Educational Institutions Marketing” more specifically.

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