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Quality Management and Evaluation Vocational Secondary School/Lyceum Fthiotidas

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Abstract

Modern economic, social, cultural and technological challenges in the European and international environment exert significant pressure for changes in the field of Education institution. The organization of the school, the content of the educational project, the tools it uses, the results it produces, the professional development and the upgrading of the teachers are basic fields of study, critique and revision, concerning both the theoretical and the applied level. In particular, issues such as improving the quality of the educational services and assessing educational practices are critical issues and priorities of education policies in the European and international context. Thus, within such a framework of change, it is sensible to study national education systems and, in particular, their systems of assessment educational assessment, which is inextricably linked to all system functions, quality in education and speech rendering. In this research, we have tried to cover the Index Rating (School space, infrastructure and financial resources) as much as possible. To the extent that the existing premises, the equipment, the available resources and the financial resources of the EPAL of Fthiotida cover the requirements of the curriculum and the teaching of the various courses, as well as the general needs of the school for its effective operation. The data on the adequacy and suitability of the school premises (classrooms, workshops, special areas), their equipment (teaching resources, educational material, the Internet, etc.) and the adequacy of the revenue, which are significant Physical condition for the effective implementation of the school curriculum. Using these indicators, we made an effort to assess the situation of Professional Lyceum Fthiotida regarding the adequacy and suitability of school premises, as well as the adequacy of the financial resources available to meet the needs of the school. The good condition and functioning of the schools infrastructure and equipment to support the educational project is noted. Relevant problems, deficiencies and malfunctions are identified, as well as any inadequacy of financial resources. And the Evaluation Index: Faculty of the School. It examines whether the number, composition, scientific and pedagogical training and the experience of teachers respond to the specific needs of the school and the requirements of the curriculum. Descriptions of teachers such as: number per specialty, gender, status (permanent / alternate / hourly), years of service. Recorded data of students attending school such as: pupils in total, number of pupils per class / department.

1. Introduction

Quality is usually connected with perfection. Generally,

- a. The quality of products and services is determined by customers.

- b. Customers take account of the various features to assess the quality of the product or service.
- c. Quality is defined differently from individuals in different parts of the organization.
- d. The definition of quality is dynamic, that is, a moving target.

Attributes are elements that are incorporated into a product. These elements separate one product from another.

Their purpose is to attract people to whom this product is addressed. For example, workshops in a technical school are typical of program. Quality, on the other hand, has to do with the way in which these features are presented. For example, if the lab instruments do not work, or if the guidelines are not proper, then the quality of the program is low.

1.1. Quality in Education

Education has always been a major field of experimentation for every Government or Minister of Education in Greece. There has been a lot of controversy and conflict over the different educational policies and changes proposed or imposed in the name of Quality. In the long run, all these changes ended in the dustbin when there was a

change in the Ministry of Education.

In Greece, as in every country, efforts are being made by those responsible to investigate the characteristics of Quality in Education, so that the Educational System through structured programs can meet the needs of learners, whether they are children, Teens or adults. Today, countries, organizations, businesses, leaders, people, the future and the results are a complex and contradictory network that needs to be addressed by those with proven success, human sensitivity and integrity. In this context, Quality in Education pursues its orientations at all levels of education systems in each specific environment. In this context, the quality of education, which seeks broad at all levels of education systems in any environment. Through a twenty-year journey, Quality approaches are explored at the three levels of the Greek educational system and attempts to identify new orientations in the modern social, economic and political environment. Through a journey of twenty years, the approaches of Quality are explored at the three levels of the Greek educational system and attempts have been made to identify new orientations in the modern social, economic and political environment.

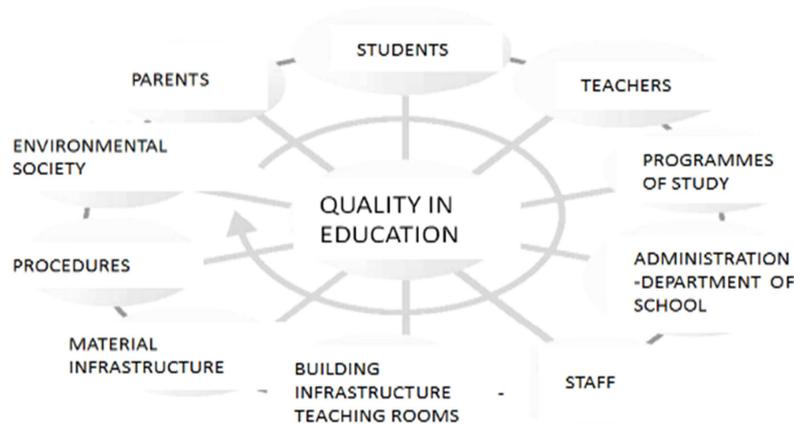


Figure 1. Factors Identifying the Quality of our Educational System.

The blow that has undergone the model of social fabric that we have developed and experienced in recent years creates phenomena of retrograde evolution - regression, return to the family shield (the core of our society), but having a problem, cannot withstand the specific weight of Quality in education. By reviewing the factors that determine the Quality of our Educational System (Figure 1), in the light of the contemporary social, economic and political environment, we find that:

1. The societal factor struck by the rupture of the social fabric directly affects family and trainee factors, adversely affecting the perpetual operation of the cycle

2. Teachers, administration and staff of educational units, regardless of the problems they face due to the requirements of the modern environment and the conditions caused, are called, within the framework of their relative autonomy, to protect the trainees and the Quality of Education provided through the curricula.

3. In particular, teachers are called upon to overcome themselves, inside and outside the classrooms.

4. The building and logistics infrastructure as well as the procedures are factors that contribute to the smooth, uninterrupted operation of the cycle.

The quality in Vocational Education in many respects, and the role the Vocational Lyceums (EPAL) is emerging to fulfill a variety of objectives such as the development of the human capital of the country, the adaptation of its human resources to the objectives of the restructuring of the Greek economy, the professional development and certification of the employees. The ultimate goal should be the economic development of our country. The role of vocational education (EU) is undeniable and highlighted by all sides, both at the political and the educational levels. Vocational training has to cover a large part of the relevant objectives and in order to do this it is necessary to constantly adapt its structure, function and objectives to the contemporary educational and social

requirements. Taking into account the development in the European Union and the promotion of quality assurance and certification policies for education in general and technical education in particular, the assessment of the existing situation in the EU area and the formulation of clear evaluation criteria and indicators of quality or excellence is an inevitable necessity now taken into account by the decision-makers but also by the other interested groups (trainees, teachers, educators, local communities, occupational sectors, etc.).

In general, secondary vocational education aims at combining general education with technical professional knowledge aiming at (a) developing pupils' skills, initiative, creativity and critical thinking; (b) transmitting the required technical and vocational Knowledge and the development of their associated skills, and the criteria for the evaluation of laboratory equipment for EPAL specialization courses; (c) providing students with the necessary knowledge and equipment to continue their studies to the next level of education. Law on the Structure and Functioning of Primary and Secondary Education involves the integration of Secondary General and Technical Education. KETE are abolished and Technical or Professional Lyceums are no longer an autonomous type of Lyceum or Units in KETE, but are transformed into a single type of Technical Professional Lyceum (TEL), corresponding to the General Lyceums (GEL). The Technical-Vocational Schools (TES) operate independently, while the EQS (Single Multi-Class Lyceums) are established for the first time and SEK (School Laboratory Centers) are established. TEL, like other types of Lyceums, aimed at fulfilling general education goals and, in the same way as TESs, the transfer of technical and professional knowledge and the development of pupils' skills so that, after graduation, they can successfully deal with a specific Professional sector. The Secondary Vocational Education System also included the Ecclesiastical Lyceums and the Apprenticeship Schools of the OAED. Then, the need to adapt to the new socio-economic conditions, and in particular the recognition of the need to develop the flexibility and immediate adaptability capabilities of secondary school graduates, was firstly expressed by the abolishment of TEL and Polycyclic Lyceums and their transformation into Unified Lyceums and then with the establishment of Technical and Vocational Schools by Law. The goal again is to provide more specialized technical and professional knowledge for direct integration into the labor market. TES are converted into Technical Vocational Schools of the 1st Cycle, while the former TELs are finally transformed into Technical and Vocational Schools A and B.

Technical Vocational Schools are considered as a new type of post-secondary education. These are public or private schools, day or evening, whose main purpose is the transmission of modern and specialized technical and professional knowledge. Moreover, through the cultivation of skills and the development of appropriate professional consciousness, adequately skilled graduates move into the labor market and contribute to the quantitative and qualitative

development of production.

Finally, according to Law 3475/06 on the organization and operation of Secondary Vocational Education, secondary vocational education enters the Professional Lyceums (EPAL) and Vocational Schools (EPAS). The number of disciplines and sectors operating in each EPAL-EPAS depends on local socio-economic conditions and needs, the number and preferences of students. According to a report by the European Commission, there is a lack of information on investment in education and training as well as on the results of vocational education and training in EU countries. As a consequence, there is no solid basis for discussion on efficiency of the relevant education systems.

The same report suggests that encouraging and supporting the development and implementation of better data and indicators should be high on the agenda of the Commission's agenda. However, differences identified between countries, as strengths or weaknesses of vocational education and training systems, should be carefully interpreted, as there are a number of factors affecting the measurement indicators used by OECD and Eurostat. A safe conclusion, however, is that there are high profits from education and training for individuals, employers and society as a whole.

In most European countries, vocational training is based either on the form of apprenticeship (with emphasis on student practice and training in real-world workplace conditions) or on vocational school-based training.

For example, in Sweden and Finland, school-based vocational training is predominant, and apprenticeship is a marginal phenomenon for many years. In Sweden, vocational education has been formally integrated with upper secondary education since the early 1970s. In Finland, vocational education is also a part of upper secondary education since the 1980s, and its formal position as part of upper secondary education has been further strengthened through legislative reforms during the 1990s. Students from the Member States of the European Union choose, on average, technical and vocational education at much higher rates than is the case in Greece. In Germany, for example, the figure is 78% when in our country it is only 33%.

1.2. Concluding Remarks

Through the study of the relevant literature, it is clear that many issues raised in the discussion of the 'illusion of vocational education' have been investigated by a number of researchers and then at both the theoretical and empirical levels. The general conclusion is that the criticism expressed by Foster (1969) still holds true. Of course, the political tendency for vocational training is too intense to die. Politicians in developed or developing countries should in any case investigate, in addition to empirical findings and labels from the labor market, before implementing any change in school curricula. It cannot, of course, be argued that all TEE proposals should be rejected. It should be rejected, or at least used too much attention, the idea that the TEE can (and should) prepare adequately the pupil / student particular profession. In conclusion, research data in the field

of vocational education show that academic secondary education seems to be the most 'professional'.

2. Methods

The purpose of this research is to contribute to the special objective "Upgrading Technical and Vocational Education with a scope to improve its attractiveness and effectiveness". The object of the research is to capture the current situation

in Secondary Technical Vocational Education (DTEE) in Fthiotida, in order to:

- to explore and identify key parameters that affect it,
- to collect quantitative and qualitative information for the above parameters from throughout the education community,
- to draw useful conclusions for the implementation of educational policies and interventions in this area.

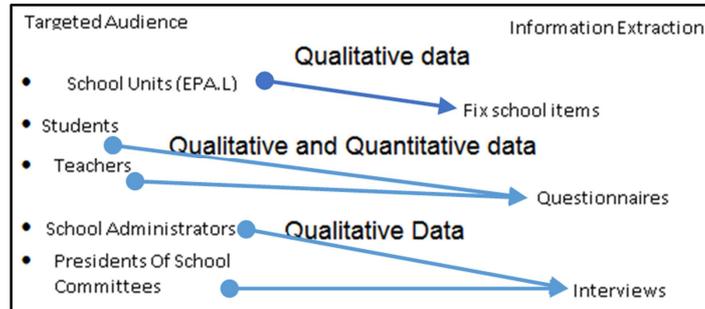


Figure 2. The Methodology used to conduct the Research.

The figure 2 below summarizes the methodology followed in the investigation of the Act.

2.1. Material and Methods

2.1.1. The Purpose of the Research

This research is part of the mapping efforts of the current situation in Secondary Technical Vocational Education (D.D.E) Fthiotida to initiatives and actions. The purpose of the survey is: "Presentation of the current situation in Fthiotida EPAL with the development and utilization of ICT tools in the implementation of educational policies and interventions of the Ministry of Education, Lifelong Learning and Religious Affairs".

2.1.2. Research Objectives

The specific objectives set for the attainment of the objective of the survey is:

- Exploring the views of school community (teachers, students) of Professional Lyceums Fthiotidas for axes operation (Javeau, C. 1996).
- Fix human resources (students, teachers) of the Professional Lyceums.
- Fix elements of logistics of Professional Lyceums Fthiotidas.

2.2. Methods of Data Collection

In order to answer the questions asked, the survey was based on two dominant epistemological examples. The regulatory example that targets at valid responses to the hypothesis of the existence and the interpretative example that aims at highlighting multiperspective images of human behavior on the basis of the case of alternative explanations. Whereas quantitative surveys analyze the amount of occurrence of the phenomenon under consideration and quality specified in kind, in the phenomenon specific character used a mixed methodological research approach

(Baralos & Fumoto, 2008) with involvement of quantitative and qualitative methods.

Another reason for the adoption of a mixed methodological research approach was that the use of quantitative and qualitative data in the form of triangulation of various data sources help to increase the reliability of the survey. Thus, this is an educational descriptive research, which was strongly supported by ICT tools, and the several methods used to extract data are being presented in the following paragraphs

- for collection of survey data
- for processing the data and draw conclusions

2.2.1. Quantitative Research

The quantitative research was used to pump data with regard to infrastructure, education and school resources, and the views of teachers associated with research questions. For the instructor and student mobility Vocational Lyceum (EPA.L) drawn elements from the 'Record Student dynamic system and staff' (referred to as: 'survey') of the Ministry of National Education and Religious. Additionally, under the Act "Presentation of the current situation in EPAL Fthiotida" a database and a web application (Google Drive / forms) for the electronic collection of objective quantitative data from EPA.L Fthiotida were developed and utilized. To collect interim views of teachers and students in relation to dimensions related to the research questions specially structured questionnaires were used, because of their advantage to provide data simultaneously on many variables in a short time, approaching much population and the data may be rapidly statistically processed. Moreover, they enable relevant empirical generalization and the results can be compared with other similar previous investigations, so as to draw conclusions.

For the electronic completion and submission of questionnaires a special platform was created in google and

questionnaires were sent by mail (my website is <http://www.jimkava.com>). The original research design postulated that an inventory should be done and that the method of review should be used to carry out the research.

2.2.2. Sample Population

The targets were separated into two individual surveys. One survey covered the students of EPAL Fthiotida and the second their Professors. The original plan foresaw analog multistage stratified sampling in the individual studies. However, when the questionnaires were answered, we found that the formation of such a sample was not possible in the planned research and thus not met the requirements for inductive generalizations. Thus the samples were considered convenience samples (Convenience Sampling).

The survey of EPAL students was as follows: 106 students from 557, (participation 19.03%), 10 girls and 96 boys. Regarding age, 25 students were over 18 years old and 81 under 18. The survey between the teachers from EPAL Fthiotida was as follows: 60 people out of 106 participated (56.6%), 14 (23.3%) female and 46 (76.7%) male.

2.2.3. Tools of Quantitative Research

To capture the views of teachers and students of the OPF Fthiotida technical questionnaires were used for both surveys.

The questionnaires were created on the basis of principles:

- a. Clarity and simplicity of questions
- b. logical area
- c. avoidance duplication
- d. Avoiding multiple meanings
- e. Lack of specialized terms
- f. Questions that do not indicate positions, agreement or disagreement

Questions included in the underlying concepts of the test shafts (Goulas A., 2000).

2.2.4. The Questionnaires Contained Questions

- a. on demographic and personal characteristics of participants
- b. for issues under investigation the answers given in nominal scale (yes, no) or scale forced choice of four Likert-type seats
- c. free answer

2.2.5. Quantitative Data Analysis Techniques

The processing of the questionnaires and quantitative data was done by techniques of descriptive statistics and the help of Excel statistical package (2007) and Minitab 16 Statistical Software. In particular, the analysis of data was performed using positioning measures such as mean, frequencies and relative cumulative frequencies, dispersions quadrants (1^a , 3^a) and median, and diagrams.

2.2.6. Qualitative Research

Data collection in qualitative research is a multi-faceted process with specific characteristics such as:

- a. As far as possible a richer description of the factual context of the investigation

- b. The use of multiple data collection methods
- c. The fact that the data are subject to interpretations of researchers

The researcher configures how to use these methods but the process and the outcomes depend on the attitude he takes and how he handles the investigation. According to Ball & Smith (1992), the researcher himself is the research tool. In any case, the results of qualitative research arising from the techniques used must be evaluated taking into account that there is a difference with quantitative research methods where theory if different researchers study the same phenomenon using the same method and procedure should lead to the same conclusions (Reason & rowan, 1981). In this research tools and techniques for collecting and analyzing qualitative data were used in order to explore the views of students and teachers of EPAL and the views of executive dimensions associated with research questions.

The qualitative research was focused in three directions:

- a. In qualitative analysis of closed type questions giving the chance to teachers and students to express their opinions through the questionnaires
- b. To explore the views of selected groups, school leaders and school committee chairpersons.
- c. In critical literature review of relevant research

The sample to answer the closed type questions of the questionnaires was the same as that of the quantitative research, though in the end the qualitative research was limited to a sample formed by participants who answered open questions. Populations for executives, parents and teachers were the respective theorists. In all cases the sample that was used was a convenient one.

The tools used to collect the above data were:

- a. Closed questionnaires which included open-ended questions in which participants were able to freely express their views on the specific issues.
- b. The interviews were conducted in each school office manager or chairman of the school committee with closed questions.
- c. Archival and bibliographic material
- d. Legislative framework governing the operation of schools.

Questionnaires and interview plans were the core of research. The individual questions of the questionnaire were of closed type, wherein the interviewee called upon to answer: by choosing one or among four levels different preference degree.

The interview was individual, semi-structured and lasting one hour.

The basic interview questions were specializing depending on the position of the person addressed and related aspects and elements that could not be captured with questions of closed type questionnaires. Processing in computer information, creation of a relational database and visualized results in electronic form. The interviews were conducted in groups based on the principles:

- a. Avoiding domination over the person or persons' coalition

- b. Encouraging participation of the most difficult and disobedient to participate.
- c. Striving for answers from the set to meet the investigated dimensions.
- d. Trying to avoid the involvement of the researcher by expressing his opinion.

Validity-Reliability

The validity of a tool refers to whether it can count what exactly it was meant to (Worthen et al., 1993) and the time constraints in the present investigation was pursued by the apparent validity (Face Validity) and content validation (Content Validity).

The apparent validity refers to whether a questionnaire seems to count that which asserts (Fink, 1995). In this research questionnaires were in the pilot phase at the respective participants and sought their opinion. Most concluded that:

Questionnaires seemed that they could derive the required information

- a. They were well designed
- b. Contained questions which they thought they would do their job
- c. The questions had a logical connection between them
- d. The questions did not relate to personal preferences, political positions or sensitive personal data and thus the apparent validity was satisfactory.

Content validity refers to the extent to which a questionnaire adequately incorporates the basic dimensions of investigational topic (Carmines & Zeller, 1991).

Reliability refers to the extent to which the questions of a questionnaire are compatible and therefore a questionnaire is measuring a specific dimension-concept (Mehrens and Lehman, 1987). So, in terms of reliability, internal consistency is being checked, which measures whether different questions measure the same thing. Therefore, it can be checked whether a set of questions that has been identified for measuring a specific variable actually contributes to the measure (Giroud, 2003, s.237). The internal consistency is determined by means of Cronbach al rate.

The rate takes into account the average correlation of variables and the number of variables, and the price is favorable. Specifically, the value of the coefficient from 0 to 1 (Falotico-Taylor and Mosteller, 1989, s.71). The closer the unit is the value of Cronbach a coefficient, the greater the reliability. A value of the coefficient above 0.70 is considered satisfactory (Miles and Gilbert, 2005, s.199; Thiétart, 2001, s.203). In this research the reliability in the sense of internal consistency measured by Cronbach's Alpha coefficient, which stood in the 0.9616 area and 0.8929 at 0.05 level of confidence with the help of statistical package Minitab 16 and allows visa the reliability of the questionnaires under the current conditions.

Table 1. Rate Cronbach's Alpha Teacher Questionnaires & Students.

Omitted Item Statistics Teachers' questionnaire				Omitted Item Statistics Students' questionnaire	
Omitted Variable	Cronbach's Alpha	Omitted Variable	Cronbach's Alpha	Omitted Variable	Cronbach's Alpha
Question 1	0,961	Question 27	0,9607	Question 1	0,8881
Question 2	0,9606	Question 28	0,9608	Question 2	0,8865
Question 3	0,9607	Question 29	0,9608	Question 3	0,8895
Question 4	0,9611	Question 30	0,9607	Question 4	0,8884
Question 5	0,9605	Question 31	0,9602	Question 5	0,8906
Question 6	0,9601	Question 32	0,9603	Question 6	0,8922
Question 7	0,9604	Question 33	0,9603	Question 7	0,8944
Question 8	0,9602	Question 34	0,9602	Question 8	0,8901
Question 9	0,9609	Question 35	0,96	Question 9	0,8868
Question 10	0,961	Question 36	0,9603	Question 10	0,8891
Question 11	0,9616	Question 37	0,9603	Question 11	0,8880
Question 12	0,9607	Question 38	0,9604	Question 12	0,8884
Question 13	0,9604	Question 39	0,9606	Question 13	0,8855
Question 14	0,9612	Question 40	0,9608	Question 14	0,8875
Question 15	0,9615	Question 41	0,9601	Question 15	0,8871
Question 16	0,9604	Question 42	0,9603	Question 16	0,8868
Question 17	0,9603	Question 43	0,9618	Question 17	0,8877
Question 18	0,9604	Question 44	0,9616	Question 18	0,8886
Question 19	0,9607	Question 45	0,9628	Question 19	0,8886
Question 20	0,9604	Question 46	0,9617	Question 20	0,8858
Question 21	0,9607	Question 47	0,9618	Question 21	0,8889
Question 22	0,9607	Question 48	0,9629	Question 22	0,8936
Question 23	0,9605	Question 49	0,9618	Question 23	0,8893
Question 24	0,9603			Question 24	0,8909
Question 25	0,9603			Question 25	0,8922
Question 26	0,9605			Question 26	0,8932
				Question 27	0,8912
				Question 28	0,8923

Ethics and Dissemination of Results

Both questionnaires and interviews with focused discussion groups avoided questions about sensitive personal data, and participants were given the opportunity to make their views open. Questionnaires also ensure anonymity, and those who want

to be granted access to the results of the survey after completion.

3. Results

Results-statistical analysis

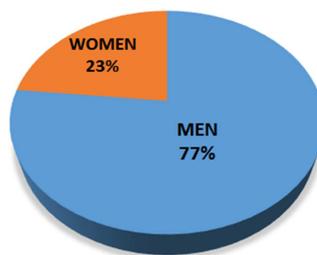
Demographics of the sample teachers

Questionnaires filled out voluntarily 60 teachers from Tosh 106, i.e. participation was 56.6%. Many teachers among those who filled out the questionnaire as shown in Figure 2 are male (76.67% men and women 23.33%). The superiority of men is great in the more technical disciplines. The following table 2 reflect the above results.

Table 2. Of percentage participation educational per gender.

TOTAL MEN Absolute Frequencies (fi)	TOTAL MEN Percentage Frequencies (100 fi/n%)	TOTAL WOMEN Absolute Frequencies (fi)	TOTAL WOMEN Percentage Frequencies (100 fi/n%)	TOTAL Absolute Frequencies (fi)	TOTAL Percentage Frequencies (100 fi/n%)
46	76,67%	14	23,33%	60	100,00%

SAMPLE EDUCATIONAL RATES PER GENDER



Total Men's Frequencies (100 fi/n %)
Total Women Quantitative Frequencies(100 fi/n %)

Figure 3. Sample Educational Rates per Gender.

Demographics of the sample of Students

The questionnaires volunteered 106 students out of 557, ie the participation was 19,03%. Of which 91% were boys and 9% were girls (Figure 4). The high percentage of boys' participation is due to the universal superiority of boys in EPALs and especially to specialties of a technical nature (electricians, engineers, vehicles), who participated in the completion of questionnaires. The following table 3 reflect the above results.

Table 3. Of percentage participation students per gender.

Total Male Absolute Frequencies (fi)	Total Male Percentage Frequencies (100 fi/n%)	Total Female Absolute Frequencies (fi)	Total Female Percentage Frequencies (100 fi/n%)
96	90,57%	10	9,43%

Percentage of student participation by gender

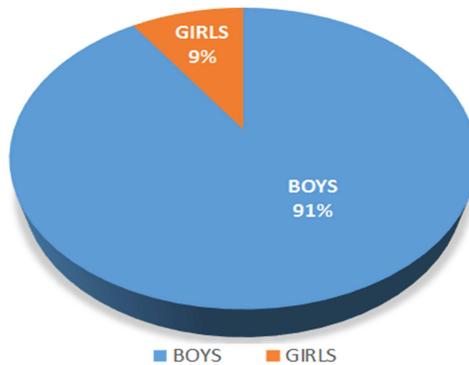


Figure 4. Percentage of student participation by gender.

Participation of students per Class of Professional Lyceums in Fthiotida

The voluntary participation of pupils per class is balanced in almost all three classes with a small difference in C' EPAL

(38%, Figure 5), due to the maturity of C' class students compared to other classes.

Table 4. Percentage participation students per class.

A' EPAL Absolute Frequencies (fi)	A' EPAL Percentage Frequencies (100 fi/n%)	B' EPAL Absolute Frequencies (fi)	B' EPAL Percentage Frequencies (100 fi/n%)	C' EPAL Absolute Frequencies (fi)	C' EPAL Percentage Frequencies (100 fi/n%)
37	34,91%	29	27,36%	40	37,74%

Table 5. The prevailing response to the Student Questionnaire.

Responses To The Questionnaire	Mode	%Mode
Serious problems	9	32,14%
Problems more than the positive	10	35,71%
Positive over negative	9	32,14%
Without problems	0	0,00%

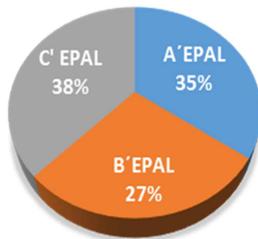


Figure 5. Student participation rates per class.

4. Conclusions

Detailed findings of opinion of school community (Teachers, Students, Directors, Presidents of school Committees). In this section, we try to record the conclusions derived for objective coverage of the views of the school community (Teachers, Students, school administrators and school committees Chairmen) of EPAL Fthiotidas for the essentials, and capture elements of logistics of EPAL Fthiotidas. According to the descriptive statistics (Descriptive Statistics) of the questionnaires of teachers: 1 question-49th question and pupils: 1 question-28 question, we found that the predominant (mode) response to the questionnaire of teachers is 3 (Positive over negative), at a rate of 67.35% and students is 2 (Problems most of the positives), 35.71%. The following tables 5 and 6 reflect the above results.

Table 6. The prevailing response to the questionnaire of Teachers.

Questionnaire responses	Mode	% Mode
Serious problems	1	2.04%
Problems more than the positive	8	16.33%
Positive over negative	33	67.35%
Without problems	7	14.29%

Table 7. Total Teachers & Students EPAL Fthiotidas.

Absolute Frequencies (fi)			Percentage Frequencies (100fi/n%)	
TOTAL TEACHERS-STUDENTS EPAL FTHIOTIDA			TOTAL TEACHERS-STUDENTS EPAL FTHIOTIDA	
SCHOOL YEAR	TOTAL STUDENTS	TOTAL TEACHERS	TOTAL STUDENTS	TOTAL TEACHERS
2010-11	696	115	22,47%	23,33%
2011-12	825	142	26,64%	28,80%
2012-13	803	130	25,93%	26,37%
2013-14	773	106	24,96%	21,50%
GRAND TOTAL	3097	493	100,00%	100,00%

Table 6. The prevailing response to the Student Questionnaire.

The conclusions arising from the students are allocated as follows:

On the plus side included:

- The feeling of security (in absolute percentage).
- The school's help in understanding and exercising the rights of pupils and the provision of necessary supplies for a responsible and democratic citizen.
- The feeling of acceptance and appreciation from teachers.

On the negatives included:

The non-development initiatives and actions by the school:

- for the possibility of active participation in various school activities.
- for organizing various events.
- for the participation in voluntary activities

Suggestions-students' comments

- Building infrastructure problem (lack of classrooms, workshops, gym)

The conclusions arising from teachers are distributed as follows:

On the negatives included:

The non-development initiatives and actions of the school, which help students understand and exercise their rights inside and outside of school, as well as to cultivate skills and values for responsible and active participation in society. (same opinion with students).

On the plus side included:

- The proper behavior of teachers, which nurtures students confidence towards them.
- The cooperation between pupils – teachers or in optional educational programs either with the aim of improving the quality of teaching project.

Conclusions from the thumbprint of the total Manpower Teachers & students of EPAL Fthiotidas.

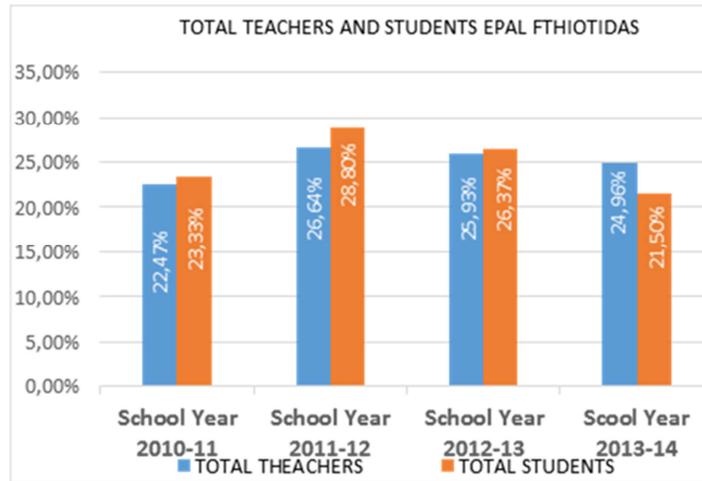


Figure 6. Total teachers & students of EPAL Fthiotidas.

In accordance with the above table 7 have the following column figure 6 diagram, in order to reach the conclusions arising from the totals in the last four school years, for students and teachers.

The conclusions arising from the figure 1 is the reduction percentages ($\approx -1.8\%$) of student potential last four school years and increase in proportion to the total number of teachers ($\approx + 2.49$).

In table 8, (the Panel construction was with the help of Minitab Statistical package), we have first the variable name

(C1), then the number of observations (n), the sampled average (Mean), standard deviation (StDev), the standard error of the mean (Mean SE), for the last four school years. With the help of the statistical package Minitab 16 do estimate rates mean Mean, standard deviation of stDev, minimum (Minimum), maximum (Maximum), median (median) is the central value, first quartile Q1 is the value of the variable that you have under this 25% of the observations, and third quartile Q3 is the value of the variable that you have below the 75% of comments.

Table 8. Descriptive statistics (Descriptive Statistics): Total Students-Teachers.

Variable C1	N	SAMPLE INSTRUMET (Mean)	STANDARD DEVIATION (StDev)	STANDARD ERROR OF THE INSTRUMET (SE Mean)	Q1	Median	Q3
TOTAL STUDENTS	4	774,3	56,4	28,2	715,3	788,0	819,5
TOTAL TEACHERS	4	123,25	15,95	7,97	108,2	122,5	139

We have a descriptive statistics of total student capacity of EPAL Fthiotidas per classes the past four school years, the following table 9.

Table 9. Descriptive Statistics: A' Class, B' Class, C' Class.

Variable	N	Mean	SE Mean	StDev	Minimum	Q1	Median	Q3	Maximum
A' Class	20	41,95	6,76	30,2	10,00	16,7	28,00	70,2	96,00
B' Class	20	58,40	8,26	36,9	17,00	28,0	42,50	96,7	134,00
Γ' Class	20	50,55	7,55	33,7	16,00	20,2	35,50	85,5	113,00

5. Discussion

As a final conclusion of the investigation are recorded:

1. Points of excellence of EPAL Fthiotidas.

The positive features of the EPAL Fthiotidas mention:

- That school pupils are leak on error rate ($\approx -1.8\%$), and sample the middle price of 774 total student capacity of EPAL and the educational potential presents fixed rates with small climb ($\approx + 2.49$), and sample the middle value 123 teachers of EPAL Fthiotidas.
- Conservation circles-areas in fairly high ($\approx 70\%$), such as the Engineering sector.
- The fact that students are empowered for the kind of education that select (vocational training) and actively

involved, particularly after the First class.

d. The feeling of safety nearly 65%.

2. Signs of weaknesses of EPAL Fthiotidas.

On the negative characteristics of the OFP Fthiotidas mention:

- Problems ($\approx 60\%$) on basic shortcomings in teaching and laboratory classrooms, in laboratory equipment and the lack of teachers' room.
- The non-development initiatives and actions of the school.
- Problems ($\approx 83.33\%$), to cover the financial resources of the school for its educational needs, due to a reduction in funding of school committees in the municipality.
 - The heating of the school is judged negatively by

teachers and pupils in a large proportion (≈ 75.47).

- b. The aesthetics of teaching sites is not satisfactory
 - 1) Difficulty of cooperation between the Association of teachers and school administrators and the parents ' Association & Guardians to implement extracurricular activities.
3. Indicators that were not covered by this research are listed and can be analyzed in a future survey:
 - a. Evaluation indicators:
 - a) Relations between education,
 - b) Relationships between teachers – pupils and among Pupils,
 - c) Relationships between school – Actors
 - b. Evaluation Index: development and application of teaching practices
 - c. Evaluation Index: Development and Implementation of pedagogical Practices and students ' Assessment Practices
 - d. Evaluation Index: Development and Implementation of educational activities and Interventions
 - e. Evaluation: performance indicator and Progress of students
 - f. Index assessment: Enhancing, Supporting and Compensatory Interventions
 - g. Evaluation Index: Relationships between School-Parents
 - h. Evaluation Index: Development Objective of the curriculum
 - i. Assessment Index: Support of Scientific-Pedagogical Training and Development of teachers

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