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on **Graphic Arts** and **Media Technology, Management** and **Education**

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<http://www.ic2014athensgreece.gr>

**Students' Vocational Characteristics
as a satisfaction factor of their expectations
about the Graphic Arts Technology field,
during their studies**





The Graphic Arts Technology department

- Counts 40 years (since 1973) in Greek higher education
- It is directly connected to the Graphic Arts Industry, the Publishing Industry, the State Units and the Packaging Industry





Description of the problem

- Intense dissatisfaction of many students from the object of their study (wish artistic studies) especially in the 1st semester
- High Drop out percentage
- Many students change of the object of studies
- Many students intend to simply pass the courses and then enroll in another department of their choice (they simply care about their degree)



Causes of the problem

- Lack of effective and in-depth school vocational orientation in Greek Secondary Education
- Lack of communication of the department with the society
- The selection of specific courses in the import department tests. The Ministry of Education insist to have the lessons of Freehand and Line Drawing as mandatory examined for the entrance of students to the Department



State of art

John Holland's theory:

- Every human being has a particular vocational characteristics which, if found in different professional environments can help or hinder the man in his professional life.
- The expectations from the profession which will follow, the performance in this and the degree of satisfaction is associated with both the vocational characteristics, but also with the extent identity with those of the working environment.

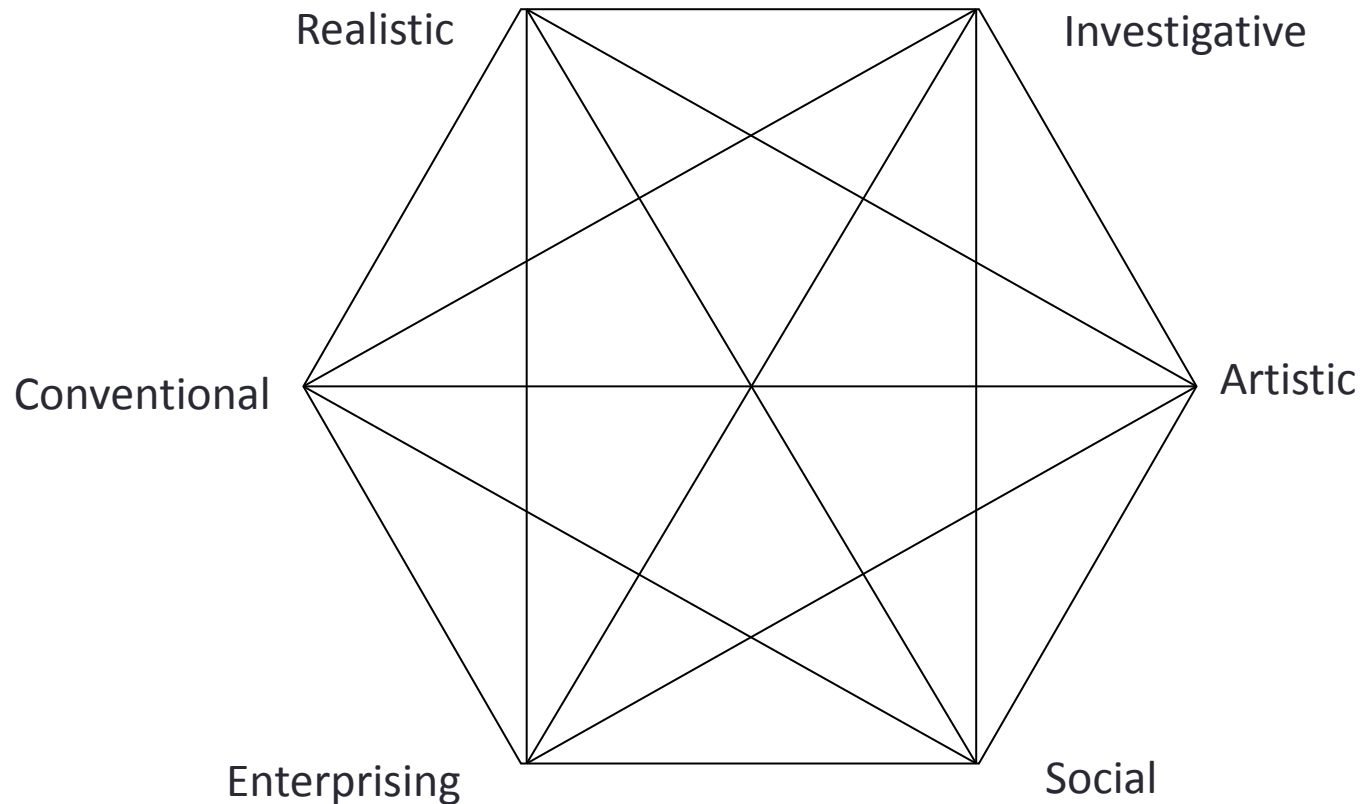


The basic hypothesis

- It is possible to classify people into six character types: Realistic, Investigative, Artistic, Social, Enterprising and Conventional each of which contains similar characteristics.
- A second hypothesis is that respectively there are six basic professional environments. Every profession may contain, in varying degrees, all the characteristics of those categories.
- The third basic hypothesis in the theory of Holland is that the human behavior is determined by the interaction of personality and environment in which he will be found.



The Holland theory (schematically)





Occupational environments

Realistic: Use of hands, machinery operation, equipment, electrical and electronic devices operation, avoiding having activities related to the social interest

Investigative: Physical, biological, and social sciences and focuses on the observation and research, avoiding business-type activities, giving attention to school activities and their accomplishments, works alone to solve scientific issues and puts into the background safety and friendship issues. He has liberal beliefs and wide range of interests



Occupational environments II

Artistic: Ambiguous and unsystematic activities, emotional, chooses artistic professions such as an actor, painter, sculptor, filmmaker, attaches great value to the aesthetic experience, self-expression and finds it difficult to be obedient, sensible and responsible, retains an open belief system and is particularly open to feelings, ideas and other people



Occupational environments III

Social: Involves relationships with others, such as teaching, assistance, counseling, social work while hates realistic type activities, high value on social and ethical activities and believes in equality, relatively open belief system, but it is based primarily on traditional values, moderate self-esteem, while acknowledging that he has social skills and considers that he lacks practical and scientific skills. He looks for solutions in the context of group discussion using social skills



Occupational environments IV

- **Enterprising:** the kind of person who prefers activities that involve the manipulation of others to obtain some sort of profit. He has leadership skills, supervisory skills, persuasion capabilities; he is aggressive, daring, ambitious, dominant, energetic, enthusiastic, flamboyant, extroverted, optimistic, resourceful, sociable, talkative, with great confidence, popular, self-confident and do not withstand a working position without influence. Has high confidence and approaching problems based on business characteristics and abilities.



Occupational environments V

- **Conventional:** The kind of person who prefers activities involving precision, order and systematic activities and abhors artistic type activities. He accepts the social status quo. He prefers working environment that encourages contractual work routine and does not require intimacy and physical fatigue.
- Conventional Occupations are accountant, secretary, librarian and other positions involving systematic activities



Holland Theory Additional concepts I

- Holland introduces 4 additional concepts to be able to predict with even more accurate way the interactive relationship between personality and environment. These concepts are:
- **Consistency:** Is the degree of relatedness between types of personalities or environments
- **Differentiation:** Is the degree to which a person or an environment is defined clearly.
- **Identity:** It is the purity and the stability of the objectives, interests and talents of the individual (or the objectives, tasks and rewards of the environment)



Holland Theory Additional concepts II

- Holland introduces 4 additional concepts to be able to predict with even more accurate way the interactive relationship between personality and environment. These concepts are:
- **Congruence:** Is the degree of matching the personality of a person on the type of working environment in which either is already the individual or aims either to enter



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Congruence

- Brown and Gore (1994) after a more systematic analysis resulted in the creation of a new measure of congruence.
- This measure called C-Index and is calculated from the mathematical relation
- $C \text{ (Congruence)} = 3 (X) + 2 (X) + (X)$
-
- X can take values 0,1,2,3 depending on the distance between the letters in the hexagon.



Purpose of the research

- To highlight the problem of the Department of Graphic Arts Technology
- To investigate the causes that create it, in order to propose solutions
- To reduce significantly the dropout rate of students of the department
- To increase the satisfaction of both the object of study and their professional lives in the future.



Purpose of the research

- To explore their expectations and the
- level of knowledge of the object they would expect to encounter during their studies.
- To explore the degree of identification of the object of study with their characteristics as they were expecting them before the start of their studies and
- To explore the degree of satisfaction after a year of studies.
- These data will be correlated with Holland's index identity C - index as resulting from the comparison of individual professional characteristics of students (SDS - Holland) and the characteristics of the professional environment.



Research Hypothesis

- For this research four research hypotheses were formulated:
 - I) C-Index will be not correlated with the expectations of the students on the subject of their studies
 - II) C-Index will be not correlated with the degree of prior knowledge of the content of the curriculum of the department.
 - III) C-Index will be positively correlated with the estimation of matching content of curriculum and interests of students.
 - IV) C-Index will be positively correlated with the degree of satisfaction of students with their studies.
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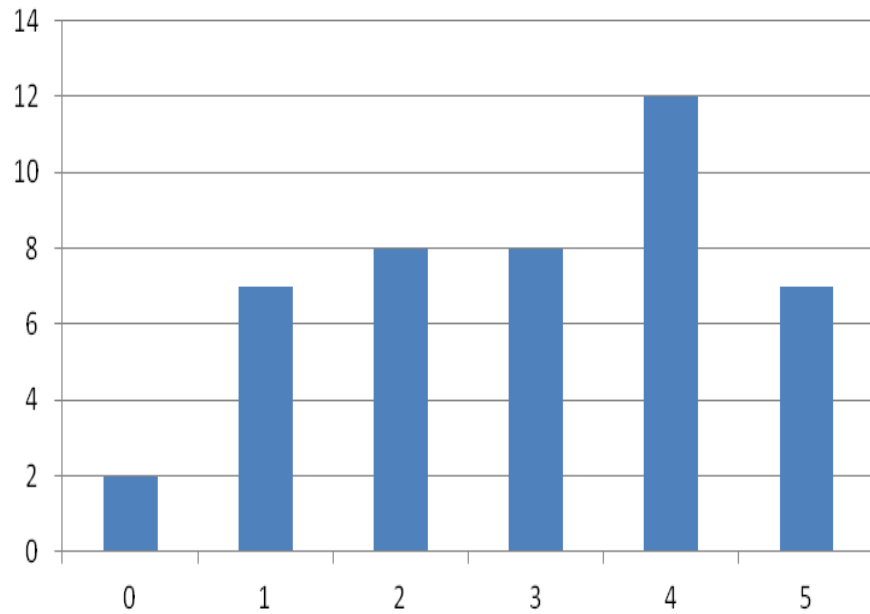
Research Characteristics

- 1 Psychotechnical tool (SDS Holland)
- 1 Questionnaire for students
- 1 Questionnaire for experts group
- 44 students (out of 60), 13 experts

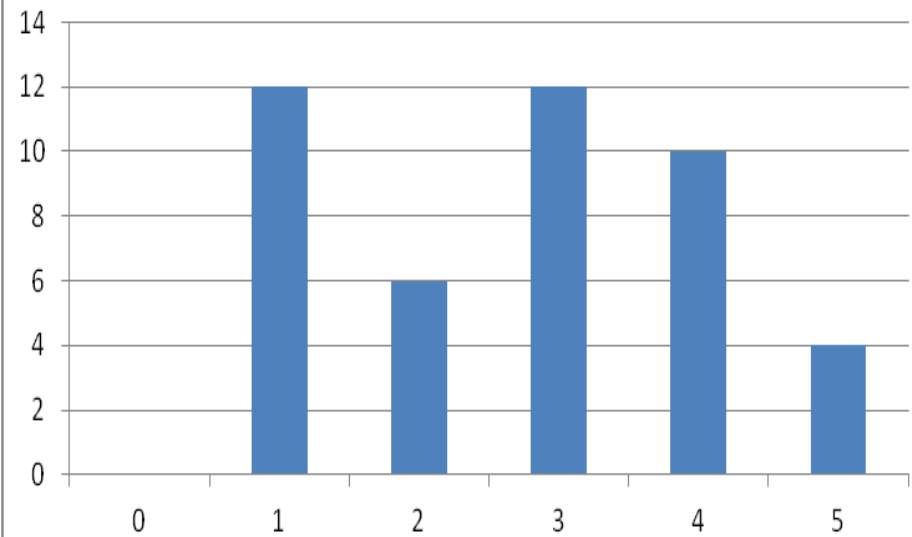


Results

Knowledge of the subject



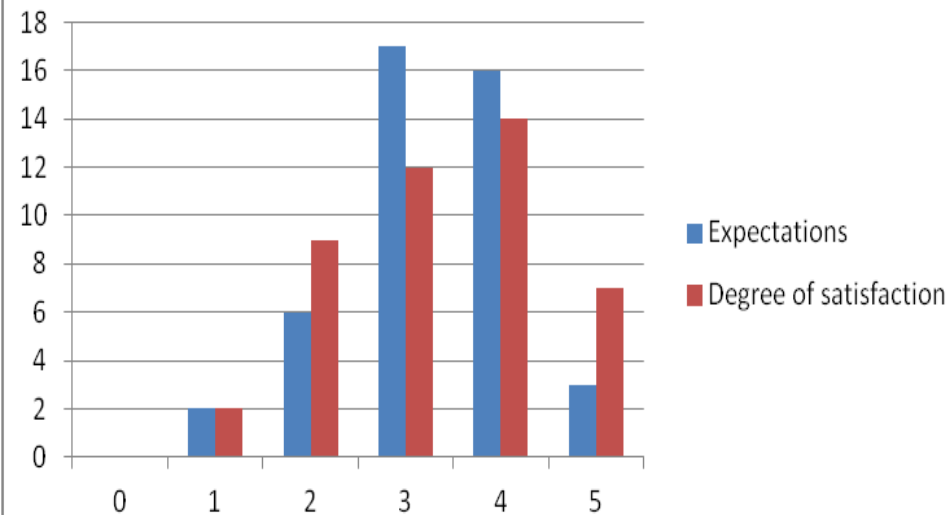
Estimation of identification between content and interests



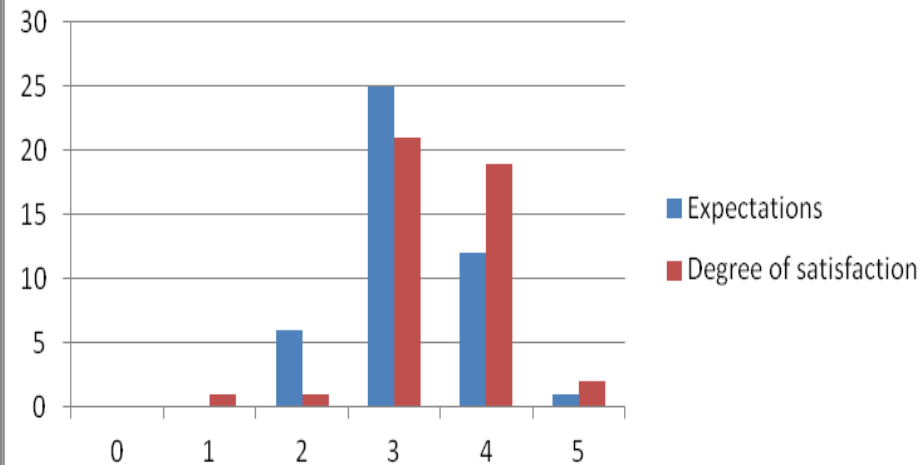


Results

1. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/the degree of satisfaction concerning the: Field of study?



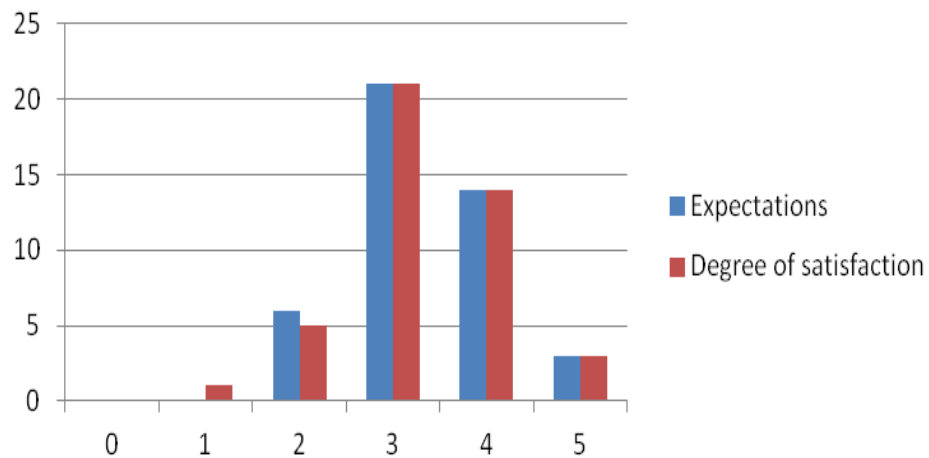
2. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/the degree of satisfaction concerning the: Knowledge of the subject?



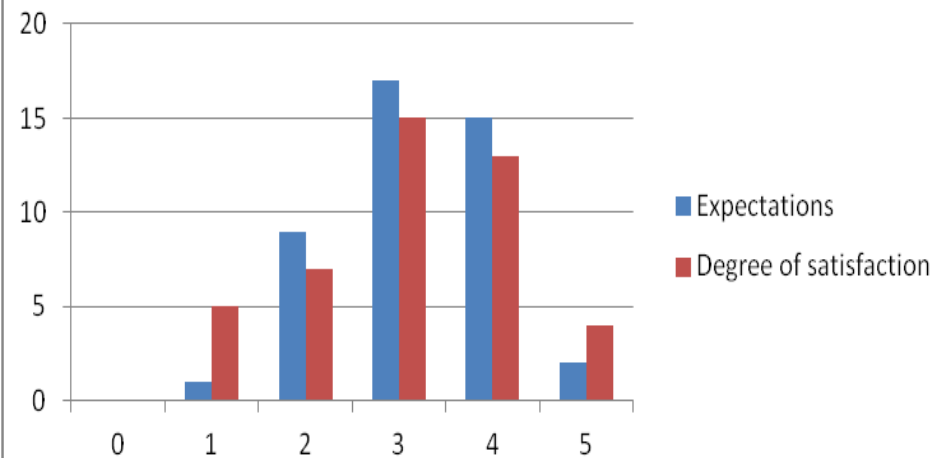


Results

3. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/the degree of satisfaction concerning the: Degree of difficulty of theoretical courses?



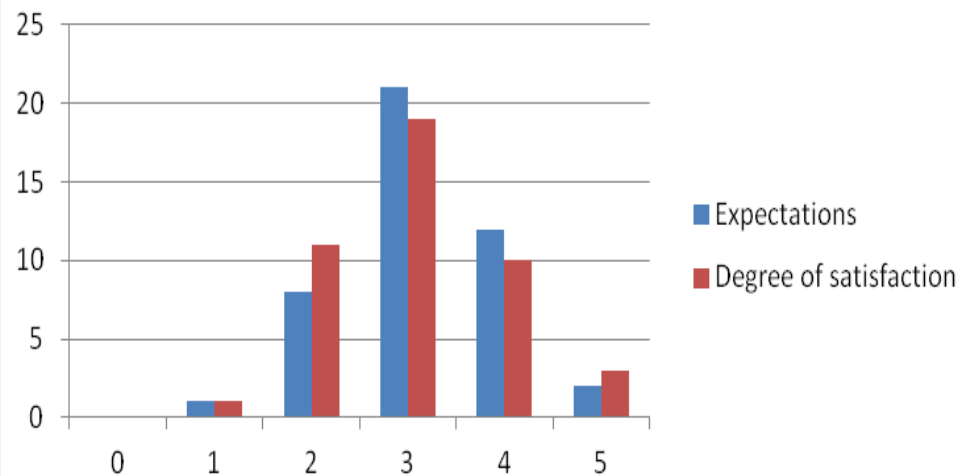
4. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/the degree of satisfaction concerning the: Degree of difficulty of laboratory exercises?



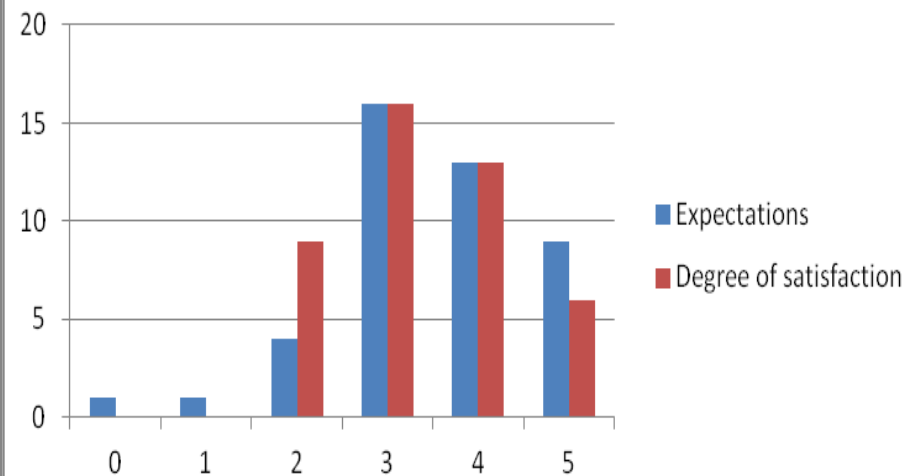


Results

5. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/ the degree of satisfaction concerning the: Subject of theoretical lessons?



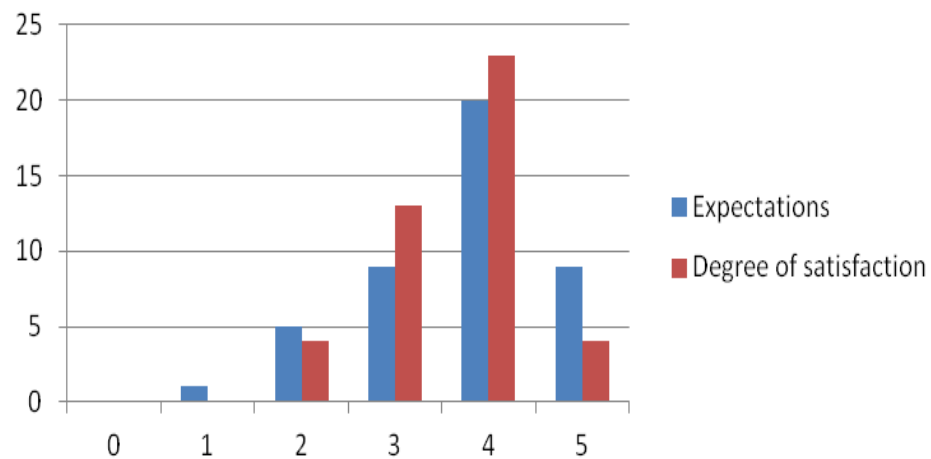
6. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/ the degree of satisfaction concerning the: The subject of laboratory exercises?



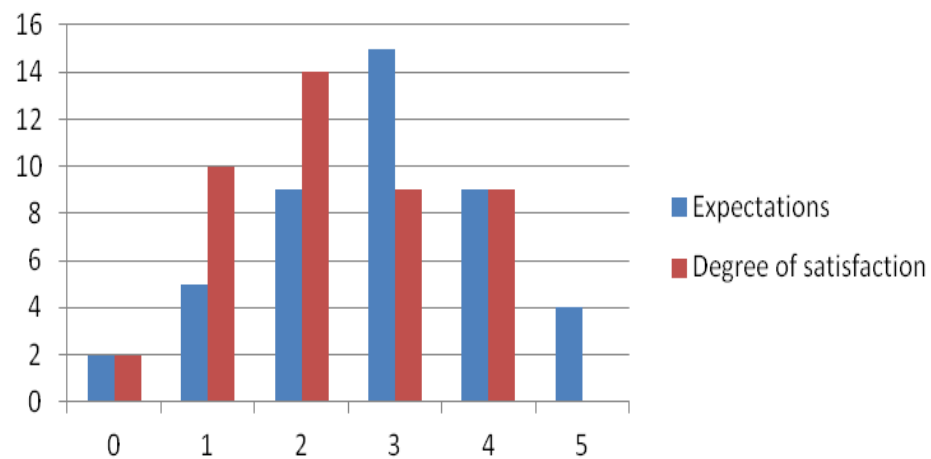


Results

7. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/the degree of satisfaction concerning the: Teachers' level of knowledge?



8. How high were your expectations, when you enrolled in the Department of Graphic Arts Technology/the degree of satisfaction concerning the: Logistical infrastucture of laboratories?





Results

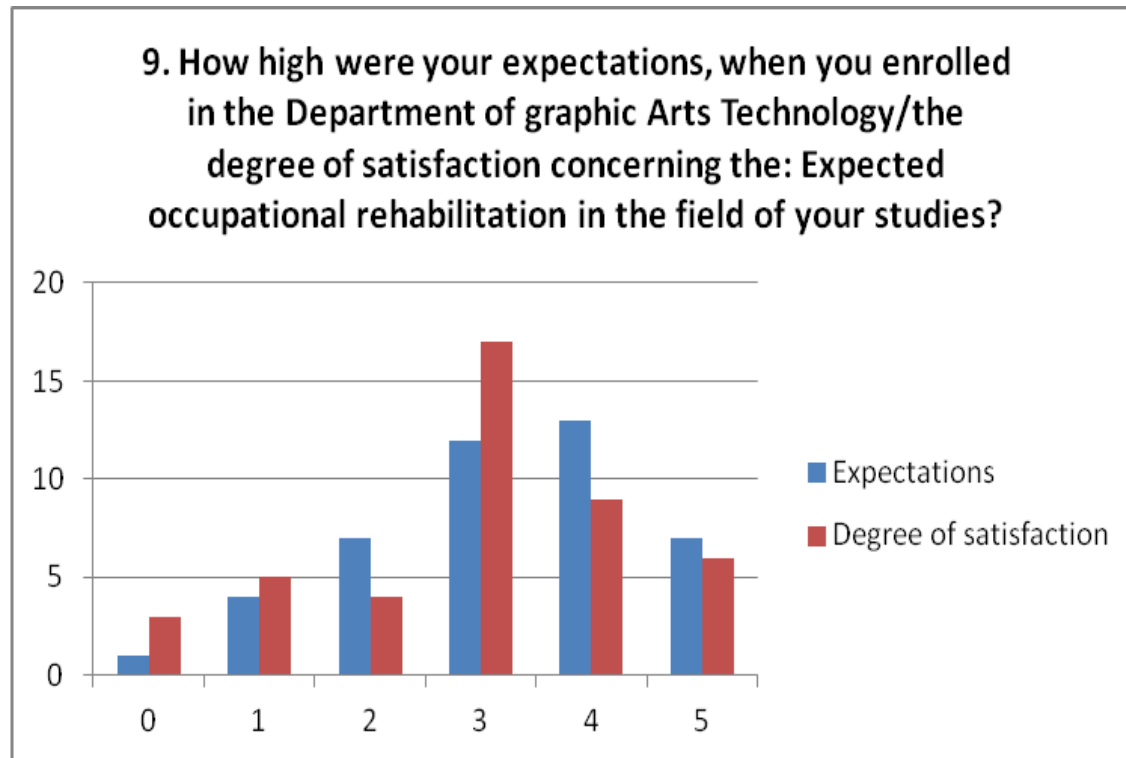


Table 1. Correlations between the major terms of the research						
		C - Index	Expectations	Knowledge Content	Congruence	Satisfaction
C - Index	Pearson Correlation	1	-0,005	-0,014	0,180	-0,052
	Sig. (2-tailed)	44	0,973	0,927	0,243	0,736
	N		44	44	44	44
Expectations	Pearson Correlation	-0,005	1	0,000	0,189	0,700**
	Sig. (2-tailed)	0,973	44	0,999	0,218	0,000
	N	44		44	44	44
Knowledge Content	Pearson Correlation	-0,014	0,000	1	0,524**	0,085
	Sig. (2-tailed)	0,927	0,999	44	0,000	0,585
	N	44	44		44	44
Congruence	Pearson Correlation	0,180	0,189	0,524**	1	0,399**
	Sig. (2-tailed)	0,243	0,218	0,000	44	0.007
	N	44	44	44		44
Satisfaction	Pearson Corellation	-0,052	0,700**	0,085	0,399**	1
	Sig. (2-tailed)	0,736	0,000	0,585	0.007	44
	N	44	44	44	44	
** correlation is statistical important for significance level 0.01 (2 tailed)						



Indicative Literature

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