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OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE**

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**Analysis of the students' enrollment rate at the School of
English and Pedagogy of the Arts and Humanities Faculty**

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CERTIFICATION

We certify that this research project was presented by **Acurio Orozco, Juan Andrés and Lozano Alvarado, Carla Isabel** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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I, Lozano Alvarado Carla Isabel

HEREBY DECLARE THAT:

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I, **Juan Andrés Acurio Orozco** and I, **Carla Isabel Lozano Alvarado**,

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Guayaquil, on the 18th day of September of 2018

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**CATHOLIC UNIVERSITY
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FACULTY OF ARTS AND HUMANITIES
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GRADE

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ABSTRACT

In the latest years, the School of English at the UCSG has seen its number of students reduced substantially. This represents a problem not only for the university, but for the students as well. Some of the problems that derive from this situation are: little flexibility in the schedules, longer times to graduate and lower payment for part-time teachers. In order, to explore the situation at the School of English and identify possible reasons that might be causing this problem, a number of research instruments have been adapted. By conducting a survey at two high-schools from different social classes, it has been possible to discern what students think about being a teacher. Moreover, surveys applied to former students of the School of English as well as students from first semester have been useful for identifying what reasons they have for dropping out of the career. Additionally, an interview with Prof. John Gonzalez, director of the School of English, was scheduled to analyze how the authorities have approached this problem. Findings show that the majority of high-school students do not consider education as their first option when choosing a career. They would rather study Medicine, Marketing or become entrepreneurs. Additionally, it was possible to identify that the two major reasons for the shortage of students are lack of promotion and high prices. Finally, authorities believe that money is a key factor in the issue of low enrollment.

Palabras Claves: enrollment, dropout, vocation, management, college students, educational marketing.

INTRODUCTION

Proper management of educational establishments is an essential factor for successful institutions. By managing an institution adequately, it is possible not only to ensure the subsistence of a school or university but to strengthen its brand name as well. Throughout the pass of years, many authors have come with different models that, as a whole, constitute a body of concepts and ideas that should be known by those who are in charge of managing an educational institution. For example, managers can possess several roles in a school such as a mentor, diplomat, arbitrator, strategist, among others. Therefore, it is important that a manager know how to act in different situations. Another frequently used concept is the one developed by Jerome McCarthy (1960) and expanded by Booms & Bittern (1981) Marketing Mix. This is basically an array of components that must be taken into consideration if managers wish to propose a marketing plan. Such components are: product, promotion, place, price, process, people and physical evidence. Some other theorists have even proposed analyzing the reasons why people may or may not consume a service. These can go from their motivation, their attitude towards a service, their personality, perception, predisposition and even the influence of friends or family. It becomes clear that management is a complex discipline that requires effort and knowledge.

Reading this project might help people understand the relation between enrollments numbers at educational institutions and marketing.

JUSTIFICATION

The topic selected corresponds to the Educational Management of Language Teaching Organizations (LTO). Analyzing the issues of dropout and low enrollment rate at the School of English Language and the career of Language Teaching and Pedagogy are necessary because only then can it be understood why the career has seen its number of students decreased in the recent years. By conducting this research, it is expected not only to find out the reasons for this problem, but to provide solutions as well.

Studying this problem will benefit students, authorities and the career itself. Students at this career have to get used to the schedules assigned by the university or wait for more students to take a specific subject so they can enroll as well. This creates an atmosphere of insecurity and instability; so, by conducting this research, this situation is expected to improve. Finally, by having a greater number of students the chances of subjects becoming available more often increases.

However, students will not be the only ones who would benefit from this research. Teachers may also find this project to be advantageous. A number of professors at the School of English Language and Language Teaching Pedagogy are part-time teachers. They are paid according to the number of hours they have to teach. Having fewer students means they have less work to do which, in turn, means they get a lower salary.

Finally, conducting this research may bring some benefits to the career. Having more students means a greater income for the university. This means that the authorities could have more resources for investing and improving every aspect of the career and funding projects.

PROBLEM STATEMENT

Since the year 2011, annual analyses called English Proficiency Index carried out by Education First (EF) have shown that people in Ecuador have a low English proficiency level compared to other countries. This trend has been changing over time. For instance, in the year 2011, Ecuador was in position 37 from 47 countries, which, by Education First (EF) standards, is considered very low proficiency. On the other hand, in the year 2017, Ecuador was in position 55 among 80 countries, which is considered low proficiency. Additionally, these analyses have shown that Ecuador is placed on position 13 over 15 Latin American countries. (Education First (EF), 2011)

At the same time, the Ministry of Education has been working on educational policies aimed at improving the teaching of foreign languages at public institutions. Thus, the Ministry of Education has developed some basic principles to be followed by teachers that are based on the international standards of the Common European Framework of Reference (CEFR).

Likewise, the Ley Orgánica de Educación Superior (LOES) (Consejo de Educación Superior, 2010) in its article 124 states that it is a responsibility of higher education institutions to provide their graduates with the knowledge appertaining to their rights and duties as citizens; the economic, cultural and environmental reality of the country; as well as domain of a foreign language and the effective use of digital tools.

In light of the above, the need for more and better trained teachers has become apparent. The School of English Language at Universidad Católica de Santiago de Guayaquil focuses on training individuals who wish to become English teachers or translators. Likewise, the new career called Language Teaching and Pedagogy puts more emphasis towards the teaching side, offering subjects such as educational law, classroom dynamics, language, cognition and society among others. Unfortunately, there have been a decreasing number of students enrolled in the careers in the recent years contrary to what might have been expected to occur given the government concern and commitment to improving the teaching of English at all levels of education.

Having fewer students in the careers means they are going to be affected by non-flexible schedules. The reason for this is that if there are not enough students, not many courses will become available, so students might have to adapt to the schedules offered by the university. When the courses do not open regularly, there is a greater possibility that the students take more time than originally planned to finish the career.

In general, from the annotated situation, it can be noticed that having a low number of students could affect the careers financially and administratively. This is the reason why this topic deserves to be researched under an educational management focus.

Research Questions

What are the underlying reasons for the low enrollment rate at the School of English Language and the Language Teaching and Pedagogy career at Universidad Católica de Santiago de Guayaquil?

How interested are baccalaureate students in becoming teachers?

What causes students to drop out of the School of English Language and the Language Teaching and Pedagogy career at Universidad Católica de Santiago de Guayaquil?

General Objective

To comprehend the enrollment situation that results in a low number of students at the School of English and the Language Teaching and Pedagogy career at Universidad Católica de Santiago de Guayaquil?

Specific Objectives

- To establish possible reasons for the low enrollment of students in the School of English Language and the Language Teaching and Pedagogy career at Universidad Católica de Santiago de Guayaquil.
- To understand the vocational Interests of baccalaureate students.

- To know how high school students perceive the possibility of becoming an English Teacher
- To analyze the incidence of dropout in the School of English Language and the Language Teaching and Pedagogy career at Universidad Católica de Santiago de Guayaquil.

1. THEORETICAL FRAMEWORK

This research project was designed to study the low enrollment of students in the School of English Language and the Language Teaching and Pedagogy career at Universidad Católica Santiago de Guayaquil. This topic belongs to the educational management field. From an administrative point of view, it is necessary to present definitions about certain aspects that are related to the subject at hand. One of these aspects is Educational Management, which must be defined in the following paragraphs.

1.1. Concepts

Witzel (2003, p.3) states that “management can be associated with certain concepts like: guiding, leading, planning, controlling, directing and coordinating.” According to Daft (2016) “the manager’s responsibility is to coordinate resources in an effective and efficient manner to accomplish the organization’s goals” (p.7). From the concepts stated, it could be inferred that educational management takes its principles from the business world. For this research work, they should be adapted to education in order to apply the elements of this field of study. Educational Management is defined as “a field of study and practice concerned with the operation of educational organizations.” (Bush, 2006, p. 1)

Closely related to the topic of this project is the subject of Educational Administration. Amadi (2008) defines educational administration as “the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning” (p.1). Amadi also points out the difference between administration and management. Management contains administration as one of its components. “The former is basically concerned with the formation of plans, programs and policies while the latter is principally responsible for the execution or implementation of these plans, programs and policies” (p.2-3).

Law & Glover, (2000, p. 6) proposed that “administrators carry out dual roles at the educational institution. They should act as both chief executive officer

and professional leader.” Each of these roles have tasks of their own that administrators must execute. These are divided into internal and external roles. The authors indicate that the internal roles of a chief executive officer are as follows:

- Strategist: they concentrate in developing the organization goals and direction.
- Manager: they distribute resources to coordinate the functions of the organization.
- Arbitrator: they act as the referee and mediator.

On the other hand, the external roles of the chief executive officer are:

- Executive officer: reporting to the school district or the government institutions.
- Diplomat: taking care of public relations with other institutions, stake holders and the community.

The administrator also acts as a professional leader. The internal roles of a professional leader are:

- Mentor: they offer professional guidance and develop their staff.
- Educator: acting as a teacher and showing prowess of technical skills.
- Advisor: providing support to the students as well as the staff.

The external roles of a professional leader are:

- Ambassador: representing the educational institution in external acts.
- Advocate: being the face and spokesperson of the institution in professional matters.

Today’s world has become very competitive. People and institutions are expected to be even more prepared each time, especially schools. Nowadays, educational institutions claim to offer a variety of services aimed at improving the quality of education. These services range from modern infrastructure to new and innovative ways of teaching. For this reason, it is important that schools know how to reach their clients and communicate their

offers more efficiently. To do this, managers should possess knowledge of marketing strategies.

1.2. Vocational Interests

Vocational interests are a fundamental part of Vocational Psychology. According to the Merriam-Webster online dictionary, vocation is defined as “a summons or strong inclination to a particular state or course of action”. Vocation is important when selecting a determined major. It is clear that interests predict a diverse set of standards including measures of job knowledge, job performance, and continuance intentions (Iddekinge, Putka, & Campbell, 2011). “It is shown that while there are no correlations between interests and actual relevant abilities and performance, there is a positive relationship with satisfaction. It is theorized that cognitive functions mediate between actual abilities, previous performance, satisfaction, and interests” (Barak, 1981, p.14). It is necessary to mention that interests are a vital part of career behavior and are a reliable source of information about the individual. There are many methods that can be used to discover the vocational interest of a person; some of them are more traditional, and others have evolved.

The professional use of these measurements requires familiarity not only with basic statistical concepts, but also with legal, social, cultural and ethical factors. Consequently, it is assumed that the person taking the test has previous or concurrent training in psychological testing, and to be well versed in the responsibilities and competences necessary for proper usage. (Prince & Heiser, 2000 p.3)

These tests are not going to measure how good a person is for a determined job but how interest the person is in it, this is very necessary because many people have the capacity of doing their job, but there is a possibility of resigning because they don't feel that the job is fulfilling. There are several tests that can help individuals to understand more their interests:

- Thurstone primary mental abilities test
- Cooperative, Social Studies, English National Science, and Mathematics test (cooperative test service).

- Strong vocational Interest Blank test.
- Minnesota personality inventory test.
- Comparison between Highschool scholastic ranks and Freshman grade points average.
- Verbal reasoning abilities test and achievement tests (Rumsey & Walker, 1994)

There are three models to define and classify the interests: Dimensional, classificatory and spatial. The more effective is the model it is easier to clarify and discover the personal interests in the world of work, and to promote the development in the individual's career (Rounds & Day, 1999). A qualified person that assesses others, in order to discover their interests, should know that there is not a model that can totally measure each specific aspect, because each person has some unique characteristics that must be taken in consideration even though the patterns of interests are established and clear (Wiston, 2009). It can be said that the two sociological theories that describe careers interests mainly focus on the mutual interaction between the capacity of people for acting independently and take their own asserted choices and social structures, that are factors of influence such as social class, religion, gender, abilities, custom, ethnicity etc. These theories also take in consideration how the ability of moving between different levels in society or employment, the possibilities of success and careers interventions which are activities and efforts carried in order to improve the career development, affect both and its relationship. (Walsh, Hartung , & Savickas, 2013)

As Brown & Lent (2013) commented, the role of counselors at the moment of formally or informally evaluate an individual self efficacy idea of career choice is to encompass open interrogants about own assumptions in terms of qualification in the selected career related domains, which are determinant for having a correct decision making process, execution and progress in the field of interest. Some of the questions that can be used are:

- What do you ideally like to do for a career?
- What is holding you back from your ideal?

- What career fantasies have you had and what keeps you from pursuing them?
- What careers can you pursue if you thought you could do anything? (Brown & Lent , 2013 p.621)

By answering these interrogants, it is easier to recognize the mental boundaries that the individual set for himself, some of those limits can be realistic, taking in consideration the kind of abilities or previous training a person has; but the purpose of understanding self efficacy is for helping people who are legitimately underrating their potential. (Brown & Lent , 2013).

There is a relationship between self efficacy and results expectations, and it is part of the Social Cognitive Career Theory. The interest on a field and the decision of pursue is related directly with self efficacy and to the tacit notions of career development. "Increased outcome expectations significantly predicted increased pursuit intentions, but not level of interest. Both self-efficacy and outcome expectations accounted for significant incremental variance in predicting interest and pursuit intentions" (Diegelman & Mezydlo, 2001, p.394). It is vital to find a fulfilling career that could adjust to the personal needs and interests of every individual because work is seen as a fundamental part of the individual`s identity, which can be public or private. In some situations, it can also define our social address and is seen as an essential part of our lives. Additionally, it can be a matter of self image. This point of view can be taken down with the fact that a wide majority of people cannot choose a work that expresses much of themselves, or that not everybody has a pleasant job. In other words, work can be seen as a way of building a concrete structure of things to do every day, taking in consideration that most jobs take a considerable amount of the wake hours of each person; it can become an important part of the personal development (Brown & Lent , 2013)

1.3. Career Salience

The Cambridge dictionary defines Salience as “the fact of being important to or connected with what is happening or being discussed” (Cambridge Dictionary, 2018). Super (1980) established a link between career salience and career satisfaction which can be defined as standout from the rest, or being prominent.

There is a relationship between candidates' career interest and the possible relevance the profession may have. “Career salience would be positively related to the degree of self-occupational congruence attained in an occupational choice, and that the correlation between congruence and occupational satisfaction would be greater for high career-salient subjects than for low career-salient subjects” (Greenhaus, 1971, p. 209). The bond between career salience and self-esteem is very strong and even though someone realizes the existence of a personal affinity and abilities in a determined field, there is a big possibility of not pursuing that profession if it does not have enough prestige to fulfill the individual. On the other hand, people with high self-esteem may not necessarily be the ones who value career advancement or place a huge priority on a career (Cosby, 1973).

Career development is a big deal in many contexts because it is related with how the personal work is influenced by personal goals. It is the result of the individual's career planning, opportunities and collaborative processes that had occurred during the whole life experience (Hite & Mc Donald, 2016). Career salience should not be thought as something existing by itself, rather, it should be thought as how the career is related to the accomplishment of other desired life roles, such as the time that can be spent at home, or the kind of vacations or hobbies someone want to afford or have access to. In some contexts, career maturity can play a more important role than career salience in the decision making process, because it includes evaluating and planning, exploration of the field, career choice, investigation of the world of work environmental information, and general knowledge of the group of interest (Super, 1980).

The Saliency Inventory (SI) was conceived with the supervision of spokespersons of the (WIS) organization. It has three dimensions which are participation, commitment, and value expectations of five aspects: 1) study 2) work 3) community service 4) home and family 5) leisure activities. (Nevill & Calvert, 1996).

1.4. Teaching Vocation

Estola & Erikkila (2010) mention that vocation is like a call of something. In some cases the call comes from a superior entity; and in others, such as teaching, the call comes from a necessity of the society. The essence of teacherhood is to share knowledge, and it is a transcendental living choice but at the same time not a considerably beneficial career. Chui (1995) indicates that there can be a lot of reasons why people decide to study careers related to education. It can be said that in most of the cases, the career was chosen for motives driven by external rewards, and outside of the individual motivation. Chui continues mentioning that the first two reasons for choosing a teaching degree are: 1) not having another choice, 2) the influence of others; with the desire of becoming a teacher being third place, demonstrating that the actual vocation on the field is not the main reason for taking that decision. Having reasons that are purely extrinsic will have notorious significance in the longstanding engagement to teaching. How committed a teacher is with its mission in the world will affect directly to the teaching identity he/she has; it can be changed, constructed and improved with the professional experience. Its elements in language teaching are built from a discourse analysis and portray in terms of competence (Pennington, 2016). Teachers' motivation depends on the relationship between their personal goals, critical emotional episodes and their professional ambitions; all this together contributes to direct the person into a generate-identity path (Shutz, Hong, & Cross, 2018).

Galton & MacBeath (2008) explain that there is a big determinant in the decision of choosing a career in education. It is the common awareness of possible candidates that the golden age of teaching has finished. This means that schools are no longer as they used to be, and that students are not as

innocent as they were. Nowadays, teaching has become a challenging duty that needs unthinkable amounts of patience, pliancy and tolerance. It is said that teachers are in this profession for numerous reasons “sometimes by default, through a love of their subject, through a desire to work with children, but it is only when teachers get their first taste of the Eureka moment that teaching become an addictive vocation”. (p-5)

1.5. Low Enrollment

At Universities, students’ enrollment decision is mainly based on the relationship between the demand factors and the supply side constraints. Also, it is noticeable that students take in consideration the quality of the institution, their own capacities or aptitudes, and the family support they have (Seneca & Taussig, 1987). In cases of great ease for entering the university, the enrollment rate rises, but the percentage of dropouts remains the same (Bedard, 2001).

In business, generally the common indicator of success is the positive perception of the client. In other words, it can be said that if the client is happy, the enterprise is going well. In education, there is a highly competitive environment, where institutions in order to be one-step ahead of the competitors, they have to exceed the expectations of the student, and present a completely new level of service (Hossler & Bontrager, 2014). It is necessary to mention that “colleges and universities of all types will be challenged in remarkably complex ways to find new approaches to align their mission, market, and management practices with their aspirations” (McGee, 2015, p.12). One of the mayor concerns of the students at the moment of deciding what to study and where, is the economical factor. There are many studies conducted about the relationship of the student aid and the college enrollment. As Heller (2016) mentioned, increasing and regularizing students’ access to higher education has been a state concern; adjustments in the cost have been one of the most effective methods to attain that objective.

As it is mentioned by Crosnoe, Rashmita & Elder Glen (2004), there is a link of cause and effect between an early economic detriment situation and a

later enrollment rate in higher education institutions. It was found that the role of parents, but more essentially mothers, mediate the problematic disadvantage of enrollment. It has been demonstrated that economically impaired families do not have high hopes about the educational opportunities of their teenager sons and daughters; for this reason they are not that involved in dedicated parenting that promotes enrollment.

1.6. Enrollment Management

Higher Education institutions are under critical observation and criticism, from a variety of stakeholders such as students, parents, legislators and even the possible candidates of the organization (Toutkoshian, 2001). The problems in educational institutions have become notorious during time, especially if they have a low number of students.

Nowadays, educational marketing has become more competitive than ever; it is not so affordable that universities base their institutional decisions on assumptions of the decision makers' experience that are not always going to be accurate. Well made, error free and opportune research is vital for choosing a successful enrollment strategy (Hossler & Bontrager, 2014).

Enrollment management, states that the landscape of higher education these days can be defined in five key ideas. (Neave, 1987)

Accessibility: It stands in a state of tension between the demands of the people, and the needs of the community. Other factors that can interfere in the perception of accessibility are the demands of the economy and how prepared is the community for investing in something. (Neave, 1987). There are different types of accessibility: financial accessibility, geographic accessibility, programmatic accessibility, academic accessibility, cultural/social and physical accessibility (Heller, 2001).

Affordability: It is a matter of how many students have access to receive quality education, in relation to the socio-economic status they have (Heller, 2001).

Accountability: “Holds great potential for influencing how colleges and universities respond to changes in affordability and access” (Heller, 2001 p.4)

Sustainability: The postulants, current students and faculty and staff members are always looking for new ways to achieve sustainability. This necessity goes from liberal art colleges to major research institutions to even community colleges; “sustainability concerns are being integrated into curricula, policies, and programs. New divisions, degree programs, and courses of study cross traditional disciplinary boundaries” (Barlett & Chase, 2013 p.29)

Differentiation: It is the way in which the institution is different than other enterprises that offer similar services. Some of them could be: The location of the school, the countries of origin of students or teachers, the countries of origin of the faculties, the cultural context, the political spheres, the organizational context, the role, the importance and footprint of the alumni, the programs offered and the attention paid to innovation in education and research, including service like distance and blending learning (Dmerond & Durand, 2018).

“Institutions with a viable Enrollment Management Program in place, have reported success in meeting stated goals” (Penn, 1993 p.16)

McGee (2015) states that there are several aspects that have to be taken in consideration when analyzing the enrollment rates. First, the institution needs to know its real place in the market; the investigation needs to be as accurate as possible. Second, It is necessary to analyze how demographic and economic forces can impact positively or negatively the enterprise, because the relationship with the external pressures of the marketplace can define the success or failure of a company. Finally, the author defines leadership as one of the most important parts of the institutional management. Most of the situations that any company has to face will need assessment of both risks and values, and the correct decisions of the path to take can only be taken by a good leader (McGee, 2015).

1.7. Dropout

Graduation and dropout rate has become an indicator of how productive is the educational system of a particular organization. Additionally, it determines if there is a high or low socio economical general well-being (George, 1996). The drop out in higher education has become an issue in the society, and it usually has some stages that go from intent to leave, then discussing leaving and finally the actual attrition. It has to be said that all these phases are caused by several variables which, depending on the case, can have higher or lower influence in the decision making process of the student (Bean, 1985). On the other hand, there is an urgent need to manage college enrollment; from the beginning this is the initial contact point of the candidate with the institution, until graduation (Penn, 1993).

The main goal of trying to define the perfect career, for each individual, according to the interests and aptitudes, is the prevention of dropouts in the career and long term job satisfaction (Walsh, Hartung , & Savickas, 2013).

To improve this problem it is necessary to have a rating scale of how frequent the problem appears; the people in the institution have to learn to identify possible students at risk. They are noticeable for several factors, such as: frequent absences, failing grades, poor behavior, being over the age of their partners and previous drop out experiences. In order to be capable of intervene in time, the students that drop out from their higher education are usually divided in two groups: the ones that already develop some work skills, and the ones that did not. The difference between the two groups is that the ones that have some habilities for work, have the possibility of achieving a higher socio-economical income than the other group (National Academy of Education, 2011).

1.8. SWOT Analysis

In this research it is necessary to mention the efficacy of the SWOT analysis to determine the opportunities of enhancement, and also the weaknesses that could be improved.

According to Business dictionary (2018), SWOT is a situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy. SWOT stands for strengths, weaknesses, opportunities, and threats. It was especially designed in order to improve the processes and approaches of a company, by understanding business in a corporate way (Hill & Westbrook, 1997).

This analysis can also be done in a brainstorming session among individuals that have a direct relationship with the enterprise, to understand the different perceptions they have. In most of the cases, the analysis itself can accurately reflect the organization`s reality (Crowder, Wills, & Boonyarat, 2016). But before all the process takes place and the data can be conveyed, it is vital to collect the information by analyzing and understanding potentials, competitors, markets and environment. (Bohm, 2008)

“Contemporary Organizations must engage in a continuous cycle of strategy development in order to stay abreast of accelerating environmental change.” (Gladden, 2017 p.91)

1.9. Educational Marketing

Marketing of school services is one of the most important aspects when managing an educational institution. It allows schools to promote themselves so as to attract a great number of students and maximize their profits.

In order to start exploring the field of Marketing, it must first be defined. Kotler (2008) provides the following definition: Marketing is the science and art of exploring, creating, and delivering value to satisfy the needs of a target

market at a profit. Marketing identifies unfulfilled needs and desires (Kotler Marketing Group, 2008). It can be said, thus, that Educational Marketing refers to the act of applying these same principles in an educational environment with the purpose of informing potential clients about the services offered by the institution.

As previously mentioned, managers should possess knowledge of marketing strategies, principles and theories. One of these theories is called the Marketing Mix. It was first proposed by Jerome McCarthy (1960). Kotler (2000, p. 9) defines it as “the set of marketing tools that the firm uses to pursue its marketing objectives in the target.” This theory focuses on the so called 4 Ps which is an abbreviation for product, place, price and promotion. However, Booms and Bitner (1981) extended this theory by adding 3 additional Ps which are related to process, people and physical evidence (p.47-51). All these are aspects of marketing that the manager must take care of in order to provide a complete image of the product or service that best fulfills the client’s needs and desires. Kubicki (2015, p. 4) summarize the Marketing Mix in the following way:

- Create a product or service that a particular group of people wants;
- Sell it in a place regularly visited by these individuals;
- Market it at a price that corresponds to customer expectations;
- Make it available when these customers want it.

Each of these components focuses on different elements of the marketing process. The first of these aspects is product. In the words of Kubicki (2015), product is an offer that meets a need in the market. In other words, a product can be a physical object or a service introduced in the market to satisfy the desire or need after the purchase and use or consumption. According to this definition, it can be inferred that a product always has the objective of satisfying the needs of the customers. There is no point in releasing a product that fails to do so, or that appeals to very few people, since it will be prone to failure.

Silk (2006, pp. 10-11) provides a series of items that add value to the product:

- The product itself
- Brand name
- Company reputation
- Presale education provided by salespeople
- Postsale technical support
- Repair service
- Financing plans
- Convenient availability
- Word-of-mouth referes from early adopters of the product
- Reputation of the outlet where the product was purchased.

Another notion related to the product is the concept of USP which stands for Unique Selling Point or Unique Selling Proposition. This concept was pioneered by Rosser Reeves and it can be defined as “a feature or characteristic of a product, service, etc. that distinguishes it from others of a similar nature and makes it more appealing” (Oxford, 2017). In other words, managers should focus their efforts into turning their product into something that stands out from the rest of the choices in the market.

1.10. Product Life Cycle

Another point to consider about the product is its life cycle. This term was coined by Raymond Vernon (1966) and it encompasses four stages: Introduction, growth, maturity and decline. Each of these terms represents a different moment in the life of a product. For this research, the stages must be associated to the field of education.

The first stage of the life cycle is called introduction, and it refers to “the period of slow enrollment growth as the academic program is introduced into society. Profits are nonexistent in this stage because of the heavy expenses of launching the program” (Mukerji & Tripathi, 2004). (p.17). “If the product is the result of innovative research and development, it is likely to have a monopoly in its home market which leads to an increase in its selling price.” (Makki & Cadiat, 2015, p. 8). It must be noted, though, that not all products follow the same pattern. There are factors that influence the degree of

diffusion of a product into the society. Zaltman & Stiff (1972) provide some insight, as to what might affect a product acceptance:

- Whether potential customers perceive the product as advantageous in comparison to other choices.
- If customers find the future of the product or service to be uncertain, they are less likely to pay for it.
- Obstacles to purchase the product such as customer loyalty to other brands.
- Lack of information about the product and its benefits may put off buyers.

From these ideas, it can be deduced that a product will not become an immediate success. Instead, it will grow at a certain rate while increasing its share on the market. However, in order to achieve this, the product must be promoted, which requires investment and resources. Due to these reasons, only small profits are made initially until the product reaches the following phase.

The next stage of the product life cycle is growth. Mukerji & Tripathi (2004) define this stage as “a period of rapid acceptance of the program in society and substantial profit improvement” (p.17). It can be noted then, that at this moment of the cycle, there is an increase in the demand of the product which, in turn, generates profit for the institution. Makki & Cadiat (2015) declare that, at this moment of the life cycle, companies should focus on building customer loyalty. The reason behind this is that, during this stage, competition starts to appear. This occurs because of the standardization of the product, that is to say, as the product is manufactured in larger quantities; companies experience a reduction in the costs which also leads to a small reduction in the price whilst increasing the margins and profits. There are factors that may affect a product’s transition to rapid growth (Day, 1981):

Changes in relationship with substitute products: this applies to articles that are not innovative but rather a redesign of a previously existing product. The degree to how well a product performs will depend on the experience accumulated, the improvement of the design, the new features and the price.

Competitive entry strategies: it refers to the experimentation with different marketing strategies and technologies caused by the initial uncertainty of the product's future. Additionally, it might be easier to gain share in high-growth markets. The growth rate might be influenced by the efforts of each competitor trying to gain a share on the market through their investments.

The influence of repeat buying, that is to say, repeated purchases by the same group of customers as a sign of loyalty.

Growth-induced growth or in other words when the market has expanded to a significant size that it becomes segmented. This helps establishments adapt their products to fit the necessities of a group of customers. It must be noted, though, that this segmentation of the market may attract new competition.

The maturity of the product is the next stage following the growth phase. According to Mukerji & Tripathi (2004), in an academic context maturity refers to a "slowdown in enrollment rate because the program has achieved acceptance in society. Profits accrued from the program stabilize or decline because of increased marketing outlays to defend the product against competition" (p.18). As reported by Makki & Cadiat (2015), during this stage, sales stabilize but, because of the competition and appearance of other brands, manufactures focus their efforts into differentiating their product from others. Furthermore, at this point, a price war takes place. Manufactures make efforts to exhibit their products at a low price while maintaining the profits. All this results in a saturation of the market which may force certain manufacturers to leave the business. Meanwhile, people in charge of the marketing department focus their efforts into the prestige of the product. They aim to turn the product into a top-of-mind choice. In other words, they want their product to be the one that comes to mind first.

These events could occur in academic contexts as well. Universities try to differentiate from others by means of their prestige so as to captivate more students. Moreover, universities try to offer a more attractive academic curriculum, while at the same time they offer international programs with

other universities so as to appear as the superior choice in relation to other alternatives.

As with the previous stages, certain considerations must be taken by managers (Day, 1981):

Expanding market potential: there might be room for market growth based on the changes in certain groups of the population that may cause an expansion or reduction of the market. In addition, certain socioeconomical factors may affect consumer's demand.

Buyer learning: this is a consequence of repeat buying. Consumers could change their behavior based on the price, or in other words, they have become price sensitive, and what is more, they are less responsive to advertisement.

The last stage of the product life cycle is called decline. Mukerji & Tripathi (2004) define this stage as the "period when enrollment shows a strong downward drift and profits erode" (p.18). From the work of Makki & Cadiat (2015), it can be understood that this is the moment when the product disappears from the market. There is no longer an increasing demand of the product which causes a decline in its manufacture and supply. Competition can no longer be maintained and the market is slowing down. Makki & Cadiat (2015) believe this phase to be characterized by :

- The penetration of the market has reached its maximum and it can no longer be exploited.
- The taste of the buyers change dramatically which causes new products or services to be launched in the market.
- The price of the product drops significantly, due to this reason, the product is removed from the market.
- Finally, business try to get rid of any stock left whilst decreasing the funding of research and development departments.

The second P from the Marketing Mix refers to pricing. Price is “the amount of money charged for a product or service, or the value that a consumer exchanges for the benefits of having or using a product or service” (Oxford, 2018). There are four basic approaches to pricing (White, Hockley, van der Horst, & Laughner, 2008):

- Full-cost pricing
- Marginal (or direct) cost pricing
- Competitor-orientated pricing
- Market-orientated pricing

Full-cost pricing consists on calculating the total cost for providing the service and adding a small amount to generate profits. This does not take into consideration whether the clients are able to pay for the service (White, Hockley, van der Horst, & Laughner, 2008).

Marginal cost pricing is calculated by general expenses, that is to say, any expenditure that is not directly involved in the making of the product. This does not represent the totality of the amount invested in providing the product and it is used to attract price sensitive customers. (White, Hockley, van der Horst, & Laughner, 2008)

Competitor-orientated pricing encompasses two different approaches: going-rate pricing and competitive bidding. The first is achieved by comparing the institution prices with that of other establishments, and applying a price reduction or, instead, charging a higher price in exchange of a better service based on any element of the Marketing Mix. The second approach is used more in corporate contracts and not in educational institutions. It refers to a deal where “the provider has to meet the specifications drawn up by the customer and set a price which will likely match the bid prices of competitors.” (White, Hockley, van der Horst, & Laughner, 2008, p. 101)

Market-orientated pricing is about designing a price policy that goes in concordance with the institution marketing strategy. This might pose a challenge given that there must exist a balance between price, quality and

the profits generated whilst considering the state of the market and the consumers' inclination to pay for the service. (White, Hockley, van der Horst, & Laughner, 2008)

From these ideas, it can be noticed how many methods exist for placing a price on a product. Managers should be aware of the current state of the market and the group being targeted in order to decide the most appropriate course of action.

The promotion is the next component of the Marketing Mix theory. Jerome McCarthy (1960) defines it as “any method of informing, persuading or reminding consumers-wholesalers, retailers, users or final consumers about the marketing mix of Product, Place and Price which has been assembled by the Marketing Manager” (p. 480).

Silk (2006, p.20) provides some points to consider at the moment of promoting a product:

1. Market: To whom is the communication addressed?
2. Mission: What is the objective of the communication?
3. Message: What are the specific points to be communicated?
4. Media: Which vehicles will be used to convey the message?
5. Money: How much will be spent in the effort?
6. Measurement: How will impact be assessed after the campaign?

McCarthy (1960) also comments on the ways in which establishments can promote their product. These are: personal selling, advertising, sales promotion, publicity and public relations, trade and educational shows and direct selling.

Personal selling occurs when the organization moves towards their potential consumers in order to deliver information that might be of interest to them. Among the practices of personal selling managers it can be found: person-to-person, telephonic communication, chats through social networks.

Advertising: as aforementioned, promotion has three main purposes which are: to inform consumers about new products, to persuade them to purchase and to remind what the organization offers and where they can find it.

Moreover, quality advertisement must achieve certain characteristics. The first of these characteristics is to be meaningful. In other words, the advertisement must have significance or be important to the consumers. This might implicate creating a variety of messages that appeal to the different sectors in our target market. The second characteristic that advertisement must attain is to be distinctive. This is closely related to the concept of USP (unique sales proposition). If the organization's product has a feature that makes it unique and allows it to be differentiated from other alternatives in the market, then, it must be exploited to create an advantage over the competition. Finally, an advertisement must be believable. Consumers must feel the piece of advertisement is genuine and not an overstatement.

Sales Promotion refers to a temporary cut in the price or special deals to encourage people to purchase our product. This can be done for a different purpose such as making up for a low number of students or trying to penetrate new markets with attractive offers.

Publicity, public relations and educational shows are activities aim at improving the community's perception of the organization. This is achieved by having the school partnered with a wide range of organizations that are concerned with local and social initiatives as well as getting the school to participate in academic events.

Reeves (1961, p. 47) outlines three rules for advertisement that better expressed his ideas about promotion:

Each advertisement must make a proposition to the consumer—not just words, product puffery, or show-window advertising. Each advertisement must say to each reader: "Buy this product, for this specific benefit."

The proposition must be one the competition cannot or does not offer. It must be unique—either in the brand or a claim the rest of that particular advertising area does not make.

The proposition must be strong enough to move the masses, i.e., attract new customers as well as potential customers.

The following feature of the Marketing Mix is the place. White, Hockley, van der Horst, & Laughner (2008) claim this is “where the service is provided but it may also include a virtual location or off-site premises” (p. 107). The authors continue by explaining what might affect consumers:

- Ambient conditions: temperature, lightning, color, noise
- Spatial layout, furniture and functionality
- Signs, symbols and artifacts
- Social surrounding, including the friendliness of customer-facing staff such as receptionist

In summary, there are factors that influence the consumer’s view of the place where the service is provided. Some of these factors are related to the aesthetic aspect of the place. This means that clients will pay attention to the appearance of the premises. That is to say, the chosen place should have an appealing appearance to customers in order to attract them.

A study carried out in Spain found out that one important feature that people take into consideration when choosing an educational institution is the accessibility (Cristobal & Llurda, 2006). This is understood as the location where the school is situated as well as the conditions of the place. Parents are looking forward to having their children enrolled in a place that results convenient to them because of its location. That is to say, parents might prefer a place that is closer to their home.

However, consumers will also be concerned about the equipment of the institution. In other words, they will make sure the institution possess the necessary tools to provide a high quality education. Clients will not choose a

determined establishment only because its location is in a convenient place for the customer if it has very little to offer. Finally, customers expect the staff at the institution to be kind and serviceable.

As aforementioned, the model of the Marketing Mix was expanded by Boom and Bitner (1981) in order to include three additional Ps. These Ps were designed particularly for services. In order to begin covering these Ps, it must be clear what a service is and how it differentiates from physical goods.

Since education is a service, it must be treated differently from goods. A service could be defined as “a valuable action, deed, or effort performed to satisfy a need or to fulfill a demand” (WebFinance Inc., 2017). Services, therefore, are not physical entities that can be sensed or interacted with. This is why services have their own set of properties as stated by Kotler (2003, p.358). These properties are: intangibility, inseparability, variability, perishability.

- Intangibility: services cannot be detected by our senses.
- Inseparability: the services and the final receiver cannot be separated from each other.
- Variability: this largely depends on the person in charge of providing the service. Not all people have the same skills or manners.
- Perishability: Given the fact that services are not of a physical nature, they cannot be reserved for a later time.

Furthermore, services can also be categorized. Wirtz & Lovelock (2011) argue that there are four different categories for services: people processing, possession processing, mental stimulus processing and information processing.

People processing is any kind of activity directed specifically at the consumer's body. In that sense, customers become an essential part of the service given that the production and the consumption of the product occur at the same time.

Possession processing is similar to people processing but instead of being aimed at people, it is directed at objects. In that regard, many of the characteristics of the aforementioned type of service no longer apply here. A customer does not need to be present in order to receive the service. Additionally, the production and consumption of the service do not occur at the same moment.

Mental stimulus processing focuses on the mind of the receiver. Education is closely related to this type of service as well as religious activities. For this type of service to take place, it is not necessary for the customer to be present physically but mentally.

Information processing, as the name implies, is centered around the manipulation of information using technology.

The following aspect of the Marketing Mix is people. In educational contexts people refers to teachers, students, administrative personnel and authorities. Al-Dmour, Kakeesh, & Al-Zu'bi (2013, p.17) define people as the “staff with the required attitude, service knowledge and relational skills to ensure that the consumers will receive the service for which they are paying.” On the other hand, people is defined by Lin (2011, p. 2) as “the customers, employees, management and everybody involved in the process.” Managers, thus, must not only be aware of the kind of people they work with, but also, on the kind of people they are going to deal with when attempting to sell their product.

According to Kotler & Keller (2000, p.360) the best personnel must possess the following features:

- Competence, or in other words, they must have the knowledge necessary to carry out the entrusted task.
- Courtesy, which means treating the customers in an appropriate manner.
- Credibility, that is to say, the staff must be trustable

- Reliability, meaning, that the manager must have the confidence that their personnel will be able to carry out any task.
- Responsiveness or being able to attend to the different situations that may arise.
- Communication: information flows around the organization and the sharing of ideas occur continuously.

Customers might be classified as well. Tennant (2001, pp. 52-53) classifies customers into internal and external. External customers are said to be those who do not have any voice in the decision making process of the organization and are the general consumers of the product. Tennant continues by providing an even further classification about this type of customer: active customers, not-customers, non-customers.

- Active customers: those who consume the organization's product.
- Not-customer: those who no longer consume the organization's product for a variety of reason.
- Non-customer: those who have not yet purchased our product, in other words, potential customers.
- Internal customers: These are people connected to the organization such as stakeholders, employees, regulatory bodies or creditors.

The next element of the Marketing Mix is the physical evidence. White, Hockley, van der Horst, & Laughner (2008, p.98) claim that "services cannot be experienced before actually provided, therefore, organizations should provide case studies, testimonials and videoclips as part of the evidence to attract the customer."

Kotler (2000) suggest a series of tools that might serve as physical evidence:

- Place: the premises should look clean from both the inside and outside.
- People: the staff should be sufficient so as to take care of the necessary tasks.
- Equipment: Having the best equipment projects a better image of the organization.

- Communication material: any material used for purpose of promotion must express quickness and immediacy.
- Symbols: the institution logo should suggest quality.
- Price: prices should be accessible.

It must be understood, thus, that services cannot be tested before acquired. Customers may only have an idea of the kind of service they are going to receive but they will never get a one-hundred percent accurate picture. This is the reason why the organization has to make sure the client knows what they are going to consume and make the best effort to project a good image.

The final part of the Marketing Mix is the process. Al-Dmour, Kakeesh, & Al-Zu'bi (2013) define process as “means procedures, mechanism and flow of activities by which a service is acquired. Process decisions radically affect how a service is delivered to customers.” (p. 17).

Akroush (2011, p. 125) defines service process as “the extent to which a service organization has set a customer oriented and systematic procedures for a successful service delivery process”.

Finally, Booms & Bitner (1981, p. 48) contribute by stating that process is “the actual procedures, mechanisms and flow of activities by which the offering is delivered”.

As mentioned above, process focuses entirely on the delivery of the product. In this case, since education is essentially a service, process refers to the way in which the educational institution makes sure the classes are taught. Managers, thus, should be aware of any problem that may arise when courses become available.

1.11. Consumer Behavior

The process of purchasing a product might appear to be simple but behind it, there is an array of reasons why a customer may or may not purchase a particular service. As Schiffman & Kanuk (2010) report, there is a

psychological field that must be taken into consideration. This field is composed of: motivation, perception, learning, personality and attitudes.

Motivation is “the driving force within individuals that impels them to action” (Schiffman & Kanuk, 2010, p. 106). Oxford Dictionary, likewise, define motivation as “a reason or reasons for acting or behaving in a particular way”. (2016).

Perception is “the process by which an individual selects, organizes, and interprets stimuli into a meaningful and coherent picture of the world” (Schiffman & Kanuk, 2010, p. 175)

Learning is “the process by which individuals acquire the purchase and consumption knowledge and experience that they apply to future related behavior”. (Schiffman & Kanuk, 2010, p. 210)

“Personality can be defined as those inner psychological characteristics that both determine and reflect how a person responds to his or her environment”. (Schiffman & Kanuk, 2010, p. 136)

“Attitude is a learned predisposition to behave in a consistently favorable or unfavorable way with respect to a given object”. (Schiffman & Kanuk, 2010, p. 246)

All these components shape the consumer’s thinking at the moment of making a decision. It is therefore necessary that managers have the skills to interpret these patterns of behavior as well as to provide a response that best adjusts to the needs and desires of their current and potential customers.

However, this process should not be limited just to a commercial transaction but instead, creating a relationship with the client. It is important that the organization be able to retain those who have already purchased their service through the formation of loyal customers.

To do this, Engel, Kollat & Blackwell (1968, p. 352) created the Five-Stage Model of the Buying Decision Process which features a series of stages that take place when a consumer purchases a product and the future actions.

These are: problem recognition, information search, evaluation of alternatives, purchase decision, post purchase behavior.

Problem recognition is the first stage. Kotler & Keller (2000) suggest that at this moment, the consumer feels an urge to satisfy a necessity which can either be caused by internal or external factors. Internal factors are usually related to the basic needs of every human such as thirst or hunger. On the other hand, external factors are attributed to people that influence the consumer's behavior.

After the first stage comes the information search. Kotler and Keller continue by asserting that this is when the customer starts looking for information about the product. They provide sources where the customer might try to search information:

- Personal: Family, friends, neighbors, acquaintances.
- Commercial: Advertising, websites, salespersons, dealers, packaging, displays.
- Public: Mass media, consumer-rating organizations.
- Experiential: Handling, examining, using the product.

The next step is the evaluation of alternatives. This is the moment when the consumers compare the choices available in the market so as to take the most convenient decision.

1.12. Purchase Decision

As implied, this is the moment when the customer has already made a decision and is ready to purchase their choice of preference. However, as Kotler & Keller (2000) point out, there is a difference between the intention of purchasing a product and the actual purchasing and that there are two reasons why a consumer might change their mind: a) attitude of others and b) unanticipated situational factors. Under the first category, there are two intervening factors that could influence a person's choice: (1) the intensity of

the other person's negative attitude toward our preferred alternative and (2) our motivation to comply with the other person's wishes (Fishbein, 1967).

The second category, unanticipated situational factors, as implied by the name, refers to those situations that are out of the user's control and which might affect their decision at the moment of purchasing a product.

Campbell & Goodstein (2001) argued that the following risks might serve as predictors of a consumer's change in behavior:

- Functional risk: The product does not perform to expectations.
- Physical risk: The product poses a threat to the physical well-being or health of the user or others.
- Financial risk: The product is not worth the price paid.
- Social risk: The product results in embarrassment in front of others.
- Psychological risk: The product affects the mental well-being of the user.
- Time risk: The failure of the product results in an opportunity cost of finding another satisfactory product.

After the purchase decision, the following step is the post purchase behavior, or in other words, the time after the consumer and the organization have finally completed the commercial transaction. As Kotler & Keller (2000) report:

“Marketing communications should supply beliefs and evaluations that reinforce the consumer's choice and help him or her feel good about the brand. The marketer's job therefore doesn't end with the purchase. Marketers must monitor post-purchase satisfaction, post-purchase actions, and post-purchase product uses and disposal.” (p.172)

As mentioned above, the organization's objective must not only be getting the customers to purchase an educational service but to retain them as well. This is to ensure that the consumers will choose the same alternative the next time and eventually become loyal customers.

1.13. Customer Satisfaction and Loyalty

Since the current project deals not only with the issue of low enrollment but also with that of students' dropouts, then, it is deemed as necessary to cover the notions of customer loyalty and satisfaction

As Oliver (2006, p. 569) reports "satisfaction is a function of the closeness between expectations and the product's perceived performance." Another possible definition for satisfaction would be "a person's feelings of pleasure or disappointment that result from comparing a product perceived performance (or outcome) to expectations" (Mittal, Tsiros, & Ross, 2004, p. 476).

It is clear then, how important it is for the organization to manage customer expectative. "If marketer raise expectations too high, the buyer is likely to be disappointed. If it sets expectations too low, it won't attract enough buyers (although it will satisfy those who do buy)." (Boulding, Kalra, & Staelin, 1999, p. 463)

Parasuraman, Berry, & Zeithmal (1991) propose a model for determining customer's expectations called The Zone of Tolerance. This model consists of a continuum that ranges from low expectations to high expectations while keeping the zone of tolerance somewhat in the middle. This zone is made up of two opposing ends: adequate and desired. Adequate falls to the left end of the continuum towards low expectations and refers to what customers are willing to accept. Desired, on the other hand, falls towards the right end of the continuum towards high expectations and it refers to what customers wish to receive. If the customer's impression of the service falls below adequate, then, the organization is said to be at a competitive disadvantage. If the perceptions fall in the zone of tolerance, the organization is operating at a competitive advantage. Finally, if the customer's perceptions exceed their expectations then the organization has achieved a customer franchise.

Parasuraman, Berry & Zeithmal (1991) clarify that the zone of tolerance varies from person to person. This is because different people have different expectations of a service. Moreover, people react in different ways to a

service falling short or surpassing expectations. Furthermore, the zone of tolerance can also vary for the same customer depending on the situation. Receiving a good service might increase the customer's expectations for the next time. Likewise, failing to deliver a proper service may turn the consumer hesitant.

"Wise firms measure customer satisfaction regularly, because it is one key to customer retention" (Seiders, Voss, Grewal, & Godfrey, 2005, p. 26). One of the most important tools for measuring customer satisfaction are surveys. Martilla & James (1977) proposed a model called Importance-Performance Analysis. This model can be utilized in surveys to understand how well the organization has performed in certain regards and how important that specific aspect is for the customer. The results of these surveys can be translated into a matrix with four different quadrants and four different interpretations. If one of the services is considered to be of high-importance to the customer and has achieved a high-performance measurement, then, it is recommended to keep up with the performance. Next, if one of the services is considered to be of high-importance but has scored a low-performance ratio, it becomes imperative to center the organization's efforts on improving that particular service. Another possible result could be a service considered to be of low importance but scoring as high-performing. In this case, given the little relevance of that particular service to the organization, it is suggested to reduce the emphasis and focus the attention on other activities. Finally, a service that is considered of low importance to customer and scores as low performance, should receive medium to low emphasis.

Other important concepts to consider are customer perceived value, total customer benefit and total customer cost. Kotler & Keller (2000) provide some definitions. Customer-perceived value is roughly defined as the difference between what a customer expects to pay for a service and what they expect to receive whilst taking into consideration other offers in the market. Total customer benefit, on the other hand, is roughly defined as all the factors that are perceived as part of the total benefit for which the consumers are paying. Finally, an appropriate definition for total customer

cost would be all the segments that make up for the entire cost of the purchasing transaction; that is to say, not only the price of the service per se but also that spent in considering it and making use of it. This cost is not limited to monetary value but also the time and energy.

Kotler & Keller (2000, p.129) suggest a series of steps which can be used to perform an analysis of the value offered by the organization:

- Identify the major attributes and benefits that customers value.
- Assess the quantitative importance of the different attributes and benefits.
- Assess the company's and competitors' performances on the different customer values against their rated importance.
- Examine how customers in a specific segment rate the company's performance against a specific major competitor on an individual attribute or benefit basis.
- Monitor customer values over time.

As previously stated, the job of a marketer does not end when the commercial transaction has been completed but instead continues by retaining any customer that has been acquired previously. In other words, it is necessary to build a loyal customer base. Loyalty could be defined as "the extent of the faithfulness of consumers to a particular brand, expressed through their repeat purchases, irrespective of the marketing pressure generated by the competing brands" (WebFinance Inc., 2007). There exist a number of different methods for treating customer loyalty. One such method is called the Net Promoter Score designed by Reichheld (2006). It consists of asking consumers the following question: How likely it is that you would recommend this product or service to a friend or colleague? In order to answer this question, consumers have to use a scale from 0 to 10 (zero being the least favorable answer and ten being the most favorable). What follows is classifying the customers according to their answer:

- Promoters are those who provided and answer from 9 to 10. These customers are not only satisfied with the service but are willing to share their enthusiasm with their acquaintances as well.
- Passive are those who rated from 7 to 8. They feel satisfied with the service but are not really loyal, nor are they willing to share their enthusiasm with others.
- Detractors rate the organization from 0 to 6. They feel utterly disappointed with the service.

The difference between the percentage of promoters and the percentage of detractors is the Net Promoter Score.

Dick & Basu (1994, pp. 101-102) propose yet another way to treat the issue of customer loyalty. Their idea consists of two important elements: relative attitudes (towards a brand) and repeat patronage (or support). Then, it proceeds to classify loyalty in four different branches:

- No loyalty occurs in instances of low attitude and low patronage.
- Spurious loyalty takes place when there is a low attitude but a high patronage.
- Latent loyalty happens in the case of high attitude and low patronage.
- Loyalty comes about during high attitude combined with high patronage.

Finally, Kotler & Keller (2000, p.141-143) provide some guidelines to achieve customer loyalty to a certain degree.

- Interacting with customers and listening to them. This is to ensure that the customers not only receive a good service but a proper treatment as well.
- Developing loyalty programs as a form of reward for those customers who have been faithful to the organization.
- Creating institutional ties or in other words, building a relationship with the customer.

2. LITERATURE REVIEW

2.1. Students' perception of higher education

Higher education and its improvement have two main notions of quality. (Barnett, 1992) The first notion of quality is about how it is expressed; the external appreciation in concerns of how every individual fits in the group or community. The most valuable part of this, is the quality of the interactions between members instead than the output. On the other hand, higher education is seen as the supply of services with inputs and outputs. In this conception, the success of the system is graded according to its performance, and how efficient it is. Most of the success indicators deal with the students' experience that in other words are the "skills in the curriculum, transferable skills, competence, critical thinking, and the idea of the reflective practitioner". (Barnett, 1992, p. 4)

As Coates (2005) mentions in his research, methodological interrogants about how to administer and discern the quality of the product are becoming more important because the basis and methods for assuring the quality are already implanted in the system of higher education. The perception of students engagement is popularized and it directly depends on the level of students' engagement to activities that are expected to encourage productive learning. There is a direct connection between the student engagement data and the perceived quality of the institution. There are graded scales for measuring the students interest. It is believed to have several dimensions that explain where the enthusiasm comes from.

According to Kuh, Cruce, Shoup, Kinzie & Gonyea (2008), achieving a bachelor's degree is related to a long term social, cognitive and economical profit for individuals. These benefits are not only for the individuals, but also for the future generations of their families because the life of college educated people is supposed to be enhanced with more laboral opportunities. A major problem is that an important number of people that enroll in a higher education system, do not continue with the academic formation. And in most of the cases they do not receive the degree. There is a direct link between students' engagement in college activities and their

persistence in college. The same investigation shows that the relationship between the engagement and the persistence is not linear. Additionally, the social engagement of the student population enhances the probabilities of persistence “a higher level of academic engagement was negatively related to such probability. The findings have strong implications for educational research, policy, and practice” (Hu, 2011, p. 10). One of the perspectives of the performance in education is the educational persistence theories; the recent classifications define that the two major sources of interest for continuing studying are: the family, the school environment, and experiences. The academic skills such as success and performance are being considered as integrative approaches of academic achievement.

Fry (2002) mentioned in his book “Latinos in Higher Education” the fact that many students enroll but very few graduate. It was found that many Latinos, tried to pursue and enlarge their academic instruction, but a big majority of them were in pursuance of paths correlated to lower opportunities of getting a bachelors degree for example: they enrolled in community colleges, they attended school part time, and others drew out their career in their mid 20ths. There is a predisposition of students that know that it is going to be difficult to get a bachelors degree to embrace the election of 2 years instruction education; but, since the education system is seen as a pyramid, where the higher levels are MBA or PHD, it lowers their possibilities to access highly paid jobs. Having established the certitude that people who obtained advanced degrees had shown greater constancy and determination in their education than those that dropped out in early stages, they have more opportunities to obtain more payment for their services.

Another very important factor that affects enrollment rates, is the cost of education. One common interrogant is what happens when universities and institutions rise their prices, the link between higher prices, low enrollment and financial ledgers is explained with the demand theory which maintains that “the size of a particular good or service is a function of price, the money income of the buyer, the prices of other goods and services and the buyers’

taste or preferences ” (Leslie & Paul, 1987 p.181) as this theory is applied to educational institutions, it explains that:

- The institutional enrollment rates can be negatively influenced by the amount of money charged to the students.
- The institutional enrollment rates can be positively associated with the amount of money invested in financial aid, as this can be very helpful at the moment of reducing students tuition costs.
- The institutional enrollment rates can be positively influenced by the prices charged by similar institutions, which means that the fee can look relatively low if the competitors charge more. This is the reason why there is a big difference in the enrollment rate of public institutions in comparison with private colleges.

2.2. Marketing and education

One of the key aspects when planning the marketing strategy of the educational institution is knowing the factors students consider when choosing to enroll in a university. Maniu & Maniu (2014, p. 38) present a list of factors that influence students' decision. The first of these factors is the reputation of the institution, which may include things such as the age of the university, its accreditation, the perception of teaching quality and its brand name. Another important factor is the careers; that is to say, how wide is the academic offer of the institution and students' employment opportunities as well as the university cooperation for students in search for employment. Next, it is the cost. This includes not only the expenses students have at the university but the scholarships and budgets of their families as well. The following aspect is the sources of information or advertisement. There are several ways in which this can be used. For instance, internet, TV, radio and newspapers are all traditional methods for advertisement but there are other alternatives such as visiting schools or organizing events besides paying attention to universities ranking, which may guide students decision as to what university to choose. Infrastructure is the next factor. The

aforementioned authors presented a list of items related to the infrastructure: “classrooms, computer facilities, quality of library infrastructure, use of technology, campus size, university safety as well as restaurants or commercial centers located near the university” (p. 39). The following aspect is the location: “A near home location of the university gives them the emotional security of remaining close to family and friends. Students also prefer socially and culturally active big cities” (p.39). The next component is social life, that is to say, “events organized by the university, students groups, clubs and opportunities for leisure” (p.39). Opinions and recommendations may play a big role in students decisions. The information that people close to the prospective student may provide, will change students perspective of the university which may indirectly influence their decision.

In light of the above it becomes apparent that educational institutions aiming at improving the marketing strategies should be aware of what is important for students in order to offer the most suitable approach. For instance, a survey by Starck & Hossein (2013) found the things that students at two universities in Thailand considered as most influential at the moment of enrolling. The universities were the Bangkok University International College and Webster University. The features being evaluated were place, people, promotion, process, information technology (IT) and reputation. The first question covered the issues of place, availability of class location, teaching styles and methods. In both universities, students found these factors as the second most important features when choosing a university. The next question was aimed at finding out students’ opinions about the staff member interaction and their assistance in the enrollment process. In both cases, this was considered as the top important factor among the others. The promotion efforts of both universities and their reputation were the two least important aspects for students on both universities. Finally, the processes of the university, including the registration, the interaction with the staff, availability of information and also the web pages, customer service and e-mail were considered as neither too influential nor influential for students of both universities.

A report by Hanover Research (2014) points to several key findings related to new trends in higher education marketing:

- “Universities are spending more resources and attention to marketing and branding than in previous years in order to create a strong institutional brands” (p.3).
- Online digital tools have become the focus of attention of universities when it comes to branding and recruitment, as they have been the center of innovation in the last years.
- Having a website is one of the most important tools for universities using online marketing. Features should include engaging visuals, navigation bars and layouts to highlight content.
- However, in spite of the popularity of online digital marketing, the most effective marketing strategy are events which focus on direct contact with the students, such as open houses and visits to the campus.
- A few number of universities have robust online educational programs because of the increasing acceptance of online education.

An essential part to attract a greater number of prospective students is to refine the institution image. A report from Noir Sur Blanc Agency (2013, pp. 24-25) provides some key notions to help institutions undertake this task.

- Focus on the difference: originality might become a key factor for creating a competitive advantage against other higher educational institutions.
- Innovate: using technology as a means to reach new students is regarded as positive.
- Be dynamic: organizing events and projects to lure new people might make the institution appear more dynamic which may, in turn, attract media coverage.
- Be sympathetic: that is to say, being responsible and supportive.

- Strive for excellence: even though quality cannot be witnessed immediately, universities can improve their academic reputation through the use of universities rankings.

Additionally, there are other notions that must be considered when working on the institution's image. Since the image of a university may take time to build, patience and effort are key elements to succeed. However, managers should be aware that an institution's image might be damaged more quickly than it takes to build due to miscommunication of a series of low rankings. Also, it is important for higher education institutions to keep their promises, that is to say, demonstrate that they are working towards improving the quality of their education. Furthermore, universities must be consistent; this is, everyone at the institution must speak with the same voice so as to avoid confusion. Everyone must be working to achieve the same goals while following the same strategy. Finally, working on the growth of the university brand may require certain actions. Utilizing the students as ambassadors of the university, designing merchandising to promote the name, and organizing events for potential students, are all ways of strengthening the brand name.

Moreover, it is of vital importance for higher education institutions, which are committed to increasing their enrollment rate, to know what the most efficient methods for recruiting students are. A report by Noel-Levitz (2013, p. 3) showed the most efficient strategies and tactics for recruiting students. For four-year private institutions the 10 most efficient methods were: 1) Campus open house events, 2) Campus visits for high school students, 3) Encouraging prospective students to apply on the admissions Web site, 4) Encouraging prospective students to schedule campus visits on the admissions Web site, 5) Using enrolled students in recruitment/marketing, 6) Weekend visits for high school students, 7) Routine contacts by admissions office professional staff to assess student reactions to financial aid awards, 8) Campus visit events designed for school counselors, 9) Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume, 10) High school visits by admission representatives to primary markets.

On the other hand, the Noel-Levitz' report (2013, p.4) also indicates the five least effective strategies for four-year private institutions. These are: 1) Mailing course schedules to residents in the area, 2) Online college fairs, 3) Recruiting through business/industry, 4) Asking current alumni/students for applicant referrals, 5) Online net price calculator.

3. Methodology

In order to analyze the reasons for the low enrollment in the School of English and the Language Teaching and Pedagogy career at Universidad Católica, it is necessary to provide answers to the two questions previously stated: How interested are baccalaureate students in becoming teachers? What is causing the drop out of students at the School of English at Universidad Católica de Santiago de Guayaquil? For this research, a descriptive methodology is going to be used. In educational research, “the most common descriptive methodology is the survey, as when researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools).” (Fraenkel, Wallen, & Hyun, 1990, p. 15). Descriptive research can also be defined as:

A study in which the aim is to accurately portray characteristics of individuals, situations or groups and the frequency with which certain events or characteristics occur. The major goal of this form of research is to simply describe what is seen in order to identify variables or phenomena that may be of interest in future investigations. (Funnell, Koutoukidis, & Lawrence, 2009, p. 41)

According to Jong & van der Voordt (2002, p. 53):

“It is characteristic for descriptive research that it is restricted to factual registration and that there is no quest for an explanation why reality is showing itself this way. In principle, descriptive research is not aiming at forming hypotheses or development of theory.”

A quantitative research approach has been considered as the most appropriate for this study. In the words of Creswell (2009, p. 4) “Quantitative research is a means for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures.”

Creswell (2002, p.13) shares some of the characteristics of quantitative research that could be used for this study:

- Describing a research problem through a description of trends or a need for an explanation of the relationship among variables
- Collecting numeric data from a large number of people using instruments with preset questions and responses
- Analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research.

3. 1. Context and participants

The following research project will be carried out at Universidad Católica de Santiago de Guayaquil during semester A-2018 at the School of English Language and the Language Teaching and Pedagogy career at the Faculty of Arts and Humanities.

The participants of this survey were chosen from across 4 different groups of people. The first group of individuals are high-school students from 2 different educational institutions belonging to different social status: La Moderna and Harvard High School. From La Moderna, 47 students were interviewed while 25 were selected from Harvard High School. The second group of people consisted of 20 students who have dropped out of the School of English and may be studying the same career in other universities. The other group were 9 students who are currently in the first semester of the new career called Language Teaching and Pedagogy. Finally, the last person to be interviewed was Prof. Stanley John Gonzalez who is the director of the School of English.

3.2. Data gathering instruments

For this study, a survey extracted and adapted from 4 different sources (ACT, 2010), (BMCC, 2017), (Clinefelter & Aslanian, 2016) and (Lindheimer III, 2011) was selected. This survey was utilized to ascertain the vocational interest of high-school students and determine how many have the intention of pursuing a career in education. Furthermore, this instrument helped

analyze how the students' vocational interest varies from across different social classes.

The second survey was selected with a different purpose in mind. The goal was to find the reason why a number of individuals have dropped out of the School of English. The participants of this survey are students who have dropped out of the program from across all eight semesters. The participants were encouraged to state the reasons for them to leave which gave an insight to what aspects of the program must be improved in order to prevent further loses. For the final part, an interview with professor Stanley John Gonzalez Ubilla was arranged. As the director of the School of English Prof. Gonzalez should be familiar with the issues of dropout and low enrollment taking place at the career. The goal was to delve deeper into the extent to which the authorities are aware of this problem, their attitudes and opinions, as well as the decisions that have been taken to deal with the issue at hand.

3.3. ANALYSIS OF THE RESULTS: Survey for New students of the Language Teaching and Pedagogy career.

Reasons for applying at UCSG

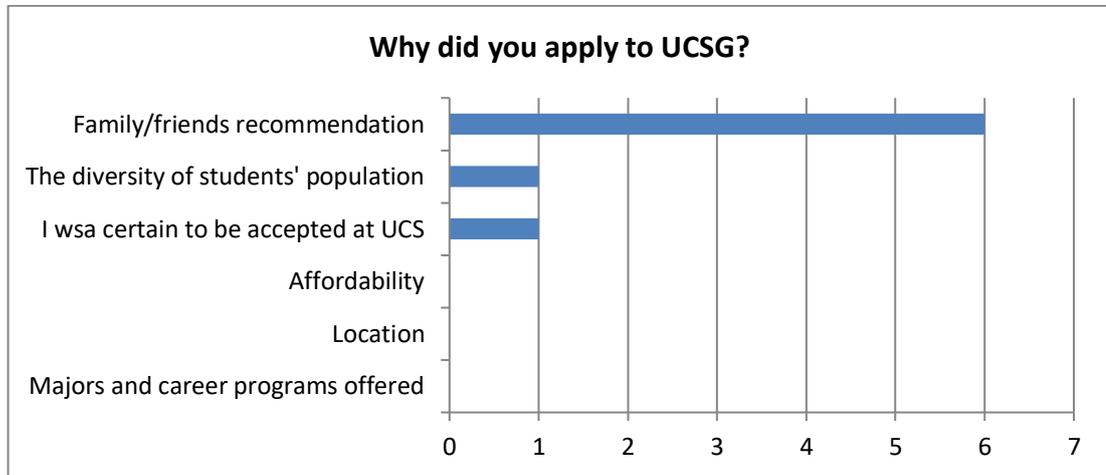


Figure 1, Reasons for applying to UCSG, created by the authors

From this result, it can be inferred that the majority of students received some type of recommendation from either friends or family which indicates that the University has a good word of mouth or prestige. On the other side, very few students considered the diversity of the student population and being certain to be accepted as decisive factors when deciding to enroll.

Potential reasons for dropping out

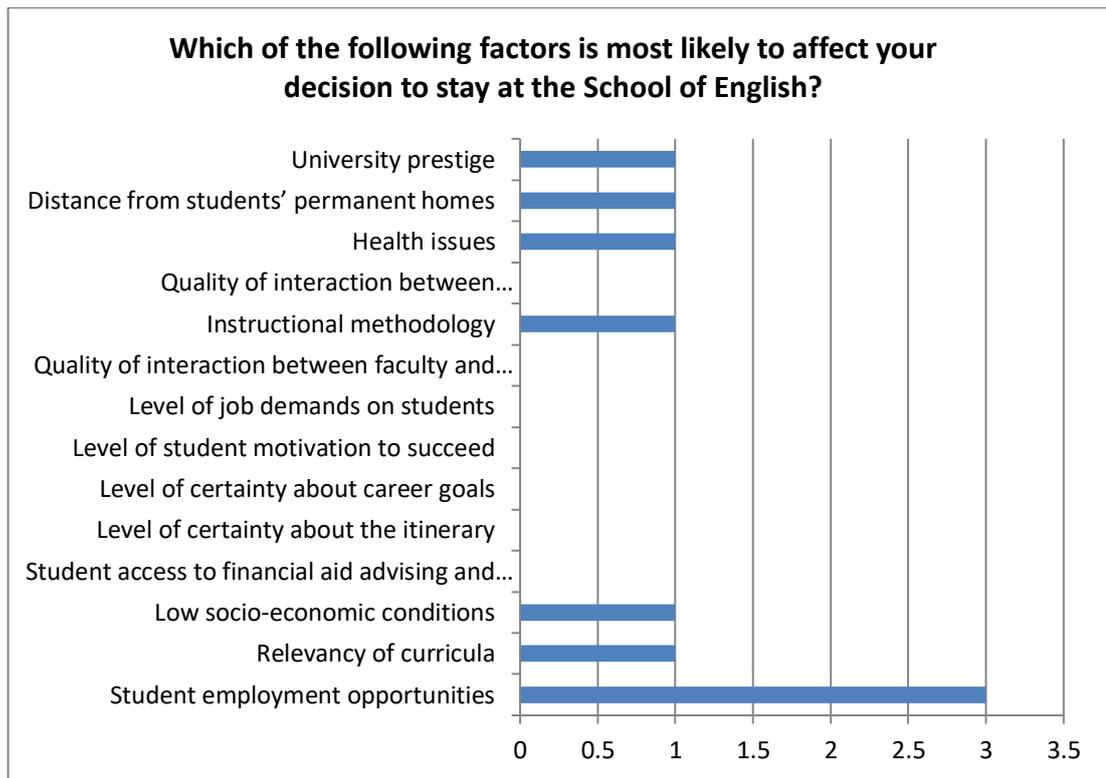


Figure 2, Potential reasons for dropping out of UCSG, created by the authors

The graphic shows that there exist an array of reasons why students might decide to dropout. However, most students consider that the employment opportunities is the most important factor among alls. This means, that most of them have a need to start working but may be unable to do so. The rest of the answers were equally divided among the students. They consider that the relevancy of the curricula, low socio-economic situtation, methodology, health issues, distance to student's home and university prestige are all factors that might affect their decision to stay at the school.

Methods of gathering information

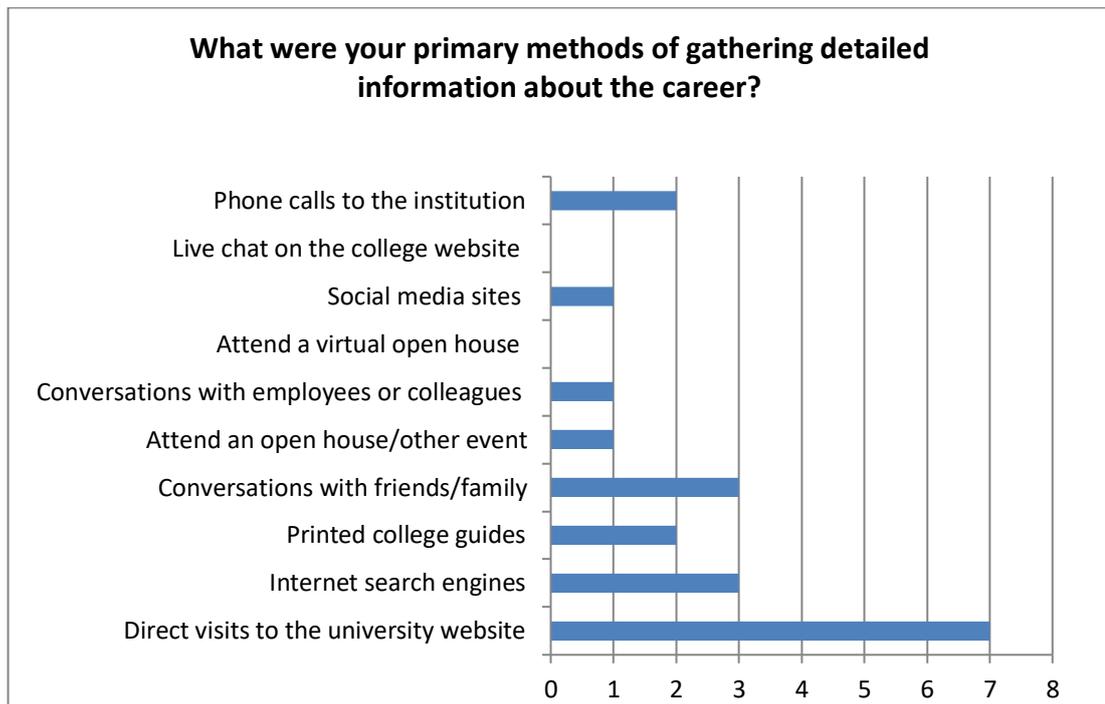


Figure 3, Methods of gathering information, created by the authors.

The results of the survey indicate that most of the students used the university website to find information about the career. This is understandable as this is the place where they can find most of the information they need without having to go to the university. On the other hand, the three least employed methods were social media sites, open house events, and conversations with employers or colleagues. This could mean that either the career has not yet developed an important presence on social networks, or that it has failed to provide a more substantial amount of information through these channels. Additionally, the career needs to organize more events and communicate them more effectively so as to attract a greater number of people.

Most efficient promotional methods

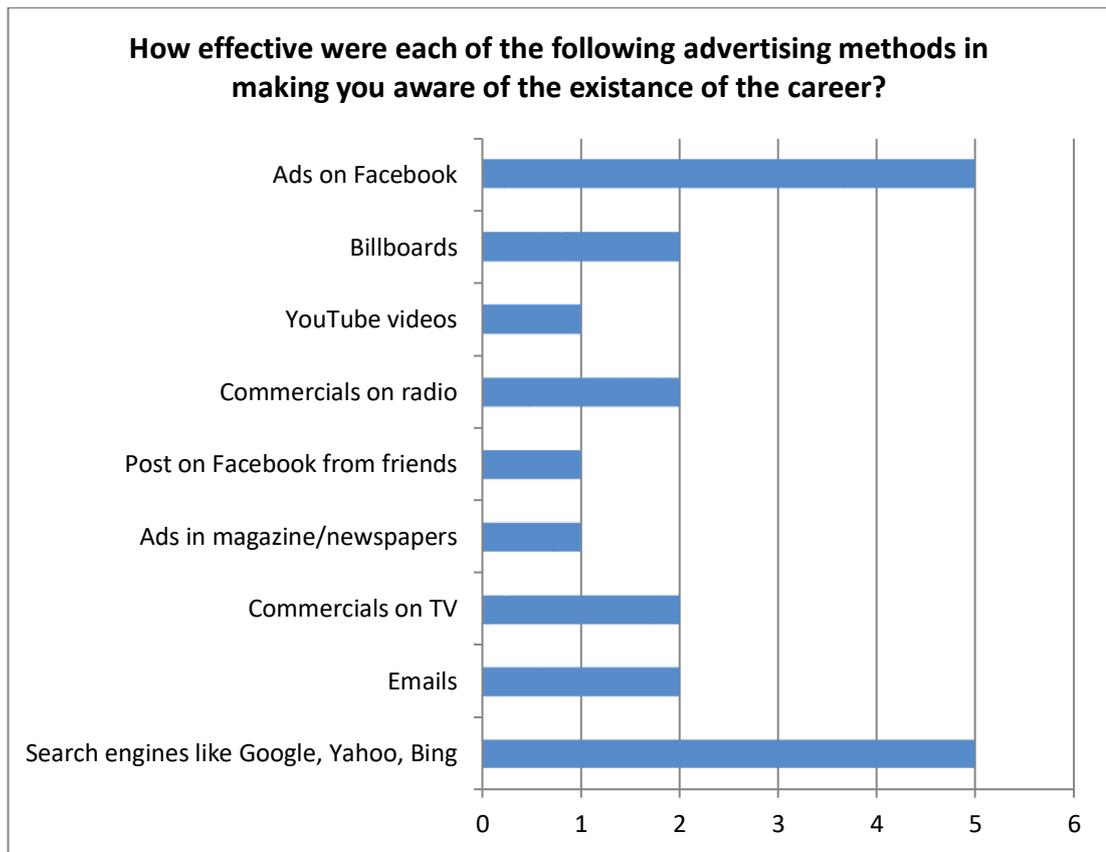


Figure 4, Most efficient promotional methods, created by the authors.

The results of this question show that the two most efficient methods for promoting the career are Facebook ads and search engines. In contrast to the results of the previous question where social networks were the last resource when acquiring information about the career, in this question it appears as the top choice for new students. It can then be inferred that, as aforementioned, social networks help potential students become aware of the existence of the career, but they are not used to gather more in-depth information of the educational programs offered as much as other alternatives. In contrast, the least effective methods were ads in magazines or newspapers, videos on YouTube and posts on Facebook from friends.

Certainty about career choice

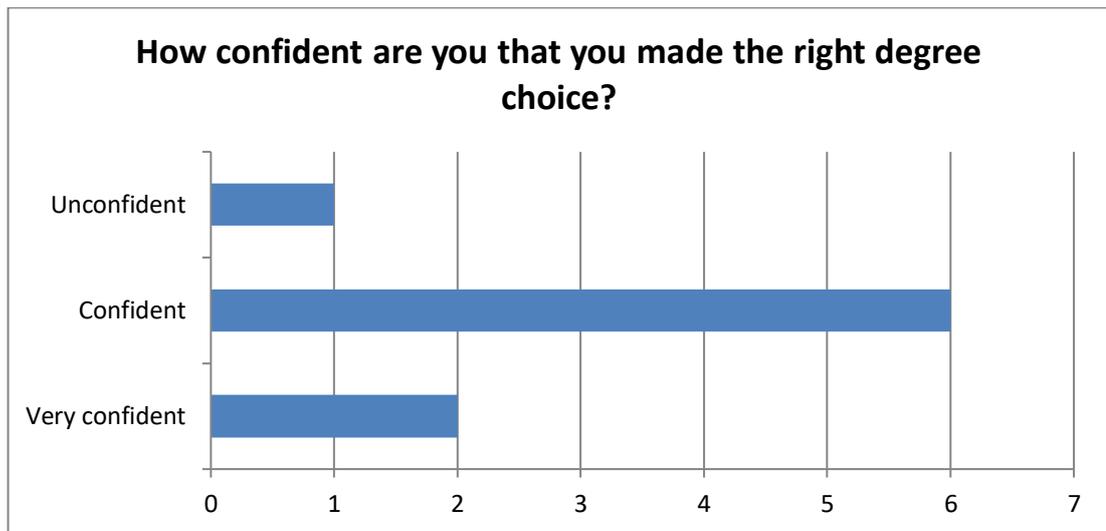


Figure 5, Certainty about career choice, created by the authors.

The intention of this question is to ascertain how students feel about the career, they chose to have an idea of the potential incidence of dropouts in future semesters. However, the results show that the vast majority of students feel confident about the choice they made with only a single person feeling not so confident about it.

Quality of education

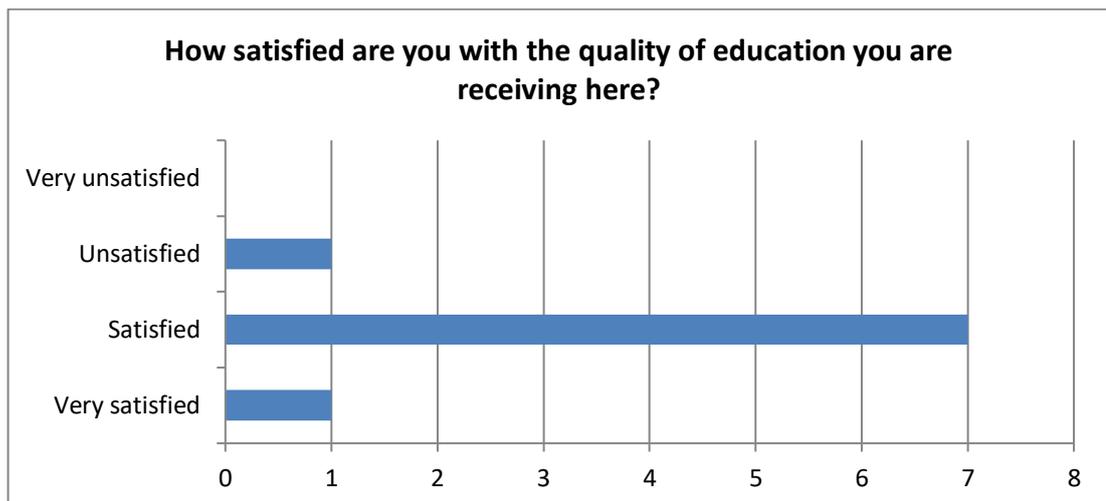


Figure 6, Quality of Education, created by the authors.

Students who consider an educational methodology as being inefficient might decide to drop out of the career at certain point. That is the reason why this

question is critical. However, the results show that a great number of students feel satisfied with the quality of education received at the university with only a minority expressing its discomfort with the education received.

Handling college costs

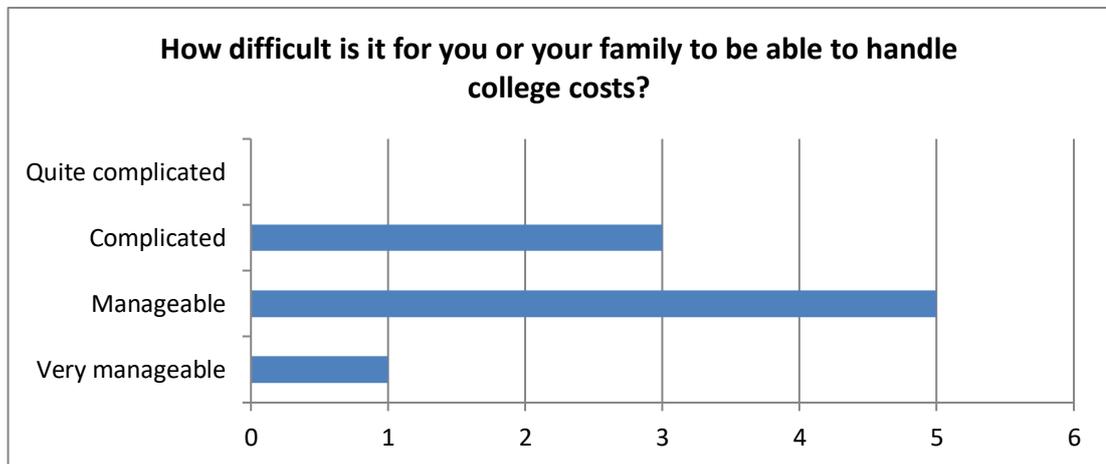


Figure 7, Handling college costs, created by the authors.

Another reason why students might leave is because of the inability to handle college costs. The survey, however, shows that the majority of students are indeed able to afford the tuition each month. However, in this question there is not such a strong majority. The results show that one third of the students are having problems with the monthly tuition. This could translate into an increase in students' dropout in the future.

Re-enrolling next semester

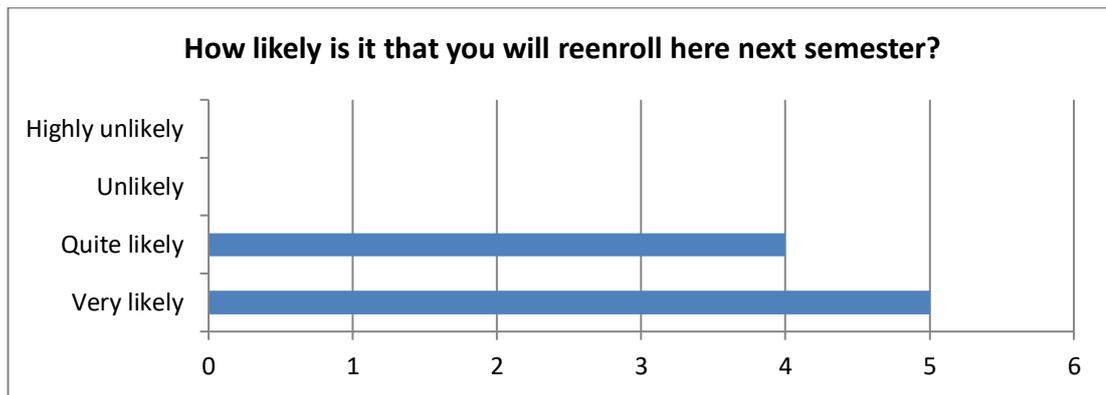


Figure 8, Re-enrolling next semester, created by the authors.

In this question, an absolute majority of students expressed their desire to continue their studies at the Language Teaching and Pedagogy career. This is a result of the satisfaction students feel towards other aspects of the programs such as the quality of education and partially the cost. This also indicates that incidences of dropout are unlikely to occur.

Earning a degree

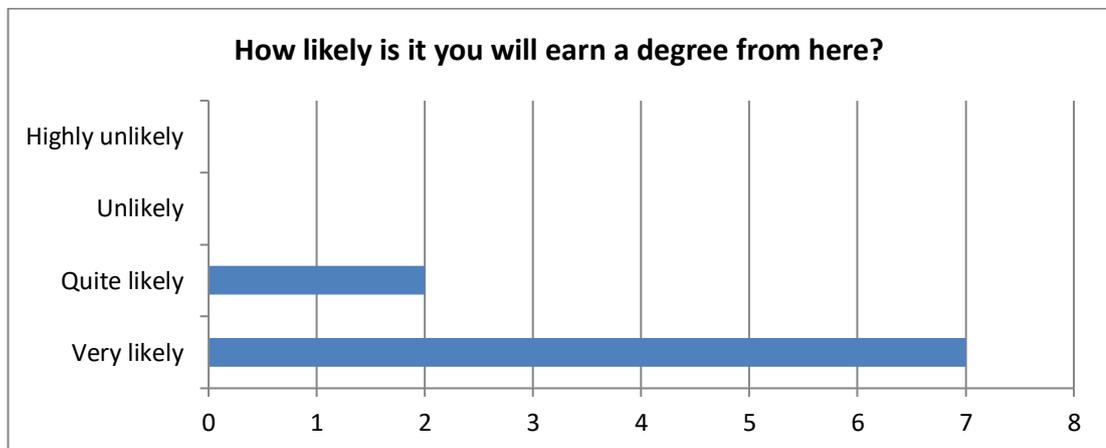


Figure 9, Earning a degree, created by the authors.

When asked about how likely it is that they will earn a degree in this career, most of the students answered 'highly likely' while the rest of the students answered 'quite likely'. No student provided a negative answer for this question.

3.4. SURVEY FOR STUDENTS WHO DROPPED OUT OF THE SCHOOL OF ENGLISH

Factors affecting their decision to stay

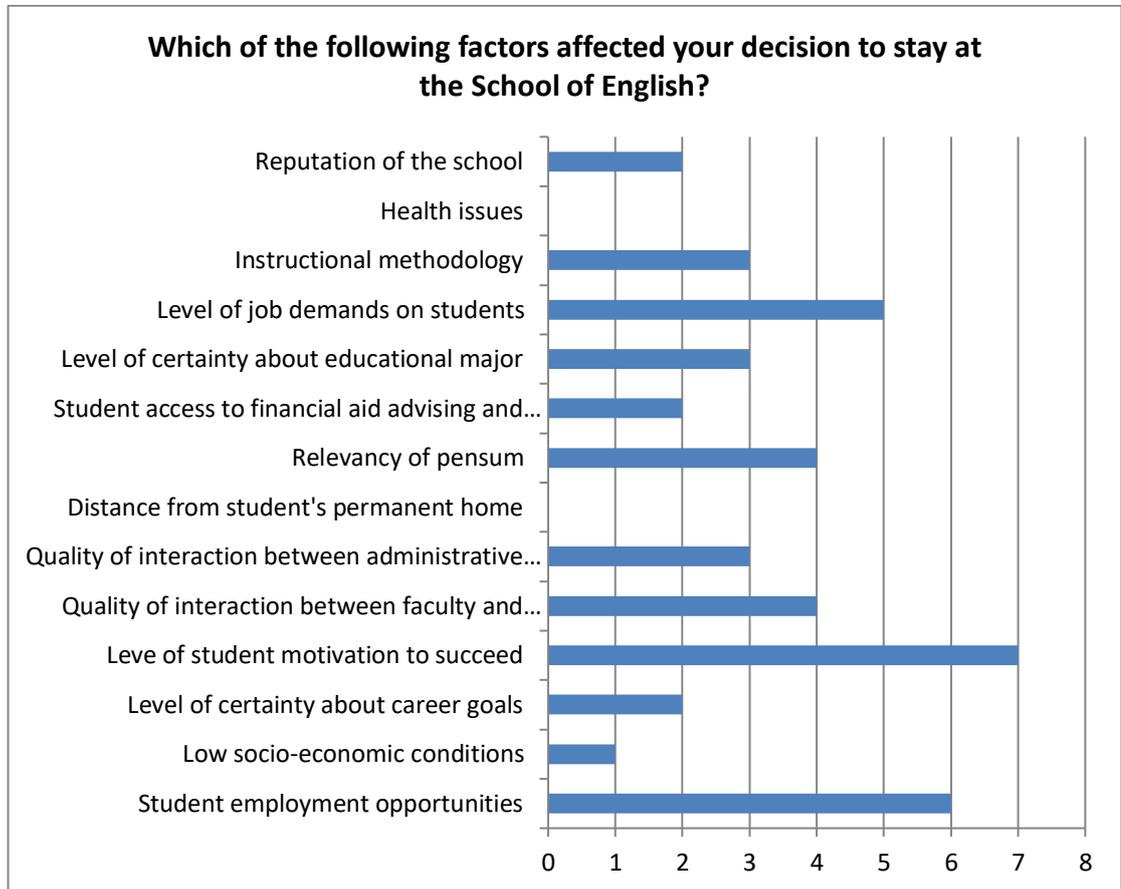


Figure 10, Factors affecting their decision to stay, created by the authors.

The results show that the majority of students dropped out of the career because of their “level of motivation to succeed.” This could mean that these students had different career goals they wanted to pursue or that they needed to make a living and were not able to do so while studying at the same time. Furthermore, student employment opportunities was the second cause of dropouts. This could mean that students were unable to start working because of university related issues such as the schedules. Not a single student considered the university is too far or had health issues that prevented them to continue their studies.

Enrolling in another college

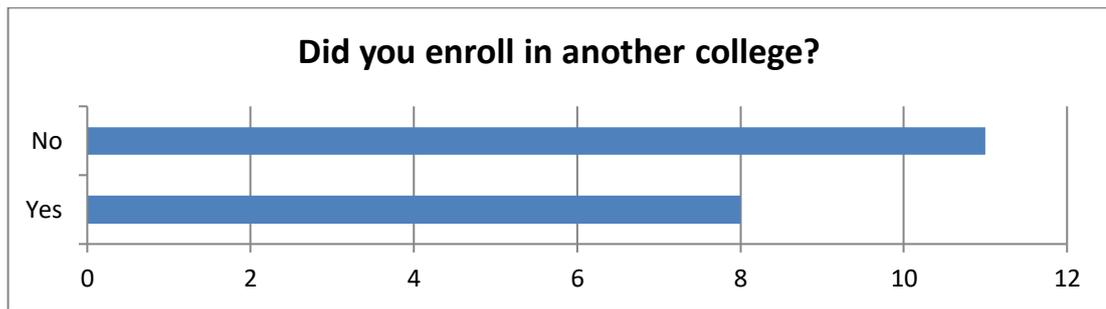


Figure 11, Enrolling in another college, created by the authors.

According to the results, the majority of students did not enroll in other college. This could mean, as aforementioned, that these students needed to start working in order to make a living. A smaller portion of students said they did enroll in another college.

Reasons for choosing another college

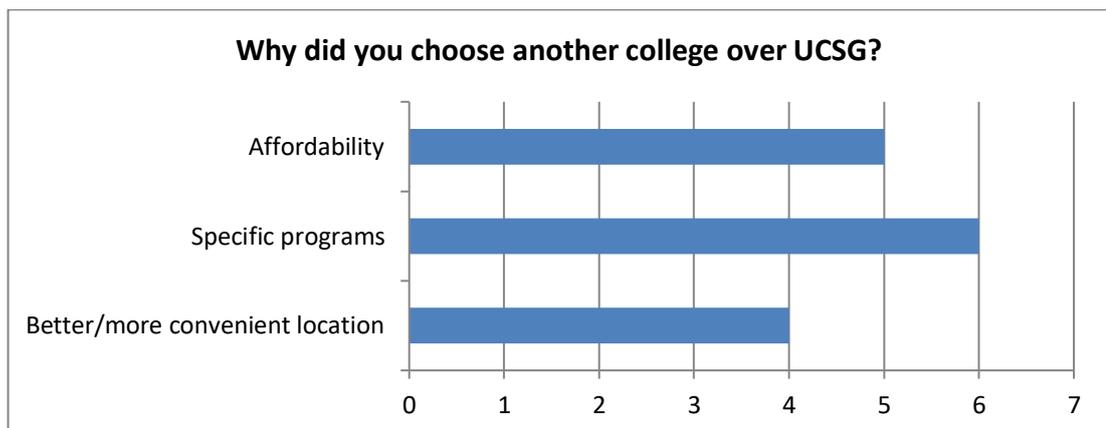


Figure 12, Reasons for choosing another college, created by the authors.

This question could be related to the previous question concerning the reasons students had to leave. Previously, most of the students had stated that their reason for leaving was their "level of motivation to succeed". In this question, a majority of students expressed that the programs offered at other institutions was their main reason to choose another college. It could be inferred, then, that these group of students had different goals in mind that they wished to pursue.

Barriers to enroll in another college

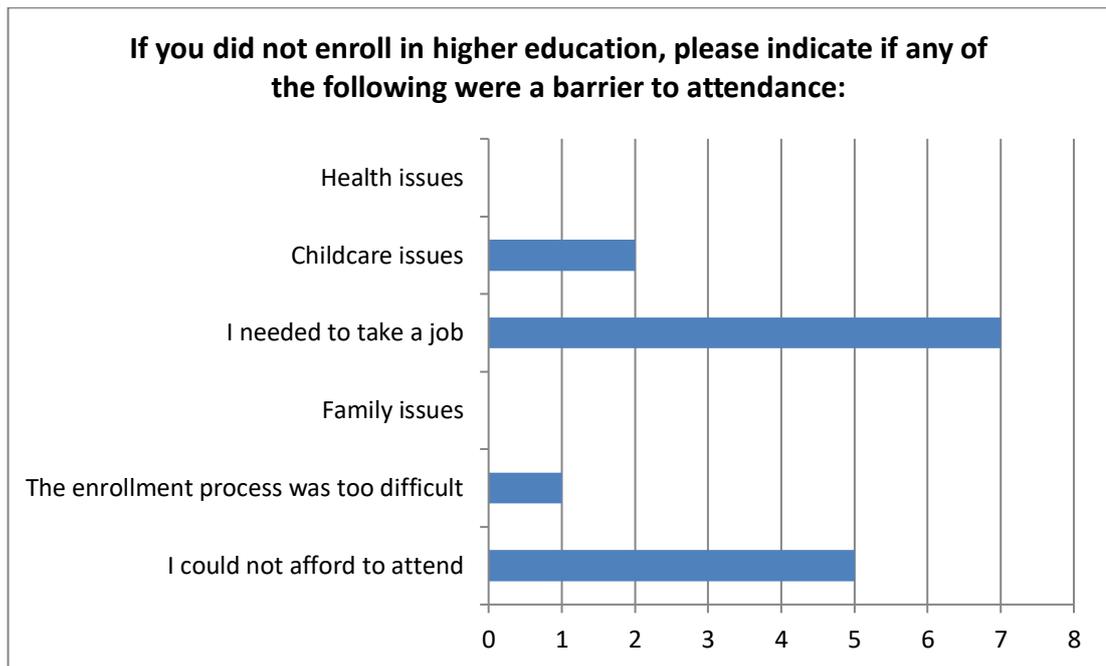


Figure 13, Barriers to enroll in another college, created by the authors.

When asked about what might have prevented them from studying in another college, half of the students responded that they needed to take a job. This means that these students were in the need to partake in other activities that would allow them to make a living.

3.5. SURVEY FOR HIGH-SCHOOL STUDENTS AT CENTRO EDUCATIVO LA MODERNA (CELM)

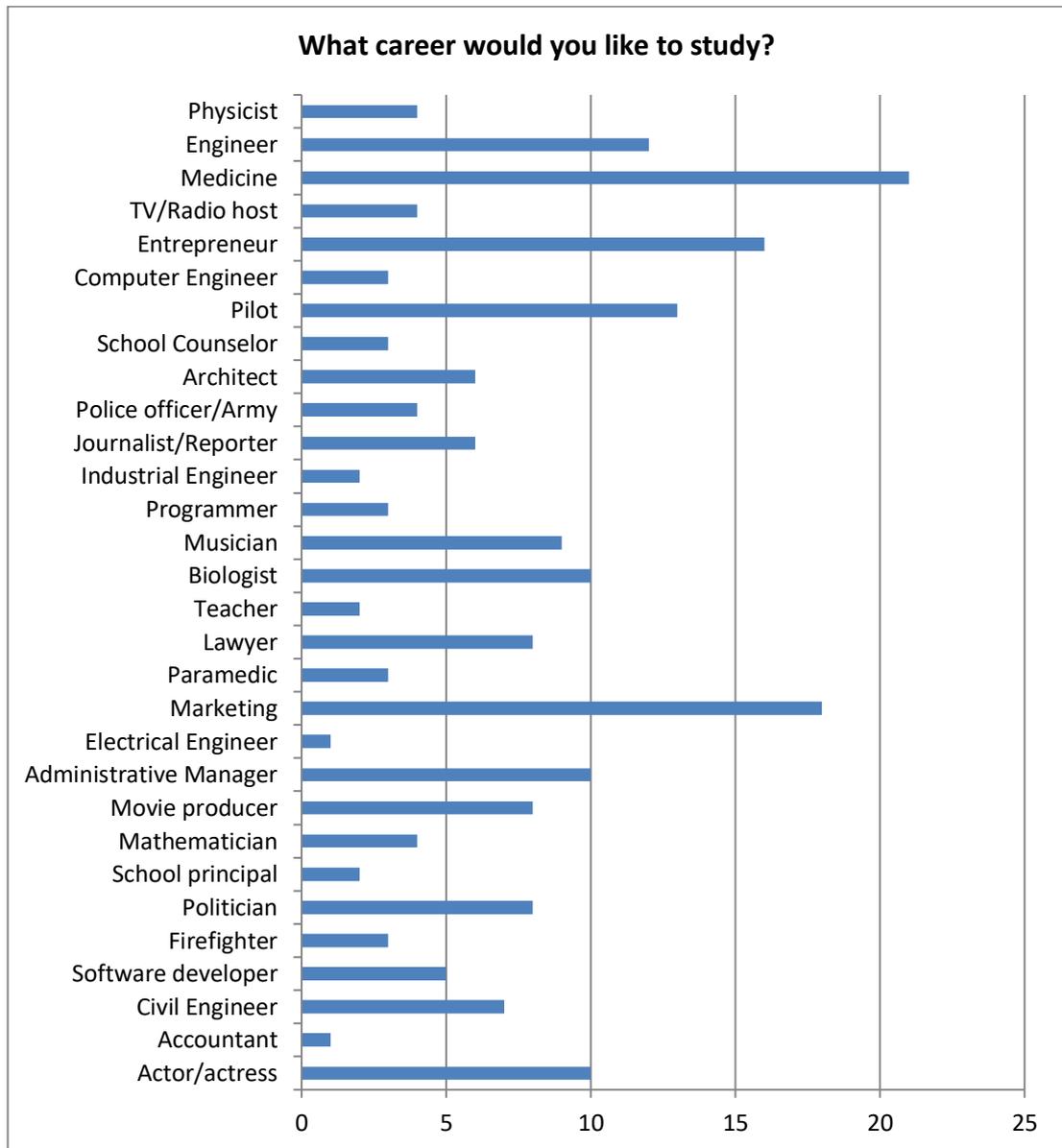


Figure 14, Career preferences, created by the authors

The results show that an overwhelming amount of students wish to study Medicine; marketing is their second choice. On the other hand, professions that are related to education such as being a school principal, a school counselor or being a teacher were among the least chosen professions in the survey. This could mean that people from a higher economic stratum do not consider teaching as a career worth their time and money.

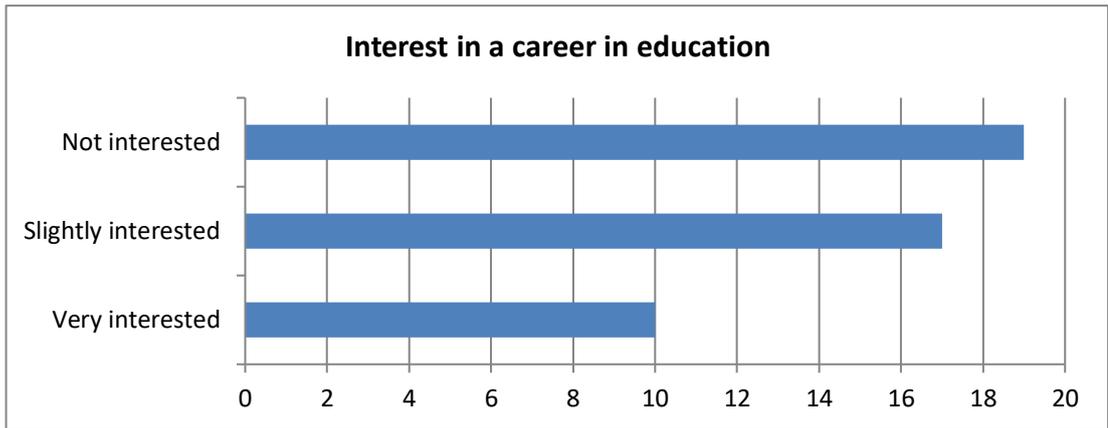


Figure 15, Interest in studying a career in education, created by the authors

This survey shows that the majority of students at La Moderna are not interested in becoming teachers, which further confirms the findings of the previous question. However, a good portion affirmed to be slightly interested. This could mean that they do not actively think of choosing education as a career but do not discard exploring the option in the future.

Survey for high-school students at Harvard High School

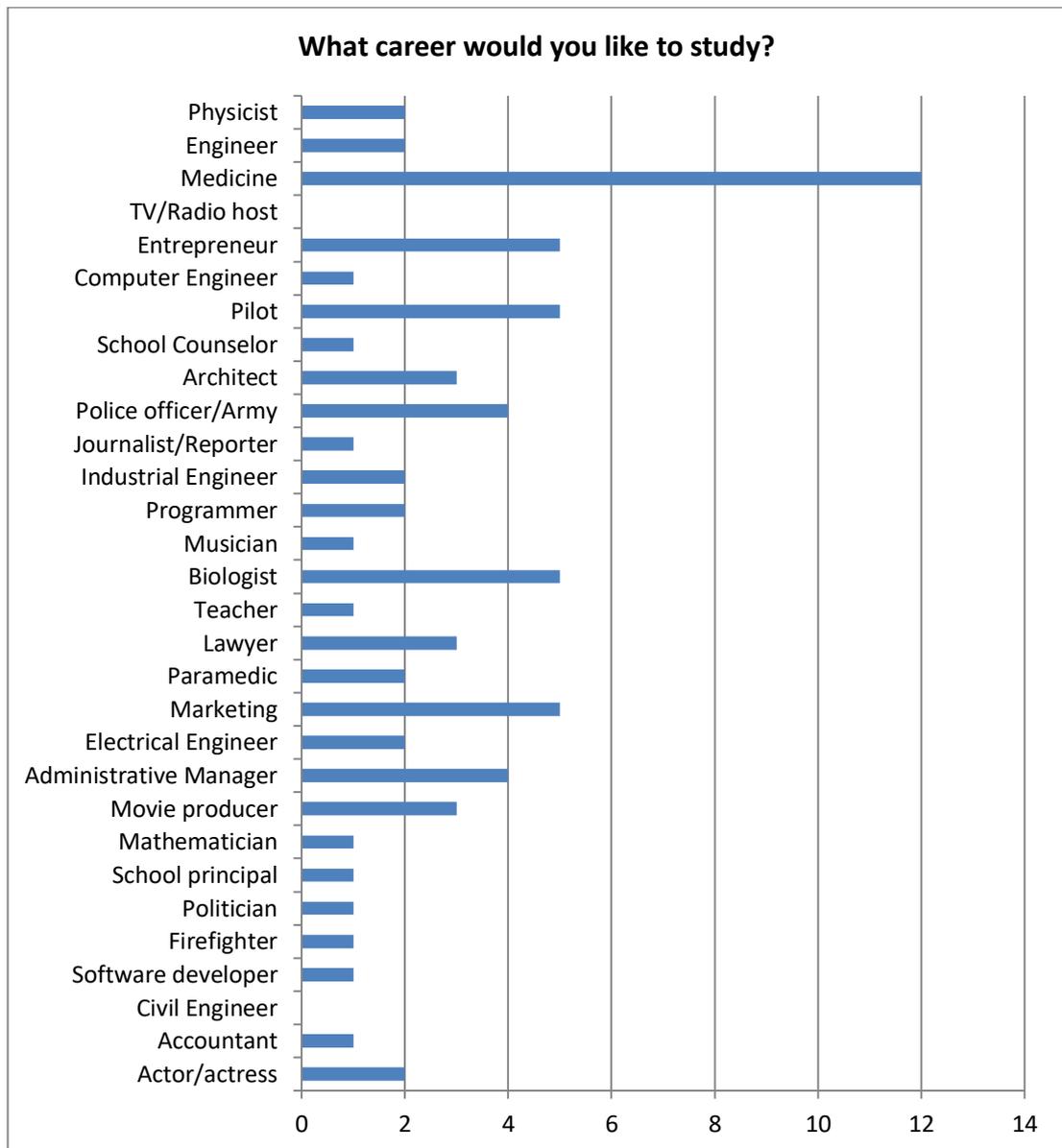


Figure 16, Career preferences, created by the authors

The results of this survey show similarity to those of La Moderna. In both institutions, Medicine was the most popular choice for the students. Likewise, being an entrepreneur and marketing are also among the most popular choices. Finally, similarly to La Moderna, only a very small fraction of students showed their interests in pursuing a career related to education. This means that the notion of becoming teachers might not be very attractive to the population in general.

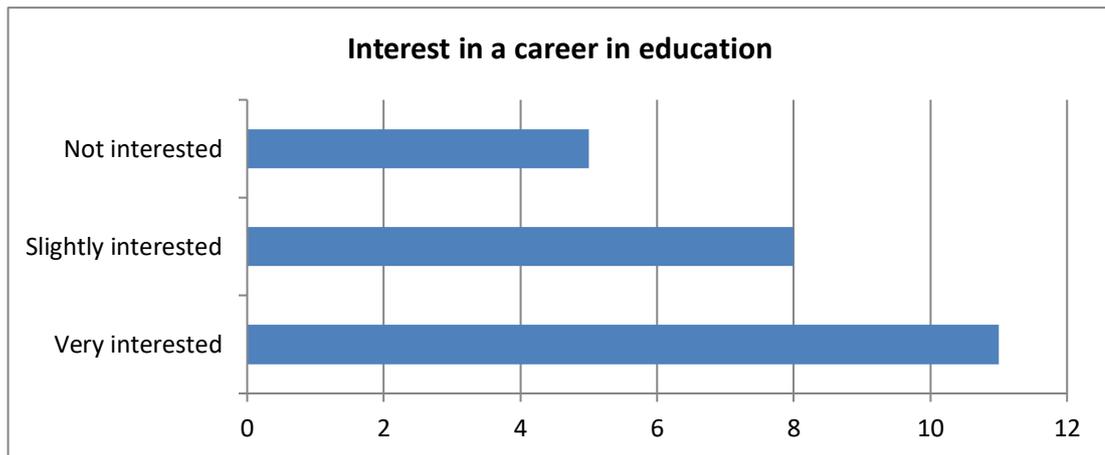


Figure 17, Interest in studying a career in education, created by the authors

The results of this survey show a disparity with the results of the previous question applied at Harvard School. In this case, the majority of the students claimed to be very interested in following a career in education, even though, very little people chose to become a teacher in the previous poll. This could be interpreted as if the students had certain priorities which they wish to satisfy but do not necessarily discard the opportunity to study a career in education. In other words, students only answered 'very interested' because they were given the choice to do; nevertheless, it is not the top-of-mind option.

3.6. INTERVIEW WITH PROF. JOHN GONZALEZ, DIRECTOR OF THE SCHOOL OF ENGLISH

How do you evaluate enrollment management efforts at your institution?

Well, enrollment has been a very difficult process. We have been struggling with different situations, specially what really worries most of the people which is money, so, when people come here even though they are very willing to, they first ask how much they are going to spend and then they have to think it twice.

What appears to be key indicators of success or failure?

Well I think that the key indicator of success is the training that our students have and where they can work. I think that is one of the most important

things. Failures, I don't think we have that many but sometimes I think we still lack of some specific details about the career.

How long has your structure been in place?

The structure has been changing through the years; when I started here were only me and my secretary, and then I had to implement other people, but this structure has become even better, it has improved a lot.

Any success stories to share?

One of the success stories I can say is that our students are very skillful in the language and besides that they are working, which is the main objective of the institution.

What have you and your institution learned and how have you adjusted?

We have learned that there are different kind of students, nowadays with different abilities, different learning styles, and different difficulties and according to that we had to adjust our methodology in most of the cases and even the way we treat them.

Where are you going from here?

We really want to go forward not only in our graduate level. We would like to go ahead. We just had a Masters' Degree program, we would like to continue with that, and I think that we would like to provide our students not only a university level but more than that.

Some conclusions can be derived from this interview. One of the most important findings is that the authorities attribute the enrollment issues of the career to the economic factor. Potential students seem to be discouraged when knowing about the fees they would have to pay. Another consideration is that the career has been evolving. It started with few students, but it has managed to grow to a certain extent, even including a master's degree program. At the same time becoming conscious about the different type of students and their learning styles were factors of importance mentioned by

Mr. Gonzalez. Finally, it is the director's opinion that the success of the career does not reside merely on economic achievements but on the success of its graduate students, which thus far has proven to be quite satisfactory and includes students working at institutions and mastering the language.

4. CONCLUSIONS

After extensive analysis of the results, it has been possible to provide explanations that are likely to clarify certain issues which are central to the research project. One such explanation is the one regarding the incidence of low enrollment and dropout at the School of English. Furthermore, it has been identified how interested baccalaureate students from different socio-economic classes are about becoming teachers.

- High tuition prices and lack of promotion are the two underlying reasons that contribute to the issue of low enrollment. Using the words of Prof. John Gonzalez as reference *“when people come here even though they are very willing to, they first ask how much they are going to spend and then they have to think it twice”* and considering that a third of the students who are currently enrolled in the Language Teaching and Pedagogy career expressed their struggle to cover the tuition, it can be concluded that tuitions represent a disadvantage for the university and that more students could be currently enrolled in the career but the costs prevent them from doing so; and, that the students who are actually enrolled are the only ones who can afford it.
- The second conclusion is related to the issue of promotion. It has been found that the most effective methods of promotion are Facebook ads and search engines. Other methods of promotion have been widely ignored (magazine ads) which may constitute a waste of an opportunity to attract students. . Additionally, the university website is the most useful tool for prospective students when it comes to gathering information about the career. Furthermore, the recommendations from friends and family are a good indicator of prestige
- Open houses organized by the career are the least effective method of promotion. This seems contradictory since previous research has found that open houses are among the most effective methods to attract people. This could mean that either the School of English does not organize enough events to attract students or that their existence has been poorly disseminated to the community.

- Students of the Language Teaching and Pedagogy career feel satisfied with the university because of the quality of education and have expressed their desire to continue their studies here. This could indicate that incidences of dropouts are less likely to occur. However, one common issue that concerns these students is the need they may have to take a job which might affect their decision to stay.
- Student's motivation to succeed and student employment opportunity were the most common causes of dropouts in the School of English Language. Since the majority of these students did not enroll in another college, it can be concluded that they needed to start working but were unable to do so because of their studies.
- The programs offered at those institutions were the primary reason to leave for students of the School of English. As previously stated, this might indicate they had different goals in mind. However, a good percentage of the students indicated they found the other institutions to be more affordable. This serves as further indication that price might withhold students from enrolling at UCSG.
- The distinction between social classes has not been determinant when choosing a career. Both, students from La Moderna and Harvard High School have shown their overwhelming interest to study medicine, marketing and entrepreneurship.
- Careers related to education are not the most favored ones according to the survey at both La Moderna and Harvard High School. Students from a higher social status (La Moderna) are less interested in become teachers than those from Harvard High School. However, neither students from La Moderna nor the students from Harvard High School discard becoming acquaintance with the field of education in the future.
- Prof. John Gonzalez attributes the enrollment issues of the career partially to the economic factor. Additionally, the career has been evolving and growing since it was created by adapting to different styles and type of students as well as implementing a Master's Degree

program. Finally, the success of graduate students is a big part of the career success.

5. RECOMMENDATIONS

- It is recommended to use a more feasible system of tuitions like the one used in the past where the cost of each credit was significantly lower and there were three levels of prices in which students were placed according to different factors such as the socio-economical status, the high-school they graduated from and their grades.
- Another element worth mentioning is how the career does not have a viable system of promotion. For instance, a few months ago, a commercial video was recorded to call the attention of possible candidates, but it was only released on social networks like Facebook, instead of national TV or at least in the UCSG radio and TV signal. A new promotion system can be implemented in a more informal way, such as hosting a small contest so people who do not belong to the career, can watch videos of students' activities. Another thing that could be done is answering a small test and if people do it right, they can go to the Faculty for a small diploma that certifies their participation; this way, possible students, who are interested in the language could go to the faculty facilities and get information.
- The authorities at the university should focus on improving the schedules assigned each semester so as not to block students' opportunities to work.
- It is advisable to focus on maximizing the extension of promotion on the social networks so as to reach a greater number of people. Paying more attention to the social networks and even having students share content from the career might give good results
- Teachers at the School of English should keep working with the same aptitude given how students have expressed their satisfaction with the quality of education received.

- Make sure students who are not really convinced about becoming teachers get to know the benefits and opportunities that a teaching profession can offer.
- It would be ideal to organize more events so as to attract people and invite those schools which may have students from a social class willing to become teachers.
- Students from the career could be sent as ambassadors to certain schools. The goal would be to share information to people interested in becoming teachers.

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Appendix



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: La Moderna

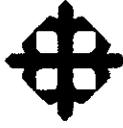
Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input type="checkbox"/> Empresario |
| <input type="checkbox"/> Desarrollador de software | <input type="checkbox"/> Marketing | <input type="checkbox"/> Periodista/Reportero | <input type="checkbox"/> Presentador Radio/TV |
| <input type="checkbox"/> Bombero | <input type="checkbox"/> Paramédico | <input type="checkbox"/> Policía/Ejército | <input checked="" type="checkbox"/> Medicina |
| <input type="checkbox"/> Político | <input type="checkbox"/> Abogado | <input type="checkbox"/> Arquitecto | <input type="checkbox"/> Ingeniero |
| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 16. Colegio: La Moderna Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

- | | | | |
|--|---|--|---|
| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input checked="" type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input checked="" type="checkbox"/> Ingeniero Industrial | <input checked="" type="checkbox"/> Empresario |
| <input type="checkbox"/> Desarrollador de software | <input type="checkbox"/> Marketing | <input type="checkbox"/> Periodista/Reportero | <input type="checkbox"/> Presentador Radio/TV |
| <input type="checkbox"/> Bombero | <input type="checkbox"/> Paramédico | <input type="checkbox"/> Policía/Ejército | <input type="checkbox"/> Medicina |
| <input checked="" type="checkbox"/> Político | <input type="checkbox"/> Abogado | <input type="checkbox"/> Arquitecto | <input checked="" type="checkbox"/> Ingeniero |
| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input checked="" type="checkbox"/> Físico |
| <input checked="" type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Centro Educativo "La Moderna" Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input type="checkbox"/> Empresario |
| <input type="checkbox"/> Desarrollador de software | <input type="checkbox"/> Marketing | <input type="checkbox"/> Periodista/Reportero | <input type="checkbox"/> Presentador Radio/TV |
| <input type="checkbox"/> Bombero | <input checked="" type="checkbox"/> Paramédico | <input type="checkbox"/> Policía/Ejército | <input checked="" type="checkbox"/> Medicina |
| <input type="checkbox"/> Político | <input type="checkbox"/> Abogado | <input type="checkbox"/> Arquitecto | <input type="checkbox"/> Ingeniero |
| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Valeria Resentet S.

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input type="checkbox"/> Empresario |
| <input type="checkbox"/> Desarrollador de software | <input type="checkbox"/> Marketing | <input type="checkbox"/> Periodista/Reportero | <input type="checkbox"/> Presentador Radio/TV |
| <input type="checkbox"/> Bombero | <input type="checkbox"/> Paramédico | <input type="checkbox"/> Policía/Ejército | <input checked="" type="checkbox"/> Medicina |
| <input type="checkbox"/> Político | <input type="checkbox"/> Abogado | <input type="checkbox"/> Arquitecto | <input type="checkbox"/> Ingeniero |
| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: LA MODERNIDAD

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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DE SANTIAGO DE GUAYAQUIL

Edad: 16

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Edad: 16

Colegio: Lo moderno

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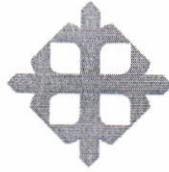
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Guayaquil, 14 de Agosto.

Carla Lozano Alvarado

A quien corresponda.

Por medio de la presente. Yo, Carla Lozano Alvarado, estudiante en semestre UTE de la Universidad Católica Santiago de Guayaquil de la facultad de Artes y Humanidades y de la carrera de Lengua Inglesa con mención en enseñanza bilingüe, solicito a usted me conceda la apertura y el permiso para conducir una encuesta en los estudiantes de tercer año de bachillerato de la institución.

La encuesta cuyo tema es "Interés vocacional" consta de dos preguntas en las que será medido el interés e inclinación de los estudiantes por seguir una carrera en docencia.

Los resultados de esta encuesta, serán utilizados en un trabajo de titulación que analiza las razones de la poca cantidad de alumnos en la carrera de Pedagogía en los idiomas extranjeros : Ingles de la facultad de Artes y Humanidades en la universidad Católica Santiago de Guayaquil que será sustentado en el año que transcurre.

De antemano agradezco su colaboración con este proyecto.

Atentamente:

Carla Lozano Alvarado

Carla Lózano Alvarado



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Edad: 17

Colegio: Paul Golanza

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



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Colegio: La madrina

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| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17 Colegio: La Moderna Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input checked="" type="checkbox"/> Piloto |
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| <input checked="" type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input type="checkbox"/> Empresario |
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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: La Moderna

Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 18

Colegio: La modernidad

Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17 Colegio: La Moderna Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 16

Colegio: Centro Educativo La Madonna

Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: la moderna

Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: LA Moderna

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: La Moderna

Sexo: F M

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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Howard

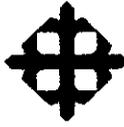
Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17 años

Colegio: Harvard

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: "Howard"

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 16

Colegio: "Harvard"

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 18

Colegio: O.E. Hamand

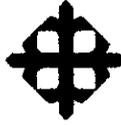
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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: "Harvard"

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input checked="" type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input checked="" type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input checked="" type="checkbox"/> Empresario |
| <input type="checkbox"/> Desarrollador de software | <input checked="" type="checkbox"/> Marketing | <input type="checkbox"/> Periodista/Reportero | <input type="checkbox"/> Presentador Radio/TV |
| <input type="checkbox"/> Bombero | <input type="checkbox"/> Paramédico | <input type="checkbox"/> Policía/Ejército | <input checked="" type="checkbox"/> Medicina |
| <input type="checkbox"/> Político | <input type="checkbox"/> Abogado | <input type="checkbox"/> Arquitecto | <input type="checkbox"/> Ingeniero |
| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Unidad Educativa "Harvard" Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Harvard

Sexo: F M

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| <input type="checkbox"/> Matemático | <input checked="" type="checkbox"/> Biólogo | | |

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 23

Colegio: Harvard

Sexo: F (M)

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Actor | <input checked="" type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
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| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 20

Colegio: Los Rosales

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input checked="" type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Mariscal

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: Harvard

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input checked="" type="checkbox"/> Matemático | <input checked="" type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 18

Colegio: Harvard

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17 años Colegio: Harvard Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input checked="" type="checkbox"/> M Músico | <input type="checkbox"/> Piloto |
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¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado ~~M~~Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 16

Colegio: "Harvard"

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17 Colegio: Harvard Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17 años Colegio: Unidad Educativa Harvard Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 16

Colegio: Harvard

Sexo: F M

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 17

Colegio: HARVARD

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 16

Colegio: Harvard

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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- Muy Interesado Ligeramente interesado Para nada interesado



UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

Edad: 18

Colegio: Horvath

Sexo: F M

La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

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| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input type="checkbox"/> Empresario |
| <input type="checkbox"/> Desarrollador de software | <input type="checkbox"/> Marketing | <input type="checkbox"/> Periodista/Reportero | <input type="checkbox"/> Presentador Radio/TV |
| <input type="checkbox"/> Bombero | <input type="checkbox"/> Paramédico | <input type="checkbox"/> Policía/Ejército | <input checked="" type="checkbox"/> Medicina |
| <input type="checkbox"/> Político | <input type="checkbox"/> Abogado | <input checked="" type="checkbox"/> Arquitecto | <input type="checkbox"/> Ingeniero |
| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input checked="" type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

¿Qué tan interesado está usted en estudiar una carrera relacionada a la enseñanza?

- Muy Interesado Ligeramente interesado Para nada interesado



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DE SANTIAGO DE GUAYAQUIL

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La presente encuesta tiene como objetivo conocer su interés acerca de las siguientes profesiones. Por favor seleccione aquellas que sean de su agrado.

- | | | | |
|--|---|---|---|
| <input checked="" type="checkbox"/> Actor | <input type="checkbox"/> Productor de películas | <input type="checkbox"/> Músico | <input type="checkbox"/> Piloto |
| <input type="checkbox"/> Contador | <input type="checkbox"/> Gerente administrativo | <input checked="" type="checkbox"/> Programador | <input type="checkbox"/> Ingeniero en Computación |
| <input type="checkbox"/> Ingeniero Civil | <input type="checkbox"/> Ingeniero eléctrico | <input type="checkbox"/> Ingeniero Industrial | <input type="checkbox"/> Empresario |
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| <input type="checkbox"/> Director de escuela/colegio | <input type="checkbox"/> Profesor | <input type="checkbox"/> Consejero educativo | <input type="checkbox"/> Físico |
| <input type="checkbox"/> Matemático | <input type="checkbox"/> Biólogo | | |

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Analysis of the students' enrollment rate at the School of English and Pedagogy of the Arts and Humanities Faculty		
AUTOR(ES)	Juan Andrés Acurio Orozco Carla Isabel Lozano Alvarado		
REVISOR(ES)/TUTOR(ES)	Mariela Fátima Vásquez Barros		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
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ÁREAS TEMÁTICAS:	Education, management, enrollment, marketing		
PALABRAS CLAVES/ KEYWORDS:	Enrollment, dropout, vocation, management, college students, educational marketing		
RESUMEN/ABSTRACT (150-250 palabras):			
<p>In the latest years, the School of English at the UCSG has seen its number of students reduced substantially. This represents a problem not only for the university, but for the students as well. Some of the problems that derive from this situation are: little flexibility in the schedules, longer times to graduate and lower payment for part-time teachers. In order, to explore the situation at the School of English and identify possible reasons that might be causing this problem, a number of research instruments have been adapted. By conducting a survey at two high-schools from different social classes, it has been possible to discern what students think about being a teacher. Moreover, surveys applied to former students of the School of English as well as students from first semester have been useful for identifying what reasons they have for dropping out of the career. Additionally, an interview with Prof. John Gonzalez, director of the School of English, was scheduled to analyze how the authorities have approached this problem. Findings show that the majority of high-school students do not consider education as their first option when choosing a career. They would rather study Medicine, Marketing or become entrepreneurs. Additionally, it was possible to identify that the two major reasons for the shortage of students are lack of promotion and high prices. Finally, authorities believe that money is a key factor in the issue of low enrollment.</p>			
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