

**HAAGA-HELIA UAS's Student Survey 2012 – Degree
Programmes in Hotel, Restaurant & Tourism**

Tytti Kemppainen

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Degree Programme in Business Tourism

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<p>This Bachelor's thesis is based on a Student survey 2012 conducted in HAAGA-HELIA University of Applied Sciences as a part of the quality management of HAAGA-HELIA UAS. This thesis examines the results from Degree Programmes in Hotel, Restaurant and Tourism. There are eight degree programmes altogether which resides in Haaga and Porvoo campuses.</p> <p>The objective of this thesis was to examine and ascertain information of the current stage of HAAGA-HELIA's learning environment from the students' perspective. Learning environment constitutes of various factors. This thesis is focused on examining students' social environment, the pedagogic content of learning environment encompassing degree programme and student counselling. In addition to the factors mentioned above, this thesis scrutinises qualifications, the things learned in university of applied sciences, and their effect on students' professional growth experienced by students.</p> <p>The research method is quantitative since it was an appropriate method to analyse the results from a large scale survey. The survey was conducted as a web based survey and constitutes of thirteen questions. The questions constitutes of multiple choice questions as well as open ended questions. The analysis of the results was conducted with SPSS by executing various statistical tests.</p> <p>The results of the survey designates that students perceive HAAGA-HELIA's learning environment as good learning environment. The results also identified some areas of the learning environment that could be developed to better correspond students' needs and the quality level objective set in HAAGA-HELIA's quality policy (4/5).</p>	
<p>Keywords Learning environment, a concept of learning, social environment, student counselling, degree programme, qualifications</p>	

Degree Programme in Business Tourism

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<p>Opinnäytetön nimi HAAGA-HELIA AMK:n Opiskelijakysely 2012 – Hotelli- ja ravintola-alan sekä matkailun koulutusohjelmat</p>	<p>Sivu- ja liitesivu määrä 80 + 25</p>
<p>Ohjaaja Evariste Habiyakare</p>	
<p>Opinnäytetyö perustuu HAAGA-HELIAssa suoritettuun Opiskelijakysely 2012-tutkimukseen osana HAAGA-HELIAN laadunvalvontaa. Tämä opinnäytetyö käsittelee Opiskelijakysely 2012 tuloksia Hotelli- ja ravintola-alan sekä matkailun koulutusohjelmien osalta. Tarkasteltavia koulutusohjelmia on yhteensä kahdeksan, jotka sijaitsevat Haagan sekä Porvoon toimipisteissä.</p> <p>Opinnäytetyön tavoitteena on selvittää ja kerätä tietoa HAAGA-HELIAN oppimisympäristöstä opiskelijoiden näkökulmasta. Oppimisympäristö koostuu monista eri tekijöistä. Tässä opinnäytetyössä tarkastellaan opiskelijan sosiaalista ympäristöä, oppimisympäristön pedagogista sisältöä opinto-ohjauksen sekä koulutusohjelman suunnittelun osalta. Yllä mainittujen asioiden lisäksi tarkastellaan ammattikorkeakoulussa opittuja asioita, kvalifikaatioita, ja niiden vaikutusta opiskelijoiden ammatilliseen kasvuun opiskelijoiden kokemana.</p> <p>Tutkimusmenetelmäksi valittiin kvantitatiivinen menetelmä, sillä se soveltui parhaiten Opiskelijakyselyn tulosten tulkintaan. Opiskelijakysely toteutettiin verkkokyselynä. Kysely koostui kolmestatoista kysymyksestä sisältäen monivalintakysymyksiä sekä avoimia kysymyksiä. Aineisto analysoitiin SPSS-ohjelmalla käyttäen erilaisia tilastollisia testejä.</p> <p>Tutkimuksen tulokset osoittivat, että pääsääntöisesti oppilaat kokevat HAAGA-HELIAN oppimisympäristön hyväksi. Tuloksista pystyttiin myös tunnistamaan oppimisympäristön alueita, joita voisi kehittää vastaamaan paremmin oppilaiden tarpeita sekä HAAGA-HELIAN laatu- ja laatupolitiikassa mainittua laatutasotavoitetta (4/5).</p>	
<p>Asiasanat Oppimisympäristö, oppimiskäsitys, sosiaalinen ympäristö, opinto-ohjaus, koulutusohjelma, kvalifikaatiot</p>	

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1 Introduction

HAAGA-HELIA's Quality System Services produces quality related reports in order to maintain the quality standard set in HAAGA-HELIA's quality policy. (HAAGA-HELIA ammattikorkeakoulu 2012a.) Feedback systems, audits, assessments and accreditations are used in reviewing the quality. (HAAGA-HELIA ammattikorkeakoulu 2012b.) There are also working instructions and process descriptions which contain quality criteria. Clearly defined process descriptions, as well as quality criteria, contribute to facilitating the daily operations. (HAAGA-HELIA ammattikorkeakoulu 2012c.)

This thesis is based on one of the quality related measurement, the Student Survey 2012, conducted in HAAGA-HELIA. This large scale survey was launched for the first time in spring 2012, and from there on it is going to be conducted in every three years. The purpose of conducting this type of survey is to ascertain information of students' reflections of HAAGA-HELIA as a whole. This thesis examines the results of Student Survey 2012 concerning the respondents who study in degree programmes in Hotel, Restaurant and Tourism. This thesis is focused to ascertain information of HAAGA-HELIA's learning environment from students' perspective. The Commissioner of thesis is Juha Lindstedt, Quality Manager in the department of Quality System Services of HAAGA-HELIA UAS.

This thesis is aimed at providing information of the current stage of HAAGA-HELIA's learning environment for the Degree Programme Directors in Hotel, Restaurant, and Tourism related Degree Programmes, as well as provide details of HAAGA-HELIA's quality level in benefit of the Quality Manager. The information attained from the responses can be utilised in developing HAAGA-HELIA's learning environment.

The thesis constitutes of five different chapters which form a solid entity. Firstly, thesis objectives, research problem and demarcations along with description of theoretical framework are presented. The second chapter of the thesis constitutes of literature

review introducing the theories related to the thesis topic. The third part of the thesis addresses research approach and methods describing research methodology and the empirical implementation of the thesis. The fourth chapter of the thesis encompasses a discussion of the results and findings. The thesis ends with conclusions including personal development and recommendations for further studies.

1.1 Thesis objectives

The objective of this thesis is to investigate HAAGA-HELIA's learning environment from the students' perspective. The purpose is to ascertain information of the current stage of learning environment in benefit of the Degree Programme Directors in the field of Hotel, Restaurant and Tourism. The Commissioner of the thesis, Juha Lindstedt, Quality Manager of HAAGA-HELIA UAS, benefits from the findings by receiving information on HAAGA-HELIA's quality level and whether the quality level objective has been met. The ultimate objective is to collect and generate data which would be used in benefit of students when developing the learning environment.

1.2 Research problem

In order to investigate students' learning environment in HAAGA-HELIA, it is crucial to determine which factors constitute the learning environment. In this thesis, the emphasis is on scrutinizing the following factors; student's social environment, degree programme and the qualifications HAAGA-HELIA provides for its students. More precise positioning of the research problem is presented below.

The main research question is:

What is the current stage of learning environment in HAAGA-HELIA according to the students?

Based on the three main factors of learning environment, this thesis strives to answer the following investigative questions:

1. How do the respondents experience their social environment in HAAGA-HELIA?
2. Which areas of the Degree programme and the Counselling services could have room for improvements according to the respondents?
3. How do the respondents experience the qualifications they have attained so far from HAAGA-HELIA?

The initial assumption based on previous quality surveys is that there is always room for improvements. The research task is to take an in-depth look to the areas of learning environment as mentioned above and to detect and elucidate possible problems within these factors.

1.3 Demarcation

This research is confined to examine the results from students studying in the Degree Programmes in Hotel, Restaurant and Tourism. The writer of this thesis herself studies in the Degree Programme in Business Tourism, hence the demarcation. Another influential factor contributing to this demarcation was the fact that the survey included all the students studying in HAAGA-HELIA, therefore, processing the entire data would have been a rather comprehensive undertaking for Bachelor's Thesis.

This literature review does not look into all factors constituting the learning environment but takes a closer look into the interaction within learning environment and of the pedagogic contents of learning environment encompassing student counselling and the degree programme itself. Students' social environment in this thesis refers to students' overall situation in life which represents all the other aspects of students' life excluding studying. By scrutinizing students' overall situation in life gives valuable information of the facts affecting on studies either positively or negatively. When discussing about the qualifications needed in working life the focus is on the qualifications needed in the tourism industry. These demarcations take place in order to make the research more concise and focused.

1.4 Theoretical framework

The theoretical framework is constructed of factors constituting the learning environment. Firstly, the concept of learning is discussed since it has a profound effect on the composition of learning environment. Interaction within learning environment is discussed after the concept of learning. Active interaction between students and staff members is beneficial for both parties; therefore it is important to examine the current state of interaction within learning environment.

The pedagogic content of learning environment constituting student counselling and degree programme are contemplated in the literature review after discussion of interaction in learning environment. Students' social environment constitutes of the factors that are not included to the learning environment but have an effect on the study progress of students and moreover, the graduation. The theoretical framework ends with qualification theories discussing the relationship between institutions of education as a provider of qualifications and working life as the party in need of qualified individuals.

1.5 Overlay matrix

An overlay matrix is a table where the relationship between the investigative questions, frame of reference, questionnaire items and the results of the research are shown. It is beneficial for the researcher since it helps in monitoring the integrity of the thesis. As for the readers, overlay matrix facilitates in making the correct connections of the different elements in the thesis. (Lindstedt, J. 2005-2006.) The overlay matrix of this thesis is presented below (Table 1).

Table 1.Overlay matrix

Investigative questions	Frame of Reference Index	Questionnaire items	Results Index
1. How do the respondents perceive their social environment in HAAGA-HELIA?	2.1,2.1, 2.1.1, 2.1.2, 2.1.5	8 a, 8 b, 8 c, 8 d, 8 e, 8 f, 8 g, 12 c, 12 e	4.2, 4.2.1, 4.2.2, 4.2.3, 4.4.1, 4.4.2
2. Which areas of the Degree programme and the Counselling services could have room for improvements?	2.1.3, 2.1.4	9 a, 9 b, 9 c, 10 a, 10 b, 11 a,11 b, 12 d, 12 e	4.3, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6
3. How do the students experience the qualifications they have attained so far from HAAGA-HELIA?	2.2, 2.2.1, 2.2.3, 2.2.4	13	4.5, 4.5.1, 4.5.2

1.6 HAAGA-HELIA University of Applied Sciences

HAAGA-HELIA UAS was established in the beginning of 2007 when two providers of higher education, Haaga Institute Polytechnic and Helia Helsinki Business Polytechnic were united. (HAAGA-HELIA ammattikorkeakoulu 2012d.) HAAGA-HELIA UAS is a part of Finnish Higher Education system. It is a privately run entity and co-funded by the Ministry of Education and Culture. HAAGA-HELIA has about 10 500 students and about 700 staff members.

HAAGA-HELIA offers the possibility to study in three languages; Finnish, English and Swedish. It provides education in the following fields; business, information technology, journalism, hotel, restaurant and tourism management, management assistant training, sports management and vocational teacher education. In HAAGA-HELIA one can study for Bachelors's and Master's degrees or to take part in MBA programmes. HAAGA-HELIA also provides specialisation studies and personnel training for organizations. (HAAGA-HELIA ammattikorkeakoulu 2012e.)

HAAGA-HELIA's mission as stated by HAAGA-HELIA (2012f), "HAAGA-HELIA educates experts with customer service, strong sales and entrepreneurial skills. Our R&D&I activities focus on innovative products, services and business operations for the benefit of business and society. "

2 Literature review

This chapter entails the review of the literature constructed for this thesis. Literature review deals with the concept of learning environment and the different factors that constitute the learning environment. The second section of the literature review constitutes of qualification theories.

2.1 Learning environment

There is an array of definitions in the literature concerning learning environment. According to Opetushallitus (2004, 18) learning environment is an entity which constitutes of physical environment, psychological factors and social environment in which learning and studying takes place. The physical learning environment comprises of the school buildings, spaces and teaching equipment, as well as learning materials. The psychological and social environment constitutes of interaction and factors contributing to relationships, as well as individual's cognitive and emotional factors.

Manninen et al. (2007) define a learning environment in a similar way to Opetushallitus. According to Manninen et al. (2007) learning environment consists of five dimensions which are physical, social, local, technological dimensions and prerequisites as well as of pedagogic characteristics. The physical dimension of learning environment refers to the school buildings and space. Social dimension is based on human interaction whereas local dimension alludes to places and areas outside the school. Educational use of information and communications technology represents the technological dimension. Pedagogic characteristics of learning environment refer to the support in learning process in form of pedagogical challenges and learning material. Hakkarainen, Lonka & Lipponen (2004, 238) state that teaching and learning are much incorporated to one and other. External and internal factors of learning environment cannot be discerned since they are in close interaction with one and other.

The development of learning environment in vocational education emphasizes cooperation with companies and student centred approach to learning. Renewal of learning institutions' operational culture and student counselling are accentuated in

developing learning environment in vocational education. The objective in vocational education is to create learning environments in which students can acquire professional skills needed in working life. Learning environment should also support students coming from various backgrounds and respond to the different learning abilities of students. Learning environments are aimed at supporting the contents and goals of degree programmes. (Opetushallitus 2012.) According to Education and Research Plan (2007-2012) steps will be taken to diversify learning environments and learning methods. Learning environments are going to be simulated to resemble more the ones of working life. Furthermore, work places are going to be utilised more as learning environments.

The purpose of learning environment is to support the learning and growth of a student in an innovative way. The latest conceptions of learning environment emphasize learning as a holistic experience where student is an active party in learning and participates to the formation of the learning environment. Problem-based learning and reflecting as well as guiding and supporting the student in the process of learning are accentuated. (Seikkula-Leino 2007, 31.) In order to achieve the optimal learning experience the learning environment should be safe, complaisant and exciting. These characteristics of learning environment would make the learner active and use eclectic attentiveness effectively. Learning atmosphere plays an important role in what is actually possible to learn. If the learning environment is safe enough the learner can feel free to take risks and question his/her own thinking as well as others. (Rauste-von Wright, von Wright & Soini 2003, 62-65.)

Well-constructed learning environment constitutes of the combination of factors mentioned previously; physical, social and psychical factors. Well-organized learning environment reflects the values and ideals that surround the environment and additionally, projects the notion of how people learn. Furthermore, it sets challenges, supports, assists and guides students. (Opetusministeriö 2002.) Barbara Ischinger, the Director of the Directorate for Education in the OECD, states that effective learning environments are derived from learner's needs. They enhance individuality and are

multidimensional by content and enable social interaction between learners. (Opetus ja kulttuuriministeriö 2012.)

There are two concepts related to learning environment which are often presented while examining the notion of learning environment. These concepts are open and closed learning environments. Closed environment refers to the traditional learning environment encompassing classroom teaching, dogmatic curriculum and students' passive role as a recipient of information (Opetusministeriö 2002). The definition of open learning environment is more complex and multidimensional than the latter. According to Opetusministeriö (2002) open learning environment refers to an environment where student is more self-directed and takes responsibility of his/her own studies. The learning atmosphere is described to be permissive and positive with an international atmosphere and the use of technology in teaching is accentuated. These characteristics of open learning environment are also noted by Helakorpi & Olkinuora (1997, 93). In addition to the factors mentioned above, the writers state that open concept gives another perspective to teaching and learning as well as a response to the criticism that the traditional education system has received for having values and norms detached from the ones of society. Moreover, open learning environment also referred as new learning environment aims at expanding traditional vocational education towards working life and its challenges (Kotila 2003).

Contemporary learning environment strives to actively bring students together and interact with the matters that are to be learned. As noted above, technology in teaching is emphasized, virtual learning environment being one of the forms of technology in use. Virtual learning environment is flexible and it supports learning more diversely than learning from textbooks. Virtual learning environment also creates new opportunities for learning. People learn and perceive the reality in multiple ways. Problem-based learning as a teaching method combined with virtual learning is an ingenious way to learn either in groups or as in individuals. Retrieving information becomes faster and easier online. (Helakorpi, Aarnio & Majuri 2010, 125-126.)

To conclude, the transformation of the concept of learning has changed the perception of learning. Consequently, this has affected how learning environments are formed and which factors constitute the learning environment. The fundamental change in the concept of learning, moving from teacher centred learning towards student centred learning, has truly changed student's role in learning. Students are encouraged to actively participate to the learning and to the formation of learning environment.

2.1.1 The concept of learning

The prevailing concept of learning has an immense impact on the composition of learning environment since learning environment is built to support learning. As a result, learning is briefly discussed in this thesis. Learning is more than a simple aptitude, it constitutes of variety of abilities and knowledge (Silvén, Kinnunen & Keskinen 1991, 7). The attribute of learning whether in teaching, training, coaching or mentoring is considered to be universal. In order to learn, one must internalize a set of skills, knowledge, values and attitudes that are new to the individual (Law, Ireland & Hussain 2007, 30). Driscoll (2005, in Law et al. 2007, 53) states that learning is a permanent change in performance or performance potential which is derived from previous experience and interaction within the world. This means that learners take the substance to learn something new from their previous experience and use it to obtain new skills generating to a change in their performance.

Tynjälä (1999 in Viitala 2008, 140-141) has reached similar conclusions of learning. According to Tynjälä, the process of learning constitutes of background, learning process and outcomes. The factors in background are derived from individual factors such as previous knowledge, abilities and values as well as from learning environment. Learning environment is a context where learning takes place. Background factors influence vicariously to learning process. Individual's perceptions, interpretations, previous knowledge, motives, orientations, learning strategies and metacognitive actions influence all together to the outcome of learning. Figure 1 represents the holistic model of learning by Tynjälä.

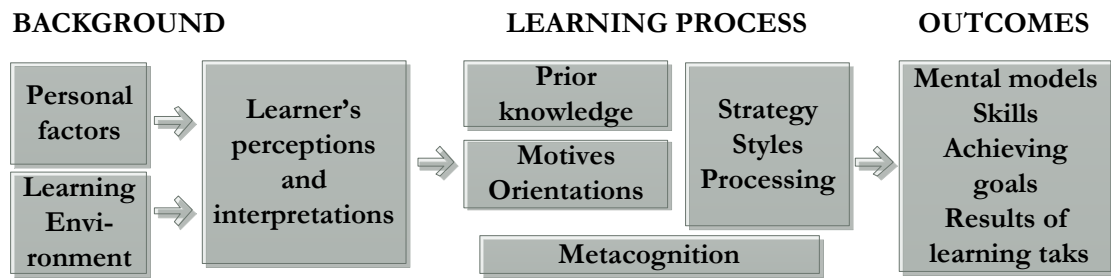


Figure 1. Holistic model of learning process (Tynjälä 1999 in Viitala 2008, 140)

The concept of learning has changed with time. Traditionally learning was considered to be a process which took place only in learner's mind disregarding the world we are living in (Illeris 2009, 202). Currently, we live in a postmodern era where the concept of learning has moved from teaching-centred learning towards learning-centred learning. The essential factor in learning today is to be able to comprehend matters and understand larger entities as well as connections between them rather than learn things by heart. Metacognitive skills such as problem solving skills, critical thinking and self-directed learning are considered to be important skills to master. (Helakorpi, Aarnio & Majuri 2010, 11.)

Current studies examining learning are based on constructivism which is a learning theory derived from cognitive psychology. According to constructivism, knowledge does not transfer to the learner; consequently, learner must construct his/her own knowledge by interpreting observations and using previous knowledge and experiences as a basis for learning new things. (Kirjonen, Remes & Eteläpelto 1997, 188.) Learning is also seen as a lifelong process which takes place in variety of locations not only in classrooms but also online in a form of e-learning and at work places in a form of learning on the job (Helakorpi et al. 2010, 12).

2.1.2 Interaction within learning environment

The majority of learning takes place in interaction with others. Contact lessons in university of applied sciences are occasions of social interaction. The participants within interaction assess with various criteria whether the interaction is successful. The social interaction as a part of the learning environment is something that has been acknowledged to have a greater impact on the learning than what was assumed before. This notion stated above leads to contemplation of what kind of interaction would be beneficial for learning? Interaction either in form of conversation or acting together reveals individuals' thinking processes. This creates a foundation for learning from other students and an opportunity to reflect one's own expectations and notions. (Rauste-von Wright et al. 2003, 60-61.) According to Hakkarainen et al. (2004, 11) not only individual features but also social equity and interaction within social networks influences on one's development.

The concept of social equity in community of learning is based on the idea that with active interaction and social networks trust can be created which promotes the functionality of the community. The social equity in community of learning can be measured by looking into the sense of the community, participation within the community, equality, and parity. According to the social equity, the important factors in teaching include pleasant, interactive, teaching, studying and assessment methods. To develop the social equity, consciously produced actions and structures as well as pedagogic leadership with professionals sharing their competence are needed. (Vuokila-Oikkonen & Halonen 2011, 34, 39.)

2.1.3 Student counselling

Student counselling is a part of the pedagogic content of learning environment. In this thesis the concept of student counselling refers to the support an institution of education offers to its students and the essential services contributing to the fluency of studies. This chapter discusses student counselling as a whole and takes a closer look to thesis counselling and career and recruitment counselling since these services are essential to the objective and outcome of studies, graduation and employment.

Student counselling is one of the most indispensable factor contributing to the success and progress of the studies (Helander & Seinä 2002, 9; Kolehmainen & Kallinen 2004, 18). Vocational education aims at employment, therefore, student counselling should support the professional growth of student. Student counselling should also support student's personal growth and degree curriculum planning. The purpose of student counselling is also to facilitate the student identify one's own strengths. This will fortify student's ability to function leading to a better performance in studies. (Isokorpi in Kotila 2003, 118).

Student counselling endeavours to increment student's responsibility of his/her own study progress and success. (Helander & Seinä 2002, 46.) Student counselling should also take into consideration student's expectations, goals and skills related to learning (Vuokila-Oikkonen & Halonen 2011, 64). Vuokila-Oikkonen & Halonen (2011, 62) mention a study conducted in Laurea University of Applied Sciences concerning the profile of students who apply to university of applied sciences of which Toiviainen and Piirainen (2008) have listed the most common reasons for suspension of studies being uncertainty of choice of study field, working while studying or the acceptance to study in a university. There are also many other studies conducted on the issues hindering studies. These studies state the same phenomenon as above; wrong choice of study field, working while studying and problems in personal relationships as the main causes of suspension of studies. (Vuokila-Oikkonen & Halonen 2011, 80-81; Mannisenmäki & Valtari 2005, 146.)

Lerikkanen (2002, 161 in Suominen 2002, 14) states that well-organized student counselling reduces suspension of studies and expedites the progress of studies and consequently, the graduation. The most effective and productive student counselling is conducted in small groups or individual meetings with a student counsellor (Helander & Seinä 2002, 48.)

Another vital part of student counselling is thesis counselling. Thesis counselling refers to discussions of the progress of the thesis on a regular basis. Student counselling is an interaction between a thesis counsellor and a student. In the thesis process the student is responsible of the learning and conducting the thesis whereas the thesis counsellor is responsible of the organizing the counselling in a way that the student graduates on time and learns from the process. The participants in the thesis process are a student, a thesis counsellor, an opponent, teachers and a commissioner. The staff in the library and the staff in the student office are considered to be connected as well to the thesis process. (Virtuaali ammattikorkeakoulu 2006.)

Thesis is considered to cultivate student's knowledge and skills as well as articulate student's ability to apply the knowledge gained from studies into practice. Students are expected to be able to work independently in duties requiring expertise and being able to identify problems in working life. As a part of the vocational studies students are expected to master the basis of scientific thinking and action. (Ammattikorkeakouluasetus 352/2003.)

Educational policy emphasizes thesis as a learning process in which student's expertise develop and additionally, it is also seen as a task developing working life. The values and significance of development of expertise in thesis are learned according to the objectives in curriculum whereas at work place learning is guided according to the objectives of work. Figure 2 resembles how working life, student's own objectives together with education policy form a challenging entity for the development of student's expertise. The reason why this entity is seen as challenging to the student lies in the relationship between theory and practise. Student might have difficulties in combining theory to constantly changing practise. (Frilander-Paavilainen 2005, 34-35.)

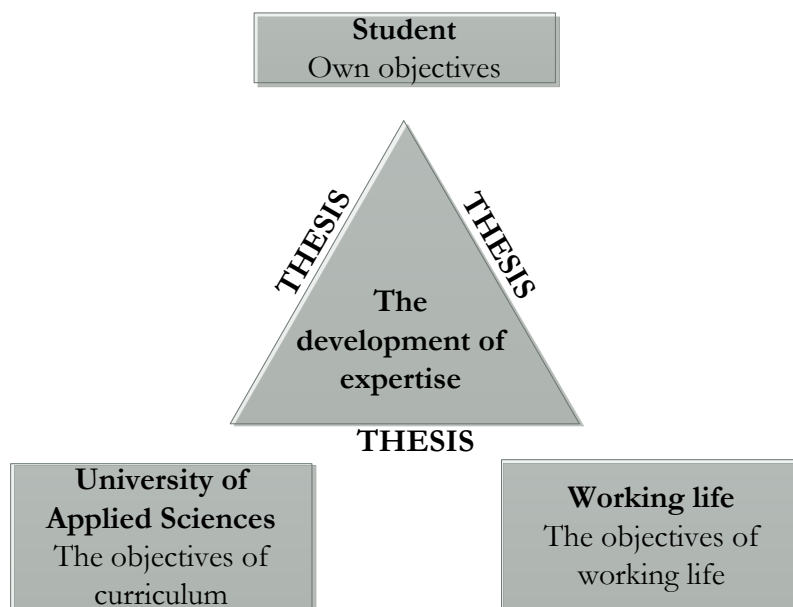


Figure 2. The development of expertise in thesis (Frilander-Paavilainen 2005, 35)

Career and recruitment counselling refers to the planning of studies, as well as career and activities targeted at supporting employment. These activities include counselling, managing knowledge and information retrieval skills. Common knowledge, social conditions and aspects related to health are to be considered when producing qualified labour. Taking care of students covers the social responsibility. This means educational institution should provide the necessary tools supporting and enhancing students' professional skills, as well as other vital skills in order to ensure students' employment and the ability to control one's life. Educational institution's career and recruitment counselling should take into consideration students' individual needs. (Haapakorpi 2006, 20.)

Career counselling should not be separated from student's other areas of life. It should be reflected more as planning of pace of life. (Kurtelius in Helander & Seinä 2002, 101.) The objective of education policy in Finland is to facilitate young people's employment by bringing working life and education closer to one and other. The purpose of career and recruitment counselling is to prevent wrong education choices, expedite studying at institution of education and learning at work placements.

Furthermore, the objective connotes the support for employment or applying for postgraduate studies. (Haapakorpi 2006, 20-21.)

2.1.4 Degree programme

Degree programme and planning the degree programme constitute a part of the pedagogic content of learning environment. The degree programme planning as well as students' possibility to impact to the contents of their own degree programme, are crucial attributes for students since personalization of studies can be beneficial when entering working life.

A degree programme is an entity of studies that leads to a diploma. Degree programme is directed to a certain area of working life that requires expertise. The degree programme constitutes of compulsory and elective studies, as well as a work placements and a completion of thesis. A curriculum is composed of each degree programme and each university of applied sciences has a power of making the decisions concerning the content of the curriculum themselves. Degree curriculum illustrates the objectives of each entity of studies, issues to be learned, how many credits the study module has and the amount of teaching and training implemented as well as the required performances. Personal study plans are derived from the degree programme curriculum. (Helakorpi & Olkinuora 1997, 104.)

From the 1990's curricula have been under transformation. Curricula have been changed to respond better for the individual choices. Educational institutions have tried to profile and differentiate themselves from each other creating competition amongst them by emphasizing students' personal attributes and special features of the educational institutions. The significance of curriculum has been accentuated as organization's common expression of expertise.

The imposition of competition as a basis of curriculum has been argued by pleading to the principles of individualism where an individual is defined as unique and independent when differentiated from others. The aspiration of a curriculum is to provide teaching for each individually correspond his/her individual propensities and

objectives. According to the basis of new curriculum individuals should conduct continuous self-evaluation which is proportioned to the teachers' evaluations of the students' attitudes, personality and abilities. (Antikainen, Rinne & Koski 2000, 183-185.) Similar thoughts of the curriculum is stated by Hätönen (2001, 72). According to the writer students and teacher should draw a personal study plan in cooperation reflecting students' objectives and where student's background is taken into consideration leading to student's commitment and motivation towards the personal study plan.

2.1.5 Studying as a pace of life

Students' overall situation in life which represents all the other aspects of students' life excluding studying has an impact on the success of studies. Problems in personal relationships and working while studying are some of the reasons why studies may be suspended or delayed as mention previously. In cycle of life the phase of young adult is placed between 23 – 35 years of age. A part of the developmental task in early adolescence is choosing an occupation. (Havighurst 1972 in Suominen 2002, 16.) The phase of life is considered to be more planned and goal-oriented now than in the past. Career and education are more influential factors in this phase of life than starting a family. However, young adults' values are traditional constituting of family, good income, health and work, the goal being gaining a social respect. (Suominen 2002, 17.)

Social political issues related to education are indispensable when discussing about students' overall situation in life. Socio political conditions have an impact on student's life in a form of financial aid. Students' financial situation has an impact on the progress of studies and to the motivation towards studies and therefore contemplated in this thesis.

“The aim of student financial aid is to secure income during studies for full-time students in need of support”(Ministry of Education and Culture 2012, 63). The objective of financial aid is to expedite the efficient completion of studies. It is also targeted creating equality among students as well as levels of education. Thirdly, it is implemented to encourage people to study and reduce the dropout rate originated

from an inadequate financial situation. (Ministry of Education and Culture 2012, 63.) The financial aid for students in Finland constitutes of Study grants, Housing Supplements and the government guarantees for student loans. Study grant and Housing Supplement are subsidies funded by government. Whether student receives a Housing Supplement is dependent on residential form. (Kela 2012.)

According to the previous studies conducted in HAAGA-HELIA (graduate feedback), working while studying is one of the major reasons why studies or graduation is delayed. Figure 3 from Statistics Finland also indicates that working while studying is a common phenomenon.

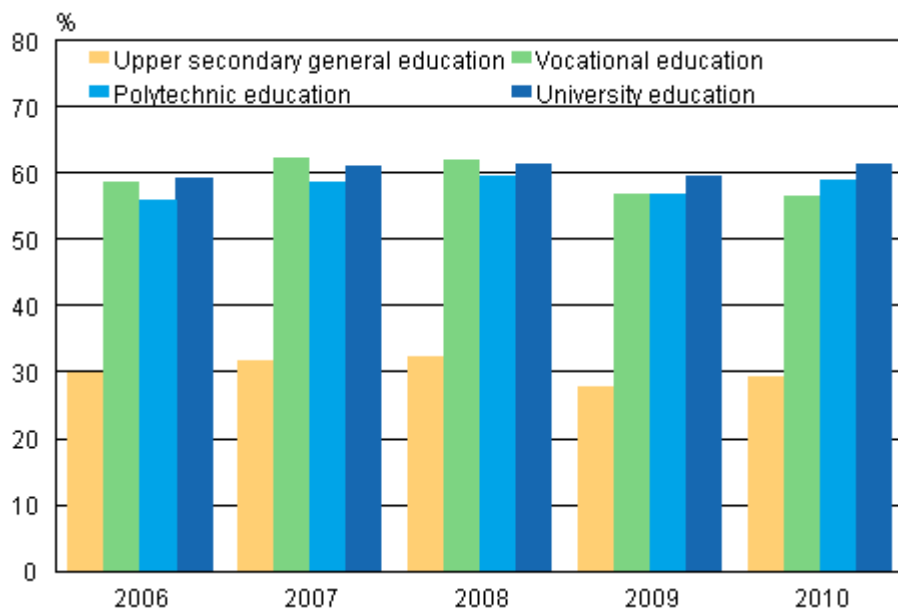


Figure 3. Shares of employed students aged at 18 of all students in 2006-2010 (Education 2012. Statistics Finland)

According to Statistics Finland’s data the percentage of students employed while studying in polytechnic was 59%. The percentage of employed students aged 25 or over was 70%. From these figures can be drawn a conclusion that financial aid is not sufficient enough to support the students while studying full time.

According to research on highly educated students’ employment conducted by Akava’s researcher Suutari (2003, 32) states that if students are not employed when graduating the risk of being unemployed later on in career increases. Students who had been

employed while studying were employed also after the graduation. According to this argument it would actually be beneficial for a student to be employed while studying.

2.2 Qualifications

The origin of the word qualification comes from medieval Latin from the verb “qualificare” meaning qualify (Oxford University Press 2012b). The meaning and definition of a qualification can be expounded in multiple ways and in various contexts. However, the different definitions of qualifications prevail coherence. The Organization for Economic Cooperation and Development (OECD 2007, 21-22) delineates the formation of qualification as skills, knowledge or wider competencies learned by an individual and approved by a competent body. The standard of learning is substantiated by successfully conducting a course of study.

According to another definition by Väärälä (1995, 35) qualifications are a set of stipulations which are defined by working life, society or circumstances driven by individual needs. Väärälä (1995, 37) also mentions Takala’s (1983, 10) definition of qualification as individuals’ ability to act in a certain way in the society. Qualifications are attributed values which make acting in a concrete work process possible.

The qualifications of an individual are often referred as skills, competencies or capabilities. Skills are considered to be expertise which can be taught and applied to practice in different work tasks. Competencies refer to metacognitive skills needed in work tasks whereas capabilities refer to an ability needed in completing a certain work task. (Viitala 2008, 113.)

2.2.1 Classification of qualifications

There are different kinds of classification of qualifications. There are also several ways of classifying them. General qualifications are the ones that are needed in working life irrespective of the kind of the task or duties are. Problem solving skills, social skills and adaptability to new situations are considered as general qualifications. Qualifications consist of knowledge, skills, attitudes and motivation. (Viitala 2008, 114-115.)

According to Helakorpi (1992, 9) one of the most common ways is to divide qualifications into production, normative and innovative qualifications.

Production related qualifications refer to qualifications that are essential skills which are needed in the actual work processes. These are technical and vocational skills and abilities that individuals possess. Normative qualifications are divided further into adaptation, motivation and sociocultural qualifications. Adaptation qualifications refer to adaptation to the work and work community including working hours and customs at work place. Motivation qualifications are considered to be individual abilities such as ability to work together, commitment to work and self-directedness. Sociocultural qualifications refer to employee's relation to work community as well as employee's relation to the trade. Innovative qualifications are the ones with which work processes are developed.

Working life has become more complex than before and causing a contradiction between employees and work processes. Employees should comply with the work processes and at the same time break the conditions set by work (Helakorpi 1992, 9; Väärälä 1995, 44-46.) All of these types of qualifications are connected to one and other. Figure 4 delineates the relationship between the qualifications; furthermore it emphasizes the formation of new relations when the qualifications are faced with new situations. (Väärälä 1995, 43.)



Figure 4. Types of qualifications (Väärälä 1995, 44)

2.2.2 Education and qualifications

The purpose of vocational education is to create learning environments which focus on providing the essential qualifications needed in working life (Opetushallitus 2012, 6). There have been many discussions on the relationship between the demands of working life and how education should be planned in order to correspond to the demands of working life. Qualification as a concept is relevant when discussing school as a provider of education in society. Qualification demands have been the key concept when discussing about education and planning education. Educational targets have been attempted to obtain straight from the demands of working life. Finding the balance between these qualification demands in working life and education may be problematic. (Väärälä 1995, 38-42.)

Educational institution's role as a provider of qualifications changes as the society changes. Väärälä (1995, 40) states that Volanen (1986, 78-89) has examined the relationship between school and working life as interaction between labour markets, education and production where the three factors have diverged from each other and simultaneously become increasingly dependent on each other.

Qualifications are not just external demands or conditions for employees nor individual characteristics, on the contrary, they represent the relation between an individual and societal conditions of work. When studying for a profession people encounter already made qualification requirements for work but at the same time with their own actions he/she participates to the creation of the qualifications.

Educational institution qualifies students for working life and through this process the exchange value of work is reflected between educational institutions and working life. Educational institution's attachment to working life with mediation of labour market brings the societal contradictions inside the educational institution where they are changed to internal contradictions of educational institution. The role of educational institutions as a provider of qualifications is changing. This will transform the qualifications in three levels. The development of the whole society brings new challenges to the way of living. The changes in living are reflected to the changes in

labour markets. The technical development of work processes, automation and the development of socio-technical systems create new challenges for qualifications and the possibility to use those qualifications. (Väärälä 1995, 39-48.)

2.2.3 Vocational qualification in the Tourism Industry

Qualifications are the end product of education. National Board of Education has stated in 2001 the basic skills and objectives for the degree programmes in tourism industry. According to the definition of vocational qualifications in tourism industry the core skills common to all fields are learning skills, problem-solving skills, interaction and communication skills, cooperation skills and ethical and aesthetic skills.

There are also common emphasis that should be implemented in education and training. Capabilities that are required from the degree programme based on the emphases are internationality, promotion of sustainable development, utilisation of technology as well as information technology. Entrepreneurship, high quality and customer focused activity, consumer skills and management of occupational health and safety are also on the list of capabilities. (National Board of Education 2001, 10-12.)

The core skills and emphases of vocational education in tourism industry have not undergone any major changes during the past few years. According to National Board of Education (2009, 8-9) tourism industry is international by nature, and therefore, one of the core skills for the professionals in the field is extensive array of foreign language skills. Knowledge of international tourism business and its structure is also required. It is stated that cultural, urban, wellness and rural tourism services are also vital areas to the field of tourism. The professionals working in tourism are expected to work socially responsible way in sales-, marketing- and in all the stages of traveller's service chain. Interaction skills and knowledge of other cultures is considered to be an essential factor in providing professional service. Customer orientation, good problem solving skills, specialized competence are expected. The ability to work individually and as part of a team are accentuated. The objective of vocational education is to support lifelong learning and provide the essential knowledge and skills needed for further studies.

2.2.4 A summary of theoretical framework and the variables used in the research

Figure 5 below summarizes the theoretical framework of the thesis and illustrates the relationship between the theoretical framework and variables used in the research. The purpose of the figure is to outline the main points of the theoretical framework and the research and clarify them to readers. This figure illustrates only the factors contributing to the learning environment examined in this thesis.

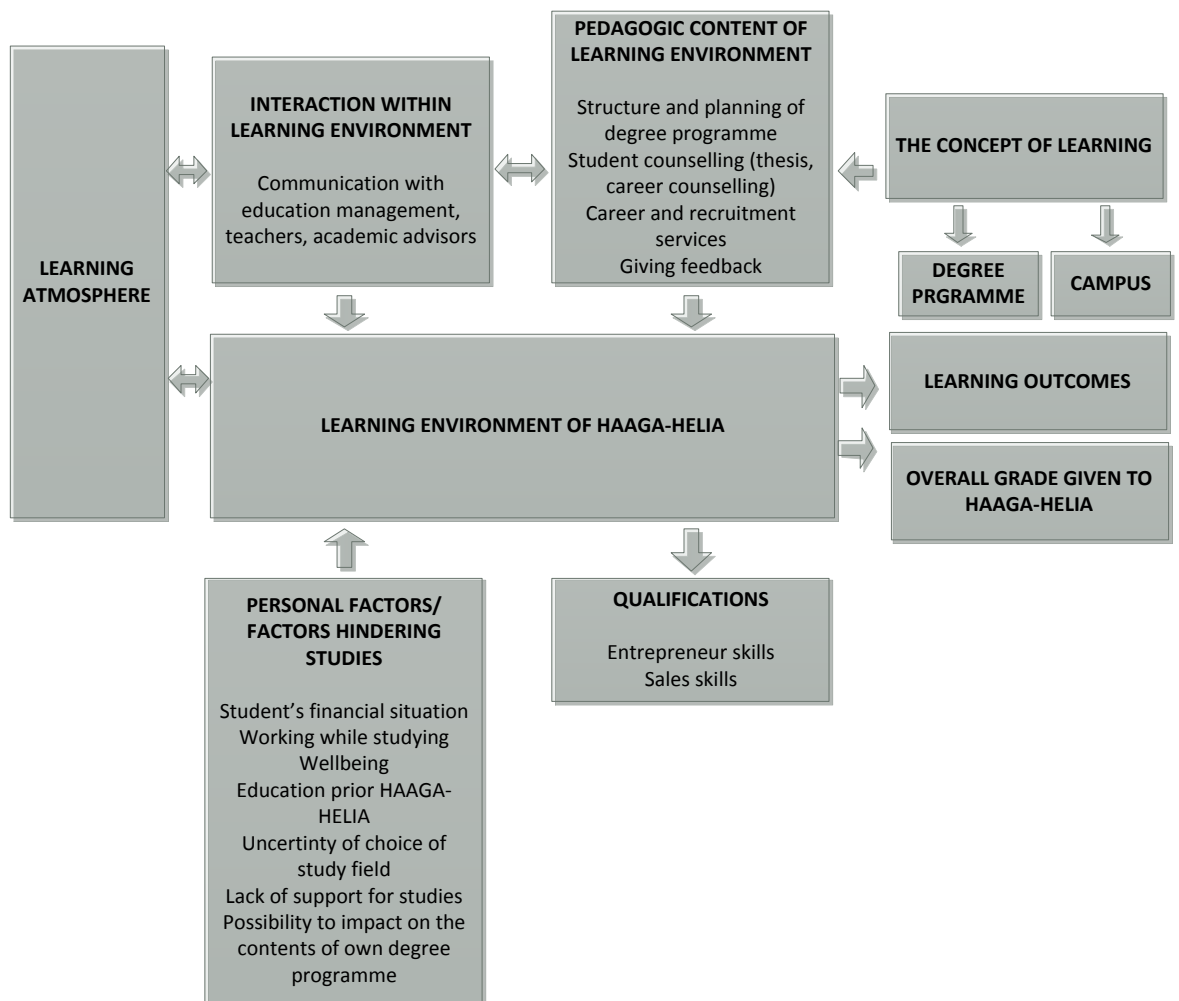


Figure 5. The relation between the theoretical framework and the variables used in the research

3 Research approach and methods

This chapter describes the research approach and the quantitative method chosen for this thesis. The basis of this research is the Students Survey 2012, target group being HAAGA-HELIA's students. The survey is a web-based survey composed in Digium, a tool for creating surveys. The data analysis was conducted using Excel and SPSS. The objective of this research is to ascertain information of the current stage of learning environment in HAAGA-HELIA.

3.1 Quantitative research method

Quantitative research uses numerical data and statistical tests to find out correlations between variables or changes occurred in the examined phenomenon. Quantitative research is often associated with large-scale research but it can also be used to serve in smaller research. The data collection is usually conducted with survey questionnaires. The data is presented in numerical form and the results are often presented with tables and graphs. (Heikkilä 2004, 16.) This research is based on a quantitative research method and the basis of this research is a survey.

Typical feature for quantitative research is numerical deductive approach meaning the research process starts from theory, is driven by hypotheses and ending either verifying or refuting the hypotheses (Cohen, Manion & Morrison 2011, 368). The researcher draws up conclusion of the research based on the sample. The researcher tries to make generalisations of the results gained from the sample to the whole population. The conclusions concerning dependences and differences are based on statistical tests. The testing strives to find out whether certain preconceptions or justifiable arguments, hypotheses, are valid in the researched population. (Heikkilä 2004, 189.)

Survey questionnaire is a form of research in which data is collected in a standardized manner and where the target group of people form a sample of the population. Standardized manner means that all the respondents are asked the same questions using the same procedure. Survey questionnaires in research are considered to be an effective way of collecting data and time-saving for the researcher. Another advantage

of survey questionnaire is that it provides large amount of data in a rather simple way. The data can be saved and analysed with data analysis programs effectively. This facilitates the estimation of how much time is needed for processing the data as well as the expenditure of data analysis.

This type of survey research has also some disadvantages. The researcher cannot be sure of how meticulously and honestly the respondents have answered the questions. The respondents might misinterpret some of the questions or they might not be acquainted with the researched subject. In some cases the lack of responses can form a problem for the researcher. Composing a well-functioning survey questionnaire can be time-consuming and requires skills and knowledge from the researcher. (Hirsjärvi, Remes & Sajavaara 2008, 188-190.)

A covering letter should be included to the questionnaire. The purpose of a covering letter is to present the aim of the research for the recipient and to describe the importance of the research as well as ensure the confidentiality and motivate the recipients to reply for the questionnaire. (Cohen et al. 2011, 400.) A covering letter should be polite and not too long. It should also state the date by which the replies are expected, how the replies are used and how the recipients were chosen. The covering letter ends with thanking the recipient for answering the questionnaire. (Heikkilä 2004, 61-62.)

According to Cohen et al. (2011, 381) when the sample size is large the questionnaire should be more structured, closed and numerical whereas with smaller samples sizes the questionnaire can be less structured, more open and word-based. Composing a questionnaire and the questions with an accurate planning enhances the successful completion of the research (Hirsjärvi et al. 2008, 193.) There are several types of questionnaire items to choose from when composing the survey questionnaire. Questionnaires items can be open and closed ended questions, depending on the scales of data for example dichotomous, multiple-choice questions or questions based on rating scales and rank ordering (Cohen et al. 2011, 382-383.)

In this research using web-based survey was the most convenient and the easiest way to reach HAAGA-HELIA students and the respondents could answer anonymously. The web-based survey was also a convenient choice since it provides responses fast. It is also quite effortless for the respondents. If the first release of the survey does not induce to sufficient amount of responses, a reminder can be easily sent to the target group of respondents. As mentioned previously, sending web-based survey is also cost-effective and the gathered data can be easily analysed and processed.

3.2 Data collection

The planning of the questionnaire was started in the beginning of 2012. There was a team founded to reflect the content of this survey. The producers of the content of the survey are: Auli Pekkala; Kaisa Iso-Herttua, Ina Ihalainen, Merja Pallonen and Toni Asikainen. The Quality Manager Juha Lindstedt was responsible of the technical implementation of the survey. Pirjo Eerikäinen sent the survey to all HAAGA-HELIA students (N=9602). However, this thesis analyses the results only from the students studying in the degree programmes in Hotel, Restaurant and Tourism (N= 168). The team had meetings during the spring 2012. I attended one of the meetings on 8.3.2012 where the content of the survey was discussed. The idea of conducting this thesis based on the Student survey formed during May 2012.

The questionnaire was conducted using Digium, a tool for creating surveys. There were 8 different versions made of the survey before it was tested for the first time. The people testing the survey were the team of people who were responsible of the contents of the survey. The survey was ready and published on 11.5.2012. After sending the survey for the first time the number of respondents was 700. A reminder message was sent on 31.5.2012. The survey was open altogether 4 weeks and two days. Then after the closure of the questionnaire the amount of respondents climbed to 995 respondents giving a response percentage of 10.34%. The response percentage of students studying in the field of Hotel, Restaurant and Tourism was 16.88%.

The data was collected from Digium and transferred to SPSS for Windows 18 program. The data was filtered leaving only the Degree Programmes in Hotel,

Restaurant and Tourism to be worked on as mentioned previously. Some of the data was in Finnish and had to be translated into English in SPSS before starting the actual analysis.

The data was reviewed question by question in the same order as the questionnaire items are presented. The questionnaire has 13 questions altogether. Questions from 1 to 6 are dealing with the background information of the respondents. Questions from 8a to 8g consist of gathering information of student's social environment. Questions from 9a to 9c are concerned with degree programme whereas 10a and 11b are focused on student counselling. Questions 12a to 12d consists of gathering information of the learning environment. The research emphasis in these questions is in the learning atmosphere. Question 12e is concerned with the overall grade given to HAAGA-HELIA. Question 13 is related to evaluating the development of skills needed in working life over the course of studies. The overlay matrix (section 1.5) shows the connection between the theoretical framework, the questionnaire items and results.

There are dependent and independent variables in the research. The dependent variable, as the name insinuates, is dependent on the independent variable. The independent variable causes changes in the dependent variable which are observed and reported. (Cohen et al. 2011, 606-607.) Most of the independent variables are nominal scale which is used to classify objects or observations (Ghauri & Grønhaug 2002, 66). An example of nominal scale variable in this research are gender, education prior HAAGA-HELIA and campus. There are also variables of interval scale such as starting year of studies. Most of the questionnaire items use Likert-type of scaling.

3.3 Data analysis

SPSS, a tool for statistical analysis was used in the data analysis. First, there was a table composed of the variables that were used in the statistical analysis. The table has information of the variables used, which statistical test was used in the analysis and a description of what was the information that was to be gained from the tests (Attachment 2.) The hypotheses for each of the researched issues were composed simultaneously with the table of the statistical tests and analysis. Each of the hypotheses is composed based on the previous quality related reports conducted in HAAGA-HELIA between the years 2009 – 2011. The actual data analysis was conducted on 28.-29.9.2012.

Before starting the data analysis the independent variable “Starting year of studies” had to be recoded since in starting year 2002 to 2007 there were only few responses. The responses from 2002 to 2007 were all recoded under the same year, 2007, in SPSS using the “Recode into Different Variables”. Another variable that needed changes was the “Overall grade given to HAAGA-HELIA”. The scale (1-5) needed recoding since the values in the questionnaire were in reversed order, for example students who gave HAAGA-HELIA a grade of 5 were interpreted in the results as a grade of 1 falsifying the mean and therefore, the scale was recoded using the same function in SPSS as mentioned above.

The statistical tests are chosen based on the purpose of the analysis, the kinds of data (parametric, non-parametric), scales of data, the number of groups in the sample and whether the samples are independent of each other or related to each other (Cohen et al. 2011, 697). The statistical tests tell whether the results are statistically significant or not. There are three levels of statistical significance, the 0.05 (5%), 0.01 (1%) and 0.001 (0.1%) levels. The researcher decides before testing what is the line under which the level of risk has to stay before the null hypothesis is not supported. (Cohen et al. 2011, 613, 697; Heikkilä 2004, 194-195.) After the recoding the actual statistical test were conducted. In this research as in scientific research generally, the level of significance used is 0.05 (5%).

In questionnaire item 8a the statistical analysis used was Pearson's correlation. Pearson's correlation was chosen because the correlation between the starting year of studies and education management, teachers and academic advisor was tested. In questionnaire items 8b and 8f cross tabulation and chi-square test were used. In questionnaire item 8d and contingency coefficient was calculated and chi-square was tested. Cross tabulation is used in these cases in order to be able to find out the correlation between two nominal-scale variables, for example degree programme and giving feedback. Whether gender influences on how students perceive the lack of support for studies was tested with chi-square since it measures the difference between observed frequencies (Observed Counts) and the theoretical expected frequencies (Expected Accounts). (Heikkilä 2004, 210-212.)

Analysis of variance (ANOVA) was the test for the questionnaire items 9a, 12e and 13. Analysis of variance tests differences in means between two or more groups of respondents. First, it calculates the differences between the group means. As the name of the analysis suggests the test investigates whether the variance between the groups is dominant to the total variance meaning the two groups separate significantly from each other. In this research such cases would involve comparisons between degree programmes. T-test was used in questionnaire items 10a, 11a and 12c. T-test measures the same thing as analysis of variance except t-test can be only used when there are two groups of respondents to be examined (Cohen et al. 2011, 644-645.) In this research such cases would involve comparisons between Haaga and Porvoo campus.

4 Results and findings

This chapter entails the results of the collected data. The results are presented following the order of the questionnaire (Attachment 1), except the overall grade given to HAAGA-HELIA which is presented at the end of the closed ended results. The results from the closed-ended questions are presented first. The results from the open ended questions are presented following the closed-ended results as summaries.

HAAGA-HELIA strives to generate the content of degree programmes and other services in maintaining the same level of quality irrespective of degree programme or campus. The presented hypotheses are based on previous quality reports conducted in HAAGA-HELIA. The hypotheses are presented in the beginning of each subheading with the information whether the null hypotheses is supported or not. The explanations of the abbreviations used in the hypotheses are enclosed to attachment 2. Majority of the results are presented with figures to make the presentation of results explicit for the readers. Those analysis which present statistically significant data are presented along this chapter. The rest of the statistical analyses are enclosed to the report as attachments.

4.1 Background information

The questionnaire items from 1 to 6 are reserved for the background information of the respondents. The questions encompass the following information: the starting year of studies, type of study, campus (where the degree programme resides), education prior starting studies in HAAGA-HELIA and gender.

4.1.1 Starting year of studies

Most of the respondents (N=53) started their studies in 2011. The second biggest groups of respondents started their studies in 2010 and 2009. The year 2007 holds also the respondents who started studies earlier than 2007 (Figure 6.)

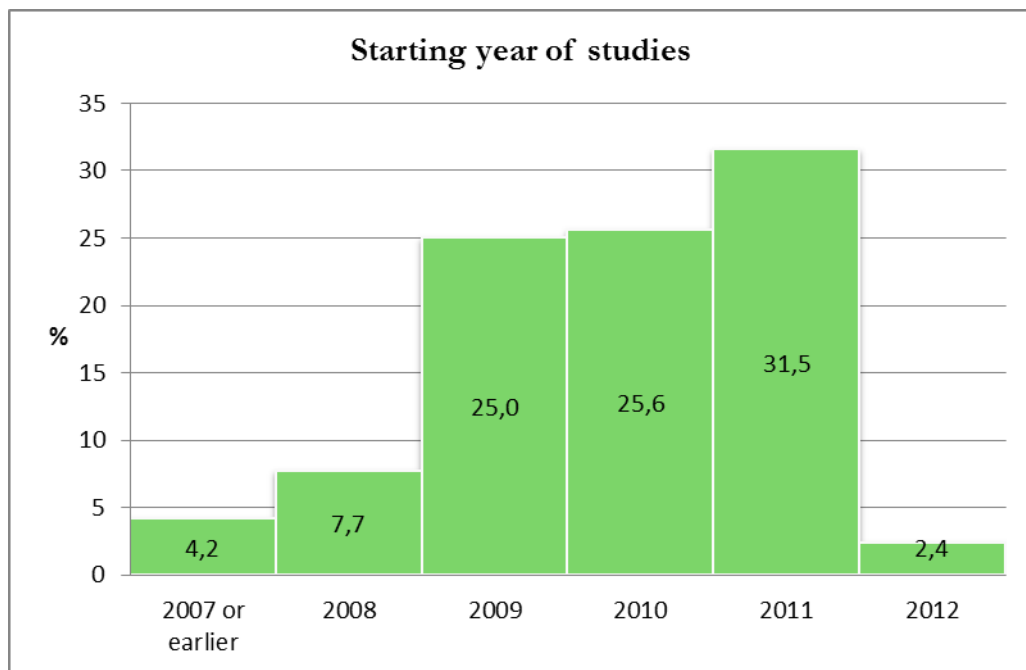


Figure 6. Starting year of studies

4.1.2 Type of study

Daytime students constitute 70.8% of the respondents. The second biggest group of students is multiform degree students with 20.8% of the respondents. The other types of study, evening and both daytime and evening had smaller percentage of respondents as can be seen in Figure 7.

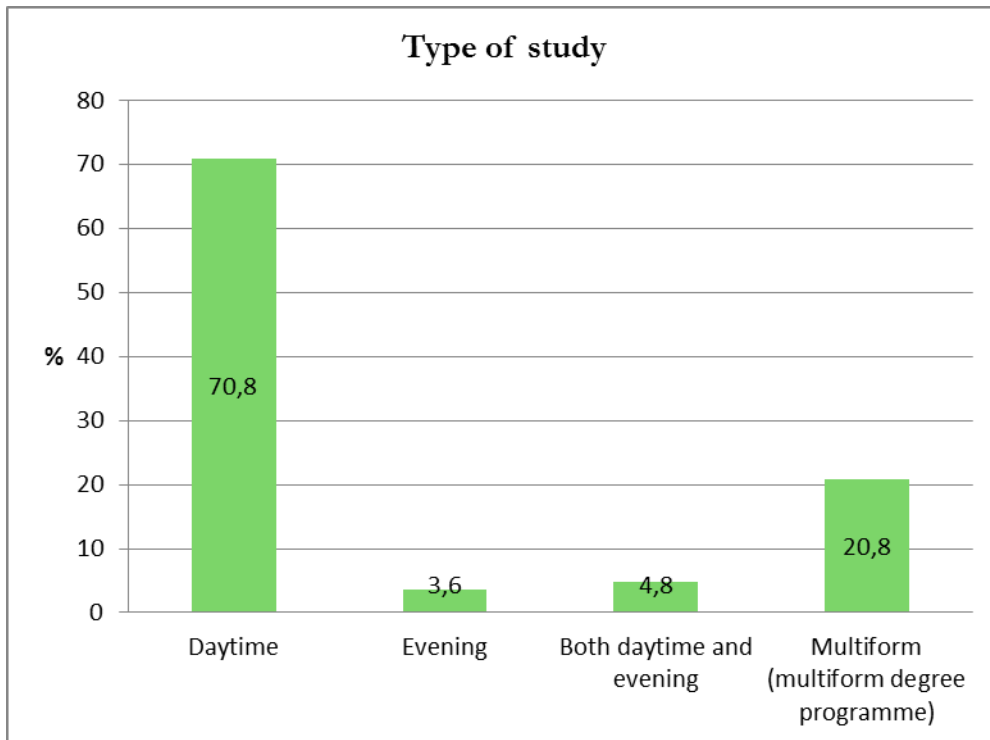


Figure 7. Type of study

4.1.3 Degree programmes

The percentage of the respondents by degree programme in Haaga campus can be seen in Figure 8 below. The biggest degree programme with 25.6% is in Hotelli- ja ravintola-alan ko. The biggest degree programme by respondents in Porvoo campus is Matkailun ko. with 22.6% of the respondents (Figure 9.)

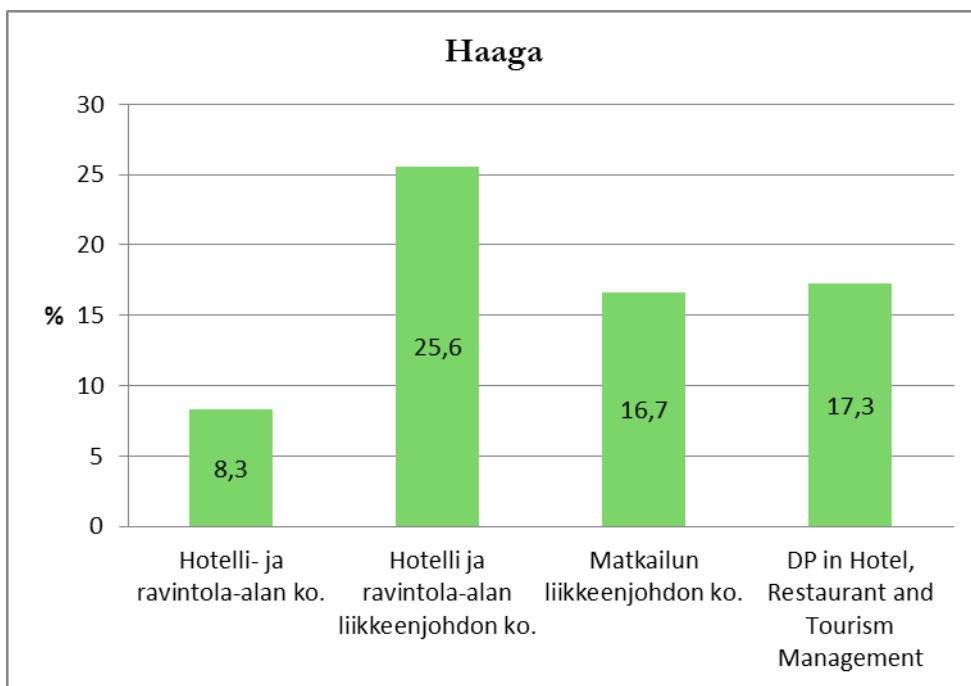


Figure 8. Degree programmes in Haaga campus

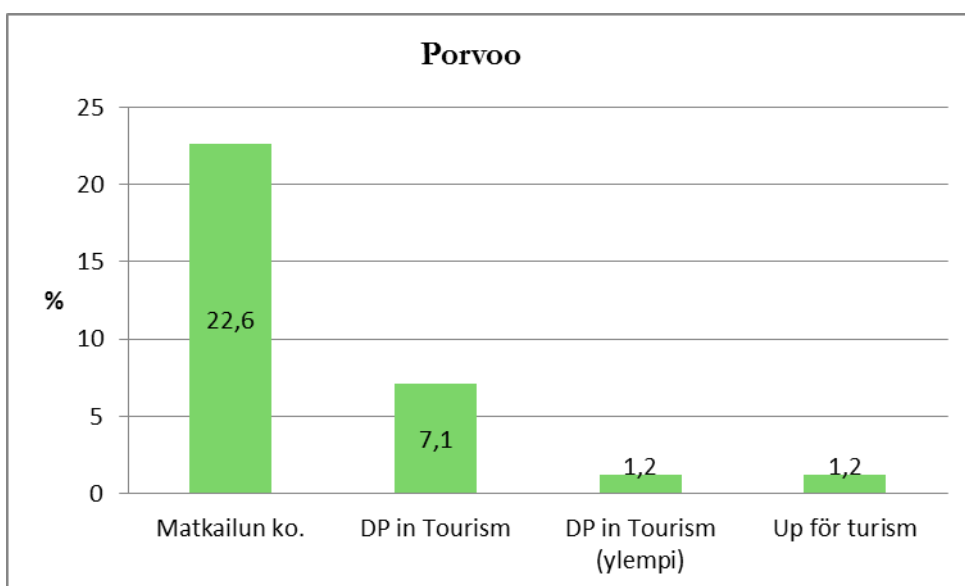


Figure 9. Degree programmes in Porvoo campus

4.1.4 Studies prior HAAGA-HELIA

Most of the respondents 58.9% have studied in secondary school before applying to HAAGA-HELIA which is 21.4% of the respondents had vocational upper secondary basic degree in the same field as HAAGA-HELIA degree. The share of student with university degree or degree from an institution of higher education was lower, 9.5% of the respondents (Figure 10.)

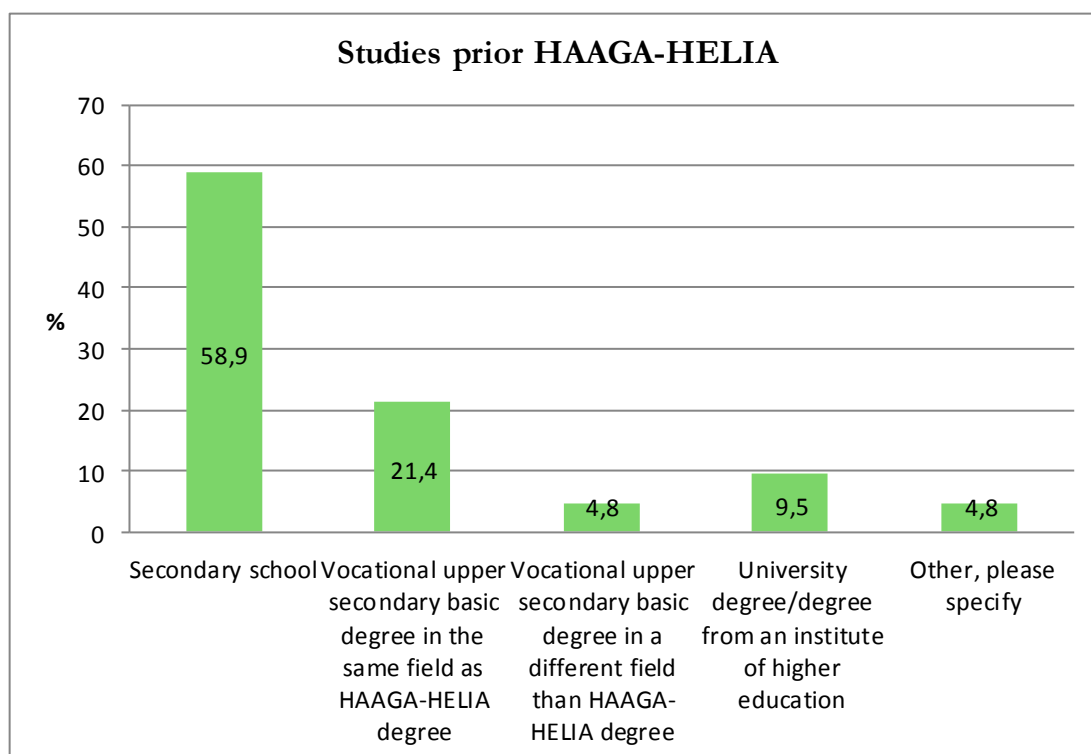


Figure 10. Education prior studies in HAAGA-HELIA

4.1.5 Gender of respondents

As presented in Figure 11 below, most of the respondents were female (84.5%) and the minority of respondents (11.9%) were males. The total number of responses was 168 of which 3.6% (N=6) the information of gender was missing. The difference in the percentage between females and males can be explained by the nature of the studies; so far females have been more interested in studying in the field of Hotel, Restaurant and Tourism.

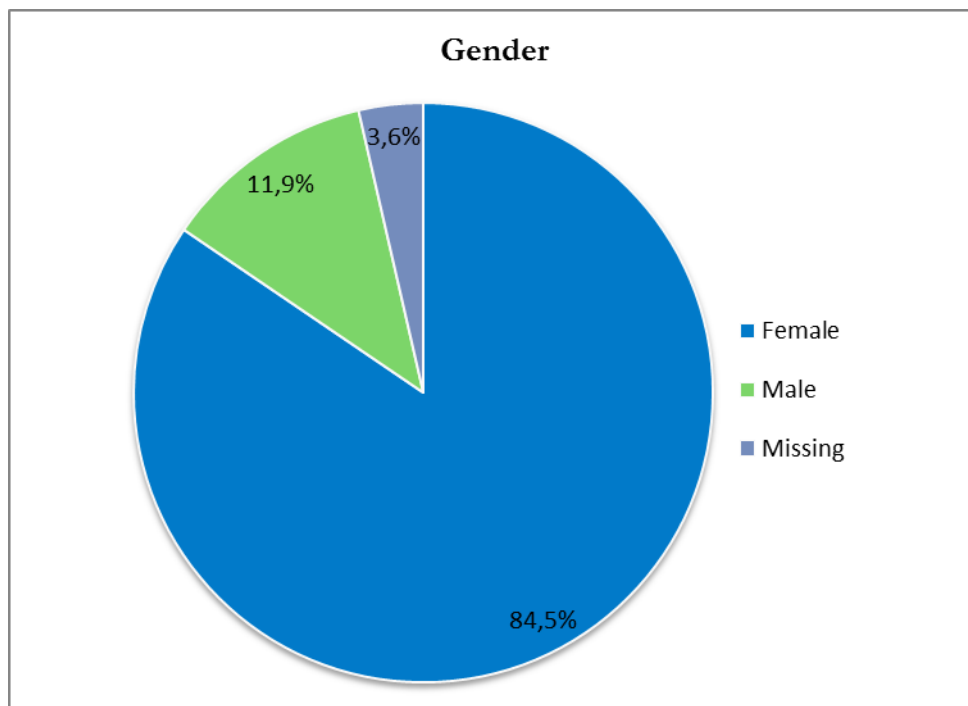


Figure 11. Gender of the respondent

4.2 Social learning environment

4.2.1 Interaction

Interaction within learning community is essential and therefore examined in this research. The idea was to examine whether starting year of studies would have a correlation with need of interaction. The hypotheses predicting the results are presented below.

H₀: There is no difference in need for communication among 3rd year students compared to other students.

H₁: There is more need for communication among the 3rd year students compared to other students.

There was no statistically significant ($p < .05$) correlation between these variables; therefore the null hypothesis is supported. The hypotheses are based on graduation feedback in HAAGA-HELIA.

Interaction (contacting for discussions, taking care of matters) between students and academic advisors got the highest percentage out of the three variables. 41% of the respondents rated interaction with academic advisors as “Excellent” and 62% of the respondents as “Good”. Interaction with teachers was rated as “Good” by 57.7% of the respondents and “Satisfactory” by 22.6% of the respondents. The most dispersion out of these three variables got the education management. 32.1% of the respondents rated the interactions as “Good” and 17.3% as “Satisfactory”. In students’ everyday life academic advisors and teachers have greater roles/the interaction is more frequent than between students and education management which would explain the slightly lower percentages of education management (Figure 12.)

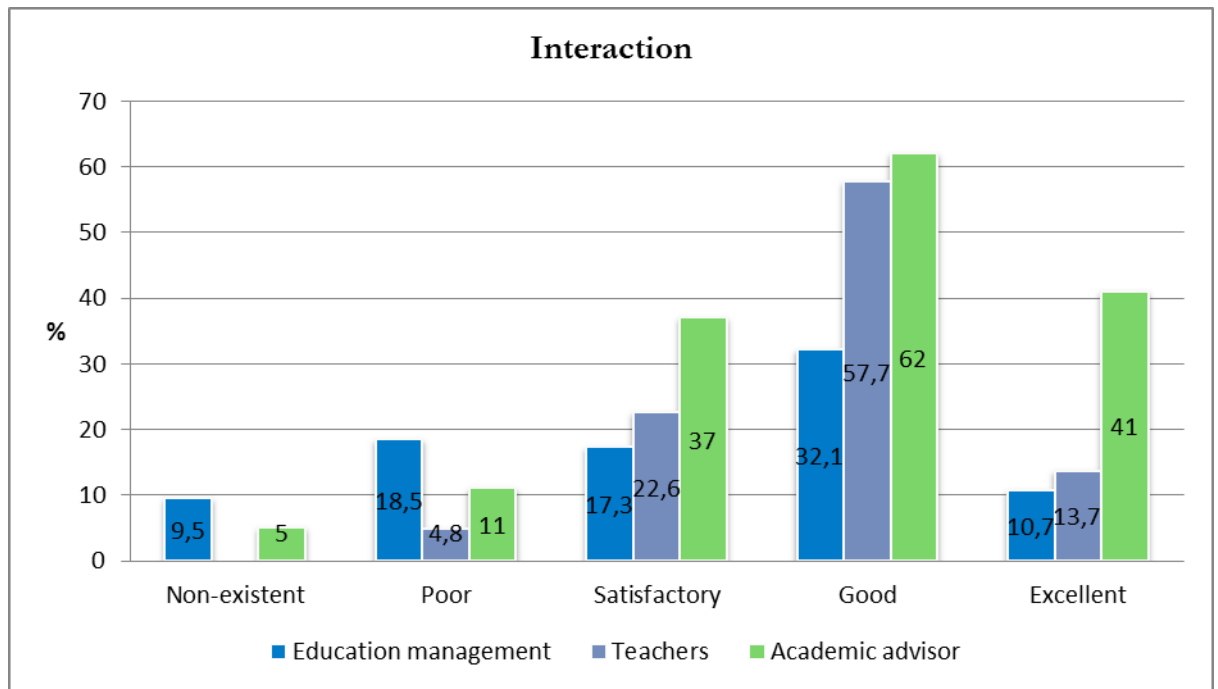


Figure 12. Respondents' estimation of interaction between respondents and education management, teachers and academic advisor

4.2.2 Need for additional support for studies

A sufficient amount of support for studies is a crucial factor contributing to progress of studies and therefore measured in the research. Additional need for support was tested with education management, teachers and academic advisors. The results of Haaga campus are presented first followed by the results of Porvoo campus. The hypotheses predicting the results are presented below.

H_0 : There is no need for additional support for studies in some degree programmes.

H_1 : There is a need for additional support for studies in some degree programmes.

These hypotheses are based on the previous research conducted in HAAGA-HELIA. In Haaga campus, there was no statistically significant ($p < .05$) difference in degree programmes and education management or in degree programmes and teachers (Attachment 4) therefore in these two tested variables the null hypothesis (H_0) is supported. A statistically significant ($p < .05$) difference was found with academic

advisor in DP in Hotel, Restaurant and Tourism Management (Table 2) which leads to supporting the alternative hypothesis (H_1).

Table 2. Chi-square test of statistical significance with education management in DP in Hotel, Restaurant and Tourism Management

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,943 ^a	3	,008
Likelihood Ratio	11,279	3	,010
Linear-by-Linear Association	9,668	1	,002
N of Valid Cases	114		

a. 1 cells (12,5%) have expected count less than 5. The minimum expected count is 4,18.

The need for additional support from academic advisors for DP in Hotel, Restaurant and Tourism Management can be explained by looking into the students studying in the degree programme. This degree programme is more international using English as a language of instruction which contributes to greater share of international students studying in the degree programme compared to degree programmes using Finnish as a language of instruction. The conclusion based on the results is that international students need more advice and support for studies from academic advisors.

The same statistical tests and analysis described above was conducted of the degree programmes in Porvoo Campus. According to the results, there was no statistically significant difference in education management, teachers and academic advisors by the degree programme (Attachment 5). This leads to supporting the null hypothesis (H_0). However, there was a difference in Matkailun ko. and academic advisors. It seems that in Porvoo campus the Finnish students need additional support for studies from the academic advisors, opposite situation to Haaga campus. It is to be remembered that the result was not statistically significant but worth of recognizing.

The following figures 13, 14 and 15 present the overall situation of additional need for support for studies in Haaga campus by degree programmes. The overall situation of

additional need for support for studies in Porvoo campus by degree programme is presented in the figures 16, 17 and 18.

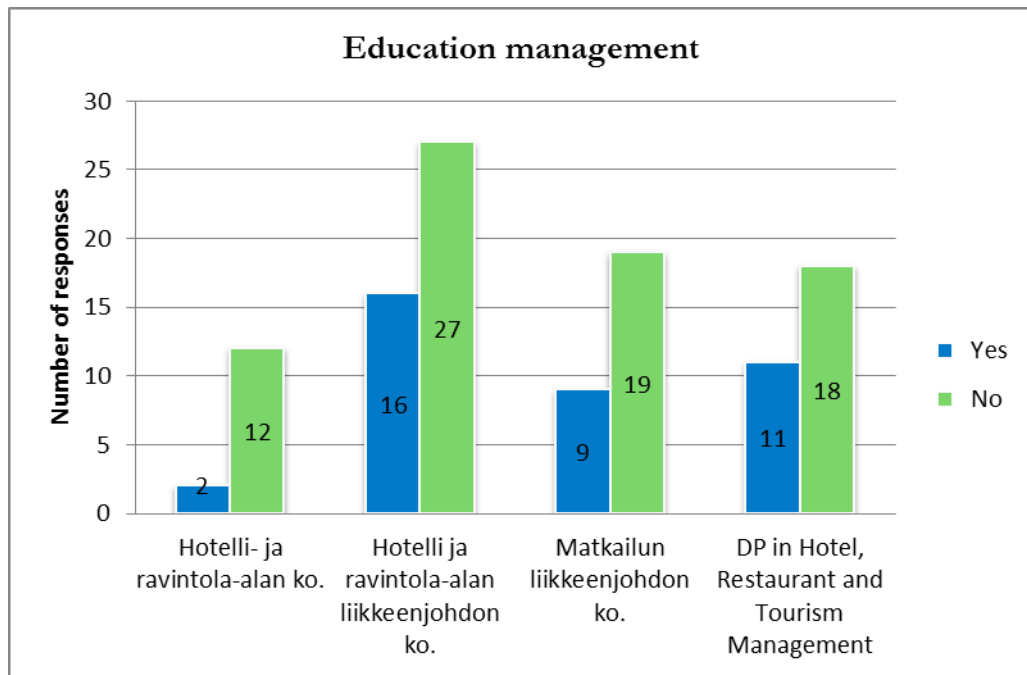


Figure 13. Additional need for support for studies: education management in Haaga campus

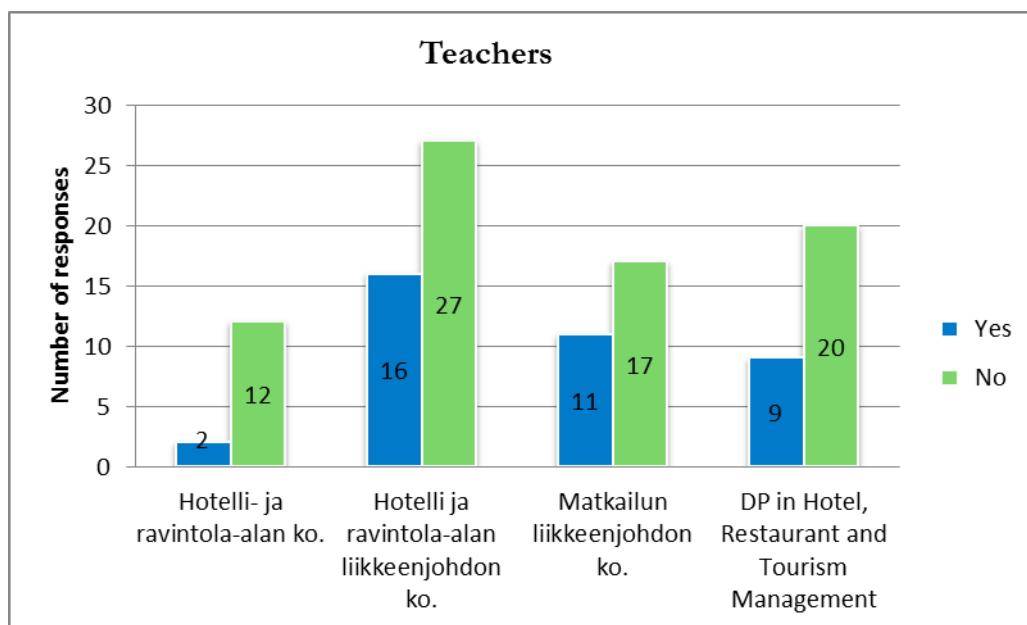


Figure 14. Additional need for support for studies: teachers in Haaga campus

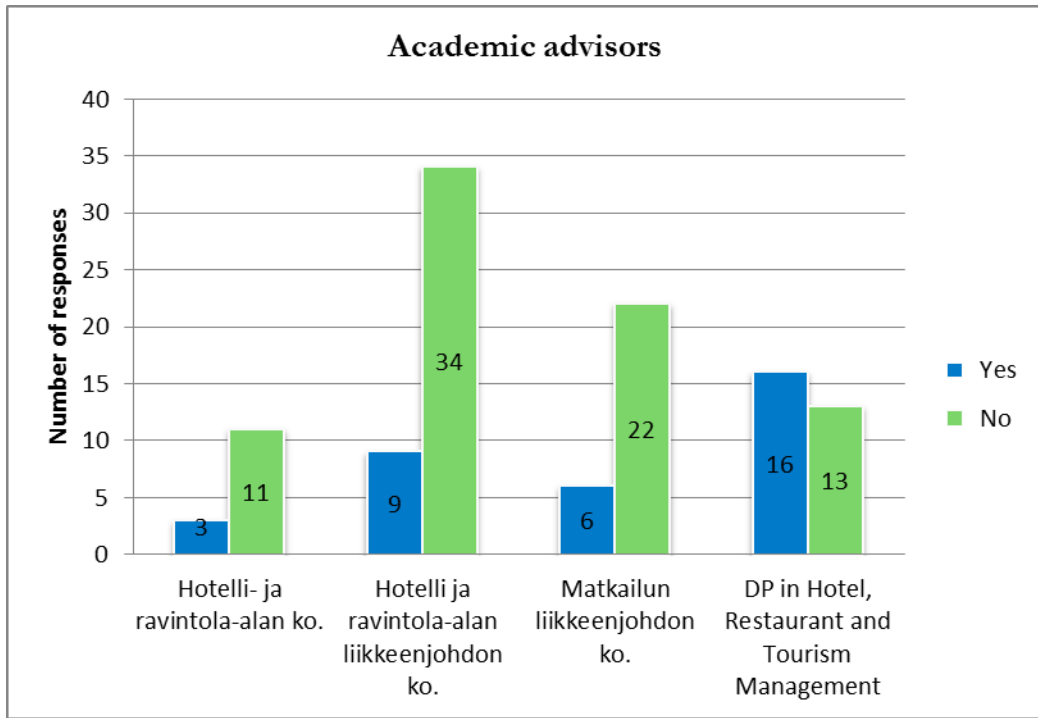


Figure 15. Additional need for support for studies: academic advisors in Haaga campus

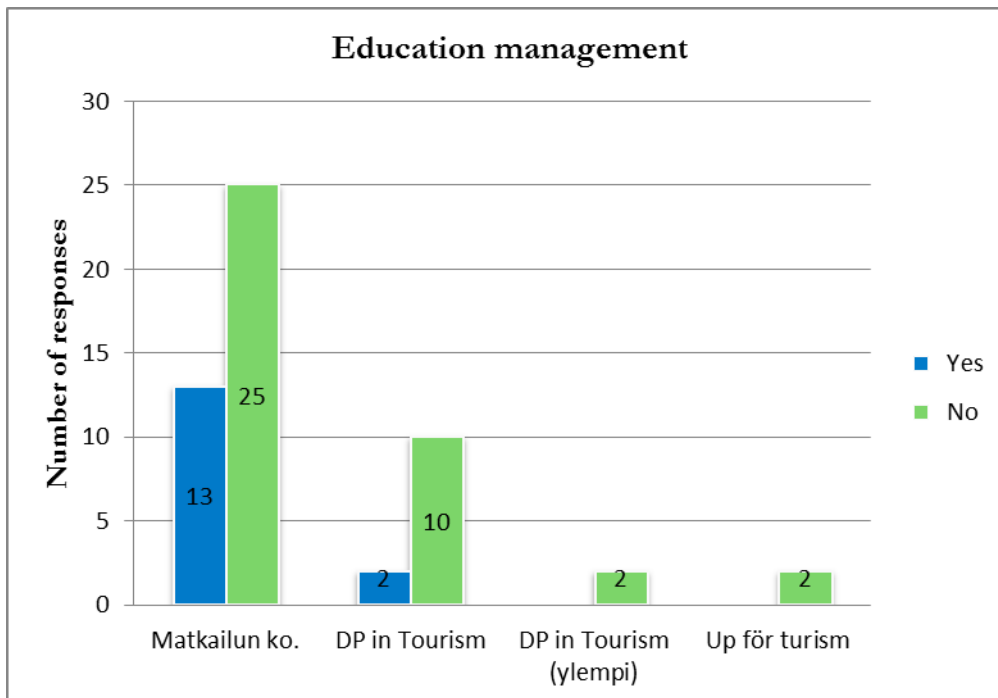


Figure 16. Additional need for support for studies: education management in Porvoo campus

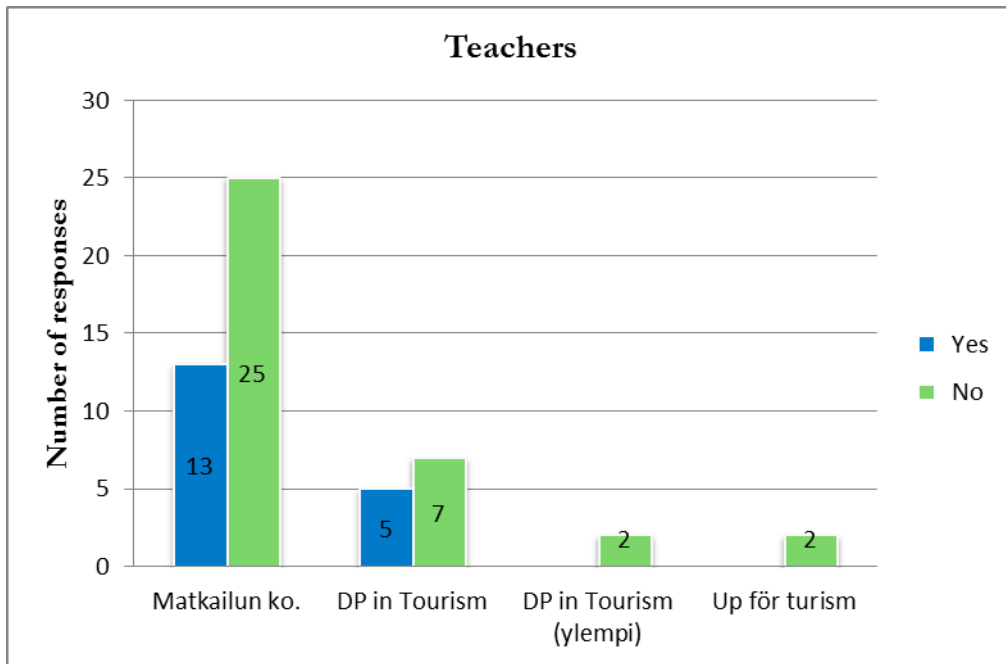


Figure 17. Additional need for support for studies: teachers in Porvoo campus

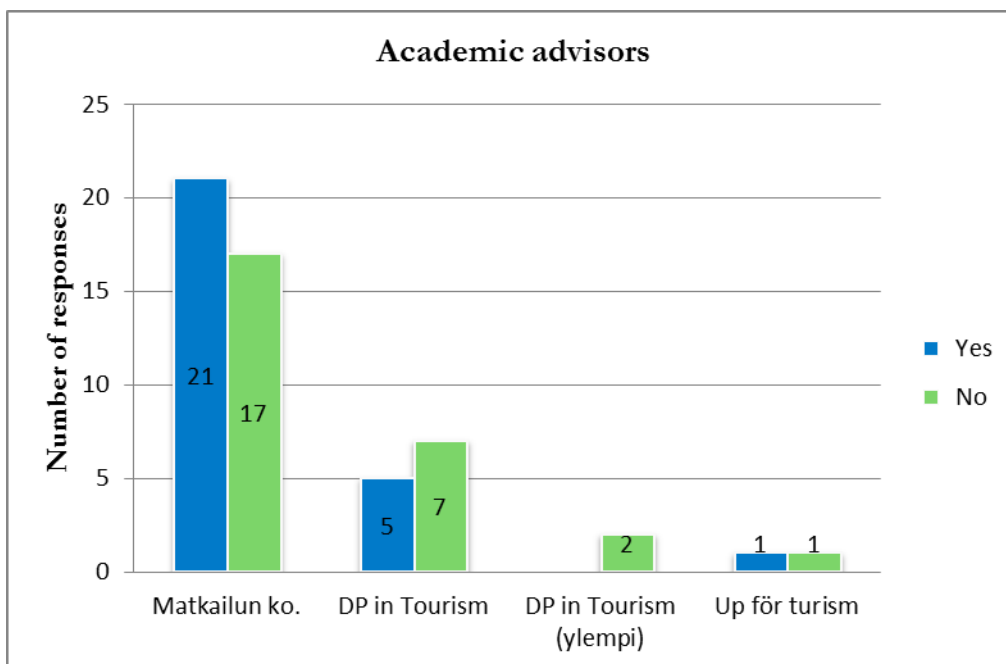


Figure 18. Additional need for support for studies: academic advisors in Porvoo campus

4.2.3 Factors hindering studies

The general situation in life has an impact on how individual can cope with different responsibilities. This research looks into some of the factors that are considered to hinder studies. The idea was to test whether gender has an influence in experiencing uncertainty of choice of study field and lack of support for studies. The hypotheses predicting the results are presented below.

H₀: There is no difference between males and females in experiencing uncertainty of choice of study field.

H₁: Females experience more strongly the uncertainty of choice of study field.

H₀: There is no difference between males and females in experiencing the lack of support for studies.

H₁: Females experience more strongly the lack of support for studies.

These variables were chosen for further analysis since there is previous research conducted of these variables (section 2.1.3). There were no statistically significant ($p < .05$) differences in either of the tests (Attachment 6, 7 and 25). In Figure 19 (below) these three variables and their level of hindrance towards studies are illustrated. It seems that working while studying hinders studies the most out of these three factors. This is not a surprising finding since there is previous research which indicates the same phenomenon (section 2.1.5). 22% of the respondents state that working while studying hinders their studies “Quite a bit” whereas 7.7% of the respondents state that uncertainty of choice of study field hinders their studies “Quite a bit”. Lack of support for studies hinders studies “Quite a bit” by 3.0% of the respondents.

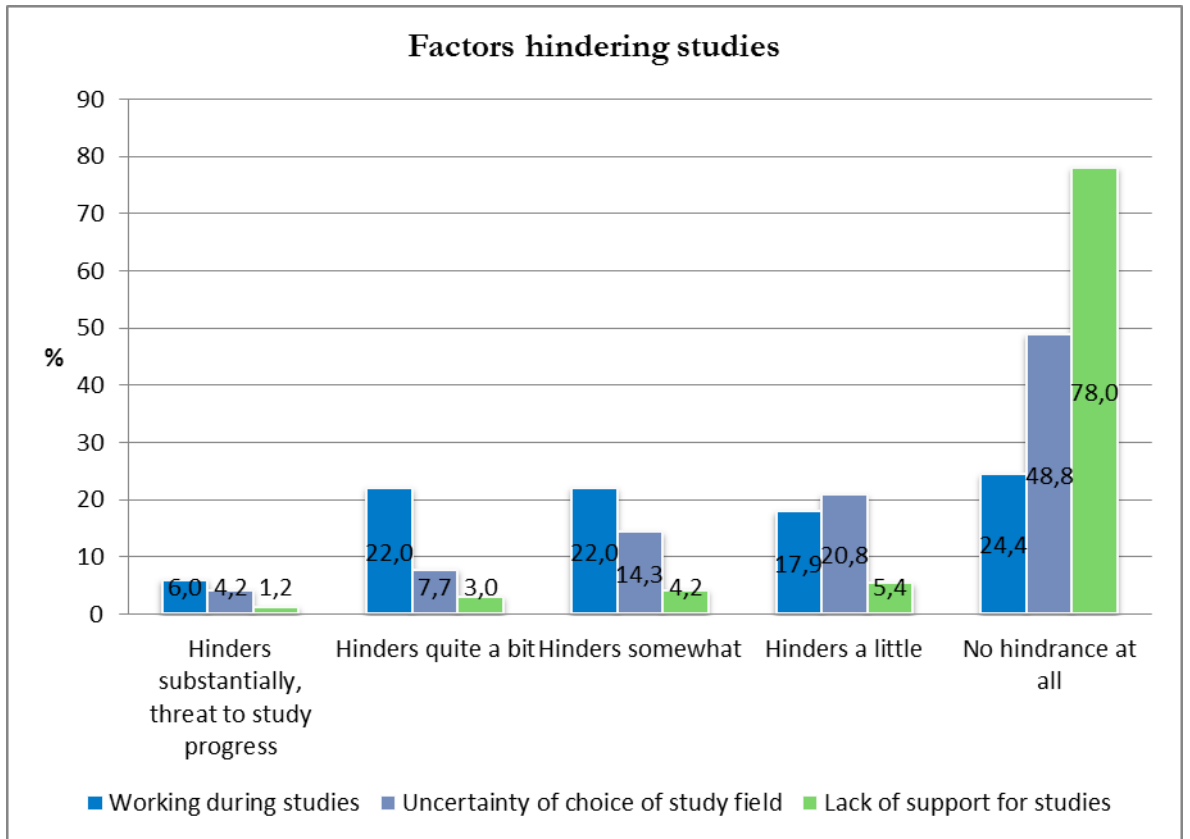


Figure 19. Factors hindering studies

4.3 Degree programme and counselling services

4.3.1 Giving feedback and degree curriculum planning

Students' ability to impact and participate to giving feedback and degree curriculum planning was tested in order to find out whether students are satisfied the way giving feedback is organized and how resilient to changes the degree curriculum is. The hypotheses used predicting the results are below. The letter codes used in the hypotheses are presented after the hypotheses. The codes can also be found in attachment 2. The same letter codes are used in all of the hypotheses.

H₀: There are no differences in the degree programmes in students' ability to give feedback.

H₁: Degree programmes A, B, C and D provide a better opportunity for students to give feedback than degree programmes E, F and H.

H₀: There are no differences in students' ability to influence to the degree curriculum planning.

H₁: Degree programmes A, B, E, F and G have a better opportunity to participate to the planning of degree curriculum than degree programmes C, D and H.

Coding of degree programmes used in hypotheses:

A= Hotelli ja ravintola-alan ko.

B= Hotelli- ja ravintola-alan liikkeenjohdon ko.

C= Matkailun liikkeenjohdon ko.

D= DP in Hotel, Restaurant and Tourism Management

E= Matkailun ko.

F= DP in Tourism

G= DP in Tourism (Master's degree)

H= Up för turism

Coding of campuses used in the hypotheses:

Campus H= Haaga

Campus P= Porvoo

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There were no statistically significant ($p < .05$) differences between degree programmes and giving feedback or between degree programmes and degree curriculum planning (Attachment 8). The null hypothesis (H_0) is supported. In Figure 20 the two variables, giving feedback and degree curriculum planning are presented. There is a better possibility to participate on giving feedback than there is to participate to the degree curriculum planning. According to the figure 20 below, 19% of the respondents considered that there is an “Excellent” and 36.3% considered there to be a “Good” possibility to participate on giving feedback. Only 2.4% of the respondents considered the possibility to impact on degree curriculum planning as “Excellent” and 21.4% as “Good”.

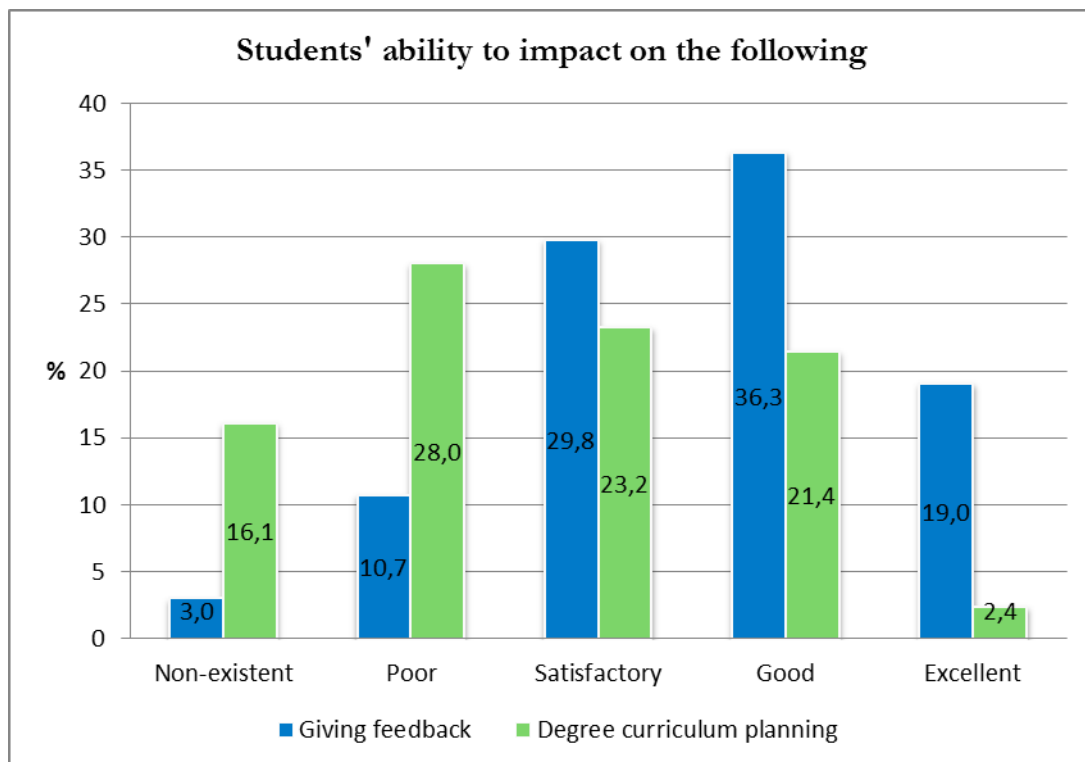


Figure 20. Student’s ability to impact on giving feedback and degree curriculum planning

4.3.2 Cooperation with companies

Cooperation with companies is rather important part of the content of the degree programmes since HAAGA-HELIA educates students to become professionals for working life. The hypotheses predicting the results are presented below.

H₀: There is no difference between the degree programmes in the amount of cooperation with companies they have.

H₁: Degree programmes B, C, E and G have more cooperation with companies than degree programmes A, D and H.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between cooperation with companies by degree programmes. There was only small difference (2.8 -3.2) among the means of cooperation with companies by degree programmes in Haaga campus (Attachment 10). The similar situation can be detected in cooperation with companies and degree programmes in Porvoo campus (Attachment 11). DP in Tourism has slightly lower mean 2.66 than the rest of the programmes. Although there was no statistically significant difference in the means between the campuses, the means are not in accordance to HAAGA-HELIA's quality level objective (4/5).

Figure 21 (below) illustrates how well the cooperation with companies is organized in degree programmes in the point of view of the respondents. Most of the respondents, 35.7% choose the option "Passing" 25.0% considers the cooperation with companies to be "Quite Successful" and 9.5% "Successful".

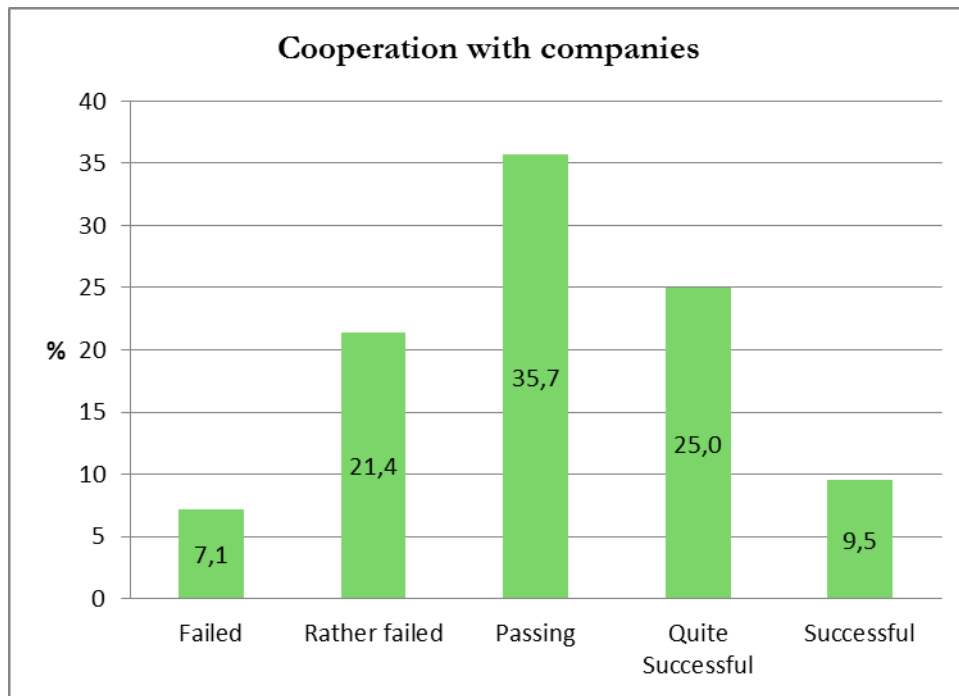


Figure 21. The success of cooperation with companies

4.3.3 Possibility to impact on the contents of degree programme

Possibility to impact on the contents of degree programme is important from the students' point of view since sometimes the situation in life might require resilience from studies. The hypotheses predicting the results are presented below.

H_0 : There are no differences between the degree programmes in students' ability to impact to the contents of their own degree programmes.

H_1 : Degree programmes A, B, E, F and G have a better opportunity to impact on the contents of their degree programme than degree programmes C, D and H.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between possibility to impact on the contents of degree programme and degree programmes in Haaga campus (Attachment 12). According to the results from Haaga campus the null hypothesis (H_0) is supported. In Porvoo campus, there was a statistically significant

($p < .05$) difference between the degree programmes in possibility to impact on the contents of degree programme in Porvoo campus. The alternative hypothesis (H_1) is supported in the results from Porvoo campus. The result of the significance test can be seen in Table 4.

The means of possibility to impact on the contents of degree programme in Porvoo campus can be seen in the Table 3. The respondents in the DP in Tourism consider that they have less possibility to impact on the contents of their degree programme with the lowest mean of 2.1. The highest mean, 3.5 was given by the respondents in DP in Tourism (Master's degree) and Up för Turism.

Table 3. Means of possibility to impact on the contents of own degree programme in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	3,2368	38	,75101
DP in Tourism	2,0909	11	1,13618
DP in Tourism (ylempi)	3,5000	2	,70711
Up för turism	3,5000	2	,70711
Total	3,0189	53	,95052

Table 4. The analysis of variance of the possibility to impact on the contents of degree programmes in Porvoo campus

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12,204	3	4,068	5,731	,002
Within Groups	34,778	49	,710		
Total	46,981	52			

The possibility to impact on the contents of degree programme by respondents is illustrated in the figure 22 below. 7.1% of the respondents considered the possibility to impact on the contents of degree programme as “Successful”, 19.6% as “Quite successful” and 38.7% as “Passing”.

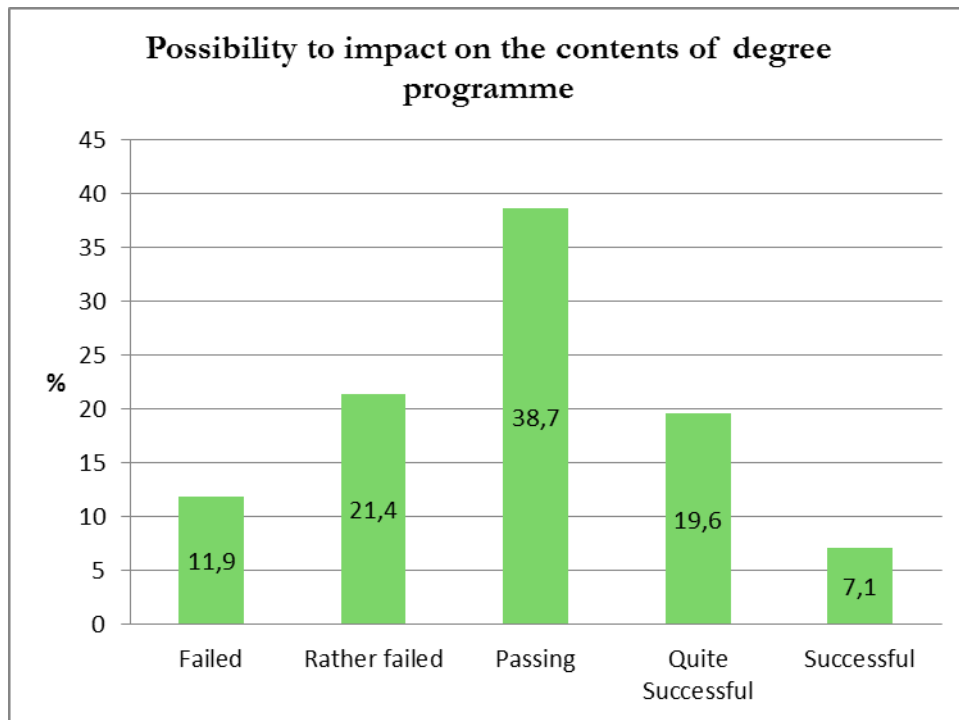


Figure 22. Possibility to impact on the contents of degree programmes

4.3.4 Thesis support

Thesis support was examined in the research since well-organized thesis support is beneficial for both, students as well as for the university of applied sciences since it effects study progress and furthermore, the graduation. The hypotheses predicting the results of the test are presented below.

H_0 : There is no difference in thesis support between the campuses.

H_1 : Campus H has organized better thesis support than campus P.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between the campuses and thesis support, therefore null hypothesis (H_0) is supported (Attachment 13). This means that there is no difference in thesis support compared between campuses. The means of thesis support by degree programme in Haaga campus are shown in Table 5. Hotelli- ja ravintola- alan ko. has given the highest mean of 4.7 for thesis support. The lowest mean 2.9 was given by the respondents in DP in Hotel, Restaurant and Tourism Management.

The means of thesis support by degree programme in Porvoo campus are presented in the Table 6. The situation is similar to Haaga campus. There is some dispersion in the means, the highest mean being 4.0 in Matkailun ko. and in Up för turism and the lowest mean being 2.0 given by respondents in DP in Tourism.

Table 5. Means of thesis support by degree programme in Haaga campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	4,7143	7	,48795
Hotelli ja ravintola-alan liikkeenjohdon ko.	3,2143	14	1,52812
Matkailun liikkeenjohdon ko.	3,4286	14	1,28388
DP in Hotel, Restaurant and Tourism Management	2,9167	12	,79296
Total	3,4255	47	1,28104

Table 6. Means of thesis support by degree programme in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	4,0455	22	1,04550
DP in Tourism	2,0000	6	1,26491
DP in Tourism (ylempi)	5,0000	2	,00000
Up för turism	4,0000	2	,00000
Total	3,7188	32	1,32554

To conclude, there are differences in the means of both of the campuses which are not in accordance with HAAGA-HELIA's quality policy. Although there are differences in the means by degree programmes the majority of the respondents consider thesis support either working "Quite well" (14.9%) or "Well" (13.1%). (Figure 23.)

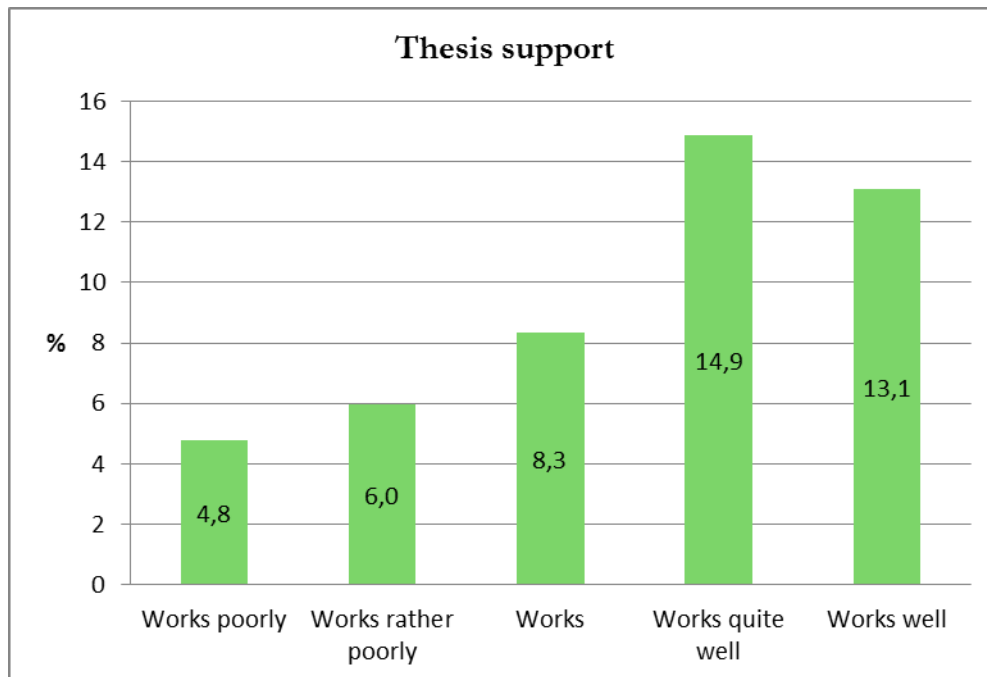


Figure 23. An assessment of thesis support by respondents

4.3.5 Career counselling

Career counselling is a service that gives guidance to students and possibility to reflect issues concerning their future employments and career in general. The hypotheses predicting the results are presented below.

H_0 : There is no difference in career counselling between the campuses.

H_1 : Campus H has organized better career counselling than campus P.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant difference ($p < .05$) between campuses and career counselling, therefore the null hypothesis (H_0) is supported (Attachment 14). This means that there is no difference in the level of quality in career counselling between campuses. The means of career counselling by degree programme in Haaga campus can be seen in the Table 7. The means of career counselling in every degree programme are quite far from the quality level objective stated in HAAGA-HELIA's quality policy. The highest mean being 2,6 given by the respondents in Hotelli- ja ravintola-alan ko.

The results of career counselling in Porvoo campus are similar to the ones of Haaga campus, the highest mean being 2.4. (Table 8)

Table 7. Means of career counselling by degree programme in Haaga campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	2,6667	3	,57735
Hotelli ja ravintola-alan liikkeenjohdon ko.	2,3846	13	1,32530
Matkailun liikkeenjohdon ko.	1,9286	14	,91687
DP in Hotel, Restaurant and Tourism Management	1,8333	12	1,02986
Total	2,0952	42	1,07770

Table 8. Means of career counselling by degree programme in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	2,3529	17	,93148
DP in Tourism	1,7500	4	,95743
Up för turism	1,5000	2	,70711
Total	2,1739	23	,93673

Career counselling was considered to work “Rather poorly” by 13.7% of the respondents and “Poorly” by 12.5% of the respondents (Figure 24).

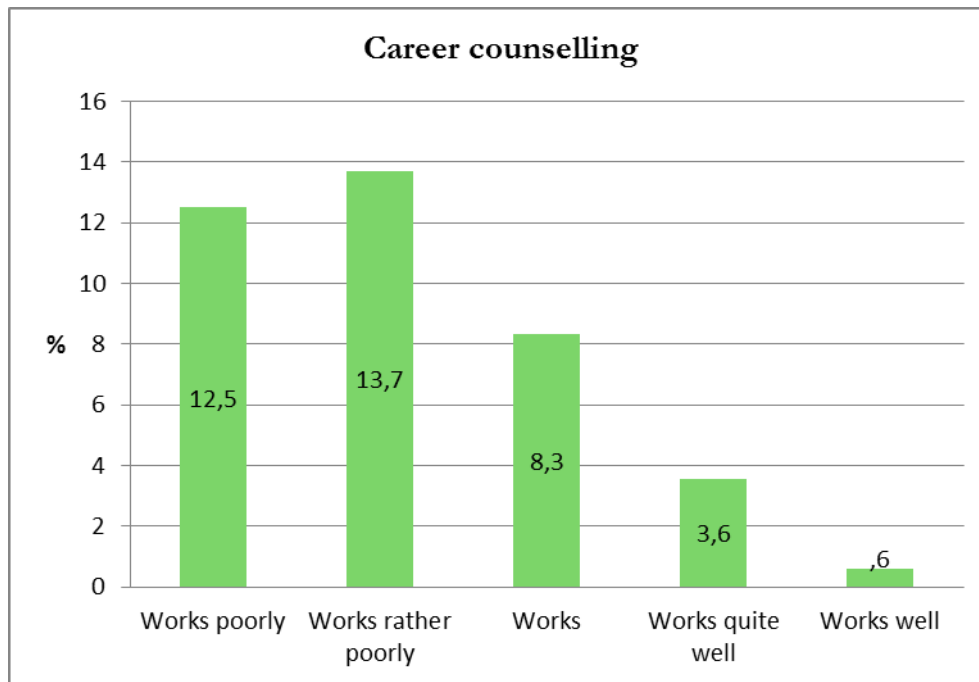


Figure 24. An assessment of career counselling by respondents

4.3.6 Career and recruitment services

Career and recruitment services are important for students in a similar way as the career counselling services. The idea was to test whether there is a difference in the execution of career and recruitment services between the campuses. The hypotheses predicting the results are presented below.

H₀: There are no differences in career and recruitment services between the campuses.

H₁: Campus P has organized better career and recruitment services than campus H.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between campuses and career and recruitment services, therefore the null hypothesis (H₀) is supported (Attachment 15). This means that there is no difference in the level of quality in career and recruitment services between the campuses. However, the situation of career and recruitment services is similar to career counselling. The means of career and recruitment services by degree programmes in both campuses do not reach the quality level objective of HAAGA-HELIA (4/5).

The means of Haaga campus can be seen in the Table 9. The means of Porvoo campus are presented in Table 10.

Table 9. Means of career and recruitment services by degree programme in Haaga campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	2,3333	3	1,52753
Hotelli ja ravintola-alan liikkeenjohdon ko.	3,2000	5	1,30384
Matkailun liikkeenjohdon ko.	2,1250	8	,83452
DP in Hotel, Restaurant and Tourism Management	2,1818	11	,87386
Total	2,3704	27	1,04323

Table 10. Means of career and recruitment services by degree programme in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	2,6364	11	,92442
DP in Tourism	2,0000	5	1,00000
Up för turism	1,0000	1	.
Total	2,3529	17	,99632

In Figure 25 can be seen the overall situation of career and recruitment services according to the respondents. 6% of the respondents assessed the career and recruitment services to work “Poorly”, 8.3% to work “Rather poorly” and 8.9% choice the option “Works”.

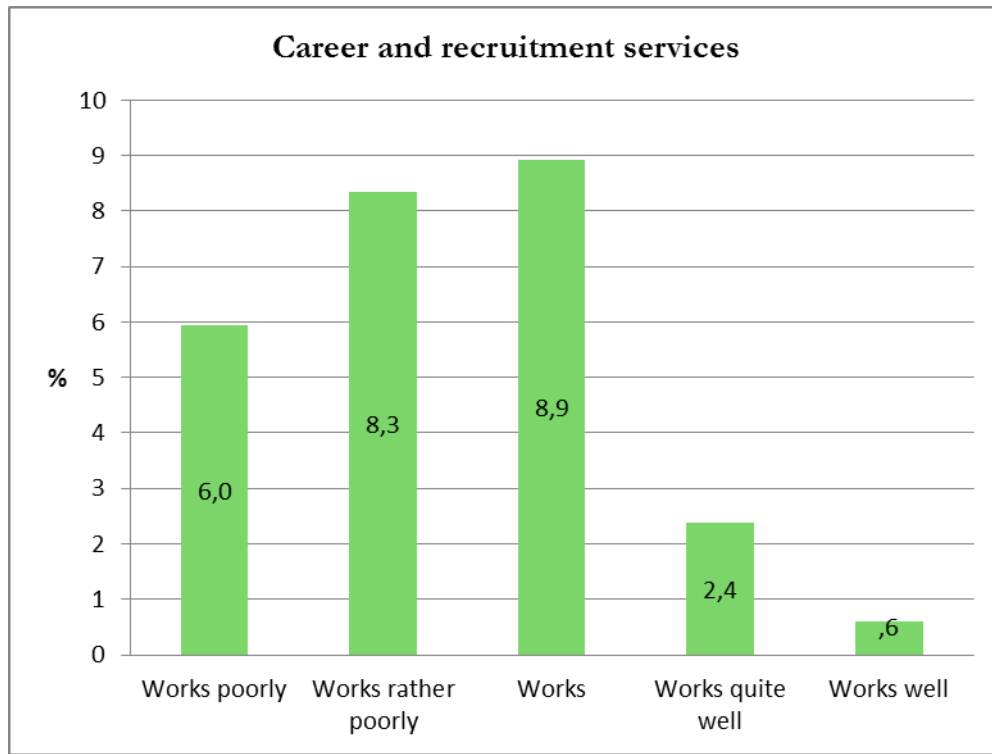


Figure 25. An assessment of career and recruitment services by the respondents

4.4 Learning environment

4.4.1 Learning atmosphere

Learning atmosphere is an essential factor in learning environment contributing to the learning itself and therefore examined in this research. The idea was to test whether there is a difference between the learning atmospheres in the tested campuses, Haaga and Porvoo. The hypotheses predicting the results are presented below.

H_0 : There are no differences between the campuses in the learning atmosphere.

H_1 : Campus P has better learning atmosphere than campus H.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between campuses and learning atmosphere, therefore the null hypothesis (H_0) is supported (Attachment 17). This means that there is no difference in learning atmosphere between the campuses. The means of learning atmosphere are very good in both

campuses. In Haaga campus the highest mean is 4.2 in Hotelli- ja ravintola-alan ko. In Porvoo campus three out of four degree programmes reached the quality level objective 4/5 (Attachment 16).

44.6% of the respondents assessed the learning atmosphere to be “Quite good” and 32.1% as “Good” as illustrated in Figure 26.

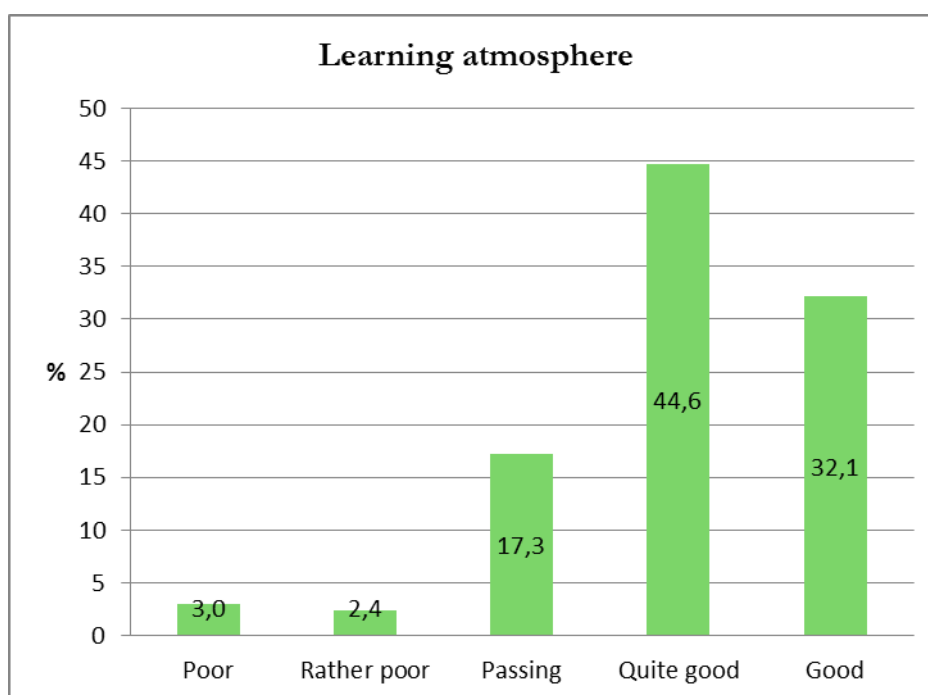


Figure 26. An assessment of learning environment by respondents

4.4.2 Communication (informing)

Communication is examined in this research since it is crucial for proficient running of everyday operations. The hypotheses forecasting the results are presented below.

H₀: There are no differences in the communication between the campuses.

H₁: Campus H has more communication compared to campus P.

There was no statistically significant ($p < .05$) difference between campuses and communication, therefore the null hypothesis (H₀) is supported (Attachment 19). This means that there is no difference in communication between the campuses.

The results for communication are good in both campuses. The highest mean given to communication in Haaga campus is 3.8 in Matkailun liikkeenjohdon ko. There is only little difference in the means. The means in Porvoo campus are similar to the ones in Haaga campus. The highest mean being 4.0 in DP in Tourism (Master's degree) (Attachment 18).

In Figure 27 the overall situation of communication by respondents can be seen. 32.1% of the respondents assessed the communication as “Good” and 44.6% as “Quite good”.

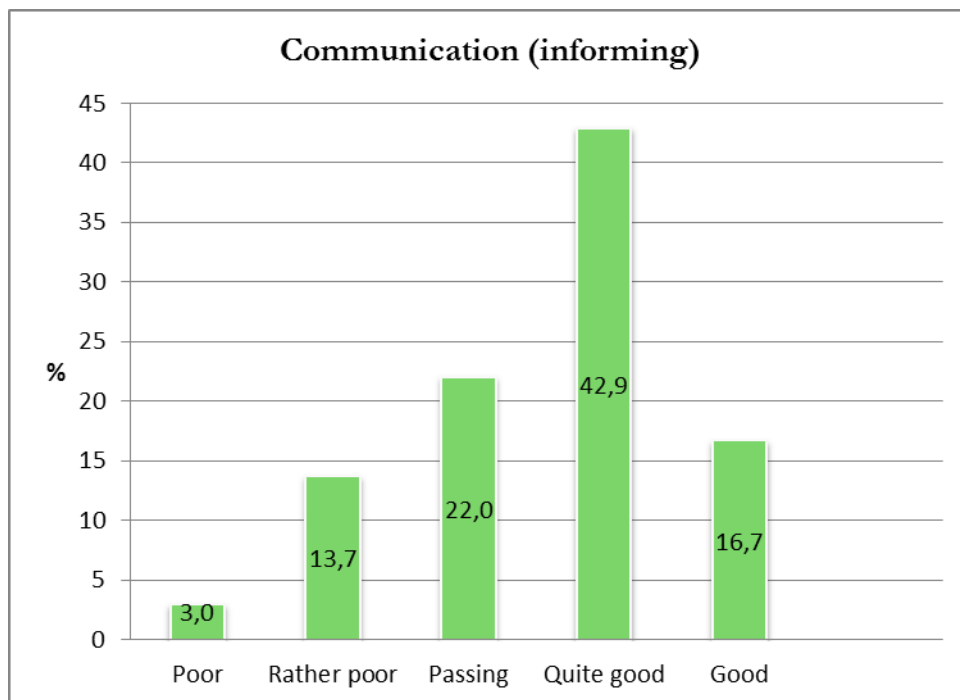


Figure 27. An assessment of communication by respondents

4.5 Qualifications

4.5.1 Entrepreneur skills

Entrepreneur skills are skills that are useful to master. The idea was to examine whether the entrepreneur skills support the professional growth of students. The hypotheses of predicting the results are presented below.

H₀: There are no differences in the way entrepreneurship skills are emphasized in the degree programmes.

H₁: Degree programmes A, B, C and H emphasize more entrepreneurship skills in their curriculum than degree programmes D, E and F.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between campuses and communication, therefore the null hypothesis (H₀) is supported (Attachment 20). The means of Haaga campus show that entrepreneur skills support students' professional growth well in all the degree programmes. The situation in Porvoo campus is similar to Haaga campus. The means given vary between 3.6 - 4.5 (Attachment 21).

In Figure 28 the percentage of how much entrepreneur skills support respondents' professional growth is illustrated. 21.4% of the respondents assessed the support to be "A lot" and 29.2% as "Quite a bit".

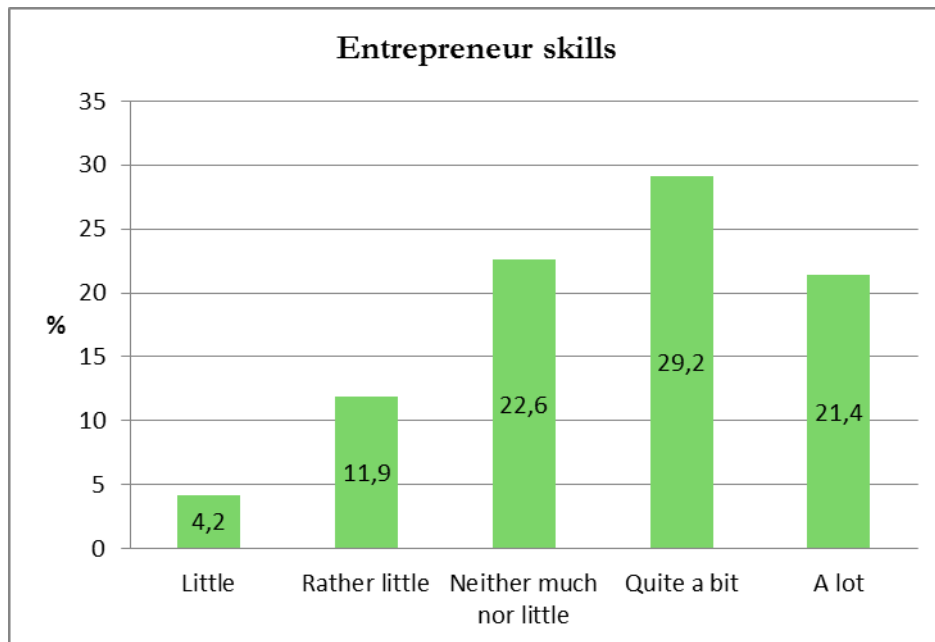


Figure 28. An assessment of entrepreneur skills in professional growth by respondents

4.5.2 Sales skills

There have been some differences in teaching the sales skills in degree programmes. The current stage of sales skills was tested as a part of the research. The idea was to find out whether the sales skills support the professional growth of students. The hypotheses of predicting the results are presented below.

H₁: There are no differences in the way sales skills are emphasized in the degree programmes.

H₀: Degree programmes A, B, C and F emphasize more sales skills in their curriculum than degree programmes D, E and H.

These hypotheses presented above are based on graduation feedback conducted in HAAGA-HELIA. There was no statistically significant ($p < .05$) difference between campuses in communication, therefore the null hypothesis (H₀) is supported. The means in both of the campuses suggest that sales skills support well students professional growth. In Haaga campus the total mean of sales skills was 3.9 and in Porvoo campus the total mean was 4.1 (Attachments 22, 23).

In figure 29 the percentage of how much entrepreneur skills support respondents' professional growth is illustrated. 35.7% of the respondents assessed the support to be "A lot" and 28.6% as "Quite a bit".

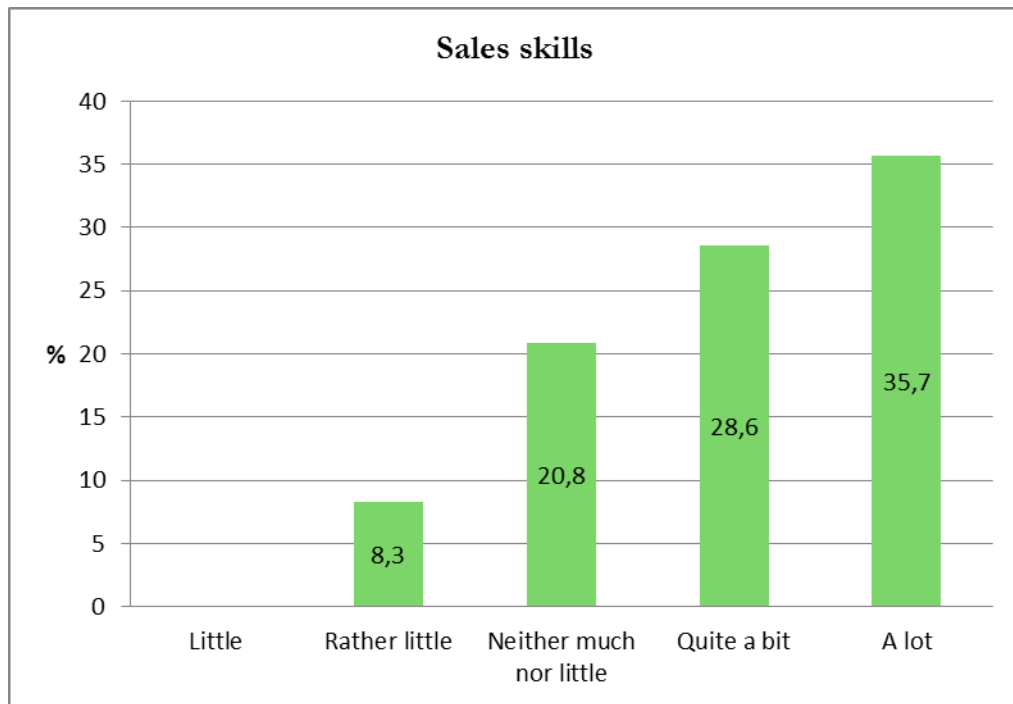


Figure 29. An assessment of sales skills in professional growth by respondents

4.6 Overall grade given to HAAGA-HELIA

The idea was to examine whether studies conducted prior HAAGA-HELIA would have a correlation between the overall grade given to HAAGA-HELIA. This was tested to find out if the students who had already conducted studies in other universities of applied sciences or in universities would rate HAAGA-HELIA differently than those who studied in secondary school prior studies in HAAGA-HELIA. The hypotheses of predicting the results are presented below.

H_0 : The overall grade given to HAAGA-HELIA is not dependent on studies that students have conducted prior HAAGA-HELIA.

H₁: The overall grade given to HAAGA-HELIA is dependent on studies that students have conducted prior HAAGA-HELIA.

There was no statistically significant ($p < .05$) difference between previous studies and the overall grade given to HAAGA-HELIA, therefore the null hypothesis (H₀) is supported. (Attachment 24.) Majority of the respondents including all the 995 respondents (47.4%) and the 168 respondents in Hotel, Restaurant and Tourism (39.9%) rated HAAGA-HELIA as a good university of applied sciences. This result is in accordance with the quality level objective of HAAGA-HELIA (Figure 30).

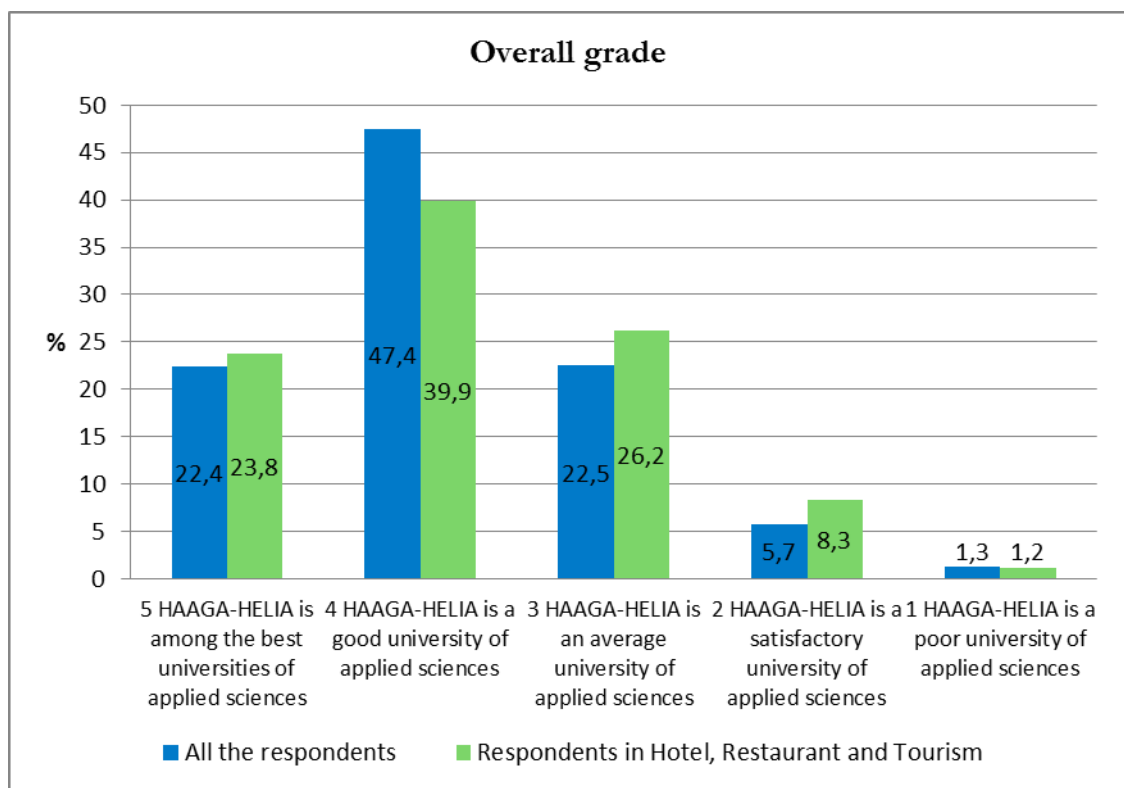


Figure 30. An overall grade given to HAAGA-HELIA

4.7 Open ended questions

The responses of open-ended questions are presented in this section. The first five questions are summarized by degree programme and the last two questions, an estimation of the thesis and career counselling as well as career and recruitment services, and an estimation of learning atmosphere and informing are summarized by campus. The most frequently appeared ideas and comments are presented in this section.

4.7.1 Who would you like to be more active in student life?

Education management are hoped to be more active in everyday student life. The communication between teachers and students are considered to be sometimes inadequate. Students feel that communication amongst teachers could also be enhanced. Students hope more interaction between teachers and students, as well as between academic advisors and students. Students would like to have a better opportunity to reach the nurse.

4.7.2 An estimation of the factors hindering studies

Student counselling to support the studies is requested especially at the beginning of the studies, as well as at the end of the studies. Students feel that they need more advice and encouragement towards studies from academic advisors and teachers. The thesis counsellors are hoped to have enough time to support each of the students in the thesis process. Students hope to be able to select more independently which elective studies to choose. The financial situation is stated to be one of the reasons hindering studies. The sudden changes in contact lessons cause problems with the students who are working. They might not be able to change their shifts at the last minute.

4.7.3 The possibility to influence on giving feedback and degree curriculum planning

Students wish to have more opportunities to be able to influence on the contents of their own degree curriculum. Giving feedback was considered to work better when it was given on paper version. Students feel that giving feedback does not ignite any actions to improve things. Students state that they do have enough opportunities to give feedback. What is also requested is the faster response to the feedback and the changes derived from the feedback are hoped to be seen sooner than in the current situation. Students wish that in the future their opinions would be taken into consideration better when planning the content of degree curriculum.

4.7.4 An estimation of the strengths of degree programmes

The strengths mentioned in all of the degree programmes were versatility of the degree programme, good opportunities for work placements and student exchanges, internationality, cooperation with companies and HAAGA-HELIA's good reputation in the business world. Practicality and skilled teachers, as well as the structure of studies were considered as strengths of the degree programmes.

4.7.5 An estimation of the developments needed in degree programmes

The studies are hoped to be divided better between the study modules. More information is requested of the optional study module and the procedure of choosing them. The level of teaching is experienced to vary depending on the teacher, as well as the level of teachers' English. The content of degree programme is hoped to be more logical and of current issues. Students would like to see more visiting lecturers giving lessons. The teaching is wished to be more profound than currently. Students have detected some overlapping between the contents of study modules. The content of study modules could also be more condensed leading to shorter time of completing the studies. More cooperation between degree programmes with different language of instruction is suggested.

4.7.6 An estimation of the success of thesis and career counselling and recruitment services

Students wish to have more information of the career counselling. According to students not everyone is aware of the possibility to receive career counselling. Students requested more student counselling and an increase in the amount of time is spend for counselling per student. Students would like to see more informing of the career and recruitments services.

4.7.7 An estimation of learning atmosphere and informing

The learning atmosphere is considered to be good. At times informing through various information channels is considered to have conflicting information and some deficiencies. In Haaga campus working in peace is sometimes compromised debilitating the learning atmosphere. Students suggest that in Porvoo campus the informing could be improved.

4.8 Reliability and validity

Reliability and validity have to be taken into consideration when conducting a research. Reliability refers to the consistency and repeatability of the research. A research is reliable when it can be renewed with similar kind of group of respondents and in a similar context leading to similar results. Reliability ensures that the results are not coincidental. (Cohen et al. 2011, 199; Hirsjärvi et al. 2008, 226.) This research retrieved similar results to the HAAGA-HELIA graduation feedback in the items that are similar in both queries, thus ensuring the reliability.

Internal reliability can be verified by measuring the same statistical unit several times. If the results are the same after every measurement it can be stated that the measurement is reliable. The external reliability means that the measurements can be repeated also in other research. The sample size and its representativeness of the population and errors in processing the data are factors debilitating the reliability of the survey (Heikkilä 2004, 187.) In this research a sub-sample of the wider data was used due to the demarcation of the thesis. The data from all replies provided similar results which are published in a report by the HAAGA-HELIA Quality System Services than the results in this research. In addition to the normal random and error variance, there were no significant errors detected.

The response rate of this research was 10.34% which is rather low percentage. The questionnaire was send to 9602 students of which 995 responses were received and of which 168 responses were from Hotel, Restaurant and Tourism related degree programmes. The actual number of students who received the email might be different than 9602 since some students might not have updated their contact information and therefore did not receive the survey. For example if the questionnaire reached 7000 students out of the 9602, the response rate would be 14.2%. It is uncertain how many students the request actually reached. Low response is one of the challenges in surveys affecting reliability of the research (Cohen et al. 2011, 261-262).

The number of the respondents in some of the degree programmes was too low to draw any kinds of conclusions or generalisation of the results. The number of respondents in DP in Tourism (Master's degree) and Up för turism was 2 respondents. This reliability of these results is compromised and not statistically valid.

The questionnaire was open between 11.5. - 14.6.2012. This means the time given for responses was partly overlapping with summer vacation. This could have also affected the low response rate and respondents' ability to focus on the survey compromising the reliability of the research. The majority of the respondents (31.5%) had started their studies in 2011. They may not have accumulated enough experience of the issues asked in the questionnaire. The question 9 requests to assess the success of study progress and the degree programme structure. A first-year student may feel unequipped to answer the question. In this question there is no option "I can't say". The respondents answered the survey anonymously which enhanced the reliability of the research.

The possibility to make errors in processing data from a web-based survey is smaller than in paper surveys where the researcher has to type and save the results to SPSS or to other software for further analysis of the data. With web-based surveys the data is saved automatically like in Digium software which was used in this research. The procedure of transferring the data from a web based survey to Excel or SPSS for further analysis is a simple procedure and should not diminish the reliability of the data.

Validity refers to research's ability to measure what is intended to measure.

Measurements and methods of measuring do not always correspond to the reality that the researcher cogitates to have measured. If the researcher addresses the results through his/her own thoughts the results cannot be referred as valid or truthful. In survey research composing the questions accurately is crucial. Successful questions are understandable and they also answer to the research problem. (Heikkilä 2004, 186; Hirsjärvi et al. 2008, 226). Validity of the research can be compromised at every stage of the research. In quantitative research the validity can be improved by careful sampling and choosing the correct statistical treatments for the data. (Cohen et al.

2011, 179-198.) Internal validity measures whether results are in accordance with the theory of the research. External validity means that other researchers interpret the results in the same way. (Heikkilä 2004, 186.)

Although the survey was tested before launching it is still possible that some of the respondents could have interpreted questions differently than they were intended. When it comes to analysing the open ended question it may be difficult to estimate how much can be concluded from the words and expressions the respondents use. However, the individual responses were congruent and consequently, a conclusion can be drawn that the respondents interpreted the questions correctly. There might have been things that could have been done differently in the research process however, there was enough information collected to give answers to the research problem and the investigative questions.

5 Conclusions and discussion

The purpose of this research was to find out the current stage of HAAGA-HELIA's learning environment. Social environment, degree programme planning and counselling services, as well as the qualifications, HAAGA-HELIA offers for its students were addressed in this thesis. As discussed earlier in the thesis, the research was based on the Student survey 2012, a web-based survey, produced as a part of the quality management of HAAGA-HELIA. The research method was quantitative and the data analysis was conducted with SPSS. The prevailing concept of learning, constructivism has an immense effect on the composition of the learning environment. According to the principles of constructivism, learning environment should be organized in a way that it supports the individual growth of students and encourage students to study in a self-directed manner.

5.1 Key findings

The key findings are presented in this chapter by investigative questions. First the results from structured questions are presented followed by open-ended questions. The main research question of this study was "What is the current stage of learning environment in HAAGA-HELIA according to the students?" HAAGA-HELIA's learning environment was perceived as good learning environment according to the respondents. The majority of the respondents gave HAAGA-HELIA an overall grade of 4 "HAAGA-HELIA is a good university of applied sciences".

The first investigative question was "How students perceive their social environment in HAAGA-HELIA?" From the results of the research can be concluded that students perceive HAAGA-HELIA's social environment to be good. Learning atmosphere as well as informing received good means from both of the campuses. The results from interaction indicate that the respondents would like to have more interaction between education management and students. The percentages given for interacting with education management were lower than in interacting with academic advisors and teachers. This phenomenon is partially explained by the fact that academic advisors and teachers are more engaged in students' everyday life.

The results of need for additional support for studies were divergent. The need for additional support for studies from academic advisor in DP in Hotel, Restaurant and Tourism Management in Haaga campus was statistically significant indicating that there is a genuine need for additional support. This can be explained by the profile of students studying in the degree programme. There are more international students studying in the degree programme since the language of instruction is English. It is only natural that international students would need additional support for studies. In Porvoo campus, there was a slight difference in the results in the need for additional support for studies from academic advisors by degree programme. From the results could be interpret that students studying in Matkailun ko. would need additional support for studies.

The results from factors hindering studies were in accordance to the previous research (section 2.1.5). The main factor hindering studies is working. The other examined variables, uncertainty of choice of study field and lack of support for studies did not have significant influence to the progress of studies.

The second investigative question was "Which areas of the Degree programme and the Counselling services could have room for improvements according to the respondents?" According to the results the respondents in the DP in Tourism consider that they have less possibility to impact on the contents of their degree programme given the lowest mean of 2.1. A conclusion can be drawn based on the comments in the open-ended questions that the actual content of the degree programme is considered to be good and versatile. The respondents' concerns are related to the order of studies. They would like to be able to organize their studies according to their individual needs.

The means given for career counselling and career and recruitment services were below the quality level objective set in HAAGA-HELIA's quality policy. These services have received low means also in the previous research conducted in HAAGA-HELIA, therefore these results are not an exception.

The third investigative question was “How do the respondents experience the qualifications they have attained so far from HAAGA-HELIA?” The results show that the qualifications received from HAAGA-HELIA support students’ professional growth. The entrepreneur skills were examined in this research since The Ministry of Education emphasizes the importance of teaching entrepreneur skills in the curriculum in their Education and Research plan 2007 – 2012. According to the Ministry of Education entrepreneurship is considered to be “an engine of economic growth”. (Ministry of Education 2008, 49.) Sales skills are considered important in the Hotel, Restaurant and Tourism and therefore discussed in the research. Since in most of the cases the null hypothesis was supported, there is no significant variation in the quality between degree programmes or campuses. The result is good considering HAAGA-HELIA’s objective of producing even quality in its operations.

The open-ended questions offered a great deal of valuable information of the things students would like to see being developed or changed in their learning environment on top of the statistical results. The open ended questions also supported the findings in the statistical analysis. In the following sections the key findings and the things that came forth the most are presented.

The respondents would like to see more interaction between students and education management. Similar situation can be detected between students and teachers. The respondents feel that more interaction could be practised. One of the factors hindering studies in the responses was working while studying. In addition to working, support and encouragement towards studies was mentioned. The respondents wish to have more opportunities to impact on the contents of their own degree programme which is in accordance to previous research on the subject (HAAGA-HELIA ammattikorkeakoulu 2007, 25-26.)

The respondents feel to have adequately opportunities to give feedback. However, the respondents feel that giving feedback does not ignite any actions to improve things, therefore the changes derived from the feedback are hoped to be seen sooner than in

the current situation. Thesis support was considered to be good however; the quality of thesis support is mentioned to be highly dependent on the thesis counsellor.

The strengths common to all degree programmes were versatility; internationality, practical approach to teaching and HAAGA-HELIA's good reputation in the business world was appreciated. The development suggestions that were highlighted the most were the level of teaching would like to be seen more unified and studies would like to be seen divided more equally between the study modules. The respondents have also detected some overlapping between the content of study modules. According to the respondents there could be more informing of the career counselling as well as the career and recruitment services. The learning atmosphere was estimated to be good as were in the results of the statistical analysis.

5.2 Recommendations

As stated previously, based on the results students feel that HAAGA-HELIA provides them with a good learning environment. There are also issues that need further development. More resources for student counselling could be targeted for students in DP in Hotel, Restaurant and Tourism in Haaga campus, as well as for Matkailun ko in Porvoo campus.

Career counselling and career and recruitment services should be developed to reach the quality level objective of HAAGA-HELIA. This could be accomplished by increasing the informing of these services and bringing them closer to the everyday life of students. There could be a research conducted of the career counselling, as well as of the career and recruitment services to ascertain information of what kind of support students need and what would be the most suitable way of executing it.

Academic advisors, as well as thesis counsellors are hoped to have enough time for each student. The number of thesis counsellors could be reviewed since it is beneficial for the University of Applied Sciences, as well as for the student that the graduation process runs as fluently as possible.

The respondents requested to have more student counselling at the beginning of the studies, as well as in the end of studies. This proposal could be taken into consideration.

One of the areas needing improvement was the interaction between education management and students. There could be a meeting organized once a year to get the education management and students together. Students could share their thoughts with the education management. The changes that feedback given by students has ignited could be informed more perceptibly in order for students to recognize the changes made.

To conclude, in the personal opinion of the writer conducting this kind of survey gives valuable information to HAAGA-HELIA of the possible areas needing improvements, as well as to which areas of operation resources could be allocated to ensure the continuous production of high quality education. This was the first time this survey was conducted in HAAGA-HELIA and it will be conducted in every three years which will give a good indicator within a longer period of time of how students perceive HAAGA-HELIA as a university of applied sciences.

5.3 Personal development

The whole process of writing a thesis has been an intriguing one. The literature review together with completing the empirical part of the thesis has given the author a tremendous amount of new knowledge and skills. The subject of thesis is of author's personal interest which maintained the motivation and enthusiasm throughout the writing process. The theoretical framework of learning and learning environment gave the author a better understanding of learning as well as studying. Furthermore, it gave an opportunity to reflect author's own studies giving a new perspective to evaluate and reflect HAAGA-HELIA as a provider of education through those theories. The concept of learning environment is truly diversified issue and there is a myriad of theories available. This can be also seen as detriment if not taken into consideration.

Quantitative research method taught the author substantial amount of knowledge of scientific research. Conducting the research as quantitative research fortified author's ability to conduct similar research also in the future. Gathering information of the thesis subject and analysing previous research improved the author's critical thinking as well as information retrieval skill further. All in all, everything the author has learned from the thesis writing process will be beneficial to the forthcoming professional challenges.

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Attachments

Attachment 1. The questionnaire with the covering letter

Dear HAAGA-HELIA student!

This survey, which is completed every third year, gives you the opportunity to assess your own situation as a student as well as HAAGA-HELIA's success as an educator and service provider. Our objective is an even better university of applied sciences.

At HAAGA-HELIA it is always possible to give feedback in all its forms, but by making use of official channels (feedback questionnaires and surveys) you ensure that your message gets through and that your viewpoints are taken into consideration in development forums.

Your opinion is valuable for us!

Ritva Laakso-Manninen

President

Answering instructions

Reserve 8-15 minutes to complete the survey. You need to complete it in one sitting because the web form cannot be saved temporarily. You can click to previous pages, however. You are not asked for your student number or other identifying information, i.e. answering is anonymous. Answers to the open questions are recorded as they are supplied, so please pay attention to how you express your views.

HAAGA-HELIA's quality assurance policy has set an official objective of 4 for the feedback (on the scale 1-5), so, in cases where we have not met this objective, we kindly ask that you to tell us why in the spaces reserved for open

feedback. Please also tell us where we have succeeded so that the good things will not go unnoticed in our development work.

* * *

Summary reports on this and other HAAGA-HELIA surveys and questionnaires are available on the HAAGA-HELIA website.

Juha P. Lindstedt

Quality Manager

1) Starting year of studies (yyyy) (for degree presently being completed)

2) Type of study (choose the alternative that best describes your studies)

- Daytime
- Evening
- Both daytime and evening
- Multiform (multiform degree programme)

3) Campus (i.e. your home campus; the campus where your degree programme resides)

- Haaga
- Malmi
- Pasila
- Porvoo
- Vallila
- Vierumäki

4.1) Degree Programme (Haaga)

- Hotelli- ja ravintola-alan ko.
- Hotelli ja ravintola-alan liikkeenjohdon ko.
- Matkailun liikkeenjohdon ko.
- Palveluliiketoiminnan ko. (ylempi)
- DP in Hotel, Restaurant and Tourism Management
- Degree Programme in Experience and Wellness Management

4.1) Degree Programme (Malmi)

- Liiketalouden ko.
- Tietojenkäsittelyn ko.
- DP in International Business

4.1) Degree Programme (Pasila)

- Johdon assistenttityön ja kielten ko.
- Journalismin ko.
- Liiketalouden ko.
- Myyntityön ko.
- Tietojenkäsittelyn ko.
- Tietojärjestelmäosaamisen ko. (ylempi)
- Yrittäjyyden ja liiketoimintaosaamisen ko. (ylempi)
- DP for Multilingual Management Assistants
- DP in Communication Management
- DP in International Business
- DP in International Business Management (ylempi)
- DP in Business Information Technology

4.1) Degree Programme (Porvoo)

- Liiketalouden ko.
- Matkailun ko.
- DP in International Business
- DP in Tourism
- DP in Tourism (ylempi)
- Up i företagsekonomi
- Up för turism

4.1) Degree Programme (Vallila)

- Liiketalouden ko.
- Finanssi- ja talousasiantuntijan ko.
- Tietojenkäsittelyn ko.
- DP in International Business

4.1) Degree Programme (Vierumäki)

- Liikunnan ja vapaa-ajan ko.
- Liikunta-alan kehittämisen ja johtamisen ko. (ylempi)
- DP in Sports and Leisure Management

5) Your education prior to starting your studies at HAAGA-HELIA (provide only ONE alternative)

- Secondary school
- Vocational upper secondary basic degree in the same/similar field as your HAAGA-HELIA degree
- Vocational upper secondary basic degree in a field different from your HAAGA-HELIA degree
- University degree/degree from an institute of higher education
- Other, what? _____

6) Gender

- Female
- Male

8 a) University spirit is built very much on interaction. Give your estimate for interaction (contacting for discussions/taking care of matters) based on your experience so far:

	Non-existent	Poor	Satisfactory	Good	Excellent	I can't say
Education management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(degree programme director, unit director)						
Teachers	()	()	()	()	()	()
Students	()	()	()	()	()	()
Student organisations	()	()	()	()	()	()
Academic advisor	()	()	()	()	()	()
Nurse	()	()	()	()	()	()
Doctor	()	()	()	()	()	()
Psychiatric nurse	()	()	()	()	()	()
Student psychologist	()	()	()	()	()	()
School priest	()	()	()	()	()	()

8 b) Who would you like to be more active in everyday student life?

- Education management (degree programme director, unit director)
 Teachers
 Students
 Student organisations
 Academic advisor
 Nurse
 Doctor
 Psychiatric nurse
 Student psychologist
 School priest

8 c) Open comments

8 d) Many factors have an impact on how well your studies are proceeding. Give your estimate on what extent the following are hindering your progress at this moment:

	No hindrance at all	Hinders a little	Hinders somewhat	Hinders quite a bit	Hinders substantially, threat to study progress	I can't say
Work during studies	()	()	()	()	()	()
Lack of time	()	()	()	()	()	()
Tiredness	()	()	()	()	()	()
Poor motivation	()	()	()	()	()	()
Uncertainty about choice of field of study	()	()	()	()	()	()
Poor finances	()	()	()	()	()	()
Hobbies, student activities etc	()	()	()	()	()	()

Problems in personal relationships / family	()	()	()	()	()	()
Living conditions	()	()	()	()	()	()
Poor physical condition (illness)	()	()	()	()	()	()
Poor psyching condition	()	()	()	()	()	()
Loneliness	()	()	()	()	()	()
Lack of support for studies (please tell in your open comments what kind of support you need)	()	()	()	()	()	()
Other, what?	()	()	()	()	()	()
Other, what?	()	()	()	()	()	()

8 e) Open comments

8 f) Students play a significant role in developing our school, in curriculum planning and in networking with future experts. Assess what kind of opportunity to have an impact / contribute you have on the following:

	Non-existent	Poor	Satisfactory	Good	Excellent	I can't say
Student organisation activities	()	()	()	()	()	()
Teaching / course programme development	()	()	()	()	()	()
Giving feedback (e.g. course feedback)	()	()	()	()	()	()
Degree curriculum planning	()	()	()	()	()	()
Meeting with other students during free time	()	()	()	()	()	()

8 g) Open comments

9a) Your estimate of the success of your degree programme in the following:

	Failed	Rather failed	Passing	Quite successful	Successful
Degree programme structure	()	()	()	()	()
Study progress	()	()	()	()	()
Pace of studies	()	()	()	()	()
Versatility of course contents	()	()	()	()	()
Cooperation with companies	()	()	()	()	()
Level of teaching	()	()	()	()	()
Possibility to impact contents of own degree programme	()	()	()	()	()
International opportunities	()	()	()	()	()

9 b) What do you think is particularly good about your degree/degree programme?

9 c) What in your degree/degree programme needs to be improved?

10 a) Your estimate of counselling services in general

	Works poorly	Works rather poorly	Works	Works quite well	Works well	I have not used the service
Electronic Students' Guide	()	()	()	()	()	()
MyNet	()	()	()	()	()	()
Support provided by student tutors (start of studies)	()	()	()	()	()	()
Support provided by	()	()	()	()	()	()

academic advisors						
Support provided by teachers	()	()	()	()	()	()
Workplacement supervision	()	()	()	()	()	()
Thesis support	()	()	()	()	()	()
Career counselling	()	()	()	()	()	()

10 b) Open comments

11 a) Give your overall estimate for support services (availability, expertise, customer service). Please describe any shortcomings in your open comments.

	Works poorly	Works rather poorly	Works	Works rather well	Works well	I have not used the service
Student Affairs Office services	()	()	()	()	()	()
Library services	()	()	()	()	()	()
IT support services (HelpDesk)	()	()	()	()	()	()
International services	()	()	()	()	()	()
Career and recruitment services	()	()	()	()	()	()
Health and wellbeing services (nurse, doctor, psychiatric nurse, student psychologist, school priest)	()	()	()	()	()	()
Student financial aid services (HAAGA-HELIA Student Financial Aid Board and financial aid matters in general)	()	()	()	()	()	()
Student restaurant and cafe services	()	()	()	()	()	()

11 b) Open comments

12 a) Appropriate equipment and premises make student life more productive and pleasant. Give your estimate for premises and equipment:

	Poor	Rather poor	Passing	Quite good	Good	I can't say
Teaching areas	()	()	()	()	()	()
Public areas (lobbies, rest areas, corridors)	()	()	()	()	()	()
Sports facilities	()	()	()	()	()	()
Student organisation areas	()	()	()	()	()	()
Outside premises	()	()	()	()	()	()
Computers, printers etc.	()	()	()	()	()	()
Audio-visual equipment	()	()	()	()	()	()

12 b) Open comments

12 c) Your estimate of the following

	Poor	Rather poor	Passing	Quite good	Good	I can't say
Learning atmosphere	()	()	()	()	()	()
Communications (informing)	()	()	()	()	()	()
Student organisation activities	()	()	()	()	()	()
Student events (sports day, recruitment fairs, happenings)	()	()	()	()	()	()

12 d) Open comments

12 e) What overall grade would you give for our university of applied sciences?

- () 5 HAAGA-HELIA is among the best universities of applied sciences
- () 4 HAAGA-HELIA is a good university of applied sciences
- () 3 HAAGA-HELIA is an average university of applied sciences
- () 2 HAAGA-HELIA is a satisfactory university of applied sciences
- () 1 HAAGA-HELIA is a poor university of applied sciences

13) How much do the following skills support your professional growth and preparation for life after graduation?

	Little	Rather little	Neither much nor little	Quite a bit	A lot	I can't say
Language skills	()	()	()	()	()	()
Computer skills	()	()	()	()	()	()
Communication skills	()	()	()	()	()	()
Teamwork skills	()	()	()	()	()	()
Project management skills	()	()	()	()	()	()
Entrepreneurship skills	()	()	()	()	()	()
Sales skills	()	()	()	()	()	()
Customers service / CRM skills	()	()	()	()	()	()
Information retrieval skills	()	()	()	()	()	()
Presentation skills	()	()	()	()	()	()
Problem solving skills	()	()	()	()	()	()
International skills	()	()	()	()	()	()

Thank you for your feedback. We will use it to make HAAGA-HELIA an even better university of applied sciences.

Please give any further open feedback to HAAGA-HELIA in the space below.

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Attachment 2. Analysis of statistical tests and the coding used in hypotheses

Array	Dependent variable	Independent variable	Statistical analysis and test	Description
8a by 1	Education management, Teachers, Academic advisor	Starting year of studies	Pearson's correlation, Correlation coefficient	Does the starting year of studies have an correlation with the need of communication?
8b by 4	Education management, Teachers, Academic advisor	Degree programme	Crosstabulation, Chi-square	Is there a need for additional support for studies?
8d by 6	Uncertainty of choice of study field, lack of support for studies	Gender	Chi-square, Contingency coefficient	Does gender have an influence in experiencing the uncertainty of choice of study field and the lack of support for studies?
8f by 4	Giving feedback, Degree curriculum planning	Degree programme	Crosstabulation, Chi-square	Do the students have the same possibility in different degree programmes to give feedback as well as plan their degree
9a by 4	Cooperation with companies, Possibility to impact contents of	Degree programme	Analysis of variance (ANOVA)	Is there a difference between the different degree programmes when it comes to the amount of cooperation with companies
10a by 3	Thesis support, Career counselling	Campus	T-test	Is there a difference between the campuses on thesis support and career counselling?
11a by 3	Career and recruitment services	Campus	T-test	Does the campus have an effect on career and recruitment services?
12c by 4	Learning atmosphere, Communications	Campus	T-test	Does the degree programme have an effect on learning atmosphere and communication?
12e by 5	Overall grade of HAAGA-HELIA	Education prior HAAGA-HELIA	Analysis of variance (ANOVA)	Do studies prior HAAGA-HELIA have an influence on overall grades given to HAAGA-HELIA?
13 by 4	Entrepreneurship skills, Sales skills	Degree programme	Analysis of variance (ANOVA)	Does each degree programme have its own approach on entrepreneurship skills and sales skills?

Coding of degree programmes used in hypotheses:

A= Hotelli ja ravintola-alan ko.

B= Hotelli- ja ravintola-alan liikkeenjohdon ko.

C= Matkailun liikkeenjohdon ko.

D= DP in Hotel, Restaurant and Tourism Management

E= Matkailun ko.

F= DP in Tourism

G= DP in Tourism (Master's degree)

H= Up för turism

Coding of campuses used in the hypotheses:

Campus H= Haaga

Campus P= Porvoo

Attachment 3. Pearson's correlation

		1) Starting year of studies	8 a1) Education management (degree programme director, unit director)	8 a2) Teachers	8 a5) Academic advisor
1) Starting year of studies	Pearson Correlation	1	,051	,042	-,051
	Sig. (2-tailed)		,545	,597	,530
	N	162	142	160	153
8 a1) Education management (degree programme director, unit director)	Pearson Correlation	,051	1	,269**	-,062
	Sig. (2-tailed)	,545		,001	,473
	N	142	148	147	138
8 a2) Teachers	Pearson Correlation	,042	,269**	1	,220**
	Sig. (2-tailed)	,597	,001		,006
	N	160	147	166	155
8 a5) Academic advisor	Pearson Correlation	-,051	-,062	,220**	1
	Sig. (2-tailed)	,530	,473	,006	
	N	153	138	155	156

** . Correlation is significant at the 0.01 level (2-tailed).

Attachment 4. Chi-square tests of need for additional support for studies in Haaga campus

		4.1) Haaga				Total
		Hotelli- ja ravintola-alan ko.	Hotelli ja ravintola-alan liikkeenjohdon ko.	Matkailun liikkeenjohdon ko.	DP in Hotel, Restaurant and Tourism Management	
8 b1) Education management (degree programme director, unit director)	Yes	2	16	9	11	38
	No	12	27	19	18	76
Total		14	43	28	29	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,870 ^a	3	,412
Likelihood Ratio	3,216	3	,360
Linear-by-Linear Association	,838	1	,360
N of Valid Cases	114		

a. 1 cells (12,5%) have expected count less than 5. The minimum expected count is 4,67.

		4.1) Haaga				Total
		Hotelli- ja ravintola-alan ko.	Hotelli ja ravintola-alan liikkeenjohdon ko.	Matkailun liikkeenjohdon ko.	DP in Hotel, Restaurant and Tourism Management	
8 b2) Teachers	Yes	2	16	11	9	38
	No	12	27	17	20	76
Total		14	43	28	29	114

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,092 ^a	3	,378
Likelihood Ratio	3,432	3	,330
Linear-by-Linear Association	,114	1	,736
N of Valid Cases	114		

a. 1 cells (12,5%) have expected count less than 5. The minimum expected count is 4,67.

		4.1) Haaga				Total
		Hotelli- ja ravintola- alan ko.	Hotelli ja ravintola- alan liikkeen- johdon ko.	Matkailun liikkeen- johdon ko.	DP in Hotel, Restaurant and Tourism Manage-ment	
8 b5) Academic advisor	Yes	3	9	6	16	34
	No	11	34	22	13	80
Total		14	43	28	29	114

Attachment 5. Chi-square tests of need for additional support for studies in Porvoo campus

		4.1) Porvoo				Total
		Matkailun ko.	DP in Tourism	DP in Tourism (ylempi)	Up för turism	
8 b1) Education management (degree programme director, unit director)	Yes	13	2	0	0	15
	No	25	10	2	2	39
Total		38	12	2	2	54

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,061 ^a	3	,382
Likelihood Ratio	4,173	3	,243
Linear-by-Linear Association	2,864	1	,091
N of Valid Cases	54		

a. 5 cells (62,5%) have expected count less than 5. The minimum expected count is ,56.

		4.1) Porvoo				Total
		Matkailun ko.	DP in Tourism	DP in Tourism (ylempi)	Up för turism	
8 b2) Teachers	Yes	13	5	0	0	18
	No	25	7	2	2	36
Total		38	12	2	2	54

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,388 ^a	3	,496
Likelihood Ratio	3,619	3	,306
Linear-by-Linear Association	,568	1	,451
N of Valid Cases	54		

a. 5 cells (62,5%) have expected count less than 5. The minimum expected count is ,67.

		4.1) Porvoo				Total
		Matkailun ko.	DP in Tourism	DP in Tourism (ylempi)	Up för turism	
8 b5) Academic advisor	Yes	21	5	0	1	27
	No	17	7	2	1	27
Total		38	12	2	2	54

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2,754 ^a	3	,431
Likelihood Ratio	3,529	3	,317
Linear-by-Linear Association	1,136	1	,286
N of Valid Cases	54		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is 1,00.

Attachment 6. Cross tabulation and chi-square test of uncertainty of choice of study field

Crosstab

		6) Gender		Total
		Female	Male	
8 d5) Uncertainty about choice of field of study	No hindrance at all	7	0	7
	Hinders a little	12	0	12
	Hinders somewhat	20	4	24
	Hinders quite a bit	32	3	35
	Hinders substantially, threat to study progress	64	13	77
Total		135	20	155

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4,787 ^a	4	,310
Likelihood Ratio	7,185	4	,126
Linear-by-Linear Association	2,653	1	,103
N of Valid Cases	155		

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is ,90.

Attachment 7. Cross tabulation and chi-square test of lack of support for studies

		6) Gender		Total
		Female	Male	
8 d13) Lack of support for studies (please tell in your open comments what kind of support you need)	No hindrance at all	2	0	2
	Hinders a little	4	1	5
	Hinders somewhat	6	1	7
	Hinders quite a bit	7	2	9
	Hinders substantially, threat to study progress	109	16	125
	Total	128	20	148

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1,135 ^a	4	,889
Likelihood Ratio	1,304	4	,861
Linear-by-Linear Association	,052	1	,819
N of Valid Cases	148		

a. 6 cells (60,0%) have expected count less than 5. The minimum expected count is ,27.

Attachment 8. Cross tabulation and chi-square test of giving feedback and degree curriculum planning in Haaga campus

Crosstab

		4.1) Haaga				Total
		Hotelli- ja ravintola-alan ko.	Hotelli ja ravintola-alan liikkeen-johdon ko.	Matkailun liikkeen-johdon ko.	DP in Hotel, Restaurant and Tourism Management	
8 f3) Giving feedback (e.g. course feedback)	Non-existent	0	0	2	2	4
	Poor	3	3	3	6	15
	Satisfactory	4	19	9	6	38
	Good	3	13	10	11	37
	Excellent	4	8	3	4	19
Total		14	43	27	29	113

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13,274 ^a	12	,349
Likelihood Ratio	14,850	12	,250
Linear-by-Linear Association	1,418	1	,234
N of Valid Cases	113		

a. 12 cells (60,0%) have expected count less than 5. The minimum expected count is ,50.

Crosstab

		4.1) Haaga				Total
		Hotelli - ja ravintola-alan ko.	Hotelli ja ravintola-alan liikkeenjohdon ko.	Matkailun liikkeenjohdon ko.	DP in Hotel, Restaurant and Tourism Management	
8 f4) Degree curriculum planning	Non-existent	5	7	6	5	23
	Poor	1	9	10	11	31
	Satisfactory	2	10	5	7	24
	Good	5	11	5	4	25
	Excellent	0	1	0	2	3
Total		13	38	26	29	106

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12,696 ^a	12	,392
Likelihood Ratio	13,813	12	,313
Linear-by-Linear Association	,159	1	,690
N of Valid Cases	106		

a. 8 cells (40,0%) have expected count less than 5. The minimum expected count is ,37.

Attachment 9. Cross tabulation and chi-square of giving feedback and degree curriculum planning in Porvoo campus

		4.1) Porvoo				Total
		Matkai- lun ko.	DP in Tourism	DP in Tourism (ylempi)	Up för turism	
8 f3) Giving feedback (e.g. course feedback)	Non-existent	0	1	0	0	1
	Poor	2	1	0	0	3
	Satisfactory	9	1	0	2	12
	Good	16	7	1	0	24
	Excellent	10	2	1	0	13
Total		37	12	2	2	53

Chi-Square Tests

	Value	df	Asymp. Sig. (2- sided)
Pearson Chi-Square	13,486 ^a	12	,335
Likelihood Ratio	12,880	12	,378
Linear-by-Linear Association	1,087	1	,297
N of Valid Cases	53		

a. 16 cells (80,0%) have expected count less than 5. The minimum expected count is ,04.

Crosstab

		4.1) Porvoo				Total
		Matkai- lun ko.	DP in Tourism	DP in Tourism (ylempi)	Up för turism	
8 f4) Degree curriculum planning	Non-existent	2	2	0	0	4
	Poor	12	4	0	0	16
	Satisfactory	12	3	0	0	15
	Good	6	1	2	2	11
	Excellent	1	0	0	0	1
Total		33	10	2	2	47

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16,739 ^a	12	,160
Likelihood Ratio	15,288	12	,226
Linear-by-Linear Association	1,399	1	,237
N of Valid Cases	47		

a. 17 cells (85,0%) have expected count less than 5. The minimum expected count is ,04.

Attachment 10. The means and analysis of variance of cooperation with companies in Haaga campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	3,2143	14	1,31140
Hotelli ja ravintola-alan liikkeenjohdon ko.	3,1190	42	1,01699
Matkailun liikkeenjohdon ko.	2,8148	27	1,03912
DP in Hotel, Restaurant and Tourism Management	2,8966	29	1,20549
Total	3,0000	112	1,10690

ANOVA

9 a5) Cooperation with companies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,474	3	,825	,667	,574
Within Groups	133,526	108	1,236		
Total	136,000	111			

Attachment 11. The means and analysis of variance of cooperation with companies in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	3,4474	38	,92114
DP in Tourism	2,6667	12	,98473
DP in Tourism (ylempi)	3,0000	2	1,41421
Up för turism	3,5000	2	,70711
Total	3,2593	54	,97488

ANOVA

9 a5) Cooperation with companies

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5,809	3	1,936	2,173	,103
Within Groups	44,561	50	,891		
Total	50,370	53			

Attachment 12. The means and analysis of variance of possibility to impact on the contents of degree programme in Haaga campus

9 a7) Possibility to impact contents of own degree programme

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	2,5385	13	1,50640
Hotelli ja ravintola-alan liikkeenjohdon ko.	3,1395	43	1,01375
Matkailun liikkeenjohdon ko.	2,5714	28	1,06904
DP in Hotel, Restaurant and Tourism Management	2,7241	29	1,16179
Total	2,8230	113	1,14354

ANOVA

9 a7) Possibility to impact contents of own degree programme

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	7,416	3	2,472	1,938	,128
Within Groups	139,044	109	1,276		
Total	146,460	112			

Attachment 13. T-test of thesis support between Haaga and Porvoo campus

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
10 a7) Thesis support	Equal variances assumed	,088	,768	-,985	77	,328	-,29322	,29775	-,88611	,29967
	Equal variances not assumed			-,978	65,195	,332	-,29322	,29971	-,89174	,30530

Attachment 14. T-test of career counselling between Haaga and Porvoo campus

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
10 a8) Career counselling	Equal variances assumed	,369	,546	-,294	63	,770	-,07867	,26735	-,61294	,45559
	Equal variances not assumed			-,307	51,058	,760	-,07867	,25652	-,59365	,43630

Attachment 15. T-test of career and recruitment services between Haaga and Porvoo campus

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
11 a5) Career and recruitment services	Equal variances assumed	,005	,945	,055	42	,956	,01743	,31754	-,62340	,65826
	Equal variances not assumed			,055	35,349	,956	,01743	,31416	-,62013	,65499

Attachment 16. The means of learning atmosphere in Haaga and Porvoo campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	3,9286	14	1,43925
Hotelli ja ravintola-alan liikkeenjohdon ko.	4,2381	42	,84995
Matkailun liikkeenjohdon ko.	3,6786	28	,77237
DP in Hotel, Restaurant and Tourism Management	3,7586	29	1,02313
Total	3,9381	113	,98455

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	4,2368	38	,71411
DP in Tourism	3,9167	12	1,08362
DP in Tourism (ylempi)	4,5000	2	,70711
Up för turism	4,0000	2	,00000
Total	4,1667	54	,79503

Attachment 17. T-test of learning atmosphere

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
12 c1)	Equal variances assumed	,527	,469	-1,489	165	,138	-,22861	,15351	-,53170	,07448
Learning atmosphere	Equal variances not assumed			-1,605	126,897	,111	-,22861	,14242	-,51044	,05321

Attachment 18. The means of communication in Haaga and Porvoo campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	3,7143	14	1,38278
Hotelli ja ravintola-alan liikkeenjohdon ko.	3,7000	40	,96609
Matkailun liikkeenjohdon ko.	3,8214	28	,90487
DP in Hotel, Restaurant and Tourism Management	3,3793	29	1,14685
Total	3,6486	111	1,05872

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	3,4737	38	,79651
DP in Tourism	3,1667	12	1,40346
DP in Tourism (ylempi)	4,0000	2	,00000
Up för turism	3,5000	2	,70711
Total	3,4259	54	,94374

Attachment 19. T-test of the communication between Haaga and Porvoo campus

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
12 c2) Communications (informing)	Equal variances assumed	,890	,347	1,313	163	,191	,22272	,16969	-,11235	,55779
	Equal variances not assumed			1,366	116,691	,175	,22272	,16307	-,10023	,54568

Attachment 20. The means and analysis of variance of entrepreneur skills in Haaga campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	4,0714	14	,82874
Hotelli ja ravintola-alan liikkeenjohdon ko.	3,5278	36	1,18288
Matkailun liikkeenjohdon ko.	3,4000	25	1,25831
DP in Hotel, Restaurant and Tourism Management	3,6538	26	1,16421
Total	3,6040	101	1,15827

ANOVA

13 f) Entrepreneurship skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,373	3	1,458	1,089	,357
Within Groups	129,785	97	1,338		
Total	134,158	100			

Attachment 21. The means and analysis of variance of entrepreneur skills in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	3,6364	33	1,02525
DP in Tourism	3,0833	12	1,24011
DP in Tourism (ylempi)	3,5000	2	,70711
Up för turism	4,5000	2	,70711
Total	3,5306	49	1,08209

ANOVA

13 f) Entrepreneurship skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,651	3	1,550	1,353	,269
Within Groups	51,553	45	1,146		
Total	56,204	48			

Attachment 22. The means and analysis of variance of the sales skills in Haaga campus

4.1) Haaga	Mean	N	Std. Deviation
Hotelli- ja ravintola-alan ko.	3,6429	14	,84190
Hotelli ja ravintola-alan liikkeenjohdon ko.	4,0513	39	,97194
Matkailun liikkeenjohdon ko.	3,7857	28	1,03126
DP in Hotel, Restaurant and Tourism Management	4,0769	26	1,05539
Total	3,9346	107	,99310

ANOVA

13 g) Sales skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2,870	3	,957	,969	,410
Within Groups	101,672	103	,987		
Total	104,542	106			

Attachment 23. The means and analysis of variance of the sales skills in Porvoo campus

4.1) Porvoo	Mean	N	Std. Deviation
Matkailun ko.	4,2353	34	,85489
DP in Tourism	3,7500	12	1,21543
DP in Tourism (ylempi)	3,0000	2	,00000
Up för turism	4,5000	2	,70711
Total	4,0800	50	,96553

ANOVA

13 g) Sales skills

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4,812	3	1,604	1,806	,159
Within Groups	40,868	46	,888		
Total	45,680	49			

Attachment 24. The analysis of variance of the overall grade given to HAAGA-HELIA

ANOVA

12 e) What overall grade would you give for our university of applied sciences?

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	,602	4	,150	,163	,957
Within Groups	148,699	161	,924		
Total	149,301	165			

12 e) What overall grade would you give for our university of applied sciences?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5 HAAGA-HELIA is among the best universities of applied sciences	40	23,8	24,0	24,0
	4 HAAGA-HELIA is a good university of applied sciences	67	39,9	40,1	64,1
	3 HAAGA-HELIA is an average university of applied sciences	44	26,2	26,3	90,4
	2 HAAGA-HELIA is a satisfactory university of applied sciences	14	8,3	8,4	98,8
	1 HAAGA-HELIA is a poor university of applied sciences	2	1,2	1,2	100,0
	Total	167	99,4	100,0	
Missing	System	1	,6		
Total		168	100,0		

Attachment 25. Cross tabulation and chi-square of working during studies

		6) Gender		Total
		Female	Male	
8 d1) Work during studies	No hindrance at all	9	1	10
	Hinders a little	32	3	35
	Hinders somewhat	30	5	35
	Hinders quite a bit	26	2	28
	Hinders substantially, threat to study progress	33	8	41
Total		130	19	149

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,168 ^a	4	,530
Likelihood Ratio	3,161	4	,531
Linear-by-Linear Association	1,297	1	,255
N of Valid Cases	149		

a. 4 cells (40,0%) have expected count less than 5. The minimum expected count is 1,28.