

BARRIERS TO COMPETENCE KNOWLEDGE IN GREEK UNIVERSITIES

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Abstract: Academic education plays the role of leadership in the society. The mission of the University is to develop the people mentally, spiritually and physically. It improves and promotes the economic, social, political and cultural life of the nation. We analysed data from 320 questionnaires filled by students from eight universities, during two academic years. The overall aim of the study is to investigate the problems and prospects of academic education in Greece determining its present profile, examining the past efforts done for improvement, highlighting the budget provisions and exploring problems. Quality problems of University education in Greece were present in all functions. The majority of the respondents expressed the opinion that proper attention was not paid to the character formation of the students in universities. Many causes of indiscipline among the students were due to lack of parental control, political interference, frustration prevailing in the society, lack of library and others.

Keywords: problems of higher education in Greece, the reasons of indiscipline among the students

INTRODUCTION

The greatest treasure and asset of a nation are its educational institutions. They make the destiny of a nation. The Development of a nation and its higher education are closely to each other. The importance of higher education is realized everywhere and is now on top of the political agenda of each nation. More over only high educated manpower can handle advanced technology. It's therefore important that decision – Makers must recognize that higher education is an important factor of development. There is a general feeling that the quality of education has deteriorated rapidly and the present system has not responded to a large numbers of inputs made for raising the quality. The question of quality is directly related to the quality of teachers and students and the support services provided to them by the educational institutions. The level of competence of teachers, curricula and the standards of student's intake are the main contributing factors in the deteriorating quality of higher education (Dearing R, 1997).

The major problem in Greece is the dilemma that arises from continued high social and individual demand for access to various forms of studies and educational services at a time of growing constraints on public budgets. This situation is a principal source of strained relations between the staff on the one hand and higher education on the other, (Kenneth, 1976). The public expenditure on expenditure on education has always been inadequate among to continuous in the costs. The educational expenditure is

becoming increasingly heavy. The present study was designed to investigate the problems and prospects of higher education in Greece.

The object of higher education must be “ to carry the student from uncritical acceptance of orthodoxy to creative dissent from values and standards of society “ or “ to impose a framework and at the same time encourage rebellion against it “ or “ to lift the student from the level of conventional moral reasoning to that of post – conventional level where he is deliberately challenge and views which he previously took for granted “ or “to keep our society pluralistic, humane and tolerant, open to alternative truths and also to distinguish prejudice from error” . Seen in this light ,we find that “ the question is not whether we can afford universal higher education , but whether we can at all afford to be without it “ . In fact the world has witnessed that the countries with higher levels of education are enjoying much progress and privileges in all spheres of life. The growth in scientific and technological fields has direct correlation with growth in the field of higher education.

Higher education has shown tangible performance during the last fifty years. However, it leaves much to be desired as regards the education and training in specialized modern disciplines and the quality of output of this level in concerned. The decision to start several new universities was a wise. It was further strengthened by the desire of the people themselves to have a larger number of universities. The role of the universities is significant to develop logical thinking and scientific attitude so that leadership and incentive in the field of science and technology get the share (Ahlwalia, 1981).

To strengthen the capacity to solve urgent local and community problems, such as food and nutrition, health and environment , employment and human resource development , housing , planning ,urban migration , and equity, (Barnett,R , 1994). To disseminate and apply more effectively existing knowledge as art and culture, (Robbins, 1963). Also, higher education has a pivotal role, for it is people who develop a country. There is still another lesson: education for national development is a task of generations, (Kenneth, 1976).

Higher education has an important mission to generate new knowledge and prepare graduates for position of leadership and responsibility in a rapidly changing and increasing complex and competitive world (Okebukola 2008). Therefore it is necessary to focuses on problems and to provide recommendations on the basis of the conclusion of studies.

The present study is organized as following: In section 2 we present the research methodology and data collection. In section 3 we present data analysis and the results with discussion. In section 4 we provide the conclusions.

METHODOLOGY

The study was focused on problems and prospects of higher education in Greece. The following methodology was adopted for evaluation the factors responsible for problems of higher education and prospects in Greece.

Population The experts dealing with higher education in ministry if Education, higher education commission, University Teachers, University Students and Community leaders constituted the population of the study.

Sample It was very difficult for the researchers to visit each university in Greece. Hence following Universities were randomly selected and included in the sample.

1. University of Piraeus
2. University of Crete

3. University of Macedonia
4. University of Aegean
5. University of Mathematics
6. University of Medical decision making
7. University of Economics and statistical science
8. University of Greece in Athens

Research instruments.

1. A questionnaire for students covering 37 items was developed
2. A questionnaire for teachers covering 54 items was developed.
3. A questionnaire for experts was developed and its 21 items.

Data Collection: for the pilot testing only the local three universities were taken. The researchers personally visited and administered relevant questionnaires among 50 students, 20 teachers, 10 experts, and 6 community leaders randomly taken from local universities. They were requested to give their suggestions freely for the improvement of questionnaires. The data collection stage was very difficult for the researchers. They had to visit eight sample universities again and again for this purpose. 320 questionnaires for the students were distributed among the past graduate level of students.

DATA ANALYSIS

Data collected through the above mentioned research instruments, were tabulated analyzed and discussed category-wise as students, teachers, experts and community leaders. All the questions were developed on five-point scale.

Strongly agreed (SA) =5, Agree (A) =4, Undecided (UD) =3, Disagreed (DA)=2, Strongly Disagreed (SDA) =1.

For statistical treatment chi Square was applied using the following formula:

f_0 : Frequency observed
 f_e : Frequency expected
df : Degree of freedom

$$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$$

RESULTS AND DISCUSSION

Table 1: Students are Deteriorating in ability and knowledge.

	SA	A	UN	DA	SDA
Observed : f_0	37	42	5	185	51
Expected : f_e	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	11.39	7.56	54.39	228.77	22.64
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	304.75 $df=4$ $\chi_{at}^2 0.05=9.488$				

Table 1 shows that X^2 being greater than the table value, was found to be significant at 0.05. Therefore, the statement “students are deteriorating in ability and knowledge” is accepted.

Table 2: Students are deteriorating in character and conduct.

	SA	A	UN	DA	SDA
Observed : f_0	45	207	3	43	22
Expected : f_e	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	5.64	319.52	58.14	6.89	27.56
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	417.75				

* Significant $df=4$ $\chi_{at}^2 0.05=9.488$

Table 2 reflects that X^2 being greater than the table value, was found to be significant at 0.05. Hence, the statement “students are deteriorating in character and conduct is accepted.

Table 3: Quality of teachers in the Universities is satisfactory.

	SA	A	UN	DA	SDA
Observed : f_0	29	67	7	178	39
Expected : f_e	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	19.14	0.14	50.77	203.06	9.76
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	282.87*				

* Significant $df=4$ $\chi_{at}^2 0.05=9.488$.Hence the statement “quality of teachers in the universities is satisfactory” is accepted to the value of chi square.

Table 4: Quality Courses is Satisfactory in Universities.

	SA	A	UN	DA	SDA
Observed : f_0	47	192	5	59	17
Expected : f_e	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	4.52	256	54.39	0.39	34.52
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	349.82				

* Significant $df=4$ χ_{at}^2 0.05=9.488 .Table 4 shows that X^2 being greater than the table value was found to be significant at 0.05. Therefore, the statement “quality of courses is satisfactory in universities” is accepted.

Table 5: Teachers are competent and dedicated in Universities.

	SA	A	UN	DA	SDA
Observed : f_0	46	181	5	49	139
Expected : f_e	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	5.06	213.89	54.39	3.512	9.77
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	286.63				

* Significant $df=4$ χ_{at}^2 0.05=9.488 . Table 5 shows that X^2 being greater than the table value was found to be significant at 0.05.

Therefore, the statement “Teachers are competent and dedicated in universities” is accepted.

Table 6: Methods of teaching are satisfactory and effective.

	SA	A	UN	DA	SDA
Observed : f_0	23	39	4	191	63
Expected : f_e	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	26.27	9.77	56.25	252.02	0.1
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	344.59*				

* Significant $df=4$ χ_{at}^2 0.05=9.488. Therefore, the statement “methods of teaching are satisfactory and effective” is accepted.

Table 7: Indiscipline is due to weak parental control

	SA	A	UN	DA	SDA
Observed (fo)	59	195	3	49	14
Expected (fe)	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	0.39	268.14	58.14	3.52	39.06
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	369.25				

*Significant df=4 χ^2 at 0.05=9.488 Hence, the statement is accepted, because χ^2 being greater than the table value.

Table 8: Indiscipline is due to political interference of parties.

	SA	A	UN	DA	SDA
Observed (fo)	71	198	-	51	-
Expected (fe)	64	64	64	64	64
$\frac{(f_0 - f_e)^2}{f_e}$	0.77	280.56	64	2.64	64
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	411.97				

*Significant df= 4 χ^2 at 0.05= 9.488

Table 8 reflects that χ^2 being greater than the table value, was found to be significant at 0.05. Therefore, the statement “Indiscipline is due to political interference of parties” is accepted, in accordance to (Fisher 2008).

Table 9: Students are involved in campus politics.

	SA	A	UN	DA	SDA
Observed (fo)	32	94	-	29	-
Expected (fe)	32	32	32	32	32
$\frac{(f_0 - f_e)^2}{f_e}$	0	120.13	32	0.28	22.78
$\Sigma = \frac{(f_0 - f_e)^2}{f_e}$	175.19				

*Significant df=4 χ^2 at 0.05=9.488

Table 9 shows that χ^2 being greater than the table value, was found to be significant at 0.05. Therefore, the statement “students are involved in campus politics” is accepted. in accordance to (Okebukola, 2008).

Table 10: Teachers are contented and happy in Universities.

	SA	A	UN	DA	SDA
Observed (fo)	27	110	4	18	1
Expected (fe)	32	32	32	32	32
$\frac{(f_o - f_e)^2}{f_e}$	0.78	190.13	24.5	6.13	30.03
$\Sigma = \frac{(f_o - f_e)^2}{f_e}$	251.57				

*Significant $df=4$, χ^2 at 0.05=9.488.

Therefore, the above statement is accepted.

CONCLUSIONS

All over the world Universities are guiding and co-operating with the industrial and agricultural development organizations and they are developing their economics rapidly and meaning fully. In Greece, after more than five decades, the development indicators are not showing positive results. There are problems of quality of staff, students, library and laboratory. Teachers were using lecture method in teaching. They were not using teaching aids during the lessons. Discovery and participatory methods were not encouraged memorization/rote learning was appreciated in examinations. The majority of the respondents were of the opinion that there was no proper linkage between university and industry. The society was not recognizing the importance of university education. The universities have failed to solve the problems of education, health, violence, environment and poverty in the society. The majority of the respondents were of the opinion that examination system was not uniform in all universities of Greece. The examination was not reliable, valid and continuous. Teachers were not fully competent in evaluation and measurement techniques.

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