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ABSTRACT

A CROSS-CULTURAL STUDY OF UNITED STATES AND GREEK PARENTS, TEACHERS, AND STUDENTS' EDUCATIONAL EXPECTATIONS FOR SECONDARY SCHOOL STUDENTS

By

James LeRoy Liebzeit

The purpose of this study was to obtain, analyze, and compare data regarding (1) the expectations of United States and Greek parents, teachers, and students as to the skills an adolescent should develop by age 16 and (2) the expectations of parents, teachers, and students for home and school responsibilities in the attainment of these skills. A unique part of this study is the historical development of the Greek educational system.

The sampled United States and Greek populations included parents, teachers, and high-school-age students located in Athens, Greece. Questionnaires for cross-cultural comparisons of these parents, teachers, and students' expectations of a child's development by age 16 were used to collect data. The data were analyzed statistically by the t-test (using a pooled variance) and the Spearman rank-order correlation coefficient techniques. The data were also analyzed inferentially for various items on the questionnaire, through frequency patterns and individual frequency counts.

The major findings of this study may be summarized as follows:

## Ranking of Developmental Skills

There was no significant difference in the overall rankings of the eight developmental skills by United States and Greek parents, as computed by the Spearman rank-order correlation. The United States and Greek teachers gave the same responses in the overall rankings of the child's developmental skills. It is important to note that the United States and Greek teachers both ranked academic achievement seventh of eight in order of importance. The United States and Greek students gave different responses (50-50) in the overall rankings of the child's developmental skills.

## Assignment of Home and/or School Responsibility

The United States and Greek parents indicated differences in responses for home responsibility in three of the eight areas. The teachers responded similarly in seven of the eight areas, and the students responded differently in only two of the eight areas.

## Comparisons of Expectations by Age 16

This section was divided into five sections relative to the areas of social skills, emotional development, academic skills, physical skills, and moral growth. There were significant differences between the United States and Greek parents, teachers, and students in each of the five areas.

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In the process of writing this paper, many events have occurred. Paramount is a cultural awareness of a country that I came to love as my own. The parents, teachers, and students, however suspect, were at all times helpful and deeply concerned with education.

Without the assistance of Kathryn Ziridis Spentzos this study could not have been conducted. Coupled with her professional staff, her dedicated parents, and her interested students, the researcher was allowed to conduct his limited survey in a country where such surveys are nonexistent.

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# CHAPTER I

# IDENTIFICATION OF THE PROBLEM

## Introduction

The purpose of this study is to investigate and compare both the home and school expectations related to the social, emotional, and academic development of a random sample of secondary students in a Greek and a United States school in Athens, Greece.

Researchers who examine overseas schools commonly agree that expatriate American students and their parent view the school as a primary center of the community. Parents in an overseas American school expect high academic standards coupled with strong extra-curricular programs to help the adolescent maintain a frame of reference toward the United States schools. Engleman (1971) pointed out that overseas schools are expected to inform students of the rapidly changing cultural patterns in the United States. Teachers need to teach these changes to students in order to help prevent an overdose of culture shock upon returning to the States.

Keefe and Coffin (1977) reported that "almost all Greeks value formal education and grant prestige to anyone with a university education." Education is one of the few criteria for ranking in the Greek social stratification. Education in Greece is supervised by the state, and both public and private schools are obliged to follow the same curriculum. Tryphonopoulos (1973) reported that

the same subjects are taught in each grade, on the same day, on the same page, from the same book, in the entire country.

## The Problem

In spite of the social emphasis placed on the importance of education, reinforced by parental concerns, both Greek and United States students may at times fail to meet the expectations discussed in this study on social, emotional, or academic levels. This comparative study elicits more precise information concerning the comparative relationship among the expectations of the parents, teachers, and students as to the social, emotional, and academic performance in a Greek and a United States school and provides data resulting from research on specific areas that may be useful for further research.

## Background and Rationale

Few studies are available in which parent, teacher, and student expectations have been jointly examined. Entwisle (1974) completed a study of parent-child expectations, but he did not include an investigation of the teacher-parent expectations as having a possible influence on the child's adjustment at school. Erickson (1959), Brown (1965), and Schreiber (1970) concurred that the high school student faces some of the most critical decisions he/she will ever have to make. Also, the high school student, to be successful, must conform to a basic set of expectations. These expectations are often based on unwritten assumptions about the student, such as being able to take notes from lectures, follow verbal instructions, work with

minimum direction or feedback, and complete assignments over an extended period of time.

## Comparative Description of Expectations in American and Greek Schools

Rosenthal and Jacobson (1968) asserted that teachers' expectations for student performance function as self-fulfilling prophecies. Their studies indicated that there are positive and negative influences upon pupil performance and teacher expectations.

The adjustment of students to a new environment, particularly in a foreign country, depends on many factors. Past studies have not taken into full account the new dimensions pertaining to parent and particularly student expectations in overseas secondary schools. On one hand, parents tend to compare constantly the curriculum and the standards of the overseas school with Statewide institutions and the bearing of the change on the future of their child--particularly test scores and admission to United States colleges. On the other hand, the high school student oftentimes wonders what precipitated the parental decision to make an overseas transfer.

In addition to social, parental, and student values, teacher expectations have some influence on student achievement and performance. These expectations held by teachers would tend to reflect the cultural background of the individual instructor. As previosuly stated, significant research in the area of expectations and learning is attributable to Robert Rosenthal. Rosenthal and Jacobson (1968) conducted an important study on teacher expectations on elementary-school achievement. Teachers were told that certain randomly chosen

students were, according to new intelligence tests, about to make an educational spurt. They found that those students who had been randomly classified as high achievers actually gained significantly more achievement than in the controlled group, and this gain was more pronounced in the earlier grades. Thus this study lends credence to the hypothesis that teacher expectations have an identifiable relationship with school achievement.

The triptyc parents-teachers-students expectations in the Greek society reflect values and cultural attributes stemming out of the ancient Greek, Roman, and Christian eras, in addition to the four centuries of Turkish occupation (1453-1821), as well as the Bavarian influence introduced by King Otto and the subsequent systems reflecting the influence of the "Protecting Powers." The overwhelming influence of the Greek Orthodox Church is omnipresent and ought also to be taken into account in any study of the Greek educational system. In an overview of the evolution of educational objectives in Greece, Antonakaki (1955) pointed out that:

> Around 1820 the objectives of the school were to train selected citizens that would be capable of carrying out the then simple tasks of the economy, self-government and the more highly trained minority for the needs of administration, the church, and the sciences. The needs at the turn of the century were state and community physical care, development of moral and wholesome personality to endure the dangers of the transitional era, general and specialized knowledge and skills; realistic social and economic understanding; intelligent loyalty to the Greek ideals and to international brotherhood; competent civic judgment, and the ability to think in terms of change.

Education is highly valued in Greece. Parents instill in their children the notion that education is the main avenue for social mobility and ascension on the status ladder. Acquisition of

property and successful business are considered subsidiary elements of education. People of all social classes are proud of the country's tradition and reputation for being the birthplace of classical thought. Pride in the Hellenic past encompasses the awareness that Plato, Sophocles, Aristotle, Aristophanes, and numerous other philosophers and writers were natives of Greece. The city of Athens is intimately linked to these great men and the development of Western scholarship. Keefe, Coffin, Mussen, and Rinehart (1977), in reviewing the status accorded to education in Greece, reported that most Greek villagers have high educational aspirations for their children, particularly their sons. To be a learned person is valued in itself, but more commonly, villagers view secondary schooling and university degrees as vehicles for upward social mobility. As a result, curricula have been developed by the successive governments mainly as a function of parental expectations regarding social mobility and have always been imposed on the entire nation. Tryphonopoulos (1973) corroborated the above assertion by stating:

> There is a uniform curriculum for all schools. This uniformity extends to the subjects taught in each grade, the number of hours each subject is taught, and the textbooks assigned for the study of each subject.

The parent, teacher, and student expectations were investigated separately in the past. The global view adopted in this study will reveal variables that will be of value to both American and Greek educators and will provide new insight into the complexities of both educational systems and their corollaries.

Research in cross-cultural education is important to the United States Office of Overseas Education, which has the responsibility for overseeing all overseas American schools. The expectations of parents, teachers, and students in an overseas community related to a student's development at the secondary-school level is crucial to foreign placement for State Department employees and for the United States overseas business community. Many parents question a foreign move if their child is at the secondary-school level for fear it will interrupt the progression necessary for college preparation and admission.

Cross-cultural studies lessen the fear of an overseas placement and examine the United States educational system compared to the overseas American and foreign schools. They further provide a point of comparison between the practices of the different countries based on cultural and legal differences. Studies using cross-cultural comparisons lead practitioners in education in examining and validating or rejecting current educational programs in their own countries.

## Purpose of the Study

The purpose of this study is to investigate and compare, in a Greek setting, parent-teacher-student expectations in two educational units (United States and Greek), presenting social, economic, and cultural similarities with particular emphasis on cross-cultural comparisons and students' expected performance in the United States and in Greece.

## Research Questions

The following questions were constructed to guide the research:

1. Do significant differences exist between United States and Greek parents, teachers, and students with respect to their secondary-school students' social, problem-solving, physical, moral, language, self-help, academic, and emotional development, as measured by rankings in these areas?

2. Are there differences between who is considered primarily responsible--and to what extent--for helping the United States and Greek child to accomplish social, emotional, moral, academic, and physical development?

3. Are there differences between United States and Greek parents, teachers, and students with respect to the group of skills considered to be most important for a child by the age of 16?

## Delimitations

Findings of this study should be considered within the limits of the population and procedures used in the investigation.

1. The instrument (questionnaire) used was designed for United States subjects.

2. The instrument was translated into Greek for the Greek parents, teachers, and students.

3. The completion of the questionnaire by parents, teachers, and students was accomplished at home or school, and the accuracy of responses depended on the respondents' understanding of the

instructions. These instructions, as well as indications of the instrument, were discussed with United States and Greek parents, administrators, teachers, and students before distribution. Teachers were available for consultation with parents and students regarding completion of the instrument.

4. The United States population lived in an overseas environment rather than in the United States.

5. The population of interest was limited to a random sample of parents, teachers, and students in one secondary American school and one secondary Greek school.

## Population

The population from which the United States samples were taken for the study comprised the parents, teachers, and students of a secondary American school (American Community Schools of Athens, Inc.) located in Athens, Greece, during the 1980-81 school year.

The population from which the Greek samples were taken for the study comprised the parents, teachers, and students of a Greek secondary school (Athena School, G. Ziridis) located in Athens, Greece, during the 1980-81 school year. Both schools were selected as representing similarities as to the social, economic, and representative populations.

## Overview

In Chapter I, the purpose of the study and the problem were stated, and the background and rationale were discussed. A comparative description of expectations of parents, teachers, and

students in an American and a Greek school was briefly discussed and is elaborated on in Chapter III. Three questions were presented to guide the research. In Chapter II, a review of the relevant literature and research related to the study is presented. In Chapter III, the design and methodology of the study are presented. The data collected are analyzed and discussed in Chapter IV. The summary, conclusions, implications of the study, and recommendations for further research are presented in Chapter V.

# CHAPTER II

# RELATED LITERATURE AND RESEARCH

## Introduction

The purpose of this chapter is to present a review of the relevant literature and research. The features of American bibliography and research are marked by (a) limited literature on parental expectations, (b) significant amounts of research in the area of teacher expectations, and (c) very limited literature on students' expectations. The Greek literature available regarding parent, teacher, and student expectations is primarily derived from (a) studies conducted in the United States, (b) a study of the successive Greek educational laws, and (c) a review of educational theorists in Greece.

A similar cross-cultural investigation that was identified is included in Tanner's (1977) cross-cultural study on the "Expectations of Japanese and American Parents and Teachers for the Adjustment and Achievement of Kindergarten Children." However, Tanner's analysis was limited to the "expectations of the Japanese and American parents for their kindergarten children's development in school and the ability of the Japanese and American children to adjust to school expectations."

An inferential analysis of teacher and parent expectations agreement for home and school responsibilities constituted an interesting part of Tanner's study. Although limited to the kindergarten

student, Tanner's report provides researchers with valuable guidelines as to the approach of a related topic and the analysis of results.

Because of the lack of research in the specific areas of Greek parents', teachers', and students' expectations, the historical evolution of the Greek educational system presented under the topic "Evolution of Education in Modern Greece" provides a clearer insight into the elements that have contributed to the configuration of the educational systems of this country.

## The Evolution of Education in Modern Greece

### The Turkish Occupation From 1453 to 1821

After the fall of Constantinople (1453) and for two centuries, the Greek nation attempted to survive and thereafter to reorganize itself through the Church, the remaining scholars (fanariotes), the communities, and the kleftes (guerrillas). Moskou (1972) underlined that in this effort, the Greeks gained consciousness of the association of their ethnicity with the Church.

The demographic decline, the economic disintegration, and the departure of the scholars to Western Europe where they set the pace for the oncoming Renaissance resulted in a complete absence of schools for over a century. Some spasmodic moves in the reorganization of the schools were mainly a result of the efforts of the Church and the emerging middle class, primarily in urban locations. In 1593, the Great Synod decided to recommend to the bishops to organize education in their own dioceses. However, as Evangelidi (1936) pointed

out, these efforts were primarily channeled toward the preparation of priests, with all courses given by self-taught instructors.

As of the beginning of the eighteenth century, the weight of trade was shifted to the Balkans and Asia Minor. In the meantime, the Church had asserted its position toward the Turkish conqueror. The leading class of fanariotes and the rich merchants developed a great activity based on ideas imported from the Western countries with which they came into contact. Fearing the liberal philosophies as expressed by the representatives of the eighteenth-century Enlightenment such as Voltaire, Rousseau, and Diderot, the Church developed an ultra-conservative attitude toward education.

At the beginning of the nineteenth century, each community established its own school. The prevailing curriculum and methodology were based on the teachings of the Enlightenment, particularly of Rousseau, who professed a concern for child-centered education. However, this system did not last for long as the Church views prevailed. Students were now taught grammar and syntax at day's length, and theoretical subjects were taught from morning to evening six days a week, all year round. Subjects were taught in the most archaic language and the demotic was banned. According to Cordatos (1936), the lack of relevance between practicality and demotic language on one hand and theoretical subjects and archaic language on the other hand resulted in a conflict, the repercussions of which were felt throughout the twentieth century. The 1980 OECD Report stated:

> Among educational reformers, the "language question" was not merely an issue over what form of Greek should be taught in the schools. It represented basic differences in Greek social and educational philosophy, indeed world outlook (Weltanschauung). The introduction of the modern Greek language would help open up new cultural and intellectual vistas, those grounded in the contemporary (i.e. modern), living Greek "paideia"; it would infuse a new spirit in Greek pedagogy (less formalism, abstraction, and "explication de textes"); it would arouse pupils' interest in learning; and, ultimately, it would develop more versatile, responsible and democratic citizens and happier human beings.

Conservative or liberal, the instructors carried the weight of education during the Turkish occupation. At the early stages, all teachers were priests with unconditional dedication in the performance of their duty. Later, laymen drawn from the lowest socioeconomic layers were selected as primary-school teachers, while the sons of the wealthy class who could afford to study in Western European universities taught in the upper levels. Hence, pointed out Tsoukala (1977), the astonishing nigh-ranking social prestige carried to this day by university professors in Greece.

From 1821 to 1928

At the outbreak of the 1821 War of Independence, the economic, social, and political conditions of the country were totally alien to those prevailing in the developed Western European countries. The wealthy merchants were in competition with the rich landowners who had acquired great power during the Turkish occupation. However, the interests of both dominating classes were closely associated with the ruling establishment of France, England, and Russia, which was foreign to Greece. As Touliatos (1973) stressed: "Therefore, the rising class was directly dependent upon the strong economy of the

Western countries, which will have an immediate impact on the shaping of the political life and the educational system of the country."

In 1823, the first Greek government addressed the matters of education as a national issue during the session of the Second Assembly. A five-member committee was appointed to draft a law concerning the organization of education.

With the advent of the first King of Greece, Otto of Bavaria (1833-1862), and during his reign, the foreign influence became more visible throughout the country. The successive conservative governments reflected the interests of the local and foreign establishments. The educational system is now characterized by an inflexible curriculum based on the cult of the ancient authors and a deep feeling of nationalism. In 1836, the teaching of Ancient Greek texts and grammar consumed 53.2 percent of the daily curriculum. The educational structure followed the Bavarian pattern, i.e., absolute authority of the Ministry of Education. The curriculum became more conservative with no relevance whatsoever toward the needs of the country. The university was heavily concentrated in law, medicine, philosophy, and religion, but had totally ignored the needs of the country vis-à-vis the oncoming Industrial Revolution.

As indicated by Cordatos (1936), a crucial issue becomes the question of the demotic language, abhorred by the establishment as representing liberal reforms and institutional changes leading to "an education for the people." The demotic-language crisis clouds the real national educational issues. Indicatively, it is worth

pointing out with Allbaugh (1953) that in 1907 the illiteracy range for men was 50.2 percent and for women 82 percent.

In 1910, in the midst of the favorable climate created by the rise of Eleftherios Venizelos, one of the greatest leaders of modern Greece, a group of inspired educators, particularly Manoli Triandafyllidis, are ready to support Venizelos' efforts for liberal reforms in spite of the dynamic activities of the conservative faction. A Committee for the Legal Protection of the Greek Language was even established, but the trend for modernization and reforms in education was already evident, according to Svoronos (1976).

Under the Venizelos administration, the period of natural expansion of 1909-1921, marked by the doubling of the population and of the geographical area and by greater infiltration of technology into the economy, was characterized in education by progressive and very frequent changes. The most important, according to Antonakaki (1955), were constitutional enforcement of free universal elementary education (1911); emphasis on the national ideal, on skills, art, physical education, and on the exact science in the curriculum reform of 1912; introduction of the demotic language in the elementary school (1917); application of child health and welfare policies (1911); and the establishment of public commercial schools and of schools for the retraining of teachers in art, agriculture, and teaching methods.

One of the most basic reform laws was promulgated in 1917 (Law 1332), whereby the teaching of the demotic language was introduced in grades 1-4. The Law was, however, rescinded in 1921, and the primary-school books were burned publicly. The issue was now

transposed on purely political levels, regardless of the educational implications. "Demotic" became a synonym for "communist." The Security Services of the State conducted systematic investigations as to the national convictions of the promoters of the demotic language until 1927. In any case, stressed Touliatos (1980), "the post World War I decade will be marked by the popular demand for a better education."

## From the 1929 Reform to the 1976 Reform

The Minister of Education of the Venizelos government, George Papandreou, proceeded in 1929 to a deep reform of education. The political and economic background of the country remained unchanged yet still dependent on the foreign capital and influence. This reform, which appeared to be radical at the time, was based on the traditional Western European pattern. Its originality consisted mainly in extending the teaching of the demotic, reducing the importance of Latin, and increasing the importance of mathematics and science. However, the study of ancient texts remained a major subject in order to attach the present with the prestigious past of Greece. Education was more centralized than ever as a control of public life. To facilitate this control, government representatives were appointed at each university to monitor their operation.

As compromising and conservative as this reform may seem today, it was considered at the time as ultra-liberal and, as such, was attacked and rescinded by the conservative party that succeeded Venizelos after his resignation in 1932. A wave of nationalism swept

over the country. The teaching of Latin became again mandatory and the demotic language was abolished. During the four years of Metaxas' dictatorship (1936-1940), the old rigid Bavarian system was revived, and the control of education became tighter in an obvious attempt to check any liberal reminiscence.

World War II, the German occupation, and the civil war that ensued put Greek education in hibernation. Schools were practically closed and many students took to the mountains to fight at the side of the political factions, most of them being leftist.

As a reaction, the right-wing governments between 1949 and 1967 attempted consistently, only with a brief interval, to instill nationalism in the minds of students under the cover of moral values and the study of the ancient Greek authors.

In 1964, George Papandreou, heading a short-lived liberal government, assigned to Evangelos Papanoutsos the task to draft a more liberal educational reform. Many innovations were included in this 1964 reform, but the political events of 1965 and the dismissal of President Papandreou by King Constantine eliminated any hope of implementation. One of the first decisions to be made by the military junta when they seized power in 1967 was to abrogate the 1964 Bill of Education. Education was once again geared to nationalism and religion. In 1967, the colonels' regime dismantled the 1964 reforms and, in the opinion of many observers, halted the progressive trend of Greek education. Massialas (1981) summarized the hostility toward this reform as follows:

> Such traditional forces as the Greek Orthodox Church, the School of Philology of the University of Athens, and the Philolopical Society rigorously resisted these and earlier reforms as inimical to Hellenic-Christian ideals and traditions.

Katharevousa, the purist and very formal language, was reintroduced as the teaching medium and the demotic form was banned. Compulsory education was reduced to six years, and the new secondary-school graduation examination was eliminated. Hundreds of teachers and professors suspected to be unfriendly to the regime were dismissed, and those who did not lose their jobs were required to submit personal histories and a statement of their political beliefs. Classical studies were again emphasized over technical-vocational training, thereby eliminating a large segment of potential students and failing to provide any program for training manpower for technological and industrial development. Keefe, Coffin, Mussen, and Rinheart (1977) commented on the use of security police agents as university informers and the strict controls placed on university teaching as indicative of the harmful nature of the colonels' educational revisions. Following the downfall of the military government, the important 1976 reform (Law 309), which is reviewed in the next paragraph, was passed.

## The 1976 Reform

Referring to democratic control of education, Antonakaki (1955) wrote:

> The formal corollary of democracy in administration is democratic control: the Greek concept that each citizen has the capacity, the right, and the duty to participate in decisions which affect him and the public institutions. This participation should not be expanded to direct sharing in public affairs.

Like the previous reforms, the 1976 Law was voted by the representatives with no direct input from parents, teachers, and students. Therefore, their expectations are quasi-delineated by the articles of the reform.

As Keefe (1977) indicated,

> In June 1976 the Karamanlis government announced a new series of reforms designed to replace the colonels' revisions, all of which are to be in operation by 1980. In many ways they are an elaboration of the Papandreou reforms.

Tsiaglis (1980) expressed strong feelings about this reform:

> The educational reform, in our century, has been an unsolved issue since the beginning of the century. More precisely, we are talking about a reform of the educational mechanisms, a reform that aims at adjusting education to the new capitalistic realities of our country.

Referring again to Keefe (1977), it should be pointed out that the seeds of the reform were planted in 1964 by the Papandreou government. Commenting on this point, Tsiaglis (1980) stated:

> Education is not severed from the rest of social life. . . . We can therefore state that undoubtedly the Greek Society of the first part of the 20th century was such that it determined the shape of our educational system.

Tsiaglis' (1980) views are corroborated by the fact that in a short period of time, 14 years, the Karamanlis center-right government adopted and voted a law elaborated by a previous liberal government. The Papandreou reform had been bitterly fought and ultimately defeated through the pressure of the conservatives in conjunction with the Church.

The main features of the 1976 Reform as reviewed by Glycofridi (1980) are:

1. The adoption of the demotic as the official language for schools and the administration.

2. The separation of the former six-year gymnasion in two cycles: three-year gymnasion and three-year lyceum.

3. Nine years of mandatory education instead of six (six years elementary and three years gymnasion).

4. A more "rational" tracking of students toward general (university-prep) and vocational education.

5. The creation of secondary vocational schools to make education meet the economic needs through the appropriate training of manpower.

6. Equalization between men and women in the educational sphere.

7. Opportunity, although extremely limited, for students in the vocational track to qualify for university entrance examination.

8. Attempt to divert a large segment of students, upon completion of gymnasion, from the university-prep lyceum.

9. Introduction of the "electives"--although in a very limited way.

Panayoti Xohelli (1981), Professor of Education at the University of Thessaloniki, in a series of articles in the daily Athens newspaper Kathimerini (January 15-17, 1981) under the title "Five Years After the Educational Reform" elaborated on what had not been accomplished to that date and what should be done in the immediate future. He summarized his views as follows:

1. Education still remains highly centralized and under the absolute State control.

2. The educational system was not examined spherically. Curriculum revisions were made spasmodically with the absence of any coordinated plan and with no input whatsoever from parents, teachers, and students. Specific examples are, in the elementary school, the elimination of grades, the abolishing of homework, the discarding of the entrance examination to the gymnasion upon completion of grade six with the stroke of a pen and without previous discussions and teacher preparation.

3. The Reform deals mainly with the "external aspects" such as structure, creation of tracks, and requirements, but does not deal substantially with the "internal problems" and particularly the development of a new methodology.

4. The external aspect is transformed in an impressive way, and the same contents are retained in a silent and tacit way.

5. The katharevoussa and demotic languages are two different entities by definition. Instead of developing new materials in the demotic language, only minor linguistic adjustments were made in the original textbooks.

6. The Reform creates a noticeable imbalance in the lyceum as to the quality and status of each track and the three kinds of diplomas awarded to students upon completion of the program.

7. Special areas have been totally ignored by the Reform such as preschool (nursery and kindergarten), special education, and programs for the gifted.

8. The curriculum of the lyceum (college-prep track) still does not correspond to the university admission-examination requirements. Students who can afford the financial burden of private tutoring (up to $50 per hour) and coaching schools will probably score higher at the university admission examination. This automatically creates a discriminatory educational system.

9. The Reform was initiated in defiance of the basic principles of curriculum innovation, i.e., input from interested parties (parents, teachers, and students), sensitization of the community, operation of pilot programs, and their assessment.

10. The admission of students from the gymnasion to one of three lyceum tracks is solely based on the results of one examination.

11. Vocational education is still the "poor relative" of the educational program, and as such it is held in low esteem by parents, teachers, and students. Vocational schools are staffed with teachers who lack specialized training, equipment, and resource materials. (See Tables 2.1 through 2.4.)

Tsiaglis (1980) examined the Reform mainly through a social and political prism, carefully scrutinizing the effects of the Reform on the middle and lower socioeconomic classes. He stressed, "The new educational policy has an antidemocratic character and is dangerously autocratic" and he added:

> This antidemocratic and autocratic character is immediately apparent in the existing curricula which aim (a) to overwhelm the students with a mass of useless knowledge and (b) to transmit the ideology of the establishment to the future citizens of our country.

Table 2.1.--Curriculum of the three-year gymnasium: 1980.

| Subject | Hours per Week, by Grade | | |
|---|---|---|---|
| | 7 | 8 | 9 |
| Total | 31 | 31 | 31 |
| Religion | 2 | 2 | 2 |
| Ancient Greek | 4 | 5 | 4 |
| Modern Greek | 5 | 4 | 4 |
| History | 3 | 2 | 2 |
| Introduction to democratic government | .. | .. | 1 |
| Mathematics | 4 | 4 | 4 |
| Foreign language | 3 | 3 | 3 |
| Geography with components from geology | 1½ | 1 | 1 |
| Physics and chemistry | .. | 1 | .. |
| Anthropology and hygiene | .. | 1 | .. |
| Biology | 1½ | .. | 1 |
| Music | 1 | 1 | 1 |
| Arts | 2 | 1 | .. |
| Physical education | 2 | 2 | 2 |
| Educational and career guidance | .. | 2(b) | 2 |
| Technological | 2(b) | 1(g) | .. |
| Home economics | 2(g) | 1(g) | .. |

Source: Adapted from Hellenic Republic, Ministry of Education and Religion, National Report on the Recent Developments in the Greek Educational System (Athens, 1979).

Table 2.2.--Curriculum of the general lyceum, first form (grade 10): 1980.

| Subject | Hours Per Week |
|---|---|
| Total | 33 |
| Religion | 2 |
| Modern Greek | 4 |
| Ancient Greek | 6 |
| History | 3 |
| Mathematics | 5 |
| Geography | 1 |
| Physics | 4 |
| Foreign language | 3 |
| Physical education | 3 |
| Technical | 1 |
| Music | 1 |

Source: Adapted from Hellenic Republic, Ministry of Education and Religion, National Report on the Recent Developments in the Greek Educational System (Athens, 1979).

Table 2.3.--Curriculum of the general lyceum, second form (grade 11): 1980.

| Subject | Hours per Week, by Division | | |
|---|---|---|---|
| | Classical | Both | Scientific |
| Grand total | 36 | | 36 |
| Common subjects | | 30 | |
| Religion | | 2 | |
| Modern Greek | | 4 | |
| Ancient Greek | | 5 | |
| History | | 2 | |
| Psychology | | 2 | |
| Mathematics | | 4 | |
| Physics and chemistry | | 3 | |
| Foreign language | | 3 | |
| Physical education | | 3 | |
| Economic geography | | 1 | |
| Hygiene and anthropology | | 1 | |
| Electives | 6 | | 6 |
| Ancient Greek | 2 | | .. |
| History | 2 | | .. |
| Latin | 2 | | .. |
| Mathematics | .. | | 3 |
| Physics and chemistry | .. | | 3 |

Source: Adapted from Hellenic Republic, Ministry of Education and Religion, National Report on the Recent Developments in the Greek Educational System (Athens, 1979).

Table 2.4.--Curriculum of the general lyceum, third form (grade 12): 1980.

| Subject | Hours per Week, by Division | | |
|---|---|---|---|
| | Classical | Both | Scientific |
| Grand total | 35 | | 35 |
| Common subjects | | 28 | |
| Religion | | 2 | |
| Modern Greek | | 4 | |
| Ancient Greek | | 4 | |
| History | | 2 | |
| Principles of democratic government | | 1 | |
| Philosophy | | 2 | |
| Mathematics | | 3 | |
| Physical geography | | 1 | |
| Physics and chemistry | | 3 | |
| General biology | | 1 | |
| Foreign language | | 2 | |
| Physical education | | 3 | |
| Electives | 7 | | 7 |
| Ancient Greek | 3 | | .. |
| Latin | 2 | | .. |
| History | 2 | | .. |
| Mathematics | .. | | 4 |
| Physics | .. | | 2 |
| Chemistry | .. | | 1 |

Source: Adapted from Hellenic Republic, Ministry of Education and Religion, National Report on the Recent Developments in the Greek Educational System (Athens, 1979).

Glykofrydi (1981) strongly supported the view according to which most of the objectives of the Reform are undermined by the government itself in the implementation of its stated rules, as a result of the existing contradictions in the Reform. More precisely, Glycofrydi stated that the Reform is undermined by:

1. The division of the nine-year period into two cycles and the absence of a law forbidding children under the age of 15 to work.

2. The exhausting network of examinations that children and teachers have to face.

3. The imbalance between the different types of lyceum.

4. The lack of materials and equipment.

5. The lack of substantial revisions of curricula and textbooks.

6. The lack of in-service opportunities for educators.

7. The undermining of the Reform from "within the government."

Glykofrydi concluded, "We have reached the point to use the term Anti-Reform."

## The Objectives of the Socialist Government (October 1981- )

The elections of October 18, 1981, won by an overwhelming majority by the socialist party, were interpreted as the will of the people for a radical change. It is too early, at this date, to determine the extent and depth of projected changes in the realm of education.

One of the first decisions of the socialist government was to abolish the admission examination from the gymnasium to the lyceum

as an attempt to eliminate the barrier to the lyceum. At an interview with the monthly periodical The Athenian, the Minister of Education Lefteris Veryvakis stated:

> The greatest changes since the socialists came into power have been cutting the entrance examinations to the classical lyceum (equivalent to grades 10-12) and eliminating all but one accent in the writing of the Greek language. . . . We are going to change, after a certain time period, the system for judging a student's worth and replace the panhellenic exams.

Whatever the anticipated changes may be and however liberal or radical the decisions may appear, in constant line with the previous reforms, once again decisions will be mandated by the government and they will reflect its political stance.

Section Summary

The educational history of Greece from 1453 to this date is marked by constant lines and consistent dynamics that flow through its development: the influence of the Church, the Ministry of Education as the sole source of decision making, the tenacious attachment to the study of the ancient texts, the political diversion imprinted by each government in power, and a deep spirit of nationalism.

The successive educational reforms served and reflected the above concepts. These reforms were characterized as "superficial" and "external" in the sense that they only aimed at changing programs and schedules but not at altering the attitude of the population toward education, which remained rigid and elitist.

The only substantial and liberal reforms were the gradual adoption of mandatory education (up to ninth grade), the offering of

free education at all levels, and the sanctioning by law of the demotiki, which became the official instructional language.

The common denominator deriving from the review of the successive reforms including the 1976 Reform is the absolute control of education by the State, allowing practically no latitude for any deviation from the curriculum on the part of parents, teachers, and students.

The Greek parents, teachers, and students' expectations pertaining solely to education are all uniform in nature and defy analysis. Only the government-imposed reforms can be analyzed intrinsically, and these have been evaluated. In this context, parents, teachers, and students' expectations are limited to the side effects of Greek education. The questionnaire submitted to parents, teachers, and students was developed in light of these constraints.

## Parent, Teacher, and Student Expectations as Related to the United States and Greek Educational Systems

This section deals with a comparison between the parent, teacher, and student expectations seen through the United States and Greek systems of education and more specifically in the areas of objectives, structure and organization, administration, curriculum, teacher training, and recruitment. The statistics and chart presented in this section are based on data provided by the 1979 UNESCO International Guide of Educational Systems and the Greek Ministry of Education.

Objectives

United States.--A major objective of the United States educational system is to provide a free public education to all students until the completion of the secondary school, to instill a respect for knowledge and at the same time to offer equal opportunities for all students through a favorable educational environment, and also to stimulate students according to their individual potential through an enriched curriculum, specifically in the areas of literature, science, social and political studies, and vocational programs.

Greece.--The 1975 Constitution establishes clearly the prime objectives of education, i.e., the moral, professional, and physical preparation of the population as well as the development of a national and religious identity. Massialas (1981) wrote:

> Contemporary Greek education places great emphasis on Greek Orthodoxy, both in formal curriculum of the schools and the informal practices of other socialization agents, such as the family, the peer group and the army.

The cultivation of independence and responsibility is another prime objective. The Reorganization Act of 1976 declares that the goal of the gymnasium is as follows:

> To train adolescents in the right and exact expression of their ideas and values, in the skills of observation and analysis of phenomena in the mental as well as the physical world, to acquaint them in general with historical ideas and with the most significant discoveries of the Greek, of the European and of humankind in general, to help them internalize and implement their own inclinations and skills, to sharpen their moral judgment, to develop their religious and national consciousness and to inspire in them an attitude which is consistent with the basic principles of the democratic system of the country.

The same Act declares that the goal of the lyceum is designed:

> to offer training, richer and broader than that of the gymnasium, to youth aspiring to higher education or professions requiring high standards. The training includes the systematic cultivation of the oral and written expression, the deeper study of national and world history, as well as the monuments of civilization, specifically the history and civilization of Europe, the development of critical and imaginative thinking, the comprehensive investigation of the natural and social world, the strengthening of religious and national beliefs, the more substantive learning of the basic principles of the democratic system of the country; and finally [this training] seeks to enlighten the spirit and to develop free and responsible persons.

In public schools, education and materials are free at all grade levels, including colleges and universities, without discrimination. Education is compulsory for all students grades 1-9. The 1980 OECD Report states:

> The raising of the school-leaving age (ROSLA) was a constitutional mandate (Article 16 of the Greek Constitution adopted in 1975) and an important precondition for the aforementioned goals of democratization and modernization. Compared to other Western societies, especially those of the European Economic Community, Greece had the fewest years of compulsory schooling (6 compared to generally 9). ROSLA was also felt to be necessary for the cultural development of the country, the expansion of opportunities, particularly among the people in rural areas and for greater economic efficiency.

The demotic language has been enforced as the official language since 1976.

## Structure and Organization

The structure and organization of the Greek educational system, K-12, is represented in Figure 2.1.

An innovative structure brought about by the 1976 Educational Reform divides the six years of the former secondary school into two sections:

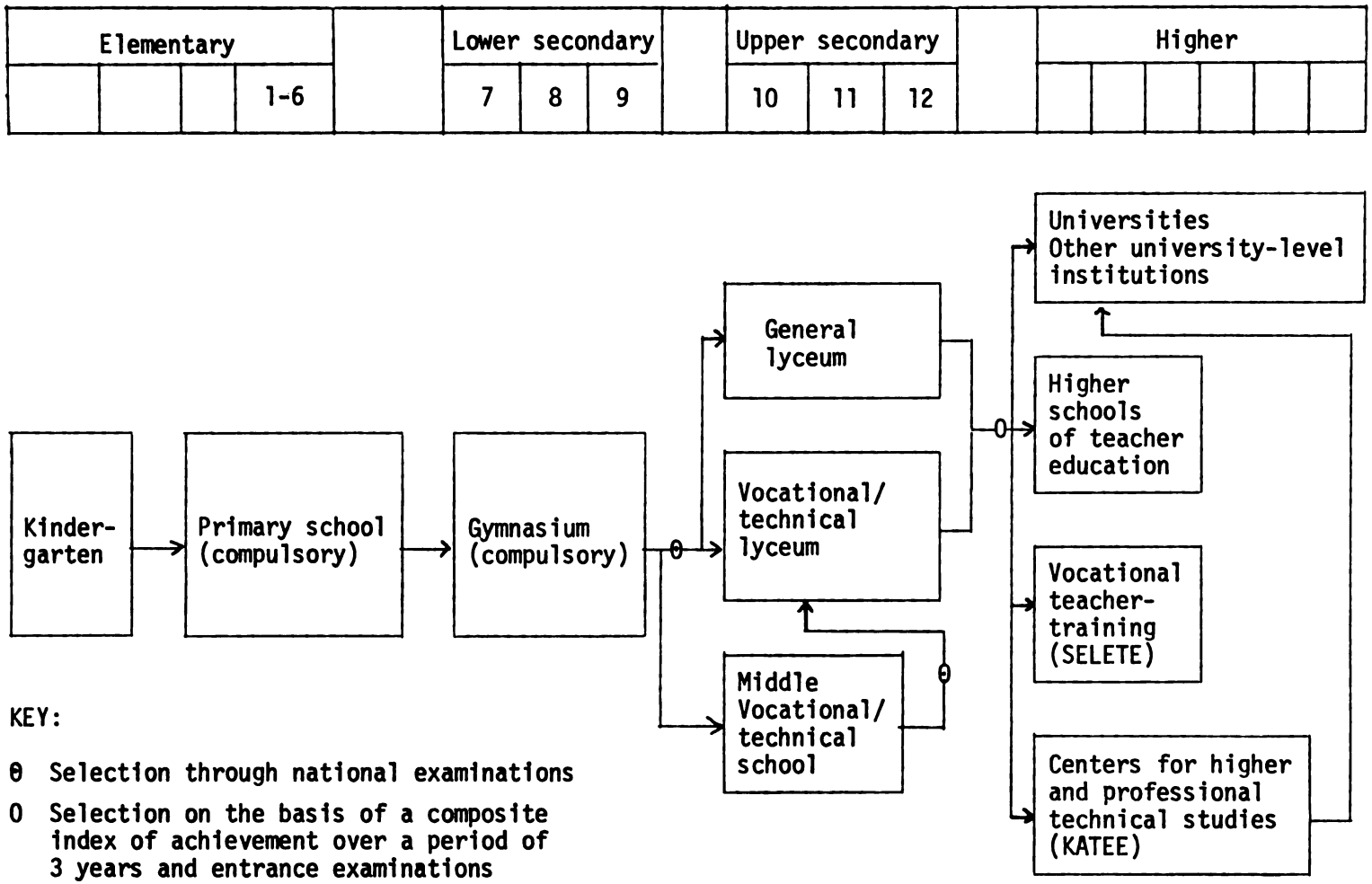


Figure 2.1.--Structure of the educational system of Greece: 1980. (Adapted from Hellenic Republic, Ministry of Education and Religion, National Report on the Recent Developments in the Greek Educational System (Athens, 1979).

1. Gymnasion, three years mandatory. Upon completion of the gymnasion, students may take an examination that will qualify them according to their ability for one of the three tracks in the lyceum: (a) two years vocational, (b) three years vocational and commercial, (c) three years general education leading to university admission.

2. Lyceum, post-mandatory. Tracks (a) and (b) are for non-university bound students; upon completion of track (c), students take an examination administered by the Ministry of Education at specific locations for university admission. Students are selected on the basis of the highest scores, filling the limited number of vacancies available at each branch of the universities. The 1980 OECD Report stated:

> It is important to stress the selective and credentialling role which examinations are called upon to perform in Greek education and a fortiori in the Greek occupational and social structure. Such a policy, according to official opinion, is dictated by several factors, e.g. (i) the desirability of maintaining control over educational standards, i.e., ensuring the attainment of certain levels of knowledge which, among other things, are held indispensable for further education and for professional competence; (ii) the need to screen the intellectually most capable (the talented) for the few places that are of necessity available in the universities and other higher institutions; and (iii) the demands of educational efficiency as well as social equity, i.e. allocating students into schools of different types and purposes on the basis of objective criteria of achievement.

## Administration

United States.--According to the United States Constitution, each state is directly responsible for the education of all students within each state. The federal government, through the federal

Department of Education, provides encouragement, financial aid, and advice for special projects of national concern. The individual state legislatures represent the public within those states. The legislature of the individual states passes laws concerning education at all levels, and the state board of education and/or the chief administrative official makes decisions for the implementation of these laws. Local boards of education determine the policy, procedures, and materials that will assist in the implementation of the laws and policies as established at the state level.

Greece.--The system is highly centralized. The Ministry of Education and Cults is responsible for the entire coordination. KEME (Center of Educational Research and Teacher In-Service Programs) has an advisory role in the development of the State curriculum.

For primary and secondary educational purposes, Greece is divided into 15 districts and 240 subdistricts. The duties of the 240 inspectors (civil servants) are to inspect, advise, and enforce the official national curriculum as developed by KEME and approved by the Ministry of Education. The funding of education at all levels derives solely from income tax and becomes part of the annual national budget.

## Curriculum

United States.--It is the prerogative of each state to develop its own curriculum. Although there is no national curriculum, the federal government influences the local curricula through legislation and funding. Each state has its own requirements for

high school graduation or certification. Local teachers and program specialists may develop district curricula as well as new programs and also select relevant materials. This constitutes a unique feature of United States education.

Greece.--The curriculum being developed and mandated by the central administration (Ministry of Education) does not give any latitude for deviation or adjustment to the needs of the students in local school districts and to the teacher. It must be strictly and uniformly implemented at each grade level according to a rigid time schedule.

Given the orientation of the lyceum, which consists mainly of university-bound students, an unusually large amount of homework is expected from each student. Parents often supplement the day school by encouraging their children to attend evening coaching schools or by hiring the services of private tutors to assist them in the preparation of the university entrance examinations.

The notion of electives was hesitantly introduced by the 1976 Reform Law, but the strenuous curriculum does not allow for sufficient time for deviation from the academic schedule.

## Teacher Training and Recruiting

United States.--A minimum of Bachelor of Arts or Bachelor of Science degrees is required to teach at any grade level. This degree must be coupled with a teaching certificate awarded by the state, which specifies the minimum requirements by which an individual teacher may be certified to teach specific subjects for a specific

range of grade levels. Teachers are hired by the local school districts.

Greece.--All public school teachers at all levels are civil servants and are appointed and transferred by the Ministry of Education. The inspector (not the principal) is responsible for teacher evaluation.

Elementary school teachers are trained in pedagogical academies (two to three years). High school teachers are trained in specific disciplines at the university (four to five years). Teacher certification is automatically awarded upon graduation from the pedagogical academies or the university. As Massialas (1981) indicated concerning secondary school teachers:

> They are trained at universities, where they obtain a degree in their teaching specialty. For example, a teacher of mathematics would enroll in the respective faculty (physikomathimatiki), a teacher of history and classical Greek (a philologos or philologist) would enroll in philossofiki (faculty of arts). The program of studies for secondary school teachers is not different from that pursued by those who major in a field such as mathematics but do not intend to enter the teaching profession. Prospective teachers enrolled in the universities, however, are asked to take courses in pedagogy. Student or practice-teaching is not common, nor is it required to gain a teaching position. With a university diploma, a person may apply for any teaching job in the public or private sector.

## Section Summary

Related to the United States and Greek educational systems, the parent, teacher, and student expectations reflect the philosophical and historical evolution of education in both countries. From the very beginning, the concept of free public education has been stressed in the United States, thus providing for equal opportunities through a

wide and diversified range of problems that may be adjusted to meet the needs of the individual and the community.

In Greece, the 1975 Constitution stresses that one of the objectives of education is the development of a national and religious identity, thus perpetuating a 200-year-old tradition. No deviation from the State-imposed curriculum can be made in favor of the individual student in the community. The concept of equal opportunities is interpreted as free education at all levels but with practically no provision for innovation or for meeting the needs of the individual students.

## Expectations

### Parent Expectations

United States.--Downey (1960) and Seager and Slagle (1959) investigated the historical background of America with the purpose of assessing the perceptions of the community concerning public education and more particularly the role of the teacher.

Seager and Slagle's study was conducted in five geographic areas: four in the United States and one in Canada. The data collected were analyzed in terms of certain variables, the most important being geographic region, years of schooling, and occupational status. The responses from these three variables yielded a consistent pattern and were reliable predictors of parental expectations for the school's rank.

The researchers found differences that appeared with regularity among the five regional groups. The West emphasized the

socializing aspects of education, the South gave priority to personal development, the East stressed moral values, and Canada the intellectual pursuits. The Midwest maintained a middle-of-the-road position on these task dimensions.

Referring to regional differences, Seager and Slagle pointed out that the residential suburbs preferred the aesthetic and the intellectual elements, that the industrial areas emphasized the applied homemaking skills, and that the rural communities attached greater-than-average importance to physical and consumer education.

Seager and Slagle also pointed out that deciding the content and structure of education is the responsibility not only of educators, but also of noneducators from all segments of society. Their views and expectations regarding the schools' task must be taken into consideration.

In comparing differences between educators and parents, the researchers stated that

> Without exception, the task elements which were perceived to be more important by the lay public than by educators were non-intellectual items. Non-educators considered vocational guidance, job training, consumer education, and home and family living to be more important than did educators.

Ostrander and Dethy (1968) stated that if the school is to aim at a purposeful educational program, it has to be receptive to constructive influences from the community, and it must take into account that basically "the goals of education are to be set by the citizenry."

To be receptive to the needs and aspirations of the people it serves and also to keep them informed of its functions, the school

should maintain its avenues of communication. In fact, it is one of the responsibilities of the community (parents in particular) to encourage teachers, as Warner, Havighurst, and Loeb (1944) mentioned: "To participate more in the life of the community in which they teach . . . they should live the life of their community, they should take their pleasure in the community as well as give their service, and not be isolated."

Stemming from Getzels' (1968) social systems models, through which the school is viewed as a social system within a suprasystem, Hartrick (1961) stated that parents of this supra-system hold expectations not only for school objectives, but also for school procedures in reaching those objectives. The respondents involved in his investigation were not only educators and noneducators, but also high school students. The study revealed: (a) that educators stressed the intellectual elements more than did the other two subgroups, and they also assigned lower priority to vocational training and home and family living; (b) that noneducators placed emphasis on both the intellectual and the productive elements and less emphasis on emotional stability, moral standards, and aesthetic appreciation; and (c) that high school students emphasized the social elements and de-emphasized the intellectual elements more than did the educators or noneducators. Students agreed with educators on the low ranking of the productive elements and with noneducators on the low ranking of cultural elements.

Hartrick also found that more educated parents emphasized the intellectual skills and aesthetic appreciation and

de-emphasized the social skills and vocational guidance; and that parents with less than high school graduation emphasized the elements of vocational guidance, vocational training, consumer management, moral standards, and social life.

Greenberg and Greenberg (1964) maintained that consideration has to be given to the expectations of parents of a culture that is based on a different pattern of life. Only in this way can we experience "the satisfaction of feeling that we have fulfilled the expectations of those who have had faith in us."

In dealing with parental preferences, Sieber and Wilder (1967) indicated that parents are keenly interested in styles of teaching and stress the intellectual aspects of education much more than teachers think they do. The writers described four teaching styles:

1. Control oriented --emphasis on maintaining discipline, following directions, and working hard
2. Content oriented --concern with subject matter, covering material thoroughly, and testing regularly
3. Discovery oriented --encouragement of creativity, and making lessons interesting
4. Sympathy oriented --stress on friendliness, being liked by students, understanding and handling their problems

In conducting a survey of mothers' preferences, the investigators discovered that mothers preferred teachers whose style, even at primary grade level, was mainly content oriented rather than sympathy oriented.

A more detailed analysis of the study reveals that mothers of middle-class communities showed greater preference than those of the

working class for the discovery-oriented style of teaching. Thus, teachers who used the discovery method were in closer agreement with middle-class parents' expectations and were more successful with their children because they had the support of their family members who believed in independence training. On the other hand, mothers of the working-class community preferred "control" and "sympathy" oriented styles of teaching. This is attributed partly to their non-intellectual background. However, when these mothers showed preference for an intellectual style, they chose "authoritarian intellectualism" (content) rather than "permissive intellectualism" (discovery).

The researchers stated that by comparing the preferences of mothers among four typical teaching styles with the self-images of their children's teachers, it was found that mothers prefer a content-oriented style more often than any other, while a majority of teachers see themselves as discovery oriented. There is considerable discrepancy between the styles of teaching that mothers expect and the styles of teachers as seen by themselves, both at the elementary and at the secondary levels. "Sixty-nine percent of the mothers have a teacher for their child whose role definition is not in accord with their preference."

Paternal influence has received very little attention in the literature. Rau, Mlodnosky, and Anastasiow (1964), comparing maternal and paternal influences on students' personality characteristics, revealed: "For fathers . . . what we have labelled the 'paternal

involvement' factor seems to be a more important influence on their sons' adjustment than any of the dimensions we originally hypothesized."

Rau et al. studied the successful achievement behaviors of students as affected by parent child-rearing attitudes and practices. Students who performed well academically typically demonstrated well-adjusted behavior, although few significant relationships were found between parent attitude and student achievement. However, the investigators suggested that perhaps the data in their study indirectly reflected more significance when treated inferentially:

> Our data rather generally supported the view that parental attitudes are related to the maturity-adjustment syndrome. To a lesser extent, the same parent attitudes predict achievement. This lends credence to the view that this set of personality characteristics may be thought of as mediating [sic] the influence of parent attitudes on achievement. For instance, mothers' scores on the Democracy scale administered at kindergarten level predict both self-sufficiency and achievement in second grade, and the latter two variables intercorrelate. We consider it a reasonable conclusion from such findings that mothers' attitudes influence differences in self-sufficiency, which in turn influence academic success.

Brookover, Gigliotti, Henderson, and Schneider (1967) stressed the importance of parental expectations in the formation of student self-concept of academic ability. Erickson's (1967) follow-up study of Brookover et al. indicated that parental concerns for their children are the first stage in the development of the children's positive self-concept.

Greece.--The attitude of Greek parents toward education has always been conservative, and one could say that educational developments outside the national sphere have been looked upon with suspicion

and fear. According to the 1976 OECD Report dealing with "Decision Making in Educational Systems," this attitude "has contributed to the sluggishness of the system in adapting itself to actual socioeconomic changes, whereas ideally the educational system should not merely adapt but . . . become an agent of change."

The expectations of Greek parents vis-à-vis education, besides a marked conservatism, are characterized by nationalism, respect of Orthodoxy, Hellenism, perception of education as a social ladder, an instrument for the shaping of a disciplined and law-abiding citizen, and respect of family values. Furthermore, the expectations of a Greek parent are concentrated on high academic achievement rather than on the development of the personality. Greek parents insist on reserving to themselves the right to decide for their children their future profession or career. Guidance and counseling services are totally unknown in Greek schools, and a limited Career Orientation Department operates within the Ministry of Social Welfare but mainly to deal with problems of unemployment.

Nationalism can be traced to the early stages of the Turkish occupation when Greeks believed, and rightfully so, that the only means to preserve their national identity was the preservation of their language. Despite rigorous measures and draconian penalties imposed by the occupant, Greek families persisted in sending their children to underground schools (krypho scholio) run by the Orthodox priests in their churches under the cover of darkness. This is reflected in the old lullaby that all Greek children have learned from their ancestors:

My bright little moon
Shed light on me
To go to school
To learn many things
All God's wonders.

As Keefe, Coffin, Mussen, and Rinehart (1977) pointed out:

> For centuries the village priest has been the preserver of Greek cultural and religious traditions and as such he has been respected by other villagers. . . . The church had the sole responsibility for the preservation of Greek culture and religion during four centuries of foreign domination. It served as a symbol of political independence as well as national unity. Not surprisingly, the builders of the modern national state made use of the bond between Orthodoxy and nationalism.

Hellenism associated with Orthodoxy is another persistent demand of Greek parents and is to be found throughout primary and secondary education. In analyzing this feature, Keefe et al. concluded:

> To be a Greek means embracing the ideology of Hellenism. Hellenism is a compilation of all that was good and glorious in ancient Greece. Greeks of all social classes and from all regions are acutely aware of the role their country played in the development of Western philosophy. This awareness is one of the reasons so much emphasis has been placed on classical education. Hellenism developed during Ottoman rule and was a means of promoting Greek cultural identity and nationalism.

The above concept of education is reflected in most recent educational reforms. As reported in the 1980 OECD Report, in 1958, for example, the Committee on Education reaffirmed that "this humanistic ideal, inspired by the Hellenic and Christian spirit, should constitute the foundation of Greek education."

The educational ramifications of the twentieth-century economic development and, in turn, the economic significance of schooling made a late and sudden appearance in the range of Greek parents' expectations. Parents visualize education as the ladder of social

and economic promotion. The secondary school (gymnasion) became the focus of their attention and "it epitomized what the Greeks understood good education to be, and it was the main gateway to the post-secondary institutions and thereby to high status jobs," according to the 1980 OECD Report.

Given the prestige inherent in university education, the restrictions imposed on university admission and the high scores required to this effect, added to the contempt of Greek parents for vocational education and the sense of self-pride (philotimo) pertaining to the Greek citizen, parents' expectations are reflected in a demand for high academic achievement for their children. By the same token, these demands are transferred to the schools, which concentrate their efforts on preparing students for the university entrance examinations. However, the deficiencies of the public school system as well as the inefficiencies of the educational approaches force the parents to turn to the private sector.

A vast network of private schools emerged as a result of the inadequacy of public school education, which is not commensurate with parents' expectations. The study conducted in 1980 by OECD reported that "the introduction of new ideas into the Greek educational systems has almost always been the result of private initiative." A previous OECD Report (1974) underscored this situation:

> In a situation where education is looked upon as providing access to equality of opportunity, the social demand for education tends to result in growth of the private educational sector even when public resources for education are curtailed.

To meet their high expectations, as referred to previosuly, parents send their children to the frontistiria, where they receive extensive tutoring in the evening. As Massialas (1981) reported, "it has been estimated that the majority of students aspiring to be admitted to a higher education institution have enrolled, at one time or another, in some type of frontistiria."

Literature and research on Greek parents' expectations are almost nonexistent. However, these expectations exist in a subjacent state throughout Greek history, the successive educational reforms, and the OECD reports from which they have been extracted for this study.

## Teacher Expectations

United States.--In determining the school's task, the educational leader, as McPhee (1959) pointed out, has to know his society and its values and attitudes toward education. The educational leader's problem has recently become even more complex because these values are in a state of constant change.

Present American educational values are predominantly those held by the middle class, to which the majority of educators belong. Thus, we notice that a lower-class teacher, as Warner, Havighurst, and Loeb (1944) remarked, "will strive for upward mobility and therefore will set high value on middle-class behavior wherever he goes." On the other hand, an upper-class teacher, being in the minority, will have to abide by middle-class values even if he does not subscribe to them.

In a more recent study, Hills (1961) maintained that the views of the teachers do not differ greatly from those of the community and

that there is greater incongruence between two groups of teachers serving different social-class groups than between the teachers and the respective communities they serve.

Greenberg and Greenberg (1964) maintained that the teacher's expectations of a child predetermine that child's performance. More recently, Rosenthal and Jacobson (1968) went even further and made extensive studies that brought forth considerable evidence in support of this phenomenon. There has been much controversy in the area of teacher expectations in the past several years. Brookover et al. (1973) ascribed the present interest in teacher expectations to Robert Rosenthal:

> As previously stated, significant research in the area of expectations and learning is attributable to Robert Rosenthal. Both in his study of animals (1966) as well as his highly important collaborative study (Rosenthal and Jacobson, 1968) on teacher expectations and elementary school achievements in which naive subjects were told that certain randomly chosen students were, according to new intelligence tests, about to make an educational spurt. They found that those students who had been randomly classified as higher achievers actually gained significantly more in achievements than did the control group and this gain was more pronounced in the earlier grades. This study, thus, lends credence to the hypothesis that teacher expectations have a symbiotic relationship with school achievement (input-result-feedback-input).

Results of several other studies should be mentioned also. Henderson (1973), in his study of teacher background and student variables such as race and social-economic class, came to the not-unexpected conclusion that causes of teachers' expectations were quite complex. The findings, determined by questioning 24 black and 24 white teachers attending a summer session at the University of Virginia, led Henderson to conclude that:

> The determinants of teachers' expectancies are indeed complex. It is evident that they are affected by a number of different kinds of information including test scores, classroom behavior and background characteristics of each child.

Cunningham (1975) and Larson (1973), in their respective studies, found evidence to support the concept that teacher style and influence are factors to be considered in expectations for children. However, Larson suggested that the individual child's own characteristics were more reliable in predicting academic success. United States teachers differ from their European colleagues in that most of them believe their own behavior may influence their students. In a study conducted in Scandinavian countries, Brislin, Lonner, and Thorndike (1973) concluded that teachers were unable to project possible influences on their students. Singleton (1971) maintained that applying the concept of education as cultural transmission suggests that we will be equally interested in all parties involved in educational systems and transactions, as well as in the social context within which learning is presumed to take place. This will include the intentions of a teacher, his manipulation of a learner, and the changes in the learner's behavior.

Guthrie (1967) indicated that teachers' expectations are a function of their own personalities and result from many visual and intangible factors. He stated:

> One of the silent languages is proximity, but there are also cues and conventions which involve facial expressions, touching, posture, dressing, and the whole spectrum of paralinguistic cues of the volume, speed, and tone of speech. . . .

Greece.--Teacher expectations meet and complement those of the parents as discussed above. Furthermore, these expectations are delineated by the official State curriculum, the high scores to be achieved at all grade levels, particularly in the senior year, and by the university admission requirements. Teacher expectations are also conditioned by the Greek society's aspirations for a highly disciplined citizen, respectful of the authority with which educators are invested. Furthermore, teachers are required to observe strictly the mandated subject matter without any latitude for deviation or innovation. Only kindergarten and elementary teachers in the course of their two-year training program are offered rudimentary education classes dealing with child psychology, theories of learning, and teaching methods. Most of these courses are theoretical.

Secondary school teachers' programs deal solely with the subjects they plan to teach. Courses in pedagogy, with few exceptions, are offered at the institutes for in-service training. As Massialas (1981) stated:

> Student or practice-teaching is not common, nor it is required to gain a teaching position. With a university diploma, a person may apply for any teaching job in the public or private sector.

Teacher expectations reflect, therefore, the nature of their university training. This deficiency has been decried by some inspired reformers who have urged the educational authorities to undertake drastic measures for the retraining of teachers in order to help place their expectations in a different perspective. Botsoglou (1980) wrote:

> Any government that would come in power, any new radical or revolutionary measures that this government would be willing to apply to education, must confront and persuade the entire body of professional educators. This is a given: no minister of education could suddenly send home all teachers in active service and hire new ones, fresh and ready to implement any educational reform. The entire teaching staff is there. We must work with them; we must retrain them so that they would be willing and able to bring about this reform in education.

The 1980 OECD Report identified the expectations for efficiency in Greek education served by its professional staff:

> Functional efficiency was a predominant consideration in the reform movement of the last twenty years. There was generally less emphasis on social equity considerations (the distributive aspects of education), and more on participation, which characterized reform trends in other liberal societies.

The following passage extracted from the Athena School Handbook (1980), based on State laws, regulations, and circulars, fully illustrates what teachers should be striving for in their classrooms:

> The primary conditions for students to be allowed to attend the elementary, middle and high schools of the Athena School is to be studious, hard-working, and, in general, fully responding to their lessons, which constitutes their duty. A basic condition for being studious and achieve good grades is the total concentration on school work and the correct attitude towards everybody.
>
> Students should be particularly attentive during their class and respect absolutely the regulations of the class.

Teacher expectations for achievement and attitude are, once again, imposed by the current nationwide regulations as stipulated in the above-mentioned handbook:

> A student who will have been found unprepared in any subject or who has been inattentive, is obliged, according to the judgment of his teacher, to remain in school after school hours in order to successfully complete the lesson. For a serious breach of discipline, a student will be suspended or expelled and the grade of his behavior will be lowered.

The grade (excellent, very good, good) in attitude plays a major role in the student's report card and records. A transferring student can hardly be accepted in public and private schools with a grade "good" and, if accepted, he will have to remain on probation for a long period of time. Teacher expectations concerning discipline and attitude at all moments of the school day are stringent and therefore very high. Papanoutsos (1963), himself, the liberal reformer of Greek education, added to the above teacher expectations the need to ground in the character of the students the traits of the "educational physionomy."

## Student Expectations

United States.--Goldman (1961) conducted a survey to examine the differences between the real images of the high school graduate as he is today and the ideal image of him as perceived by educators, noneducators, and high school students. He found that educators viewed today's graduate as being interested in making money, in having as much fun as possible, and in making friends easily. They regarded him as least knowledgeable in political affairs and unwilling to sacrifice his own comfort for the good of others.

Noneducators indicated that the high school graduate was able to make friends easily, had knowledge of many things and a desire to learn more, and was interested in making as much money as possible. He was least characterized by willingness to sacrifice personal comfort for that of others, by his knowledge of political matters, and by his spiritual attitude toward life.

According to Goldman, students perceived today's high school graduate as being most interested in knowing many things and having a desire to learn more, making friends easily, and being honest and trustworthy. On the other hand, he was viewed by them as least interested in political affairs, in sacrificing his own comfort for that of others, or in developing a strong body. Differences between the real and the ideal image of the high school graduate were perceived most strongly by the educators and least by the students themselves.

Goldman made a further contribution by demonstrating that both educators and noneducators believe that today's high school graduate is giving more importance to economic and social values than to altruistic values. He also maintained that differences do exist between educators and noneducators in what they believe the character of the high school graduate should be and what it is in reality.

Referring to the responsibilities of the high school toward the adolescent, Goldman posed one key question in his investigation: "Should the high school bear major responsibility for developing all aspects of the adolescent, or should it be freed from some tasks which could properly be carried out by other agencies within a community?"

He found that public opinion in the United States was divided on this point. However, he advocated that other institutions like the home and the church should assume certain functions such as family care, religion, welfare, health, athletics, and the like, all of which play their part in the student's development. This would allow the high school to become more effective by concentrating on the intellectual

aspects of the student and other related areas of its primary responsibility.

All educational expectations to which reference has been made in this review include a certain proportion of four different kinds of goals: intellectual, social, personal, and practical. Through the research carried out by Downey (1960) and by Seager and Slagle (1959), there was evidence of consensus by both United States educators and noneducators that the intellectual aspects of education should be the school's main task. The major concern today, according to Bebell (1968), is that:

> . . . by 1980 society will need a "new man"--a flexible, ever-learning, problem-solving type of man. . . . If there is to be any conflict between the acquisition of knowledge and the development of attitudes and habits for the effective use of knowledge, the latter must take precedence over the former.

Singleton (1967) analyzed students' expectations and at the same time their role in the educational process through a different angle:

> Educators and schools must become the objects of studies--educational patterns cannot be understood through the students alone. Our formal attempts at education assume that there must be a teacher, live or canned, and it is the focus on teaching that differentiates our modern practices of education from those of our more isolated or "primitive" contemporaries. The school, as a social institution of education, cannot be understood if students are viewed as its only output and education as its only function.

Greece.--The most outstanding representative of progressive education in Greece, Evangelos Papanoutsos (1963), analyzed in an article published in the newspaper To Vima (November 7, 1963) under the title "Expectations" the educational expectations of the Greek people. Even for Papanoutsos, the educational expectations must be

centered on the national traditions of Greece. He stated, "The aim of Greek education must become the intensive and systematic effort to educate the youth according to the needs of our times, our national tradition and our democratic regime."

The expectations and orientations of the Greek educational system, nationalistic as it is, derive from goals set by the State. This nationalism was exacerbated during the Turkish occupation, the pre-World War II Italian occupation of the Dodecanese Islands and, more recently, in Cryprus during the British occupation. In Cyprus, where at least 80 percent of the population projects its Greek heritage and maintains the Greek as the main language, education was based for nearly a century on two philosophies in flagrant contradiction with each other: the determination of the British occupant to maintain education under its absolute control and the commitment of the Greek-speaking population to maintain a full autonomy of the Greek educational system. Describing the role and expectations of the teachers in this political context, the Cypriot psychologist Antonis Papaioannou (1977) stated:

> The ultimate goals of national education are cultivated outside of the educational profession. We should not also ignore the involvement of education as an active agent in the political life of the nation, this involvement being a significant factor for change and innovations.

This nationalistic philosophy was sanctioned by the Education Chart of the Cypriot Republic (1964) in its preamble, which stipulated:

> Since education constitutes the basis of the national traditions of Greeks and a paramount value in the creative development of the Nation and since the education of the Greek children of Cyprus has struggled for centuries against a myriad of oppressions on the part of the successive conquerors of the island and

> since education has succeeded in maintaining its absolute national character . . . the Greek communal assembly of Cyprus decides that education, in Cyprus, should identify itself in its orientations and programs with those prevailing in Greece.

The expectations of the Greek students are constrained by the imposed curriculum. Counseling and guidance are totally unknown institutions in the Greek schools. A small nucleus of counselors operates only at the Ministry of Social Welfare and is limited to the vocational sector. The lack of orientation and guidance is detrimental to the career goals of students and does not assist in the identification of their expectations. This concern was expressed by Papanoutsos (1976) in his study about "The Disoriented Youth":

> I am at a loss, wrote to me a few weeks ago a high school senior, because I do not know what area of concentration I should select. I wish to pursue my studies at the university, but what will happen later on if I decide I cannot live with my diploma?

Dealing with the disenchantment of Greek students and how they feel betrayed in their expectations, Papanoutsos established strong similarities with criticism expressed by Silberman (1970) and Illich (1970) in their respective books, Crisis in the Classroom and Deschooling Society. Under the title "Crisis in the School," Papanoutsos drew a dismal picture of the "betrayed youth" in the Greek schools and how the high expectations nurtured in the elementary school are destroyed by imposed curriculum, absolute approaches, and the loss of the "sense of purpose" for all the subject matters within the sterile program of studies. Papanoutsos stated:

> The children still obey because their freshly awakened little brain is full of curiosity and grasps greedily whatever is being offered. But the adolescents of the secondary school feel that their school with its archaic program of studies has been severed from life. It does not provide to them motivation and the

> opportunity to study the burning problems of our times--moral, social, economic and political. If they still remain at their desks, they do it out of need and not out of real interest. . . . They "escape" from school mentally and they are only physically present: they are mentally absent. The gifted students, more than the others, realize that although their memory is fed with dead knowledge, they are still hungry for the living truth.

George Koutsoumaris (1980), a professor of economics, maintained that secondary education, seen through the developmental process of the national economy, should prepare students to respond to specific requirements at the university. He stressed eight basic functions, the most significant being:

1. Selection process among the new generation of talents, i.e., the most intellectually gifted students on completion of secondary education for the creation of an economic and social elite.

2. Accumulation of knowledge that will contribute to the shaping of human capital.

The selection process to which Koutsoumaris referred in order for Greek students to be admitted at any institution of higher learning constitutes the primary and major concern of parents, teachers, and students. However, this phenomenon is not peculiar only to Greece. In countries like Brazil and Japan, where competition for university positions among students is very high, a "parallel educational system" has flourished. The Greek equivalent of the Japanese juku (coaching schools) is the frontistirion, which was labeled by Papanoutsos as "the purgatory that our youth has to sustain in order to enter (if they enter) the academic paradise."

Panaoutsos (1976) pursued this idea:

> Is it true or not that the high school diploma does not open to our youth the gate of any of our universities, if this diploma is not endorsed by the directors of the frontistiria and that our diligent young people from the province, in order to achieve this endorsement, are compelled to spend in our two capitals (a) the money they obtained by selling a small piece of parental family property or (b) by liquidating the sister's dowry which was earned with sweat and blood?

The highly selective process as well as classroom practices in Greece are in opposition with their counterparts in the United States. However, the screening and selection process for university admission in the United States should not be overlooked since high SAT scores, grade point averages, and quality recommendations are among the basic requirements for admission to the competitive schools. The teaching practices in the two educational systems present a sharp difference and the latter, again, derive from two different perceptions of education as well as diverging expectations.

Quoting Jerome Bruner, Massialas and Zevin (1975) supported the position that:

> The best way to develop the ultimate learning ability of students is to create in the classroom a situation whereby the child or the adolescent, through the process of discovery and with his own efforts, identifies the basic concepts of a discipline and realizes that these concepts are interrelated. . . . Every important subject has its own structure, e.g., science, geology and biology, and the responsibility of the student is to reconstitute freely this structure.

The question is how this particular relationship of teacher/student, the team spirit, as well as the collective research work can be achieved in classes that are compelled to follow a strictly delineated and imposed program, in a system that tends to limit more and more the

latitude of the children to insert their own ideas into the process of learning.

Sideri (1980) placed this responsibility on the teachers, urging them to use any possible latitude left by the rigid programs "to awaken the mind of the students and to stimulate inquisitiveness." He continued:

> It is up to us educators to find a way to widen the margin of free options that the system leaves to us. It is up to us finally, since we are talking about our relationships with the children, not to identify ourselves with the external oppressions and to work with the students as prisoners in the same concentration camp.

Section Summary

In the United States, parental expectations vis-à-vis education vary greatly according to the education, socioeconomic background, and geographic location of the parents. The expectations cover personal development, moral values, homemaking skills, employment, sound consumer awareness, physical development, socialization, in addition to the acquisition of the "basics." Parents perceive teachers as carrying responsibilities outside the classroom and as agents of change in the classroom and the community.

In Greece, parental expectations are much less diversified and are mainly concentrated on the educational function. Education, for Greek parents, is by no means an agent of change but rather an instrument for perpetuating values and ideals, for social promotion, for shaping respectful citizens, and for allowing them to have access to university.

The literature indicated that the United States teachers' expectations are a function of their own personalities, the community they serve, and their own backgrounds coupled with many complex factors such as sense of accountability, concern for achievement, test scores, and student behavior.

In Greece, the teachers' expectations are again delineated by the State and conditioned by the expectations of the society, i.e., concentration on subject matter, acquisition of high placement-test scores, ability to qualify for higher learning, and the shaping of a respectful and disciplined citizen.

Research has indicated that students in the United States expect to find in their school an environment that is conducive to the acquisition of economic and social rather than altruistic values. They also expect to have teachers who provide opportunities for mastering knowledge leading to problem solving and the development of attitudes and work habits leading to the effective application of the acquired knowledge.

In Greece, the students' expectations are limited to and constrained by a rigid curriculum and stereotyped educational approaches. Confronted with the rigidity of the programs, students tend to lose their sense of purpose, and this disparity between expectations and reality generates disenchantment.

## Chapter Summary

In this chapter a review of literature and research related to the study was presented. Three areas of interest were presented

under the headings of (1) Parent Expectations, (2) Teacher Expectations, and (3) Student Expectations.

The evolution of Greek educational systems as presented in this chapter is the most accurate and current review in English, to date. Several studies reviewed proved not to follow the educational reform laws of the government in office, or they did not report that the law had been amended.

Chapter III deals with the methodology as deriving from a review of the United States and Greek literature. It is based on existing improvements adapted to the needs of the study.

# CHAPTER III

# METHODOLOGY

## Introduction

The methodology used in this study was derived from the United States and the Greek literature and from existing instruments that were adapted for a cross-cultural comparison of the parents, teachers, and students' expectations both in an American school in Greece and in a Greek school system. This chapter describes the populations of interest, sampling procedures, data collection, and the use of instruments in this study.

## Populations of Interest

One Greek secondary school (grades 7 through 12, population of 890) and one American overseas school located in Athens (grades 9 through 12, population of 860) comprised the populations of interest in this study. Both school systems attract students from the greater Athens area, primarily from middle- and upper-middle-class families. Another similarity between the identified institutions is their structure (K through 12) and their total student enrollment (2,000 students each).

The selected Greek school is the Athena, G. Ziridis school system and comes under the authority of the Greek Ministry of Education, as do all private and public schools in Greece. The Ministry of

Education regulations govern all facets of the school operation in Greece (K-12), i.e., curriculum, teacher qualifications, examinations, conditions of admission, and school calendar. The Athena, G. Ziridis school, in the Greek educational system, stands as being the most compatible with the selected American school.

The selected American institution is the American Community Schools of Athens (ACS), incorporated in the state of Delaware, and it operates in Greece as a "foreign school" by virtue of a special license granted by the Greek Ministry of Education. ACS is accredited by the Middle States Association of the United States. The school, which is a nonprofit organization, is governed by an eight-member board of education elected by the parents' association. In substance, ACS is an American-international school as evidenced by the admission policy (Appendix A). Approximately 80 percent of the students are United States citizens, and the 20 percent remaining is constituted of students from 44 different nationalities. Greek citizens, to enroll in a foreign school in Greece, need special authorization from the Greek government.

## Selection of the Sample

A major difficulty encountered by the researcher was the possibility of distributing questionnaires in a Greek school. The practice of questionnaire distribution in educational institutions is quasi-unknown in Europe and subject to strict procedures and regulations imposed by the government. Even for government-monitored

projects, final authorization is only released following an elaborate procedure sanctioned by high-ranking officials.

The Director General of Athena School, G. Ziridis, Mrs. Kathryn Spentzos, most willingly agreed to assist in this cross-cultural project by allowing the questionnaires to be distributed to parents, teachers, and students. Without this spirit of cooperation and understanding, coupled with a commitment to educational research, this project could not have materialized. Permission was obtained to administer the questionnaire at ACS from the central administration according to the board of education policies and by-laws.

In each of the two schools, teachers distributed questionnaires to students. These students were selected by teachers according to criteria provided by the researcher so that a representative sampling might be obtained. The administration distributed questionnaires to parents through their students at each school. Teachers were also given questionnaires by the administration of the two schools.

Of the American Community Schools' questionnaires (40 parent, 40 teacher, and 100 student), 52.5 percent of the parents, 62.5 percent of the teachers, and 81 percent of the students returned questionnaires. Of the Athena School questionnaires that were distributed (40 parent, 30 teacher, and 75 student), 90 percent of the parents, 80 percent of the teachers, and 74.7 percent of the students returned questionnaires. (See Table 3.1.)

Both American and Greek teachers and administrators, through personal contacts, telephone calls, and follow-up notes, assisted to ensure that as many parents, teachers, and students as possible would

return questionnaires. The questionnaires were collected after the third marking period, i.e., the end of March 1981.

Table 3.1.--Numerical profile of the questionnaires returned.

| | United States | | | Greek | | |
|---|---|---|---|---|---|---|
| | Sent | Returned | % | Sent | Returned | % |
| Parents | 40 | 21 | 52.5 | 40 | 36 | 90.0 |
| Teachers | 40 | 25 | 62.5 | 30 | 24 | 80.0 |
| Students | 100 | 81 | 81.0 | 75 | 56 | 74.7 |

## Procedures

### American Community Schools

The research was discussed with administrators, teachers, and students. An explanatory cover letter accompanied each questionnaire sent to parents, and the contents were shared with teachers and students. Suggestions for improving the instrument were solicited, and the questionnaire items were studied for clarity and relevance. The questionnaires that were returned were analyzed by the researcher and verified by Dr. Joseph Testo, Professor at State University of New York.

### Athena School

The procedure was complex, and a longer period of time was required to inform parents, teachers, and students about the scope and purpose of the research and the completion of the questionnaire. However, the individuals involved in the study were very cooperative, as evidenced by the percentage of the questionnaires returned.

The researcher was formally introduced to the Director General of the Athena School by its educational consultant, Dr. John Dorbis. School visits were subsequently scheduled, during which the questionnaire was discussed with the administrators and teachers, item by item, for clarity and accuracy as to the translation of the technical terms and the cultural relevance through the translation process.

The translation procedure involved translations from English to Greek by a Greek translator, assisted by a bilingual Greek psychologist, verification by another Greek translator, and back-translations into English by a bilingual translator, with further verification by the researcher. This procedure is similar to one suggested by Brislin, Lonner, and Thorndike in their text, Cross-Cultural Research Methods (1973). The translated instrument with the explanatory notes was then printed by a Greek printer and retranslated back to English by the Greek translator for possible errors. The questionnaires were then taken to the Athena School for distribution and collection.

Once the questionnaires were returned, they were analyzed by the researcher and verified by Dr. Dorbis, Professor at Athens University and stateside universities.

## Description of the Instrument

The following information describes the format of the instrument used in this study. (Refer to Appendices B and C.)

Part I--The first part of the questionnaire asks the respondent to rank order (from 1 to 8) eight areas of development skills and personality characteristics considered most important by parents,

teachers, and students for a child to have attained by age 16. The following eight categories were ranked by parents, teachers, and students: social skills, problem-solving skills, physical skills, emotional adjustment, language skills, self-help skills, academic skills, and moral growth.

The following question was constructed to guide the research of Part I of the questionnaire:

> Do significant differences exist between United States and Greek parents, teachers, and students with respect to their secondary school students' development in eight areas, as measured by rankings in these areas?

Part II--The second part of the questionnaire asks the respondent to indicate which should be the institution primarily responsible for helping a child accomplish the skills indicated in each of the eight categories stated in the first part of the questionnaire. The institutions of primary responsibility as stated in Part II of the questionnaire are: home, school, home and school, and other.

The following question was constructed to guide the research for Part II of the questionnaire:

> Are there differences between who is considered primarily responsible, and to what extent, for helping the United States and Greek child to accomplish his social, emotional, moral, academic, and physical development?

Part III--The third part of the questionnaire asks the respondent to indicate which is, in his/her opinion, the most appropriate characterization in each of 60 items. The characterizations as indicated in Part III of the questionnaire are: special help, normal training, no strong opinion, prefer not, and harmful.

The following question was constructed to guide the research for Part III of the questionnaire:

> Are there differences between the American and Greek parents, teachers, and students with respect to the group of skills considered to be most important for a child by the age of 16?

## Method of Reporting Results

The data from the parent, teacher, and student questionnaires were tabulated for statistical processing. The results of that processing are reported in Chapter IV.

## Summary

In this chapter, the methodology of the study was presented. The American and Greek populations were described and compared, and the selection of the samples was presented. The methodological procedures employed for each culture were described. The format and uses of the instrument were discussed, as well as the method of reporting results. Finally, the questions developed to guide each part of the study were stated. The data are presented and analyzed in Chapter IV.

# CHAPTER IV

# PRESENTATION AND ANALYSIS OF DATA

## Introduction

The purpose of this study was to investigate and compare relevant data concerning the home and school expectations related to social, emotional, and academic development of selected secondary students in a Greek school and an American school in Athens, Greece. In the previous chapter, the procedures for data collection in both the Greek and American communities (parents, teachers, and students) were described, as were the instruments used in the study. In this chapter, the statistical analyses of data related to the research questions are presented.

## Research Questions and Statistical Analyses

Question 1: Do significant differences exist between United States and Greek parents, teachers, and students with respect to their secondary school students' social, problem-solving, physical, emotional, language, self-help, academic, and emotional development, as measured by rankings in these areas?

This research question was addressed by preliminary compilations of item frequencies for each group and defined subgroup. (Refer to Tables 4.1, 4.2, and 4.3.) Mean ranks were then compared for each item using t-test calculations. (See Tables 4.4, 4.5, and 4.6.)

A Spearman rank-order correlation was calculated from the mean rankings of the populations. For the United States and Greek

Table 4.1.--Comparison of United States and Greek parents' rankings of children's developmental skills--frequencies for each area.

| Area | | Rankings in Order of Importance[a] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| Social skills | U.S. | 3 | 3 | 4 | 3 | 2 | 1 | 0 | 1 |
| | Greek | 2 | 5 | 6 | 3 | 6 | 2 | 2 | 0 |
| Problem solving | U.S. | 1 | 4 | 2 | 2 | 4 | 2 | 3 | 0 |
| | Greek | 6 | 3 | 4 | 6 | 6 | 0 | 0 | 1 |
| Physical skills | U.S. | 0 | 1 | 1 | 0 | 3 | 4 | 4 | 5 |
| | Greek | 0 | 1 | 1 | 0 | 2 | 2 | 7 | 13 |
| Emotional adjustment | U.S. | 4 | 3 | 3 | 1 | 2 | 0 | 3 | 2 |
| | Greek | 4 | 3 | 4 | 9 | 2 | 1 | 3 | 0 |
| Language skills | U.S. | 0 | 1 | 0 | 3 | 3 | 6 | 2 | 3 |
| | Greek | 1 | 1 | 4 | 2 | 2 | 13 | 3 | 0 |
| Self-help | U.S. | 0 | 3 | 1 | 1 | 1 | 4 | 3 | 5 |
| | Greek | 1 | 0 | 0 | 0 | 0 | 5 | 12 | 9 |
| Academic skills | U.S. | 4 | 0 | 5 | 3 | 2 | 0 | 2 | 2 |
| | Greek | 4 | 6 | 3 | 5 | 5 | 2 | 0 | 1 |
| Moral growth | U.S. | 6 | 3 | 2 | 5 | 1 | 0 | 1 | 0 |
| | Greek | 8 | 7 | 3 | 2 | 3 | 2 | 0 | 1 |

[a]Rank order responses by importance, with 1 being most important and 8 being least important.

Table 4.2.--Comparison of United States and Greek teachers' rankings of students' developmental skills--frequencies for each area.

| Area | | Rankings in Order of Importance[a] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| Social skills | U.S. | 2 | 4 | 2 | 5 | 5 | 1 | 0 | 2 |
| | Greek | 4 | 1 | 2 | 4 | 6 | 1 | 4 | 1 |
| Problem solving | U.S. | 1 | 1 | 5 | 2 | 3 | 5 | 2 | 2 |
| | Greek | 1 | 2 | 4 | 5 | 5 | 3 | 1 | 2 |
| Physical skills | U.S. | 1 | 0 | 0 | 1 | 2 | 7 | 2 | 8 |
| | Greek | 1 | 0 | 0 | 0 | 2 | 7 | 4 | 9 |
| Emotional adjustment | U.S. | 7 | 10 | 2 | 2 | 0 | 0 | 0 | 0 |
| | Greek | 11 | 4 | 4 | 2 | 2 | 0 | 0 | 0 |
| Language skills | U.S. | 2 | 0 | 3 | 2 | 7 | 1 | 5 | 1 |
| | Greek | 0 | 3 | 3 | 5 | 4 | 2 | 3 | 3 |
| Self-help | U.S. | 3 | 0 | 4 | 2 | 0 | 3 | 6 | 3 |
| | Greek | 0 | 2 | 4 | 2 | 3 | 2 | 7 | 3 |
| Academic skills | U.S. | 0 | 1 | 2 | 4 | 2 | 2 | 5 | 5 |
| | Greek | 0 | 2 | 3 | 2 | 2 | 8 | 5 | 3 |
| Moral growth | U.S. | 5 | 5 | 2 | 3 | 3 | 2 | 1 | 0 |
| | Greek | 3 | 8 | 5 | 5 | 0 | 2 | 0 | 0 |

[a]Rank order responses by importance, with 1 being most important and 8 being least important.

Table 4.3.--Comparison of United States and Greek students' rankings of students' developmental skills--frequencies for each area.

| Area | | Rankings in Order of Importance[a] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th |
| Social skills | U.S. | 23 | 15 | 15 | 8 | 4 | 5 | 5 | 2 |
| | Greek | 24 | 17 | 5 | 5 | 3 | 1 | 0 | 1 |
| Problem solving | U.S. | 1 | 10 | 4 | 18 | 13 | 13 | 13 | 4 |
| | Greek | 4 | 5 | 2 | 11 | 7 | 12 | 10 | 5 |
| Physical skills | U.S. | 4 | 0 | 9 | 6 | 8 | 11 | 15 | 23 |
| | Greek | 1 | 2 | 1 | 3 | 3 | 3 | 13 | 29 |
| Emotional adjustment | U.S. | 16 | 13 | 5 | 12 | 11 | 9 | 3 | 8 |
| | Greek | 12 | 10 | 7 | 6 | 14 | 5 | 0 | 2 |
| Language skills | U.S. | 6 | 5 | 11 | 9 | 12 | 9 | 10 | 14 |
| | Greek | 1 | 1 | 6 | 7 | 11 | 17 | 14 | 4 |
| Self-help | U.S. | 8 | 7 | 11 | 5 | 10 | 7 | 13 | 13 |
| | Greek | 1 | 1 | 6 | 9 | 8 | 10 | 10 | 11 |
| Academic skills | U.S. | 4 | 9 | 6 | 10 | 12 | 17 | 11 | 7 |
| | Greek | 3 | 5 | 13 | 9 | 6 | 4 | 11 | 4 |
| Moral growth | U.S. | 14 | 19 | 14 | 8 | 6 | 6 | 6 | 8 |
| | Greek | 9 | 15 | 16 | 8 | 3 | 3 | 1 | 1 |

[a]Rank order responses by importance, with 1 being most important and 8 being least important.

Table 4.4.--Comparison of means, frequencies, pooled variance t-test and 2-tail probability significance levels for each of the eight developmental-skill areas as reported by United States and Greek parents.

| Area | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tail Prob.* |
| Social skills | | | | | |
| U.S. | 3.3529 | 17 | 1.902 | .74 | .462 |
| Greek | 3.7692 | 26 | 1.728 | | |
| Problem solving | | | | | |
| U.S. | 4.1579 | 19 | 1.922 | 1.52 | .136 |
| Greek | 3.2609 | 23 | 1.888 | | |
| Physical skills | | | | | |
| U.S. | 6.2222 | 18 | 1.734 | 1.38 | .174 |
| Greek | 6.9231 | 26 | 1.598 | | |
| Emotional adjustment | | | | | |
| U.S. | 3.8890 | 18 | 2.563 | .36 | .723 |
| Greek | 3.6538 | 26 | 1.810 | | |
| Language skills | | | | | |
| U.S. | 5.7222 | 18 | 1.602 | 1.29 | .203 |
| Greek | 5.0769 | 26 | 1.647 | | |
| Self-help skills | | | | | |
| U.S. | 5.5882 | 17 | 2.210 | 2.48 | .017 |
| Greek | 6.9259 | 27 | 1.385 | | |
| Academic skills | | | | | |
| U.S. | 3.9444 | 18 | 2.388 | .77 | .448 |
| Greek | 3.4615 | 26 | 1.838 | | |
| Moral growth | | | | | |
| U.S. | 2.7778 | 18 | 1.734 | .12 | .906 |
| Greek | 2.8462 | 26 | 1.953 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.5.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each of the eight developmental-skill areas as reported by United States and Greek teachers.

| Area | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tail Prob.* |
| Social skills | | | | | |
| U.S. | 3.9524 | 21 | 1.962 | .64 | .528 |
| Greek | 4.3478 | 23 | 2.145 | | |
| Problem solving | | | | | |
| U.S. | 4.8095 | 21 | 1.965 | .58 | .566 |
| Greek | 4.4783 | 23 | 1.831 | | |
| Physical skills | | | | | |
| U.S. | 6.4286 | 21 | 1.738 | .44 | .661 |
| Greek | 6.6522 | 23 | 1.613 | | |
| Emotional adjustment | | | | | |
| U.S. | 1.9524 | 21 | .923 | .50 | .617 |
| Greek | 2.1304 | 23 | 1.359 | | |
| Language skills | | | | | |
| U.S. | 4.9048 | 21 | 1.947 | .06 | .953 |
| Greek | 4.8696 | 23 | 1.961 | | |
| Self-help skills | | | | | |
| U.S. | 4.0952 | 21 | 2.448 | .44 | .663 |
| Greek | 5.3918 | 23 | 2.071 | | |
| Academic skills | | | | | |
| U.S. | 4.7619 | 21 | 1.497 | .57 | .574 |
| Greek | 5.4348 | 23 | 1.879 | | |
| Moral growth | | | | | |
| U.S. | 3.1905 | 21 | 1.914 | .19 | .847 |
| Greek | 3.0870 | 23 | 1.621 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.6.--Comparison of means, frequencies, pooled variance t-test and 2-tail probability significance levels for each of the eight developmental-skill areas as reported by United States and Greek students.

| Area | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tail Prob.* |
| Social skills | | | | | |
| U.S. | 3.0000 | 77 | 2.007 | 2.57 | .001 |
| Greek | 2.1786 | 56 | 1.515 | | |
| Problem solving | | | | | |
| U.S. | 4.8816 | 76 | 1.789 | .41 | .683 |
| Greek | 5.0179 | 56 | 2.023 | | |
| Physical skills | | | | | |
| U.S. | 4.9211 | 76 | 2.064 | 2.63 | .010 |
| Greek | 6.8214 | 56 | 1.774 | | |
| Emotional adjustment | | | | | |
| U.S. | 3.8831 | 77 | 2.300 | 1.166 | .250 |
| Greek | 3.4464 | 56 | 2.925 | | |
| Language skills | | | | | |
| U.S. | 5.0132 | 76 | 2.218 | 1.29 | .200 |
| Greek | 5.4643 | 56 | 1.629 | | |
| Self-help skills | | | | | |
| U.S. | 5.0130 | 77 | 2.414 | 1.59 | .114 |
| Greek | 5.6250 | 56 | 1.835 | | |
| Academic skills | | | | | |
| U.S. | 4.9342 | 76 | 2.009 | 1.03 | .304 |
| Greek | 4.5636 | 55 | 2.053 | | |
| Moral growth | | | | | |
| U.S. | 3.6623 | 77 | 2.349 | 1.88 | .063 |
| Greek | 2.9821 | 56 | 1.590 | | |

[a]SD = standard deviation.

*Significance level to .05.

parents a value of $r_s = 0.6905$, for teachers a value of $r_s = 1.00$, and for students a value of $r_s = 0.9524$ was obtained. To be significant at .05, the computed $r_s$ would need to exceed 0.643. All $r_s$ scores found were greater than this value. Therefore, there was a significant relationship between the rankings of parents, of teachers, and of students (Figure 4.1).

Question 2: Are there differences between who is considered primarily responsible--and to what extent--for helping the United States and Greek child to accomplish social, emotional, moral, academic, and physical development?

Question 2 was addressed by preliminary compilations of frequencies for each group. (Refer to Tables 4.8, 4.9, and 4.10.) Then a t-test score was computed for each of the eight items, taking into account the assumptions of cell size for t-test calculations, which required that there be no empty cells and at least five units for both cells in a column. (Refer to Tables 4.11, 4.12, and 4.13.) Certain of the item columns that were eliminated to meet the cell-size assumptions of two-tailed test calculations plainly represented marked differences between the two populations. Each item was explored for significance at a level of .05. The overall two-tailed level for the set of eight items was set at .05.

The significance level of each of the eight areas concerned with this research question was .05, determined from an overall two-tailed probability level of .05. Refer to Tables 4.8, 4.9, and 4.10 for frequency comparisons.

Table 4.7.--Comparison of United States and Greek parents, teachers, and students' rankings of each developmental-skill area as determined by item mean for Spearman rank-order correlation coefficient calculations.

| Area | Parents | Teachers | Students |
|---|---|---|---|
| Social skills | | | |
| U.S. | 2 | 3 | 1 |
| Greek | 5 | 3 | 1 |
| Problem solving | | | |
| U.S. | 5 | 4 | 4 |
| Greek | 2 | 4 | 5 |
| Physical skills | | | |
| U.S. | 8 | 8 | 8 |
| Greek | 7 | 8 | 8 |
| Emotional adjustment | | | |
| U.S. | 3 | 1 | 3 |
| Greek | 4 | 1 | 3 |
| Language skills | | | |
| U.S. | 7 | 5 | 7 |
| Greek | 6 | 5 | 6 |
| Self-help skills | | | |
| U.S. | 6 | 6 | 6 |
| Greek | 8 | 6 | 7 |
| Academic skills | | | |
| U.S. | 4 | 7 | 5 |
| Greek | 3 | 7 | 4 |
| Moral growth | | | |
| U.S. | 1 | 2 | 2 |
| Greek | 1 | 2 | 2 |


Parents

Parents

| | Social | Problem Solving | Physical | Emotional | Language | Self-Help | Academic | Moral |
|---|---|---|---|---|---|---|---|---|
| U.S. | 2 | 5 | 8 | 3 | 7 | 6 | 4 | 1 |
| Greek | 5 | 2 | 7 | 4 | 6 | 8 | 3 | 1 |

$r_s = 0.6905 \quad p < 0.05$

Teachers

| | Social | Problem Solving | Physical | Emotional | Language | Self-Help | Academic | Moral |
|---|---|---|---|---|---|---|---|---|
| U.S. | 3 | 4 | 8 | 1 | 5 | 6 | 7 | 2 |
| Greek | 3 | 4 | 8 | 1 | 5 | 6 | 7 | 2 |

$r_s = 1.00 \quad p < 0.05$

Students

| | Social | Problem Solving | Physical | Emotional | Language | Self-Help | Academic | Moral |
|---|---|---|---|---|---|---|---|---|
| U.S. | 1 | 4 | 8 | 3 | 7 | 6 | 5 | 2 |
| Greek | 1 | 5 | 8 | 3 | 6 | 7 | 4 | 2 |

$r_s = 0.9524 \quad p < 0.05$

Figure 4.1.--Ordering of rankings for Spearman rank-order correlation, United States and Greek parents, teachers, and students. (Note: $r_s$ must be greater than 0.643 to be significant at the .05 level with N = 8.)

Table 4.8.--Comparison of frequencies of United States and Greek parents' assignment of home-school responsibility.

| Area | United States Parents | | | | Greek Parents | | | |
|---|---|---|---|---|---|---|---|---|
| | Home | School | Home/ School | Other | Home | School | Home/ School | Other |
| Social skills | 2 | 3 | 15 | 1 | 10 | 2 | 13 | 1 |
| Problem solving | 1 | 5 | 14 | 1 | 0 | 9 | 17 | 0 |
| Physical skills | 5 | 1 | 14 | 1 | 14 | 0 | 12 | 0 |
| Emotional adjustment | 0 | 11 | 10 | 0 | 0 | 10 | 16 | 0 |
| Language skills | 9 | 3 | 8 | 1 | 17 | 1 | 9 | 0 |
| Self-help skills | 0 | 9 | 11 | 1 | 1 | 12 | 13 | 0 |
| Academic skills | 5 | 2 | 14 | 0 | 2 | 7 | 17 | 0 |
| Moral growth | 0 | 7 | 14 | 0 | 1 | 9 | 9 | 7 |

Table 4.9.--Comparison of frequencies of United States and Greek teachers' assignment of home-school responsibility.

| Area | United States Teachers | | | | Greek Teachers | | | |
|---|---|---|---|---|---|---|---|---|
| | Home | School | Home/ School | Other | Home | School | Home/ School | Other |
| Social skills | 3 | 0 | 22 | 0 | 3 | 0 | 21 | 0 |
| Problem solving | 1 | 2 | 22 | 0 | 3 | 3 | 18 | 0 |
| Physical skills | 9 | 0 | 16 | 0 | 9 | 0 | 14 | 1 |
| Emotional adjustment | 3 | 4 | 18 | 0 | 2 | 4 | 18 | 0 |
| Language skills | 18 | 0 | 7 | 0 | 18 | 0 | 6 | 0 |
| Self-help skills | 0 | 10 | 15 | 0 | 0 | 7 | 17 | 0 |
| Academic skills | 7 | 0 | 18 | 0 | 4 | 0 | 20 | 0 |
| Moral growth | 1 | 1 | 22 | 1 | 0 | 9 | 14 | 1 |

Table 4.9.--Comparison of frequencies of United States and Greek teachers' assignment of home-school responsibility.

| Area | United States Teachers | | | | Greek Teachers | | | |
|---|---|---|---|---|---|---|---|---|
| | Home | School | Home/ School | Other | Home | School | Home/ School | Other |
| Social skills | 3 | 0 | 22 | 0 | 3 | 0 | 21 | 0 |
| Problem solving | 1 | 2 | 22 | 0 | 3 | 3 | 18 | 0 |
| Physical skills | 9 | 0 | 16 | 0 | 9 | 0 | 14 | 1 |
| Emotional adjustment | 3 | 4 | 18 | 0 | 2 | 4 | 18 | 0 |
| Language skills | 18 | 0 | 7 | 0 | 18 | 0 | 6 | 0 |
| Self-help skills | 0 | 10 | 15 | 0 | 0 | 7 | 17 | 0 |
| Academic skills | 7 | 0 | 18 | 0 | 4 | 0 | 20 | 0 |
| Moral growth | 1 | 1 | 22 | 1 | 0 | 9 | 14 | 1 |

Table 4.10.--Comparison of frequencies of United States and Greek students' assignment of home-school responsibility.

| Area | United States Students | | | | Greek Students | | | |
|---|---|---|---|---|---|---|---|---|
| | Home | School | Home/ School | Other | Home | School | Home/ School | Other |
| Social skills | 9 | 1 | 63 | 5 | 7 | 1 | 45 | 3 |
| Problem solving | 17 | 14 | 43 | 10 | 15 | 16 | 25 | 0 |
| Emotional adjustment | 5 | 28 | 47 | 2 | 0 | 31 | 25 | 0 |
| Language skills | 59 | 8 | 10 | 7 | 46 | 0 | 9 | 1 |
| Self-help skills | 3 | 30 | 43 | 4 | 1 | 38 | 17 | 0 |
| Academic skills | 35 | 0 | 46 | 1 | 9 | 11 | 36 | 0 |
| Moral growth | 4 | 16 | 50 | 13 | 3 | 15 | 27 | 11 |

Area 1: Social skills (Tables 4.11, 4.12, 4.13)

Parents: A t-value of 2.13 was calculated from the comparative frequencies. The probability level of .039 was statistically significant.

Teachers: A t-value of .42 was calculated from the comparative frequencies. The probability level of .673 was not statistically significant.

Students: A t-value of .06 was calculated from the comparative frequencies. The probability level of .956 was not statistically significant.

Area 2: Problem solving (Tables 4.11, 4.12, 4.13)

Parents: A t-value of 2.29 was calculated from the comparative frequencies. The probability level of .026 was statistically significant.

Teachers: A t-value of .61 was calculated from the comparative frequencies. The probability level of .544 was not statistically significant.

Students: A t-value of .62 was calculated from the comparative frequencies. The probability level of .534 was not statistically significant.

Area 3: Physical skills (Tables 4.11, 4.12, 4.13)

Parents: A t-value of 2.21 was calculated from the comparative frequencies. The probability level of .032 was statistically significant.

Table 4.11.--Comparison of United States and Greek parents' assignment of primary responsibility for accomplishment of eight developmental areas.

| Area | Mean | Frequency | SD[a] | Pooled Variance t-test | Pooled Variance 2-tail Prob.* |
|---|---|---|---|---|---|
| Social skills | | | | | |
| U.S. | 2.0550 | 20 | .510 | 2.13 | .039 |
| Greek | 1.6800 | 25 | .627 | | |
| Problem solving | | | | | |
| U.S. | 2.2000 | 20 | .523 | 2.29 | .026 |
| Greek | 2.5278 | 36 | .506 | | |
| Physical skills | | | | | |
| U.S. | 1.8000 | 20 | .523 | 2.21 | .032 |
| Greek | 1.4615 | 26 | .503 | | |
| Emotional adjustment | | | | | |
| U.S. | 2.5238 | 21 | .512 | .94 | .351 |
| Greek | 2.3846 | 26 | .496 | | |
| Language skills | | | | | |
| U.S. | 1.7000 | 20 | .733 | 1.54 | .131 |
| Greek | 1.4074 | 27 | .572 | | |
| Self-help skills | | | | | |
| U.S. | 2.4500 | 20 | .510 | .30 | .763 |
| Greek | 2.4000 | 25 | .577 | | |
| Academic skills | | | | | |
| U.S. | 1.8571 | 21 | .573 | 2.00 | .052 |
| Greek | 2.1852 | 27 | .557 | | |
| Moral growth | | | | | |
| U.S. | 2.3333 | 21 | .483 | 1.23 | .228 |
| Greek | 2.5263 | 19 | .513 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.12.--Comparison of United States and Greek teachers' assignment of primary responsibility for accomplishment of eight developmental areas.

| Area | Mean | Frequency | SD[a] | Pooled Variance t-test | Pooled Variance 2-tail Prob.* |
|---|---|---|---|---|---|
| Social skills | | | | | |
| U.S. | 1.9200 | 25 | .400 | .42 | .673 |
| Greek | 1.8750 | 24 | .338 | | |
| Problem solving | | | | | |
| U.S. | 2.0800 | 25 | .400 | .61 | .544 |
| Greek | 2.0000 | 24 | .511 | | |
| Physical skills | | | | | |
| U.S. | 1.6400 | 25 | .490 | .22 | .827 |
| Greek | 1.6087 | 23 | .499 | | |
| Emotional adjustment | | | | | |
| U.S. | 2.0400 | 25 | .458 | .23 | .817 |
| Greek | 2.0833 | 24 | .504 | | |
| Language skills | | | | | |
| U.S. | 1.2800 | 25 | .458 | .23 | .817 |
| Greek | 1.2500 | 24 | .442 | | |
| Self-help skills | | | | | |
| U.S. | 2.4000 | 25 | .500 | .79 | .436 |
| Greek | 2.2917 | 24 | .464 | | |
| Academic skills | | | | | |
| U.S. | 1.7200 | 25 | .458 | 2.73 | .009 |
| Greek | 2.0000 | 20 | | | |
| Moral growth | | | | | |
| U.S. | 2.0000 | 24 | .295 | 3.29 | .002 |
| Greek | 2.3913 | 23 | .499 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.13.--Comparison of United States and Greek students' assignment of primary responsibility for accomplishment of eight developmental areas.

| Area | Mean | Frequency | SD[a] | Pooled Variance t-test | Pooled Variance 2-tail Prob.* |
|---|---|---|---|---|---|
| Social skills | | | | | |
| U.S. | 1.8904 | 73 | .356 | .06 | .956 |
| Greek | 1.8868 | 53 | .375 | | |
| Problem solving | | | | | |
| U.S. | 1.9595 | 74 | .650 | .62 | .537 |
| Greek | 2.0364 | 55 | .744 | | |
| Physical skills | | | | | |
| U.S. | 1.6714 | 70 | .556 | .71 | .478 |
| Greek | 1.5962 | 52 | .603 | | |
| Emotional adjustment | | | | | |
| U.S. | 2.2875 | 80 | .578 | 4.73 | .000 |
| Greek | 2.7750 | 40 | .423 | | |
| Language skills | | | | | |
| U.S. | 1.3636 | 77 | .687 | 3.59 | .000 |
| Greek | 1.0000 | 46 | .000 | | |
| Self-help skills | | | | | |
| U.S. | 2.3553 | 76 | .559 | 3.21 | .002 |
| Greek | 2.6607 | 56 | .514 | | |
| Academic skills | | | | | |
| U.S. | 1.5926 | 81 | .519 | 4.60 | .000 |
| Greek | 2.0357 | 56 | .602 | | |
| Moral growth | | | | | |
| U.S. | 2.1714 | 70 | .510 | .93 | .356 |
| Greek | 2.2667 | 45 | .580 | | |

[a]SD = standard deviation.

*Significance level to .05.

Teachers: A t-value of .22 was calculated from the comparative frequencies. The probability level of .827 was not statistically significant.

Students: A t-value of .71 was calculated from the comparative frequencies. The probability level of .478 was not statistically significant.

Area 4: Emotional adjustment (Tables 4.11, 4.12, 4.13)

Parents: A t-value of .94 was calculated from the comparative frequencies. The probability level of .351 was not statistically significant.

Teachers: A t-value of .29 was calculated from the comparative frequencies. The probability level of .773 was not statistically significant.

Students: A t-value of 4.73 was calculated from the comparative frequencies. The probability level of .000 was statistically significant.

Area 5: Language skills (Tables 4.11, 4.12, 4.13)

Parents: A t-value of 1.54 was calculated from the comparative frequencies. The probability level of .131 was not statistically significant.

Teachers: A t-value of .23 was calculated from the comparative frequencies. The probability level of .817 was not statistically significant.

Students: A t-value of 3.59 was calculated from the comparative frequencies. The probability level of .000 was statistically significant.

Area 6: Self-help skills (Tables 4.11, 4.12, 4.13)

Parents: A t-value of .30 was calculated from the comparative frequencies. The probability level of .763 was not statistically significant.

Teachers: A t-value of .79 was calculated from the comparative frequencies. The probability level of .436 was not statistically significant.

Students: A t-value of 3.21 was calculated from the comparative frequencies. The probability level of .022 was statistically significant.

Area 7: Academic skills (Tables 4.11, 4.12, 4.13)

Parents: A t-value of 2.00 was calculated from the comparative frequencies. The two-tailed probability level of .052 was statistically significant.

Teachers: A t-value of 2.73 was calculated from the comparative frequencies. The two-tailed probability level of .009 was statistically significant.

Students: A t-value of 4.60 was calculated from the comparative frequencies. The two-tailed probability level of .000 was statistically significant.

Area 8: Moral growth (Tables 4.11, 4.12, 4.13)

Parents: A t-value of 1.23 was calculated from the comparative frequencies. The two-tailed probability level of .228 was not statistically significant.

Teachers: A t-value of 3.28 was calculated from the comparative frequencies. The two-tailed probability level of .002 was statistically significant.

Students: A t-value of .93 was calculated from the comparative frequencies. The two-tailed probability level of .356 was not statistically significant.

Question 3: Are there differences between the United States and Greek parents, teachers, and students with respect to the group of skills considered to be most important for a child by the age of 16?

Question 3 was addressed by preliminary compilation of frequencies for each group. (Refer to Tables 4.14, 4.15, and 4.16.) A t-test score was computed for each category of items, taking into account the t-test assumption for cell sizes. The overall significance was set at .05.

The 18 items in the Social category (Tables 4.17a, 4.17b, and 4.17c), 12 items in the Emotional category (Tables 4.18a, 4.18b, and 4.18c), and 14 items in the Academic category (Tables 4.19a, 4.19b, and 4.19c) were explored for significance at a two-tailed level of .05. The same significance level was established for the eight items in the Moral category (Tables 4.20a, 4.20b, and 4.20c) and for the eight items in the Physical category (Tables 4.21a, 4.21b, and 4.21c).

Table 4.14.--Comparison of frequencies between United States and Greek parents regarding essential skills to be attained by age 16.

| Question | Special Help | | Normal Training | | No Strong Opinion | | Prefer Not | | Harmful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek |
| 1 | 1 | 1 | 20 | 15 | 0 | 7 | 0 | 3 | 0 | 0 |
| 2 | 2 | 3 | 18 | 18 | 1 | 5 | 0 | 0 | 0 | 0 |
| 3 | 3 | 2 | 13 | 3 | 5 | 12 | 0 | 3 | 0 | 6 |
| 4 | 0 | 4 | 18 | 12 | 2 | 9 | 1 | 1 | 0 | 0 |
| 5 | 2 | 1 | 15 | 3 | 2 | 14 | 1 | 5 | 1 | 4 |
| 6 | 3 | 3 | 18 | 20 | 0 | 2 | 0 | 0 | 0 | 0 |
| 7 | 1 | 2 | 18 | 14 | 1 | 8 | 0 | 1 | 1 | 0 |
| 8 | 5 | 4 | 16 | 17 | 0 | 5 | 0 | 0 | 0 | 0 |
| 9 | 3 | 3 | 17 | 17 | 1 | 5 | 0 | 0 | 0 | 0 |
| 10 | 6 | 5 | 11 | 10 | 3 | 7 | 1 | 3 | 0 | 0 |
| 11 | 5 | 3 | 16 | 17 | 0 | 6 | 0 | 0 | 0 | 0 |
| 12 | 2 | 1 | 11 | 6 | 7 | 11 | 0 | 8 | 1 | 0 |
| 13 | 4 | 3 | 13 | 12 | 4 | 10 | 0 | 1 | 0 | 0 |
| 14 | 3 | 0 | 13 | 9 | 4 | 12 | 0 | 4 | 1 | 0 |
| 15 | 2 | 2 | 13 | 16 | 5 | 9 | 1 | 0 | 0 | 0 |
| 16 | 2 | 3 | 17 | 20 | 1 | 4 | 0 | 0 | 1 | 0 |
| 17 | 0 | 0 | 16 | 9 | 5 | 11 | 0 | 6 | 0 | 0 |
| 18 | 2 | 1 | 8 | 4 | 11 | 15 | 0 | 5 | 0 | 1 |
| 19 | 4 | 3 | 13 | 9 | 4 | 10 | 0 | 2 | 0 | 1 |
| 20 | 3 | 7 | 16 | 13 | 2 | 5 | 0 | 0 | 0 | 0 |
| 21 | 1 | 4 | 16 | 17 | 4 | 3 | 0 | 2 | 0 | 0 |
| 22 | 3 | 6 | 17 | 19 | 1 | 1 | 0 | 0 | 0 | 0 |
| 23 | 4 | 2 | 15 | 8 | 2 | 11 | 0 | 5 | 0 | 0 |
| 24 | 4 | 9 | 16 | 17 | 1 | 0 | 0 | 0 | 0 | 0 |
| 25 | 0 | 0 | 13 | 16 | 8 | 7 | 0 | 2 | 0 | 1 |
| 26 | 0 | 0 | 18 | 9 | 3 | 11 | 0 | 6 | 0 | 0 |
| 27 | 2 | 0 | 16 | 16 | 3 | 7 | 0 | 2 | 0 | 0 |
| 28 | 3 | 0 | 16 | 21 | 2 | 5 | 0 | 0 | 0 | 0 |
| 29 | 3 | 1 | 10 | 2 | 8 | 14 | 0 | 7 | 0 | 2 |
| 30 | 1 | 0 | 16 | 9 | 2 | 15 | 0 | 2 | 1 | 0 |

Table 4.14.--Continued.

| Question | Special Help | | Normal Training | | No Strong Opinion | | Prefer Not | | Harmful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek |
| 31 | 2 | 4 | 17 | 20 | 1 | 2 | 0 | 0 | 0 | 0 |
| 32 | 5 | 2 | 16 | 19 | 0 | 3 | 0 | 0 | 0 | 0 |
| 33 | 5 | 3 | 11 | 8 | 4 | 12 | 0 | 3 | 1 | 0 |
| 34 | 3 | 9 | 18 | 13 | 0 | 4 | 0 | 0 | 0 | 0 |
| 35 | 1 | 2 | 18 | 9 | 2 | 14 | 0 | 1 | 1 | 0 |
| 36 | 6 | 1 | 14 | 17 | 1 | 5 | 0 | 3 | 0 | 0 |
| 37 | 3 | 7 | 18 | 17 | 0 | 2 | 0 | 0 | 0 | 0 |
| 38 | 2 | 3 | 19 | 17 | 0 | 6 | 0 | 0 | 0 | 0 |
| 39 | 1 | 3 | 16 | 11 | 4 | 10 | 0 | 1 | 0 | 0 |
| 40 | 1 | 0 | 12 | 7 | 8 | 16 | 0 | 3 | 0 | 0 |
| 41 | 1 | 1 | 16 | 8 | 4 | 15 | 0 | 1 | 0 | 1 |
| 42 | 2 | 2 | 11 | 5 | 5 | 12 | 2 | 2 | 1 | 4 |
| 43 | 2 | 1 | 18 | 17 | 1 | 8 | 0 | 0 | 0 | 0 |
| 44 | 5 | 8 | 15 | 16 | 1 | 2 | 0 | 0 | 0 | 0 |
| 45 | 0 | 1 | 15 | 7 | 6 | 14 | 0 | 3 | 0 | 0 |
| 46 | 0 | 3 | 18 | 18 | 3 | 5 | 0 | 0 | 0 | 0 |
| 47 | 4 | 0 | 16 | 19 | 1 | 6 | 0 | 0 | 0 | 0 |
| 48 | 2 | 3 | 19 | 22 | 0 | 1 | 0 | 0 | 0 | 0 |
| 49 | 1 | 4 | 16 | 16 | 3 | 5 | 0 | 0 | 1 | 0 |
| 50 | 0 | 0 | 17 | 19 | 3 | 7 | 1 | 0 | 0 | 0 |
| 51 | 5 | 4 | 14 | 13 | 1 | 9 | 0 | 0 | 1 | 0 |
| 52 | 3 | 0 | 17 | 11 | 1 | 11 | 0 | 3 | 0 | 0 |
| 53 | 1 | 5 | 18 | 21 | 1 | 0 | 1 | 0 | 0 | 0 |
| 54 | 0 | 1 | 13 | 15 | 6 | 9 | 1 | 1 | 1 | 0 |
| 55 | 1 | 0 | 12 | 6 | 8 | 13 | 0 | 6 | 0 | 0 |
| 56 | 2 | 1 | 13 | 6 | 6 | 13 | 0 | 6 | 0 | 0 |
| 57 | 3 | 0 | 16 | 6 | 2 | 15 | 0 | 5 | 0 | 0 |
| 58 | 3 | 4 | 14 | 11 | 3 | 10 | 0 | 0 | 0 | 0 |
| 59 | 3 | 2 | 16 | 21 | 0 | 3 | 0 | 0 | 2 | 0 |
| 60 | 2 | 1 | 18 | 15 | 1 | 0 | 0 | 0 | 0 | 0 |

Table 4.15.--Comparison of frequencies between United States and Greek teachers regarding essential skills to be attained by age 16.

| Question | Special Help | | Normal Training | | No Strong Opinion | | Prefer Not | | Harmful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek |
| 1 | 0 | 3 | 24 | 17 | 1 | 4 | 0 | 0 | 0 | 0 |
| 2 | 8 | 8 | 17 | 16 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | 6 | 4 | 15 | 10 | 4 | 9 | 0 | 1 | 0 | 0 |
| 4 | 6 | 9 | 15 | 10 | 2 | 3 | 2 | 0 | 0 | 0 |
| 5 | 0 | 1 | 18 | 3 | 7 | 2 | 0 | 0 | 0 | 2 |
| 6 | 1 | 1 | 23 | 2 | 0 | 9 | 0 | 3 | 0 | 5 |
| 7 | 3 | 1 | 21 | 19 | 1 | 2 | 0 | 1 | 0 | 0 |
| 8 | 10 | 2 | 15 | 22 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | 2 | 11 | 22 | 13 | 0 | 0 | 0 | 0 | 0 | 0 |
| 10 | 9 | 7 | 15 | 16 | 0 | 1 | 0 | 0 | 0 | 0 |
| 11 | 9 | 5 | 16 | 12 | 0 | 7 | 0 | 0 | 0 | 0 |
| 12 | 3 | 8 | 17 | 15 | 5 | 1 | 0 | 0 | 0 | 0 |
| 13 | 7 | 3 | 12 | 12 | 6 | 8 | 0 | 0 | 0 | 1 |
| 14 | 0 | 5 | 23 | 14 | 2 | 5 | 0 | 0 | 0 | 0 |
| 15 | 3 | 0 | 19 | 13 | 3 | 10 | 0 | 0 | 0 | 0 |
| 16 | 1 | 5 | 19 | 12 | 4 | 4 | 1 | 1 | 0 | 0 |
| 17 | 2 | 7 | 19 | 12 | 4 | 4 | 0 | 0 | 0 | 0 |
| 18 | 1 | 6 | 11 | 12 | 11 | 6 | 0 | 0 | 0 | 0 |
| 19 | 5 | 2 | 15 | 4 | 5 | 16 | 0 | 0 | 0 | 1 |
| 20 | 3 | 6 | 22 | 9 | 0 | 7 | 0 | 0 | 0 | 1 |
| 21 | 0 | 6 | 23 | 13 | 2 | 5 | 0 | 0 | 0 | 0 |
| 22 | 5 | 3 | 19 | 18 | 1 | 1 | 0 | 0 | 0 | 1 |
| 23 | 12 | 8 | 11 | 15 | 2 | 0 | 0 | 0 | 0 | 0 |
| 24 | 5 | 7 | 19 | 14 | 1 | 2 | 0 | 0 | 0 | 0 |
| 25 | 2 | 8 | 21 | 17 | 1 | 0 | 0 | 0 | 0 | 0 |
| 26 | 2 | 3 | 18 | 13 | 5 | 4 | 0 | 1 | 0 | 2 |
| 27 | 1 | 2 | 16 | 21 | 6 | 1 | 1 | 0 | 1 | 0 |
| 28 | 3 | 1 | 22 | 14 | 0 | 6 | 0 | 0 | 0 | 0 |
| 29 | 1 | 2 | 15 | 19 | 9 | 2 | 0 | 0 | 0 | 0 |
| 30 | 2 | 2 | 19 | 5 | 4 | 15 | 0 | 0 | 0 | 1 |

Table 4.15.--Continued.

| Question | Special Help | | Normal Training | | No Strong Opinion | | Prefer Not | | Harmful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek |
| 31 | 6 | 4 | 19 | 17 | 0 | 1 | 0 | 0 | 0 | 0 |
| 32 | 8 | 9 | 16 | 15 | 1 | 0 | 0 | 0 | 0 | 0 |
| 33 | 2 | 9 | 17 | 14 | 6 | 0 | 0 | 0 | 0 | 0 |
| 34 | 5 | 0 | 18 | 13 | 2 | 9 | 0 | 0 | 0 | 0 |
| 35 | 1 | 10 | 21 | 14 | 3 | 1 | 0 | 0 | 0 | 0 |
| 36 | 6 | 2 | 18 | 15 | 1 | 5 | 0 | 0 | 0 | 0 |
| 37 | 4 | 6 | 21 | 16 | 0 | 2 | 0 | 0 | 0 | 0 |
| 38 | 3 | 6 | 21 | 16 | 1 | 2 | 0 | 0 | 0 | 0 |
| 39 | 3 | 4 | 22 | 18 | 0 | 1 | 0 | 0 | 0 | 0 |
| 40 | 2 | 15 | 18 | 14 | 5 | 4 | 0 | 0 | 0 | 0 |
| 41 | 1 | 3 | 23 | 12 | 1 | 8 | 0 | 0 | 0 | 0 |
| 42 | 0 | 1 | 9 | 17 | 12 | 5 | 3 | 0 | 1 | 1 |
| 43 | 3 | 1 | 22 | 3 | 0 | 7 | 0 | 5 | 0 | 4 |
| 44 | 5 | 3 | 18 | 14 | 1 | 3 | 0 | 1 | 0 | 1 |
| 45 | 6 | 7 | 8 | 16 | 11 | 0 | 0 | 0 | 0 | 0 |
| 46 | 1 | 2 | 24 | 12 | 0 | 6 | 0 | 1 | 0 | 1 |
| 47 | 1 | 6 | 23 | 18 | 1 | 0 | 0 | 0 | 0 | 0 |
| 48 | 0 | 3 | 24 | 18 | 1 | 2 | 0 | 0 | 0 | 0 |
| 49 | 7 | 6 | 18 | 16 | 0 | 1 | 0 | 0 | 0 | 1 |
| 50 | 0 | 5 | 20 | 17 | 3 | 1 | 1 | 0 | 1 | 0 |
| 51 | 5 | 3 | 18 | 11 | 2 | 9 | 0 | 0 | 0 | 0 |
| 52 | 3 | 8 | 21 | 12 | 0 | 5 | 1 | 0 | 0 | 0 |
| 53 | 2 | 4 | 22 | 16 | 1 | 2 | 0 | 0 | 0 | 1 |
| 54 | 1 | 6 | 16 | 15 | 5 | 2 | 1 | 0 | 1 | 0 |
| 55 | 1 | 6 | 13 | 16 | 11 | 1 | 0 | 1 | 0 | 0 |
| 56 | 3 | 3 | 14 | 10 | 8 | 10 | 0 | 0 | 0 | 0 |
| 57 | 2 | 4 | 16 | 12 | 7 | 6 | 0 | 0 | 0 | 0 |
| 58 | 1 | 3 | 23 | 14 | 1 | 5 | 0 | 1 | 0 | 0 |
| 59 | 1 | 6 | 23 | 16 | 0 | 1 | 0 | 0 | 0 | 0 |
| 60 | 1 | 6 | 24 | 18 | 0 | 0 | 0 | 0 | 0 | 0 |

Table 4.16.--Comparison of frequencies between United States and Greek students regarding essential skills to be attained by age 16.

| Question | Special Help | | Normal Training | | No Strong Opinion | | Prefer Not | | Harmful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek |
| 1 | 0 | 5 | 51 | 34 | 5 | 12 | 0 | 0 | 0 | 0 |
| 2 | 7 | 7 | 46 | 40 | 3 | 9 | 0 | 1 | 0 | 0 |
| 3 | 10 | 8 | 27 | 14 | 19 | 32 | 0 | 2 | 0 | 0 |
| 4 | 8 | 10 | 38 | 29 | 8 | 15 | 1 | 1 | 1 | 0 |
| 5 | 1 | 3 | 26 | 39 | 16 | 12 | 10 | 2 | 3 | 0 |
| 6 | 4 | 1 | 46 | 13 | 3 | 24 | 3 | 11 | 0 | 5 |
| 7 | 8 | 14 | 42 | 40 | 6 | 5 | 0 | 1 | 0 | 0 |
| 8 | 19 | 9 | 32 | 44 | 5 | 2 | 0 | 0 | 0 | 0 |
| 9 | 14 | 5 | 41 | 45 | 2 | 5 | 0 | 1 | 0 | 0 |
| 10 | 17 | 9 | 32 | 43 | 7 | 3 | 0 | 1 | 0 | 0 |
| 11 | 10 | 11 | 40 | 41 | 5 | 8 | 1 | 0 | 0 | 0 |
| 12 | 7 | 8 | 35 | 35 | 14 | 7 | 0 | 1 | 0 | 0 |
| 13 | 9 | 9 | 31 | 20 | 17 | 25 | 0 | 1 | 0 | 1 |
| 14 | 2 | 8 | 36 | 31 | 15 | 17 | 1 | 0 | 2 | 0 |
| 15 | 7 | 5 | 26 | 25 | 18 | 20 | 0 | 5 | 3 | 1 |
| 16 | 6 | 17 | 34 | 17 | 14 | 22 | 2 | 0 | 0 | 0 |
| 17 | 1 | 17 | 7 | 27 | 17 | 11 | 0 | 0 | 0 | 0 |
| 18 | 7 | 3 | 14 | 20 | 30 | 31 | 3 | 0 | 0 | 0 |
| 19 | 15 | 3 | 26 | 13 | 14 | 34 | 1 | 4 | 0 | 0 |
| 20 | 11 | 14 | 40 | 30 | 4 | 12 | 0 | 1 | 1 | 0 |
| 21 | 7 | 21 | 37 | 31 | 8 | 4 | 4 | 0 | 0 | 0 |
| 22 | 4 | 7 | 42 | 39 | 7 | 6 | 3 | 1 | 0 | 3 |
| 23 | 14 | 14 | 31 | 35 | 11 | 9 | 0 | 0 | 0 | 0 |
| 24 | 10 | 16 | 42 | 31 | 4 | 10 | 0 | 0 | 0 | 0 |
| 25 | 0 | 15 | 43 | 35 | 10 | 4 | 2 | 3 | 0 | 0 |
| 26 | 9 | 6 | 34 | 23 | 12 | 21 | 0 | 3 | 1 | 0 |
| 27 | 2 | 4 | 39 | 35 | 12 | 13 | 2 | 4 | 1 | 0 |
| 28 | 6 | 2 | 40 | 33 | 9 | 16 | 0 | 0 | 0 | 0 |
| 29 | 5 | 6 | 29 | 44 | 21 | 5 | 1 | 0 | 0 | 0 |
| 30 | 5 | 10 | 43 | 23 | 7 | 23 | 1 | 1 | 0 | 0 |

Table 4.16.--Continued.

| Question | Special Help | | Normal Training | | No Strong Opinion | | Prefer Not | | Harmful | |
|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek | U.S. | Greek |
| 31 | 9 | 11 | 35 | 34 | 12 | 10 | 0 | 1 | 0 | 0 |
| 32 | 10 | 14 | 38 | 37 | 6 | 5 | 0 | 0 | 0 | 0 |
| 33 | 8 | 20 | 36 | 27 | 9 | 9 | 1 | 0 | 1 | 0 |
| 34 | 6 | 4 | 45 | 24 | 5 | 20 | 0 | 5 | 0 | 3 |
| 35 | 1 | 17 | 44 | 32 | 8 | 8 | 2 | 0 | 1 | 0 |
| 36 | 5 | 5 | 44 | 33 | 5 | 16 | 1 | 1 | 0 | 1 |
| 37 | 5 | 13 | 47 | 31 | 4 | 6 | 1 | 3 | 0 | 2 |
| 38 | 4 | 15 | 49 | 44 | 1 | 5 | 0 | 0 | 1 | 0 |
| 39 | 5 | 10 | 47 | 41 | 4 | 3 | 0 | 1 | 0 | 0 |
| 40 | 4 | 6 | 31 | 33 | 20 | 14 | 0 | 2 | 1 | 0 |
| 41 | 3 | 4 | 38 | 25 | 12 | 23 | 2 | 3 | 0 | 0 |
| 42 | 5 | 1 | 28 | 27 | 14 | 21 | 8 | 5 | 1 | 2 |
| 43 | 4 | 2 | 46 | 21 | 5 | 24 | 0 | 7 | 0 | 1 |
| 44 | 9 | 10 | 35 | 26 | 11 | 18 | 0 | 1 | 0 | 1 |
| 45 | 10 | 14 | 26 | 30 | 18 | 9 | 1 | 3 | 0 | 0 |
| 46 | 4 | 7 | 43 | 25 | 8 | 17 | 0 | 6 | 0 | 1 |
| 47 | 6 | 10 | 39 | 39 | 10 | 6 | 0 | 1 | 0 | 1 |
| 48 | 4 | 6 | 43 | 38 | 5 | 10 | 1 | 0 | 1 | 0 |
| 49 | 6 | 15 | 41 | 36 | 4 | 4 | 3 | 0 | 1 | 0 |
| 50 | 5 | 11 | 37 | 34 | 11 | 10 | 1 | 0 | 1 | 0 |
| 51 | 8 | 13 | 35 | 26 | 10 | 16 | 1 | 0 | 0 | 1 |
| 52 | 5 | 12 | 44 | 35 | 5 | 8 | 1 | 0 | 0 | 0 |
| 53 | 5 | 9 | 35 | 25 | 14 | 12 | 0 | 7 | 0 | 2 |
| 54 | 1 | 18 | 28 | 33 | 23 | 5 | 3 | 1 | 0 | 0 |
| 55 | 2 | 9 | 21 | 34 | 30 | 12 | 1 | 1 | 1 | 0 |
| 56 | 4 | 1 | 24 | 21 | 24 | 22 | 3 | 2 | 0 | 0 |
| 57 | 8 | 5 | 33 | 30 | 13 | 21 | 0 | 0 | 0 | 0 |
| 58 | 8 | 5 | 34 | 32 | 12 | 19 | 0 | 0 | 0 | 0 |
| 59 | 14 | 14 | 36 | 35 | 2 | 7 | 2 | 0 | 0 | 0 |
| 60 | 6 | 14 | 44 | 32 | 5 | 6 | 0 | 4 | 0 | 0 |

Social Development

A significance level of .05 for this area was determined by the overall two-tailed probability level of .05. The two-tailed test of probability was used for significance calculations. Refer to Tables 4.17a, 4.17b, and 4.17c for frequency comparisons.

Item 1: Keep their room clean and orderly

Parents: The t-value score was calculated as 3.97 with a two-tailed probability level of .005, which was statistically significant.

Teachers: A t-value score was calculated as .01 with a two-tailed probability level of .989, which was not statistically significant.

Students: A t-value score was calculated as .75 with a two-tailed probability level of .456, which was not statistically significant.

Item 4: Develops and explores own interest and/or hobbies

Parents: The t-value score was calculated as .40 with a two-tailed probability level of .692, which was not statistically significant.

Teachers: The t-value score was calculated as 1.11 with a two-tailed probability level of .275, which was not statistically significant.

Students: The t-value score was calculated as .28 with a two-tailed probability level of .782, which was not statistically significant.

Table 4.17a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of social skills development as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 1. Keeps their room clean and orderly | | | | | |
| U.S. | 1.9524 | 21 | .218 | 3.97 | .005 |
| Greek | 2.4615 | 26 | .761 | | |
| 4. Develops and explores own interest and/or hobbies | | | | | |
| U.S. | 2.1905 | 21 | .512 | .40 | .692 |
| Greek | 2.2692 | 26 | .778 | | |
| 5. Can make believe | | | | | |
| U.S. | 2.2381 | 21 | .889 | 3.66 | .001 |
| Greek | 3.2308 | 26 | .951 | | |
| 9. Communicates well with other students | | | | | |
| U.S. | 1.9048 | 21 | .436 | 1.15 | .256 |
| Greek | 2.0800 | 25 | .572 | | |
| 11. Speech is clear and concise | | | | | |
| U.S. | 1.7619 | 21 | .436 | 2.29 | .027 |
| Greek | 2.1154 | 26 | .588 | | |
| 17. Reads a newspaper every day | | | | | |
| U.S. | 2.2381 | 21 | .436 | 3.44 | .001 |
| Greek | 2.8846 | 26 | .766 | | |

Table 4.17a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of social skills development as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 1. Keeps their room clean and orderly | | | | | |
| U.S. | 1.9524 | 21 | .218 | 3.97 | .005 |
| Greek | 2.4615 | 26 | .761 | | |
| 4. Develops and explores own interest and/or hobbies | | | | | |
| U.S. | 2.1905 | 21 | .512 | .40 | .692 |
| Greek | 2.2692 | 26 | .778 | | |
| 5. Can make believe | | | | | |
| U.S. | 2.2381 | 21 | .889 | 3.66 | .001 |
| Greek | 3.2308 | 26 | .951 | | |
| 9. Communicates well with other students | | | | | |
| U.S. | 1.9048 | 21 | .436 | 1.15 | .256 |
| Greek | 2.0800 | 25 | .572 | | |
| 11. Speech is clear and concise | | | | | |
| U.S. | 1.7619 | 21 | .436 | 2.29 | .027 |
| Greek | 2.1154 | 26 | .588 | | |
| 17. Reads a newspaper every day | | | | | |
| U.S. | 2.2381 | 21 | .436 | 3.44 | .001 |
| Greek | 2.8846 | 26 | .766 | | |

Table 4.17a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 21. Talks to adults other than parents and siblings | | | | | |
| U.S. | 2.1429 | 21 | .478 | .14 | .887 |
| Greek | 2.1154 | 26 | .766 | | |
| 28. Talks easily with a friend | | | | | |
| U.S. | 1.9524 | 21 | .498 | 1.79 | .074 |
| Greek | 2.1923 | 26 | .402 | | |
| 33. Cooks for self and others | | | | | |
| U.S. | 2.0952 | 21 | .944 | 1.83 | .074 |
| Greek | 2.5769 | 26 | .857 | | |
| 35. Is capable of simple household chores | | | | | |
| U.S. | 2.0476 | 21 | .384 | 2.86 | .006 |
| Greek | 2.5385 | 26 | .706 | | |
| 38. Gets along with other children | | | | | |
| U.S. | 1.9048 | 21 | .301 | 1.49 | .144 |
| Greek | 2.1154 | 26 | .588 | | |
| 39. Better-than-average social adjustment | | | | | |
| U.S. | 2.1429 | 21 | .478 | 1.14 | .262 |
| Greek | 2.3600 | 25 | .757 | | |

Table 4.17a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 41. Helps with simple chores | | | | | |
| U.S. | 2.1429 | 21 | .478 | 3.03 | .004 |
| Greek | 2.7308 | 26 | .778 | | |
| 43. Follows directions | | | | | |
| U.S. | 1.9524 | 21 | .384 | 2.28 | .027 |
| Greek | 2.2692 | 26 | .533 | | |
| 46. Listens attentively in a group | | | | | |
| U.S. | 1.1429 | 21 | .359 | 6.62 | .000 |
| Greek | 2.0769 | 26 | .560 | | |
| 50. Does not fight with sibling or friends | | | | | |
| U.S. | 2.2381 | 21 | .583 | .21 | .030 |
| Greek | 2.2692 | 26 | .452 | | |
| 57. Dresses self with proper color combination, color coordination | | | | | |
| U.S. | 1.9524 | 21 | .498 | 5.78 | .000 |
| Greek | 2.9615 | 26 | .662 | | |
| 60. Better than average in personal hygiene | | | | | |
| U.S. | 1.9524 | 21 | .384 | 2.73 | .009 |
| Greek | 2.3462 | 26 | .562 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.17b.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of social skills development as reported by United States and Greek teachers.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 1. Keeps their room clean and orderly | | | | | |
| U.S. | 2.0400 | 25 | .200 | .01 | .989 |
| Greek | 2.0417 | 24 | .550 | | |
| 4. Develops and explores own interest and/or hobbies | | | | | |
| U.S. | 1.9600 | 25 | .735 | 1.11 | .275 |
| Greek | 1.7273 | 22 | .703 | | |
| 5. Can make believe | | | | | |
| U.S. | 2.2800 | 25 | .458 | 1.83 | .277 |
| Greek | 2.8750 | 8 | 1.458 | | |
| 9. Communicates well with other students | | | | | |
| U.S. | 1.9167 | 24 | .282 | 3.16 | .003 |
| Greek | 1.5417 | 24 | .509 | | |
| 11. Speech is clear and concise | | | | | |
| U.S. | 1.6400 | 25 | .490 | 2.54 | .015 |
| Greek | 2.0833 | 24 | .717 | | |
| 17. Reads a newspaper every day | | | | | |
| U.S. | 2.0800 | 25 | .493 | 1.20 | .229 |
| Greek | 1.8696 | 23 | .694 | | |

Table 4.17b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 21. Talks to adults other than parents | | | | | |
| U.S. | 2.8000 | 25 | .277 | .80 | .429 |
| Greek | 1.9583 | 24 | .690 | | |
| 28. Talks easily with a friend | | | | | |
| U.S. | 1.8800 | 25 | .332 | 2.65 | .008 |
| Greek | 2.2381 | 21 | .539 | | |
| 33. Cooks for self and others | | | | | |
| U.S. | 2.1600 | 25 | .554 | 3.61 | .001 |
| Greek | 1.6087 | 23 | .499 | | |
| 35. Is capable of completing simple household chores | | | | | |
| U.S. | 2.0800 | 25 | .400 | 3.83 | .000 |
| Greek | 1.5833 | 24 | .504 | | |
| 38. Gets along with other children | | | | | |
| U.S. | 1.9200 | 25 | .400 | .62 | .537 |
| Greek | 1.8333 | 24 | .565 | | |
| 39. Better-than-average social adjustment | | | | | |
| U.S. | 1.8800 | 25 | .332 | .09 | .928 |
| Greek | 1.8696 | 23 | .458 | | |

Table 4.17b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 41. Helps with simple chores | | | | | |
| U.S. | 1.9600 | 25 | .200 | 1.83 | .073 |
| Greek | 2.2174 | 23 | .671 | | |
| 43. Follows directions | | | | | |
| U.S. | 1.8800 | 25 | .332 | 6.40 | .000 |
| Greek | 3.3810 | 21 | 1.117 | | |
| 46. Listens attentively in a group | | | | | |
| U.S. | 1.9600 | 25 | .200 | 2.06 | .045 |
| Greek | 2.2500 | 24 | .676 | | |
| 50. Does not fight with siblings or friends | | | | | |
| U.S. | 2.3200 | 25 | .748 | 2.68 | .010 |
| Greek | 1.8261 | 23 | .491 | | |
| 57. Dresses self with proper color combinations or color coordination | | | | | |
| U.S. | 2.2000 | 25 | .577 | .59 | .556 |
| Greek | 2.0909 | 22 | .684 | | |
| 60. Better than average in personal hygiene | | | | | |
| U.S. | 1.9600 | 25 | .200 | 2.13 | .036 |
| Greek | | | | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.17c.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of social skills development as reported by United States and Greek students.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 1. Keep their room clean and orderly | | | | | |
| U.S. | 2.0893 | 56 | .288 | .75 | .456 |
| Greek | 2.1538 | 52 | .573 | | |
| 4. Develops and explores own interest and/or hobbies | | | | | |
| U.S. | 2.0893 | 56 | .721 | .28 | .782 |
| Greek | 2.1273 | 55 | .721 | | |
| 5. Can make believe | | | | | |
| U.S. | 2.7857 | 56 | .948 | 3.69 | .000 |
| Greek | 2.2321 | 56 | .603 | | |
| 9. Communicates well with other students | | | | | |
| U.S. | 1.7679 | 56 | .467 | 2.92 | .004 |
| Greek | 2.0357 | 56 | .503 | | |
| 11. Speech is clear and concise | | | | | |
| U.S. | 1.9464 | 56 | .585 | .49 | .622 |
| Greek | 1.8947 | 57 | .524 | | |
| 17. Reads a newspaper every day | | | | | |
| U.S. | 2.6400 | 25 | .569 | 4.63 | .000 |
| Greek | 1.8909 | 55 | .712 | | |

Table 4.17c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance t-test | Pooled Variance 2-tailed Prob.* |
|---|---|---|---|---|---|
| 21. Talks to adults other than parents and siblings | | | | | |
| U.S. | 2.1607 | 56 | .733 | 3.67 | .000 |
| Greek | 2.6964 | 56 | .601 | | |
| 28. Talks easily with a friend | | | | | |
| U.S. | 2.0545 | 55 | .524 | 3.03 | .005 |
| Greek | 2.4729 | 55 | .879 | | |
| 33. Cooks for self and others | | | | | |
| U.S. | 2.1091 | 55 | .737 | 2.24 | .027 |
| Greek | 2.8036 | 56 | .699 | | |
| 35. Is capable of completing simple household chores | | | | | |
| U.S. | 2.2500 | 56 | .640 | 3.36 | .001 |
| Greek | 1.8421 | 57 | .649 | | |
| 38. Gets along with other children | | | | | |
| U.S. | 2.0000 | 54 | .514 | 2.13 | .035 |
| Greek | 1.7895 | 57 | .526 | | |
| 39. Better-than-average social adjustment | | | | | |
| U.S. | 1.9818 | 55 | .408 | .78 | .434 |
| Greek | 1.9091 | 55 | .554 | | |

Table 4.17c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 41. Helps with simple chores | | | | | |
| U.S. | 2.2143 | 56 | .594 | 1.93 | .057 |
| Greek | 2.4545 | 55 | .715 | | |
| 43. Follows directions | | | | | |
| U.S. | 1.9200 | 50 | .274 | 6.56 | .000 |
| Greek | 2.7091 | 55 | .809 | | |
| 46. Listens attentively in a group | | | | | |
| U.S. | 2.0727 | 55 | .466 | 2.76 | .008 |
| Greek | 2.4464 | 56 | .913 | | |
| 50. Does not fight with siblings or friends | | | | | |
| U.S. | 2.2000 | 55 | .704 | 1.20 | .233 |
| Greek | 2.0357 | 56 | .738 | | |
| 57. Dresses self with proper color combinations or color coordination | | | | | |
| U.S. | 2.1091 | 55 | .629 | 1.34 | .182 |
| Greek | 2.2679 | 56 | .618 | | |
| 60. Better than average in personal hygiene | | | | | |
| U.S. | 1.9818 | 55 | .451 | .30 | .764 |
| Greek | 1.9464 | 56 | .749 | | |

[a]SD = standard deviation.

*Significance level to .05.

Item 5: Can make believe

Parents: The t-value score was calculated as 3.66 with a two-tailed probability level of .001, which was statistically significant.

Teachers: The t-value score was calculated as 1.83 with a two-tailed probability level of .277, which was not statistically significant.

Students: The t-value score was calculated as 3.69 with a two-tailed probability level of .000, which was statistically significant.

Item 9: Communicates well with other students

Parents: The t-value score was calculated as 1.15 with a two-tailed probability level of .256, which was not statistically significant.

Teachers: A t-value score was calculated as 3.16 with a two-tailed probability level of .003, which was statistically significant.

Students: A t-value score was calculated as 2.92 with a two-tailed probability level of .004, which was statistically significant.

Item 11: Speech is clear and concise

Parents: The t-value score was calculated as 2.29 with a two-tailed probability level of .027, which was statistically significant.

Teachers: The t-value score was calculated as 2.54 with a two-tailed probability level of .015, which was statistically significant.

Students: The t-value score was calculated as .49 with a two-tailed probability level of .622, which was not statistically significant.

Item 17: Reads a newspaper every day

Parents: The t-value score was calculated as 3.44 with a two-tailed probability level of .001, which was statistically significant.

Teachers: The t-value score was calculated as 1.22 with a two-tailed probability level of .229, which was not statistically significant.

Students: The t-value score was calculated as 4.63 with a two-tailed probability level of .000, which was statistically significant.

Item 21: Talks to adults other than parents and siblings

Parents: The t-value score was calculated as .14 with a two-tailed probability level of .887, which was not statistically significant.

Teachers: The t-value score was calculated as .82 with a two-tailed probability level of .429, which was not statistically significant.

Students: The t-value score was calculated as 3.67 with a two-tailed probability level of .000, which was statistically significant.

Item 28: Talks easily with a friend

Parents: The t-value score was calculated as 1.83 with a two-tailed probability level of .074, which was not statistically significant.

Teachers: The t-value score was calculated as 2.76 with a two-tailed probability level of .008, which was statistically significant.

Students: The t-value score was calculated as 3.03 with a two-tailed probability level of .005, which was statistically significant.

Item 33: Cooks for self and others

Parents: The t-value score was calculated as 1.83 with a two-tailed probability level of .074, which was not statistically significant.

Teachers: The t-value score was calculated as 3.61 with a two-tailed probability level of .001, which was statistically significant.

Students: The t-value score was calculated as 2.24 with a two-tailed probability level of .027, which was statistically significant.

Item 35: Is capable of simple household chores

Parents: The t-value score was calculated as 2.86 with a two-tailed probability level of .006, which was statistically significant.

Teachers: The t-value score was calculated as 3.83 with a two-tailed probability level of .000, which was statistically significant.

Students: The t-value score was calculated as 3.36 with a two-tailed probability level of .001, which was statistically significant.

Item 38: Gets along with other children

Parents: The t-value score was calculated as 1.49 with a two-tailed probability level of .144, which was not statistically significant.

Teachers: The t-value score was calculated as .62 with a two-tailed probability level of .537, which was not statistically significant.

Students: The t-value score was calculated as 2.13 with a two-tailed probability level of .035, which was statistically significant.

Item 39: Better-than-average social adjustment

Parents: The t-value score was calculated as 1.14 with a two-tailed probability level of .262, which was not statistically significant.

Teachers: The t-value score was calculated as .09 with a two-tailed probability level of .928, which was not statistically significant.

Students: The t-value score was calculated as .78 with a two-tailed probability level of .434, which was not statistically significant.

Item 41: Helps with simple chores

Parents: The t-value score was calculated as 3.03 with a two-tailed probability level of .004, which was statistically significant.

Teachers: The t-value score was calculated as 1.83 with a two-tailed probability level of .073, which was not statistically significant.

Students: The t-value score was calculated as 1.93 with a two-tailed probability level of .057, which was not statistically significant.

Item 43: Follows directions

Parents: The t-value score was calculated as 2.28 with a two-tailed probability level of .027, which was statistically significant.

Teachers: The t-value score was calculated as 6.40 with a two-tailed probability level of .000, which was statistically significant.

Students: The t-value score was calculated as 6.56 with a two-tailed probability level of .000, which was statistically significant.

Item 46: Listens attentively in a group

Parents: The t-value score was calculated as 6.62 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as 2.06 with a two-tailed probability level of .045, which was statistically significant.

Students: The t-value score was calculated as 2.71 with a two-tailed probability level of .008, which was statistically significant.

Item 50: Does not fight with siblings or friends

Parents: The t-value score was calculated as .22 with a two-tailed probability level of .030, which was statistically significant.

Teachers: The t-value score was calculated as 2.68 with a two-tailed probability level of .010, which was statistically significant.

Students: The t-value score was calculated as 1.20 with a two-tailed probability level of .233, which was not statistically significant.

Item 57: Dresses self with proper color combinations or color coordination

Parents: The t-value score was calculated as 5.78 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as .59 with a two-tailed probability level of .556, which was not statistically significant.

Students: The t-value score was calculated as 1.34 with a two-tailed probability level of .182, which was not statistically significant.

Item 60: Better than average in personal hygiene

Parents: The t-value score was calculated as 2.73 with a two-tailed probability level of .009, which was statistically significant.

Teachers: The t-value score was calculated as 2.16 with a two-tailed probability level of .036, which was statistically significant.

Students: The t-value score was calculated as .30 with a two-tailed probability level of .764, which was not statistically significant.

Emotional Development

A significance level of .05 for this area was determined by the overall two-tailed probability level of .05. The two-tailed test of probability was used for significance calculations. Refer to Tables 4.18a, 4.18b, and 4.18c for comparisons.

Item 16: Can solve most problems without others' help

Parents: The t-value score was calculated as .52 with a two-tailed probability level of .608, which was not statistically significant.

Table 4.18a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of emotional adjustment as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 16. Can solve most problems without others' help | | | | | |
| U.S. | 2.0952 | 21 | .768 | .52 | .608 |
| Greek | 2.0000 | 26 | .490 | | |
| 20. Better-than-average ability to solve problems of life | | | | | |
| U.S. | 1.9524 | 21 | .498 | .18 | .860 |
| Greek | 1.9200 | 25 | .702 | | |
| 22. Has motivation and incentive | | | | | |
| U.S. | 1.9048 | 21 | .436 | .94 | .351 |
| Greek | 1.7619 | 21 | .539 | | |
| 25. Can play alone | | | | | |
| U.S. | 2.3810 | 21 | .498 | .78 | .441 |
| Greek | 2.5385 | 26 | .811 | | |
| 27. Demands little of adults' time | | | | | |
| U.S. | 2.0476 | 21 | .498 | 2.26 | .029 |
| Greek | 2.4400 | 25 | .651 | | |
| 30. Expresses basic desires (cold, hungry, thirsty) without reservations | | | | | |
| U.S. | 2.2000 | 20 | .768 | 2.63 | .012 |
| Greek | 2.7308 | 26 | .604 | | |

Table 4.18a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 32. Can put in normal order the necessary steps for the successful completion of a problem of life | | | | | |
| U.S. | 1.7619 | 21 | .436 | 2.07 | .044 |
| Greek | 2.0417 | 24 | .464 | | |
| 36. Better-than-average self-image and happiness | | | | | |
| U.S. | 1.7619 | 21 | .539 | 3.39 | .003 |
| Greek | 2.3846 | 26 | .752 | | |
| 37. Self-control | | | | | |
| U.S. | 1.8571 | 21 | .359 | .35 | .730 |
| Greek | 1.8077 | 26 | .567 | | |
| 48. Happy and cheerful most of the time | | | | | |
| U.S. | 1.9048 | 21 | .301 | .18 | .861 |
| Greek | 1.9231 | 26 | .392 | | |
| 52. Strong positive picture of himself | | | | | |
| U.S. | 1.9048 | 21 | .436 | 4.45 | .000 |
| Greek | 2.6800 | 25 | .690 | | |
| 54. Will sit alone quietly | | | | | |
| U.S. | 2.5238 | 21 | .814 | .66 | .514 |
| Greek | 2.3846 | 26 | .637 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.18b.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of emotional adjustment as reported by United States and Greek teachers.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 16. Can solve most problems without others' help | | | | | |
| U.S. | 2.1600 | 25 | .473 | .61 | .542 |
| Greek | 2.0455 | 22 | .785 | | |
| 20. Better-than-average ability to solve problems of life | | | | | |
| U.S. | 1.8800 | 25 | .332 | 1.41 | .165 |
| Greek | 2.1739 | 23 | .984 | | |
| 22. Has motivation and incentive | | | | | |
| U.S. | 1.8400 | 25 | .473 | 1.12 | .270 |
| Greek | 2.0435 | 23 | .767 | | |
| 25. Can play alone | | | | | |
| U.S. | 2.0400 | 25 | .539 | 2.55 | .014 |
| Greek | 1.6667 | 24 | .482 | | |
| 27. Demands little of adults' time | | | | | |
| U.S. | 2.4000 | 25 | .816 | 2.43 | .019 |
| Greek | 1.9583 | 24 | .359 | | |
| 30. Expresses basic desires (cold, hungry, thirsty) without reservation | | | | | |
| U.S. | 2.0800 | 25 | .493 | 3.18 | .003 |
| Greek | 2.6957 | 23 | .822 | | |

Table 4.18b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 32. Can put in normal order the necessary steps for the successful completion of a problem of life | | | | | |
| U.S. | 1.7200 | 25 | .542 | .64 | .525 |
| Greek | 1.6250 | 24 | .495 | | |
| 36. Better-than-average self-image and happiness | | | | | |
| U.S. | 1.8000 | 25 | .500 | 2.18 | .035 |
| Greek | 2.1364 | 22 | .560 | | |
| 37. Self-control | | | | | |
| U.S. | 1.8400 | 25 | .374 | .05 | .961 |
| Greek | 1.8333 | 24 | .565 | | |
| 48. Happy and cheerful most of the time | | | | | |
| U.S. | 2.0400 | 25 | .200 | .81 | .425 |
| Greek | 1.9565 | 23 | .475 | | |
| 52. Strong positive picture of himself | | | | | |
| U.S. | 1.9600 | 25 | .539 | .71 | .481 |
| Greek | 1.8333 | 24 | .702 | | |
| 54. Will sit alone quietly | | | | | |
| U.S. | 2.3200 | 25 | .852 | 2.33 | .024 |
| Greek | 1.8261 | 23 | .576 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.18c.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of emotional adjustment as reported by United States and Greek students.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 16. Can solve most problems without others' help | | | | | |
| U.S. | 2.2143 | 56 | .680 | .74 | .462 |
| Greek | 2.1071 | 56 | .846 | | |
| 20. Better-than-average ability to solve problems of life | | | | | |
| U.S. | 1.9286 | 56 | .657 | .55 | .586 |
| Greek | 2.0000 | 57 | .732 | | |
| 22. Has motivation and incentive | | | | | |
| U.S. | 2.1607 | 56 | .626 | .12 | .901 |
| Greek | 2.1786 | 56 | .876 | | |
| 25. Can play alone | | | | | |
| U.S. | 2.2545 | 55 | .517 | 2.83 | .006 |
| Greek | 1.9123 | 57 | .739 | | |
| 27. Demands little of adults' time | | | | | |
| U.S. | 2.3148 | 54 | .696 | .08 | .933 |
| Greek | 2.3036 | 56 | .711 | | |
| 30. Expresses basic desires (cold, hungry, thirsty) without reservation | | | | | |
| U.S. | 2.0714 | 56 | .535 | 1.54 | .127 |
| Greek | 2.2632 | 57 | .768 | | |

Table 4.18c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 32. Can put in normal order the necessary steps for the successful completion of a problem of life | | | | | |
| U.S. | 1.9257 | 54 | .544 | .98 | .330 |
| Greek | 1.8214 | 56 | .575 | | |
| 36. Better-than-average self-image and happiness | | | | | |
| U.S. | 2.0714 | 56 | .568 | 1.73 | .086 |
| Greek | 2.2857 | 56 | .731 | | |
| 37. Self-control | | | | | |
| U.S. | 1.9630 | 54 | .433 | .63 | .527 |
| Greek | 2.0545 | 55 | .970 | | |
| 48. Happy and cheerful most of the time | | | | | |
| U.S. | 2.1111 | 54 | .634 | .33 | .745 |
| Greek | 2.0747 | 54 | .544 | | |
| 52. Strong positive picture of himself | | | | | |
| U.S. | 2.0545 | 55 | .524 | 1.18 | .241 |
| Greek | 1.9273 | 55 | .604 | | |
| 54. Will sit alone quietly | | | | | |
| U.S. | 2.5273 | 55 | .634 | 6.07 | .000 |
| Greek | 1.7857 | 56 | .653 | | |

[a]SD = standard deviation.

*Significance level to .05.

Teachers: The t-value score was calculated as 1.41 with a two-tailed probability level of .542, which was not statistically significant.

Students: The t-value score was calculated as .74 with a two-tailed probability level of .462, which was not statistically significant.

Item 20: Better-than-average ability to solve problems of life

Parents: The t-value score was calculated as .18 with a two-tailed probability level of .860, which was not statistically significant.

Teachers: The t-value score was calculated as 1.41 with a two-tailed probability level of .165, which was not statistically significant.

Students: The t-value score was calculated as .55 with a two-tailed probability level of .586, which was not statistically significant.

Item 22: Has motivation and incentive

Parents: The t-value score was calculated as .94 with a two-tailed probability level of .351, which was not statistically significant.

Teachers: The t-value score was calculated as 1.12 with a two-tailed probability level of .270, which was not statistically significant.

Students: The t-value score was calculated as .12 with a two-tailed probability level of .901, which was not statistically significant.

Item 25: Can play alone

Parents: The t-value score was calculated as .78 with a two-tailed probability level of .441, which was not statistically significant.

Teachers: The t-value score was calculated as 2.55 with a two-tailed probability level of .014, which was statistically significant.

Students: The t-value score was calculated as 2.83 with a two-tailed probability level of .006, which was statistically significant.

Item 27: Demands little of adults' time

Parents: The t-value score was calculated as 2.26 with a two-tailed probability level of .029, which was statistically significant.

Teachers: The t-value score was calculated as 2.43 with a two-tailed probability level of .019, which was statistically significant.

Students: The t-value score was calculated as .08 with a two-tailed probability level of .933, which was not statistically significant.

Item 30: Expresses basic desires (cold, hungry, thirsty) without reservation

Parents: The t-value score was calculated as 2.63 with a two-tailed probability level of .012, which was statistically significant.

Teachers: The t-value score was calculated as 3.18 with a two-tailed probability level of .003, which was statistically significant.

Students: The t-value score was calculated as 1.54 with a two-tailed probability level of .127, which was not statistically significant.

Item 32: Can put in normal order the necessary steps for the completion of a problem of life

Parents: The t-value score was calculated as 2.07 with a two-tailed probability level of .044, which was statistically significant.

Teachers: The t-value score was calculated as .64 with a two-tailed probability level of .525, which was not statistically significant.

Students: The t-value score was calculated as .98 with a two-tailed probability level of .330, which was not statistically significant.

Item 36: Better-than-average self-image and happiness

Parents: The t-value score was calculated as 3.39 with a two-tailed probability level of .003, which was statistically significant.

Teachers: The t-value score was calculated as 2.18 with a two-tailed probability level of .035, which was statistically significant.

Students: The t-value score was calculated as 1.73 with a two-tailed probability level of .086, which was not statistically significant.

Item 37: Self-control

Parents: The t-value score was calculated as .35 with a two-tailed probability level of .730, which was not statistically significant.

Teachers: The t-value score was calculated as .05 with a two-tailed probability level of .961, which was not statistically significant.

Students: The t-value score was calculated as .63 with a two-tailed probability level of .527, which was not statistically significant.

Item 48: Happy and cheerful most of the time

Parents: The t-value score was calculated as .18 with a two-tailed probability level of .861, which was not statistically significant.

Teachers: The t-value score was calculated as .71 with a two-tailed probability level of .425, which was not statistically significant.

Students: The t-value score was calculated as 1.18 with a two-tailed probability level of .745, which was not statistically significant.

Item 52: Strong, positive picture of himself

Parents: The t-value score was calculated as 4.45 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as .71 with a two-tailed probability level of .481, which was not statistically significant.

Students: The t-value score was calculated as 1.18 with a two-tailed probability level of .241, which was not statistically significant.

Item 54: Will sit alone quietly

Parents: The t-value score was calculated as .66 with a two-tailed probability level of .514, which was not statistically significant.

Teachers: The t-value score was calculated as 2.33 with a two-tailed probability level of .024, which was statistically significant.

Students: The t-value score was calculated as 6.07 with a two-tailed probability level of .000, which was statistically significant.

Academic Development

A significance level of .05 for this area was obtained by the overall two-tailed probability level of .05. The two-tailed test of probability was used for significance calculations. Refer to Tables 4.19a, 4.19b, and 4.19c for comparisons.

Table 4.19a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of academic development as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 2. Can make themselves clearly understood | | | | | |
| U.S. | 1.9524 | 21 | .384 | .87 | |
| Greek | 2.0769 | 26 | .560 | | |
| 7. Understands the biological basics of reproduction | | | | | |
| U.S. | 2.1429 | 21 | .727 | .85 | .402 |
| Greek | 2.3200 | 25 | .690 | | |
| 8. Can write a correct paragraph | | | | | |
| U.S. | 1.7619 | 21 | .436 | 1.77 | .084 |
| Greek | 2.0385 | 26 | .599 | | |
| 10. Knows basic algebraic functions | | | | | |
| U.S. | 1.9524 | 21 | .805 | 1.40 | .167 |
| Greek | 2.3200 | 25 | .945 | | |
| 13. Able to write well a two-page story | | | | | |
| U.S. | 2.0000 | 21 | .632 | 1.59 | .118 |
| Greek | 2.3077 | 26 | .679 | | |

Table 4.19a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 15. Reads a book a week at grade level or above | | | | | |
| U.S. | 2.2381 | 21 | .700 | .04 | .969 |
| Greek | 2.2308 | 26 | .587 | | |
| 18. Knows how to write a simply play | | | | | |
| U.S. | 2.4286 | 21 | .676 | 2.73 | .009 |
| Greek | 3.0385 | 26 | .824 | | |
| 19. Knows how to do basic geometric functions | | | | | |
| U.S. | 2.0000 | 21 | .632 | 2.37 | .027 |
| Greek | 2.5600 | 25 | .961 | | |
| 26. Recognizes basic color combinations | | | | | |
| U.S. | 2.1429 | 21 | .359 | 4.09 | .000 |
| Greek | 2.8846 | 26 | .766 | | |
| 40. Is able to draw simple pictures | | | | | |
| U.S. | 2.3330 | 21 | .577 | 2.93 | .005 |
| Greek | 2.8462 | 26 | .613 | | |

Table 4.19a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 45. Knows how to effectively use the trigonometric functions on a calculator | | | | | |
| U.S. | 2.2857 | 21 | .463 | 2.59 | .013 |
| Greek | 2.7600 | 25 | .723 | | |
| 49. Enjoys learning | | | | | |
| U.S. | 2.2381 | 21 | .768 | .97 | .335 |
| Greek | 2.0400 | 25 | .611 | | |
| 51. Better than average in school | | | | | |
| U.S. | 1.8000 | 20 | .523 | 2.11 | .041 |
| Greek | 2.1923 | 26 | .694 | | |
| 58. Better-than-average vocabulary | | | | | |
| U.S. | 2.0000 | 20 | .562 | 1.25 | .230 |
| Greek | 2.2400 | 25 | .723 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.19b.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of academic development as reported by United States and Greek teachers.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob. |
| 2. Can make themselves clearly understood | | | | | |
| U.S. | 1.6800 | 25 | .476 | .10 | .923 |
| Greek | 1.6667 | 24 | .482 | | |
| 7. Understands the biological basics of reproduction | | | | | |
| U.S. | 1.9200 | 25 | .400 | 1.59 | .120 |
| Greek | 2.1667 | 18 | .618 | | |
| 8. Can write a correct paragraph | | | | | |
| U.S. | 1.6000 | 25 | .500 | 2.39 | .035 |
| Greek | 1.8947 | 19 | .315 | | |
| 10. Knows basic algebraic functions | | | | | |
| U.S. | 1.6250 | 24 | .495 | .84 | .403 |
| Greek | 1.7500 | 24 | .532 | | |
| 13. Able to write well a two-page story | | | | | |
| U.S. | 1.9600 | 25 | .735 | 1.63 | .110 |
| Greek | 2.3333 | 24 | .868 | | |

Table 4.19b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 15. Reads a book a week at grade level or above | | | | | |
| U.S. | 2.0000 | 25 | .500 | 2.99 | .004 |
| Greek | 2.4348 | 23 | .507 | | |
| 18. Knows how to write a simple play | | | | | |
| U.S. | 2.4348 | 23 | .590 | 2.25 | .029 |
| Greek | 2.0000 | 24 | .722 | | |
| 19. Knows how to do basic geometric functions | | | | | |
| U.S. | 2.0000 | 25 | .645 | 3.51 | .001 |
| Greek | 2.7391 | 23 | .810 | | |
| 26. Recognizes basic color combinations | | | | | |
| U.S. | 2.1200 | 25 | .526 | 1.12 | .267 |
| Greek | 2.3913 | 23 | 1.076 | | |
| 40. Is able to draw simple pictures | | | | | |
| U.S. | 2.1200 | 25 | .526 | .97 | .336 |
| Greek | 1.9565 | 23 | .638 | | |

Table 4.19b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 45. Knows how to effectively use the trigonometric function on the calculator | | | | | |
| U.S. | 2.2000 | 25 | .816 | 2.59 | .013 |
| Greek | 1.6957 | 23 | .470 | | |
| 49. Enjoys learning | | | | | |
| U.S. | 1.7200 | 25 | .458 | 1.03 | .307 |
| Greek | 1.9167 | 24 | .830 | | |
| 51. Better than average in school | | | | | |
| U.S. | 1.8800 | 25 | .526 | 2.16 | .036 |
| Greek | 2.2609 | 23 | .689 | | |
| 58. Better-than-average vocabulary | | | | | |
| U.S. | 2.0000 | 25 | .289 | 1.12 | .269 |
| Greek | 2.1739 | 23 | .717 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.19c.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of academic development as reported by United States and Greek students.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 2. Can make themselves clearly understood | | | | | |
| U.S. | 1.9286 | 56 | .420 | 1.46 | .147 |
| Greek | 2.0702 | 57 | .593 | | |
| 7. Understands the biological basics of reproduction | | | | | |
| U.S. | 1.9643 | 56 | .503 | .99 | .323 |
| Greek | 1.8596 | 57 | .611 | | |
| 8. Can write a correct paragraph | | | | | |
| U.S. | 1.7500 | 56 | .611 | 1.22 | .225 |
| Greek | 1.8727 | 55 | .433 | | |
| 10. Knows basic algebraic functions | | | | | |
| U.S. | 1.8214 | 56 | .636 | .97 | .336 |
| Greek | 1.9286 | 56 | .535 | | |
| 13. Able to write well a two-page story | | | | | |
| U.S. | 2.1250 | 56 | .662 | 1.74 | .084 |
| Greek | 2.3750 | 56 | .843 | | |

Table 4.19c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 15. Reads a book a week at grade level | | | | | |
| U.S. | 2.3704 | 54 | .917 | .77 | .444 |
| Greek | 2.5000 | 56 | .853 | | |
| 18. Knows how to write a simple play | | | | | |
| U.S. | 2.5370 | 54 | .794 | .14 | .892 |
| Greek | 2.5185 | 54 | .605 | | |
| 19. Knows how to do basic geometric functions | | | | | |
| U.S. | 2.0179 | 56 | .774 | 5.13 | .000 |
| Greek | 2.7273 | 55 | .679 | | |
| 26. Recognizes basic color combinations | | | | | |
| U.S. | 2.1071 | 56 | .713 | 2.67 | .009 |
| Greek | 2.5357 | 56 | .953 | | |
| 40. Is able to draw simple pictures | | | | | |
| U.S. | 2.3393 | 56 | .695 | .92 | .357 |
| Greek | 2.2182 | 55 | .682 | | |

Table 4.19c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 45. Knows how to effectively use the trigonometric functions on a calculator | | | | | |
| U.S. | 2.1818 | 55 | .748 | 1.23 | .222 |
| Greek | 2.0000 | 56 | .809 | | |
| 49. Enjoys learning | | | | | |
| U.S. | 2.1273 | 55 | .747 | 2.60 | .011 |
| Greek | 1.8000 | 55 | .558 | | |
| 51. Better than average in school | | | | | |
| U.S. | 2.0741 | 54 | .640 | .02 | .985 |
| Greek | 2.0714 | 56 | .850 | | |
| 58. Better-than-average vocabulary | | | | | |
| U.S. | 2.0741 | 54 | .610 | 1.51 | .133 |
| Greek | 2.2500 | 56 | .611 | | |

[a]SD = standard deviation.

*Significance level to .05.

Item 2: Can make themselves clearly understood

Parents: The t-value score was calculated as .87 with a two-tailed probability level of .371, which was not statistically significant.

Teachers: The t-value score was calculated as .10 with a two-tailed probability level of .923, which was not statistically significant.

Students: The t-value score was calculated as 1.46 with a two-tailed probability level of .147, which was not statistically significant.

Item 7: Understands the biological basics of reproduction

Parents: The t-value score was calculated as .85 with a two-tailed probability level of .402, which was not statistically significant.

Teachers: The t-value score was calculated as 1.59 with a two-tailed probability level of .120, which was not statistically significant.

Students: The t-value score was calculated as .99 with a two-tailed probability level of .323, which was not statistically significant.

Item 8: Can write a correct paragraph

Parents: The t-value score was calculated as 1.77 with a two-tailed probability level of .084, which was not statistically significant.

Teachers: The t-value score was calculated as 2.25 with a two-tailed probability level of .035, which was statistically significant.

Students: The t-value score was calculated as 1.22 with a two-tailed probability level of .225, which was not statistically significant.

Item 10: Knows basic algebraic functions

Parents: The t-value score was calculated as 1.40 with a two-tailed probability level of .167, which was not statistically significant.

Teachers: The t-value score was calculated as .84 with a two-tailed probability level of .403, which was not statistically significant.

Students: The t-value score was calculated as .97 with a two-tailed probability level of .336, which was not statistically significant.

Item 13: Able to write well a two-page story

Parents: The t-value score was calculated as 1.59 with a two-tailed probability level of .118, which was not statistically significant.

Teachers: The t-value score was calculated as 1.63 with a two-tailed probability level of .110, which was not statistically significant.

Students: The t-value score was calculated as 1.74 with a two-tailed probability level of .084, which was not statistically significant.

Item 15: Reads a book a week at grade level or above

Parents: The t-value score was calculated as .04 with a two-tailed probability level of .969, which was not statistically significant.

Teachers: The t-value score was calculated as 2.99 with a two-tailed probability level of .004, which was statistically significant.

Students: The t-value score was calculated as .77 with a two-tailed probability level of .444, which was not statistically significant.

Item 18: Knows how to write a simple play

Parents: The t-value score was calculated as 2.73 with a two-tailed probability level of .009, which was statistically significant.

Teachers: The t-value score was calculated as 2.25 with a two-tailed probability level of .029, which was statistically significant.

Students: The t-value score was calculated as .14 with a two-tailed probability level of .892, which was not statistically significant.

Item 19: Knows how to do basic geometric functions

Parents: The t-value score was calculated as 2.29 with a two-tailed probability level of .027, which was statistically significant.

Teachers: The t-value score was calculated as 3.51 with a two-tailed probability level of .001, which was statistically significant.

Students: The t-value score was calculated as 5.13 with a two-tailed probability level of .000, which was statistically significant.

Item 26: Recognizes basic color combinations

Parents: The t-value score was calculated as 4.09 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as 1.12 with a two-tailed probability level of .267, which was not statistically significant.

Students: The t-value score was calculated as 2.67 with a two-tailed probability level of .009, which was statistically significant.

Item 40: Is able to draw simple pictures

Parents: The t-value score was calculated as 2.93 with a two-tailed probability level of .005, which was statistically significant.

Teachers: The t-value score was calculated as .97 with a two-tailed probability level of .336, which was not statistically significant.

Students: The t-value score was calculated as .92 with a two-tailed probability level of .357, which was not statistically significant.

Item 45: Knows how to effectively use the trigonometric functions on a calculator

Parents: The t-value score was calculated as 2.59 with a two-tailed probability level of .013, which was statistically significant.

Teachers: The t-value score was calculated as 2.59 with a two-tailed probability level of .013, which was statistically significant.

Students: The t-value score was calculated as 1.23 with a two-tailed probability level of .222, which was not statistically significant.

Item 49: Enjoys learning

Parents: The t-value score was calculated as .97 with a two-tailed probability level of .335, which was not statistically significant.

Teachers: The t-value score was calculated as 1.02 with a two-tailed probability level of .307, which was not statistically significant.

Students: The t-value score was calculated as 2.60 with a two-tailed probability level of .011, which was statistically significant.

Item 51: Better than average in school

Parents: The t-value score was calculated as 2.11 with a two-tailed probability level of .041, which was statistically significant.

Teachers: The t-value score was calculated as 2.16 with a two-tailed probability level of .036, which was statistically significant.

Students: The t-value score was calculated as .02 with a two-tailed probability level of .985, which was not statistically significant.

Item 58: Better-than-average vocabulary

Parents: The t-value score was calculated as 1.22 with a two-tailed probability level of .230, which was not statistically significant.

Teachers: The t-value score was calculated as 1.12 with a two-tailed probability level of .269, which was not statistically significant.

Students: The t-value score was calculated as 1.51 with a two-tailed probability level of .133, which was not statistically significant.

Moral Development

A significance level of .05 for this area was obtained by the overall two-tailed probability level of .05. The two-tailed test of probability was used for significance calculations. Refer to Tables 4.20a, 4.20b, and 4.20c for comparisons.

Item 6: Obeys parents and teachers

Parents: The t-value score was calculated as .84 with a two-tailed probability level of .406, which was not statistically significant.

Table 4.20a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of moral development as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 6. Obeys parents and teachers | | | | | |
| U.S. | 1.8571 | 21 | .359 | .84 | .406 |
| Greek | 1.9600 | 25 | .455 | | |
| 24. Honest | | | | | |
| U.S. | 1.8571 | 21 | .478 | 1.44 | .158 |
| Greek | 1.6538 | 26 | .485 | | |
| 31. Respectful of others' feelings | | | | | |
| U.S. | 1.9500 | 20 | .394 | .20 | .840 |
| Greek | 1.9231 | 26 | .484 | | |
| 34. Has a sense of responsibility | | | | | |
| U.S. | 1.8571 | 21 | .359 | .55 | .583 |
| Greek | 1.7692 | 26 | .652 | | |

Table 4.20a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 42. Strong religious beliefs | | | | | |
| U.S. | 2.4000 | 20 | .940 | 2.07 | .049 |
| Greek | 3.0400 | 25 | 1.136 | | |
| 44. Honest | | | | | |
| U.S. | 1.8095 | 21 | .512 | .25 | .806 |
| Greek | 1.7692 | 26 | .587 | | |
| 53. Fair with others | | | | | |
| U.S. | 2.0952 | 21 | .539 | 2.10 | .042 |
| Greek | 1.8077 | 26 | .402 | | |
| 59. Can be separated from parents and still be responsible | | | | | |
| U.S. | 2.1429 | 21 | 1.014 | .47 | .639 |
| Greek | 2.0385 | 26 | .445 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.20b.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of moral development as reported by United States and Greek teachers.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 6. Obeys parents and teachers | | | | | |
| U.S. | 1.9583 | 24 | .204 | 6.27 | .000 |
| Greek | 3.4500 | 20 | 1.146 | | |
| 24. Honest | | | | | |
| U.S. | 1.8400 | 25 | .473 | .37 | .713 |
| Greek | 1.7826 | 23 | .600 | | |
| 31. Respectful of others' feelings | | | | | |
| U.S. | 1.7391 | 23 | .449 | .91 | .367 |
| Greek | 1.8636 | 22 | .463 | | |
| 34. Has a sense of responsibility | | | | | |
| U.S. | 1.8800 | 25 | .526 | 3.51 | .001 |
| Greek | 2.4091 | 22 | .503 | | |

Table 4.20b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 42. Strong religious beliefs | | | | | |
| U.S. | 2.8400 | 25 | .800 | 2.47 | .017 |
| Greek | 2.2917 | 24 | .751 | | |
| 44. Honest | | | | | |
| U.S. | 1.8333 | 24 | .482 | 1.84 | .073 |
| Greek | 2.2273 | 22 | .922 | | |
| 53. Fair with others | | | | | |
| U.S. | 1.9600 | 25 | .351 | .46 | .646 |
| Greek | 2.0435 | 23 | .825 | | |
| 59. Can be separated from parents and still be responsible | | | | | |
| U.S. | 1.9583 | 24 | .204 | 1.54 | .130 |
| Greek | 1.7826 | 23 | .518 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.20c.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of moral development as reported by United States and Greek students.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 6. Obeys parents and teachers | | | | | |
| U.S. | 2.0893 | 56 | .581 | 6.79 | .000 |
| Greek | 3.1273 | 55 | .982 | | |
| 24. Honest | | | | | |
| U.S. | 1.8929 | 56 | .493 | .02 | .987 |
| Greek | 1.8947 | 57 | .673 | | |
| 31. Respectful of others' feelings | | | | | |
| U.S. | 2.0536 | 56 | .616 | .29 | .770 |
| Greek | 2.0179 | 56 | .674 | | |
| 34. Has a sense of responsibility | | | | | |
| U.S. | 1.9818 | 55 | .451 | 4.56 | .000 |
| Greek | 2.6250 | 56 | .944 | | |

Table 4.20c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 42. Strong religious beliefs | | | | | |
| U.S. | 2.5000 | 56 | .915 | .87 | .386 |
| Greek | 2.6429 | 56 | .819 | | |
| 44. Honest | | | | | |
| U.S. | 1.9184 | 49 | .534 | 2.27 | .026 |
| Greek | 2.2321 | 56 | .831 | | |
| 53. Fair with others | | | | | |
| U.S. | 2.2220 | 54 | .604 | .95 | .345 |
| Greek | 2.3704 | 54 | .977 | | |
| 59. Can be separated from parents and still be responsible | | | | | |
| U.S. | 1.8077 | 52 | .627 | .28 | .778 |
| Greek | 1.8431 | 51 | .644 | | |

[a]SD = standard deviation

*Significance level to .05.

Teachers: The t-value score was calculated as 6.27 with a two-tailed probability level of .000, which was statistically significant.

Students: The t-value score was calculated as 6.79 with a two-tailed probability level of .000, which was statistically significant.

Item 24: Honest

Parents: The t-value score was calculated as 1.44 with a two-tailed probability level of .158, which was not statistically significant.

Teachers: The t-value score was calculated as .37 with a two-tailed probability level of .713, which was not statistically significant.

Students: The t-value score was calculated as .02 with a two-tailed probability level of .987, which was not statistically significant.

Item 31: Respectful of others' feelings

Parents: The t-value score was calculated as .20 with a two-tailed probability level of .840, which was not statistically significant.

Teachers: The t-value score was calculated as .91 with a two-tailed probability level of .367, which was not statistically significant.

Students: The t-value score was calculated as .29 with a two-tailed probability level of .770, which was not statistically significant.

Item 34: Has a sense of responsibility

Parents: The t-value score was calculated as .55 with a two-tailed probability level of .583, which was not statistically significant.

Teachers: The t-value score was calculated as 3.51 with a two-tailed probability level of .001, which was statistically significant.

Students: The t-value score was calculated as 4.56 with a two-tailed probability level of .000, which was statistically significant.

Item 42: Strong religious beliefs

Parents: The t-value score was calculated as 2.02 with a two-tailed probability level of .049, which was statistically significant.

Teachers: The t-value score was calculated as 2.47 with a two-tailed probability level of .017, which was statistically significant.

Students: The t-value score was calculated as .87 with a two-tailed probability level of .386, which was not statistically significant.

Item 44: Honest

Parents: The t-value score was calculated as .25 with a two-tailed probability level of .806, which was not statistically significant.

Teachers: The t-value score was calculated as 1.84 with a two-tailed probability level of .073, which was not statistically significant.

Students: The t-value score was calculated as 2.27 with a two-tailed probability level of .026, which was statistically significant.

Item 53: Fair with others

Parents: The t-value score was calculated as 2.10 with a two-tailed probability level of .042, which was statistically significant.

Teachers: The t-value score was calculated as .46 with a two-tailed probability level of .646, which was not statistically significant.

Students: The t-value score was calculated as .95 with a two-tailed probability level of .345, which was not statistically significant.

Item 59: Can be separated from parents and still be responsible

Parents: The t-value score was calculated as .47 with a two-tailed probability level of .639, which was not statistically significant.

Teachers: The t-value score was calculated as 1.54 with a two-tailed probability level of .130, which was not statistically significant.

Students: The t-value score was calculated as .28 with a two-tailed probability level of .778, which was not statistically significant.

Physical Skills

A significance level of .05 for this area was obtained by the overall two-tailed probability level of .05. The two-tailed test of probability was used for significance calculations. Refer to Tables 4.21a, 4.21b, and 4.21c for comparisons.

Item 3: Better-than-average coordination and physical strength

Parents: The t-value score was calculated as 4.21 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as 1.79 with a two-tailed probability level of .080, which was not statistically significant.

Students: The t-value score was calculated as 2.40 with a two-tailed probability level of .018, which was statistically significant.

Item 12: Can ride a bicycle

Parents: The t-value score was calculated as 2.47 with a two-tailed probability level of .018, which was statistically significant.

Teachers: The t-value score was calculated as 2.32 with a two-tailed probability level of .025, which was statistically significant.

Students: The t-value score was calculated as .89 with a two-tailed probability level of .374, which was not statistically significant.

Table 4.21a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of physical development as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 3. Better-than-average coordination and physical strength | | | | | |
| U.S. | 2.0952 | 21 | .625 | 4.48 | .000 |
| Greek | 3.3077 | 26 | 1.192 | | |
| 12. Can ride a bicycle | | | | | |
| U.S. | 2.3810 | 21 | .865 | 2.46 | .018 |
| Greek | 3.0000 | 26 | .849 | | |
| 14. Can wash and iron own clothes | | | | | |
| U.S. | 2.1905 | 21 | .873 | 2.57 | .012 |
| Greek | 2.8000 | 25 | .707 | | |
| 23. Able to swim | | | | | |
| U.S. | 1.9048 | 21 | .539 | 3.97 | .000 |
| Greek | 2.7308 | 26 | .873 | | |

Table 4.21a.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of physical development as reported by United States and Greek parents.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 3. Better-than-average coordination and physical strength | | | | | |
| U.S. | 2.0952 | 21 | .625 | 4.48 | .000 |
| Greek | 3.3077 | 26 | 1.192 | | |
| 12. Can ride a bicycle | | | | | |
| U.S. | 2.3810 | 21 | .865 | 2.46 | .018 |
| Greek | 3.0000 | 26 | .849 | | |
| 14. Can wash and iron own clothes | | | | | |
| U.S. | 2.1905 | 21 | .873 | 2.57 | .012 |
| Greek | 2.8000 | 25 | .707 | | |
| 23. Able to swim | | | | | |
| U.S. | 1.9048 | 21 | .539 | 3.97 | .000 |
| Greek | 2.7308 | 26 | .873 | | |

Table 4.21a.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 29. Plays soccer or volleyball | | | | | |
| U.S. | 2.2381 | 21 | .700 | 4.49 | .000 |
| Greek | 3.2692 | 26 | .874 | | |
| 47. Has a fairly good memory | | | | | |
| U.S. | 1.8571 | 21 | .478 | 3.01 | .004 |
| Greek | 2.2692 | 26 | .452 | | |
| 55. Can color well | | | | | |
| U.S. | 2.3330 | 21 | .577 | 3.90 | .000 |
| Greek | 3.0385 | 26 | .662 | | |
| 56. Can dance | | | | | |
| U.S. | 2.1905 | 21 | .602 | 3.75 | .001 |
| Greek | 2.9600 | 25 | .790 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.21b.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of physical development as reported by United States and Greek teachers.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 3. Better-than-average coordination and physical strength | | | | | |
| U.S. | 1.9200 | 25 | .640 | 1.78 | .080 |
| Greek | 2.2917 | 24 | .806 | | |
| 12. Can ride a bicycle | | | | | |
| U.S. | 2.0800 | 25 | .572 | 2.32 | .025 |
| Greek | 1.7083 | 24 | .550 | | |
| 14. Can wash and iron own clothes | | | | | |
| U.S. | 2.0800 | 25 | .277 | .55 | .580 |
| Greek | 2.0000 | 24 | .659 | | |
| 23. Able to swim | | | | | |
| U.S. | 1.6000 | 25 | .645 | .31 | .755 |
| Greek | 1.6522 | 23 | .407 | | |

Table 4.21b.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 29. Plays soccer or volleyball | | | | | |
| U.S. | 2.3200 | 25 | .557 | 2.25 | .031 |
| Greek | 2.0000 | 23 | .426 | | |
| 47. Has fairly good memory | | | | | |
| U.S. | 2.0000 | 25 | .289 | 2.35 | .023 |
| Greek | 1.7500 | 24 | .442 | | |
| 55. Can color well | | | | | |
| U.S. | 2.3200 | 25 | .627 | 2.38 | .021 |
| Greek | 1.8750 | 24 | .680 | | |
| 56. Can dance | | | | | |
| U.S. | 2.2000 | 25 | .645 | .53 | .594 |
| Greek | 2.3043 | 23 | .703 | | |

[a]SD = standard deviation.

*Significance level to .05.

Table 4.21c.--Comparison of means, frequencies, pooled variance t-test and 2-tailed probability significance levels for each item in the area of physical development as reported by United States and Greek students.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 3. Better-than-average coordination and physical strength | | | | | |
| U.S. | 2.1607 | 56 | .708 | 2.40 | .018 |
| Greek | 2.5000 | 56 | .786 | | |
| 12. Can ride a bicycle | | | | | |
| U.S. | 2.1250 | 56 | .605 | .89 | .374 |
| Greek | 2.0198 | 51 | .616 | | |
| 14. Can wash and iron own clothes | | | | | |
| U.S. | 2.3750 | 56 | .752 | 1.61 | .111 |
| Greek | 2.1607 | 56 | .654 | | |
| 23. Able to swim | | | | | |
| U.S. | 1.9464 | 56 | .672 | .57 | .573 |
| Greek | 1.8772 | 47 | .629 | | |

Table 4.21c.--Continued.

| Questionnaire Item | Mean | Frequency | SD[a] | Pooled Variance | |
|---|---|---|---|---|---|
| | | | | t-test | 2-tailed Prob.* |
| 29. Plays soccer or volleyball | | | | | |
| U.S. | 2.3214 | 56 | .664 | 3.16 | .002 |
| Greek | 1.9818 | 55 | .451 | | |
| 47. Has a fairly good memory | | | | | |
| U.S. | 2.0727 | 55 | .539 | 1.00 | .320 |
| Greek | 1.9643 | 56 | .602 | | |
| 55. Can color well | | | | | |
| U.S. | 2.5273 | 55 | .690 | 3.23 | .002 |
| Greek | 2.1071 | 56 | .679 | | |
| 56. Can dance | | | | | |
| U.S. | 2.4464 | 56 | .711 | 1.45 | .151 |
| Greek | 2.6250 | 56 | .590 | | |

[a]SD = standard deviation.

*Significance level to .05.

Item 14: Can wash and iron own clothes

Parents: The t-value score was calculated as 2.62 with a two-tailed probability level of .012, which was statistically significant.

Teachers: The t-value score was calculated as .56 with a two-tailed probability level of .580, which was not statistically significant.

Students: The t-value score was calculated as 1.61 with a two-tailed probability level of .111, which was not statistically significant.

Item 23: Able to swim

Parents: The t-value score was calculated as 3.78 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as .31 with a two-tailed probability level of .755, which was not statistically significant.

Students: The t-value score was calculated as .57 with a two-tailed probability level of .573, which was not statistically significant.

Item 29: Plays soccer or volleyball

Parents: The t-value score was calculated as 4.38 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as 2.25 with a two-tailed probability level of .031, which was statistically significant.

Students: The t-value score was calculated as 3.16 with a two-tailed probability level of .002, which was statistically significant.

Item 47: Has a fairly good memory

Parents: The t-value score was calculated as 3.03 with a two-tailed probability level of .004, which was statistically significant.

Teachers: The t-value score was calculated as 2.35 with a two-tailed probability level of .023, which was statistically significant.

Students: The t-value score was calculated as 1.00 with a two-tailed probability level of .320, which was not statistically significant.

Item 55: Can color well

Parents: The t-value score was calculated as 3.84 with a two-tailed probability level of .000, which was statistically significant.

Teachers: The t-value score was calculated as 2.38 with a two-tailed probability level of .000, which was statistically significant.

Students: The t-value score was calculated as 3.23 with a two-tailed probability level of .002, which was statistically significant.

Item 56: Can dance

Parents: The t-value score was calculated as 3.66 with a two-tailed probability level of .001, which was statistically significant.

Teachers: The t-value score was calculated as .54 with a two-tailed probability level of .594, which was not statistically significant.

Students: The t-value score was calculated as 1.54 with a two-tailed probability level of .151, which was not statistically significant.

## Summary

In this chapter, the analysis of the data was presented. Within the limitations of the study, the major findings were:

### United States and Greek (a) Parents, (b) Teachers, and (c) Students' Rankings of Developmental Skills

a. The United States and Greek parents indicated differences in their rank ordering in the child's social, problem solving, physical, emotional, language, self-help, and academic development. Only one area, moral growth, received a similar ranking from both cultures. Although there were significant differences between the individual developmental groups' rankings by United States and Greek parents, the overall ranking as determined by the Spearman rank-order correlation coefficient indicated no significant difference in the overall rank ordering.

b. The United States and Greek teachers indicated no differences in their overall rank ordering in the above-mentioned areas.

c. The United States and Greek students indicated equal differences and similarities in their rank ordering in the above-mentioned areas. However, the overall rank ordering as determined by the Spearman rank-order correlation coefficient was not significantly different.

United States and Greek (a) Parents, (b) Teachers, and (c) Students' Assignments for Home and School Responsibility

a. The United States and Greek parents indicated different responses in their assignments for home and school responsibility in four of the eight developmental areas. These were the areas of social skills, problem solving, physical skills, and moral growth. There were similar responses in the areas of emotional adjustment, self-help, academic skills, and language skills.

b. The United States and Greek teachers indicated similar responses in six of the eight developmental areas, with the only difference being in the areas of academic skills and moral growth.

c. The United States and Greek students indicated similar responses in four of the eight developmental areas, with the differences being in the areas of emotional adjustment, language skills, self-help skills, and academic skills.

United States and Greek Parents, Teachers, and Students' (a) Social, (b) Emotional, (c) Academic, (d) Moral, and (e) Physical Expectations

a. In the area of social expectations, there were significant differences indicated by United States and Greek parents (11 of 18 items), teachers (9 of 18 items), and students (10 of 18 items) as listed in Tables 4.17a, 4.17b, and 4.17c.

b. In the area of emotional expectations, there were significant differences indicated by United States and Greek parents (5 of 12 items), teachers (5 of 12 items), and students (2 of 12 items) as listed in Tables 4.18a, 4.18b, and 4.18c.

c. In the area of academic expectations, there were significant differences indicated by United States and Greek parents (6 of 14 items), teachers (6 of 14 items), and students (3 of 14 items) as listed in Tables 4.19a, 4.19b, and 4.19c.

d. In the area of moral expectations, there were significant differences indicated by United States and Greek parents (2 of 8 items), teachers (3 of 8 items), and students (3 of 8 items) as shown in Tables 4.20a, 4.20b, and 4.20c.

e. In the area of physical expectations, there were significant differences indicated by United States and Greek parents (8 of 8 items), teachers (4 of 8 items), and students (3 of 8 items) as listed in Tables 4.21a, 4.21b, and 4.21c.

Chapter V is devoted to the drawing of conclusions, comments, and recommendations based on the preceding research and analysis.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

## Introduction

In this chapter a summary of the study is presented, followed by major findings, discussion, and recommendations for future research.

## Summary

The purpose of the study was to investigate and compare parents, teachers, and students' expectations in two educational units--American and Greek--presenting social, economic, and cultural similarities with particular emphasis on cross-cultural comparisons and students' expected performance in the United States and in Greece.

The sampled United States population included 40 parents, 40 teachers, and 100 students of a secondary accredited American school (American Community Schools of Athens, Inc.) in Greece during the 1980-81 school year. The sampled Greek population included 40 parents, 30 teachers, and 75 students of a Greek secondary school (Athena School, G. Zirides) located in Athens, during the 1980-81 school year. Instruments used to collect the data included questionnaires (Parts I, II, and III followed by subsidiary questions) for cross-cultural comparisons of parents, teachers, and students' expectations of a child by age 16.

The procedures in conducting the research included meetings with administrators, teachers, and students from each culture to discuss appropriateness of the instrument items to the respective cultures. The procedures also included a explanatory cover letter sent to parents along with the questionnaire. A back-translation method was used for the instrument, with verification of accuracy by the researcher and translators from each culture. The collected data were analyzed both statistically and inferentially. The data were analyzed statistically by the t-test and the Spearman rank-order correlation (Question 1).

The data were also analyzed inferentially, primarily through frequency patterns and individual frequency responses for the various items on the questionnaires.

## Research Questions

The following research questions were constructed to guide the study:

Question 1: Do significant differences exist between United States and Greek parents, teachers, and students with respect to their secondary school students' development in eight areas, as measured by rankings in these areas?

Question 2: Are there differences between who is considered primarily responsible, and to what extent, for helping the United States and Greek child to accomplish his social, emotional, moral, academic, and physical development?

Question 3: Are there differences between the United States and Greek parents, teachers, and students with respect to the groups of skills considered to be most important for a child by the age of 16?

## Research Findings

The findings related to the research questions in the framework of the indicated location, population sampling, and methodology are:

### Research Question 1

A. United States and Greek parents did not indicate significantly different responses in the overall rankings of the child's developmental skills, according to the Spearman rank-order correlations. The United States and Greek parents indicated, in order of importance, the following rankings:

| United States Parents | Greek Parents |
|---|---|
| 1. Moral growth | 1. Moral growth |
| 2. Social skills | 2. Problem solving |
| 3. Emotional adjustment | 3. Academic skills |
| 4. Academic skills | 4. Emotional adjustment |
| 5. Problem solving | 5. Social skills |
| 6. Self-help skills | 6. Language skills |
| 7. Language skills | 7. Physical skills |
| 8. Physical skills | 8. Self-help skills |

B. United States and Greek teachers gave the same responses in the overall rankings of the child's developmental skills in the following order of importance:

1. Emotional adjustment
2. Moral growth
3. Social skills
4. Problem solving
5. Language skills
6. Self-help skills

7. Academic skills
8. Physical skills

C. United States and Greek students gave different responses (50 percent versus 50 percent) in the overall rankings of the child's developmental skills. The United States and Greek students indicated, in order of importance, the following rankings:

| United States Students | Greek Students |
|---|---|
| 1. Social skills | 1. Social skills |
| 2. Moral growth | 2. Moral growth |
| 3. Emotional adjustment | 3. Emotional adjustment |
| 4. Problem solving | 4. Academic skills |
| 5. Academic skills | 5. Problem solving |
| 6. Self-help skills | 6. Language skills |
| 7. Language skills | 7. Self-help skills |
| 8. Physical skills | 8. Physical skills |

Research Question 2

A. The United States and Greek parents indicated differences in responses for home responsibility in three of the eight areas: social skills, physical skills, and language skills. The Greek parents assigned more responsibility to the home for the above three areas. Only one major difference occurred between the United States and Greek parents, i.e., in the area of problem solving. The Greek parents assigned a major responsibility to the school in this area. In only two areas, emotional adjustment and moral growth, were there noticeable differences between the United States and the Greek parents concerning home and school responsibility. The most significant difference was in the area of moral growth, on which the Greek parents assigned a significant responsibility to another institution.

B. The United States and Greek teachers responded similarly in seven of the eight areas concerning the responsibility assigned to the home. There was only a minor difference with United States teachers, who placed more responsibility on the home in the area of academic skills. The Greek teachers assigned a significant difference in the responsibility of the school in the area of moral growth, whereas the United States teachers placed a major responsibility for moral growth on home and school.

C. The United States and Greek students responded differently in only two of the eight areas concerning the responsibility assigned to home, i.e., physical skills and academic skills. The Greek students assigned more responsibility to home as compared to United States students in the area of physical skills, whereas the United States students placed more responsibility on home in the area of academic skills. There were four areas of significant difference between the responsibilities assigned to school by United States and Greek students, i.e., emotional adjustment, language skills, self-help, and academic skills. The United States students placed more responsibility on the school in the area of language skills, whereas in the other three areas the Greek students assigned more responsibility to the school. There were significant differences in the assignment of responsibility to home/school in five areas: problem solving, physical skills, emotional adjustment, self-help, and moral growth. In all the above five areas, the United States students placed more responsibility on the combination home/school as compared to Greek students.

Research Question 3

As indicated in Tables 4.17 through 4.21, this question was divided into five sections relative to the areas of social skills, emotional development, academic skills, physical skills, and moral growth.

In the area of social skills, there were significant differences between United States and Greek parents and teachers in 11 and 9 of the 18 items, respectively. United States and Greek students also indicated significant differences in 10 of the 18 items.

In the area of emotional development, there were significant differences between United States and Greek parents and teachers in 5 of the 12 items. American and Greek students indicated a significant difference in only 2 of the 12 items.

In the area of academic skills, there were significant differences between United States and Greek parents in 6 of the 14 items. United States and Greek teachers indicated significant differences in 6 of the 14 items, whereas United States and Greek students indicated significant differences in only 3 of the 14 items.

In the area of moral development, there were significant differences between the United States and Greek parents in two of the eight items. The United States and Greek teachers and students indicated significant differences in four and three of the eight items, respectively.

In the area of physical development, there were significant differences between the United States and Greek parents in eight of the eight items. United States and Greek teachers indicated

significant differences in four out of the eight items, whereas United States and Greek students indicated significant differences in three of the eight items.

## Discussion

In this section, the results derived from research findings coupled with the interrelationship of the researcher's studies and personal experiences in the United States and in Greece as well as the literature related to both educational systems are discussed.

### Ranking of Developmental Skills

There was no significant difference in the overall ranking of the eight developmental skills by United States and Greek parents, as computed by the Spearman rank-order correlation. Rankings of the developmental skills by the United States and Greek parents varied little in rank order except in the areas of social skills and problem solving. The high ranking of social skills on the part of the United States parents agrees with Stern's (1971) findings and Tanner's (1976) conclusions. The low rank (sixth on an eight-item rank ordering) is not surprising in the Greek results. It is congruent with the Greek educational philosophy, approaches, and the expectations from the school, which is viewed by parents as a purely "schooling" and not an "educational" institution--in the broader acceptance of the term. Despite the successive reforms, the Greek curriculum is entirely geared to academic achievement, and there is no latitude whatsoever for social growth.

The fact that the United States and Greek teachers ranked social growth equally high indicates that the Greek educators recognize the need to integrate this skill in the educational function. It is strikingly interesting, particularly from the intercultural standpoint, to note that both United States and Greek students ranked the same skills in the top order of importance, i.e., first, social skills; second, moral growth; and third, emotional adjustment.

Referring to the important role of the student council as a way to achieve socialization in Greek schools and to instill democratic concepts and habits in the student body, Papanoutsos (1974) wrote:

> Instead of ruling autocratically and provoking at times the reactions of their best students (which reactions are not always expressed due to hypocrisy--an even greater sin) teachers should have the role held in the past in democratic Greek cities by the elderly citizens: to enlighten, to counsel, to guide the members of their community through their knowledge and experience. They should not impose their views directly or indirectly. . . . Is there any more beautiful, wise, educational approach than this one? . . . Children should, as from their earlier age, get accustomed to community life through collectively and responsibly organized projects and gradually proceed to ever-excelling shapes of self-government and self-discipline.

The rankings of academic achievement on the part of both United States and Greek parents present relative similarities. An absolute and stunning similarity in academic achievement is indicated by United States and Greek teachers, who placed this skill seventh in the eight-item rank order of importance. The low ranking scored by the Greek teachers is not consistent with the expectations of parents and students and is completely out of line with the educational demands of the Greek authorities and the society. Be it noted that United States

and Greek parents and students placed academic expectations on a much higher level. Both Stern's and Tanner's findings indicated that United States teachers ranked academic skills sixth in importance, however.

United States and Greek parents, teachers, and students rated physical skills in the lowest order of importance. It may have been surprising, from the educational viewpoint, if parents and students in stateside schools had ranked physical skills so low. On the international scene, these low scores indicate a switch in the priorities of parents and students, who place higher importance on academic skills. The lack of expanded facilities and opportunities for physical exercise accounts also for the parental and student rankings.

Both United States and Greek parents, teachers, and students were in agreement on their responses concerning the high rank order in which they placed moral growth. It was surprising to notice that United States and Greek students placed moral growth second in importance, whereas both placed social skills first. This could be interpreted either as a reaction on the part of the students for the lack of importance placed on moral growth or as an indication of their aspirations in this direction. Hadjinicoli (1980) wrote in this regard:

> All these methods (lack of moral growth, aesthetic education) contribute to the shaping of a subdued little person, submissive and consenting, who, with blocked outlets and polarized aesthetic criteria, becomes a spare part of the machinery that overwhelms him and also maintains him.

United States and Greek teachers assigned language skills fifth in rank order of importance. Parents and students placed it

much lower in importance. Whereas teachers consider language skills as one of the prime means to achieve academic skills, parents and students aim at the goal without apparently attaching due importance to the vehicle. In the United States, however, the concern that is encapsuled in the "back to basics" about language skills, grammar, and syntax is not demonstrated in these scores. Of the Greek population surveyed, the issue of katharevousa versus demotic, with its host of implications particularly at the turn of the century to the present, seems to have lost its prime importance. Discussions by the researcher with Greek educators resulted in the conclusion that great concern prevails among them about the standardization of the demotiki and the necessity to discipline students in language skills at all levels.

It may seem surprising that United States parents assigned problem solving fifth in the order of importance, whereas Greek parents placed it second. The explanation of the high priority of Greek parents in this area may be easily attributed to the belief ingrained in the Greek society to the effect that the major responsibility for problem solving on the part of the children lies solely on the family. It is interesting to observe that for Greek parents, problem solving ranked second only to moral growth, which is the primary concern of Greek society and is nurtured by Church beliefs.

The equally low importance given by both United States and Greek parents, teachers, and students to the area of self-help is in line with the scores indicated in the area of problem solving.

Teachers in both United States and Greek societies placed the emotional adjustment of the child as first in the rank order of

priorities. Parents and students indicated that social and moral growth rank higher than emotional adjustment in their priorities.

Assignment of Home and/or School Responsibility

Given the responsibility vested in the home by the Greek society, it is not surprising that Greek parents assigned more responsibility to the home for social-skill development than did United States parents. In fact, the researcher received confirmation of this Greek concept through discussions with families from various socio-economic backgrounds.

Statistically, there was a significant difference between the United States and Greek parents in the assignment of responsibility in the area of problem solving. Whereas the United States parents assigned, besides home/school, the responsibility for problem solving to school, home, and other institutions, in this area, research indicated that Greek parents assigned the major responsibility only to home/school and school. The latter finding is not congruent with the results concerning problem solving in the previous part of this discussion. This may be interpreted as the perception on the part of Greek parents that the responsibilities of the school and of the home do overlap in specific areas.

In sharp contrast with the Greek antiquity, where the acquisition of physical skills coupled with martial training was the prerogative of the scholi and the palestira (open gymnasium), parents in modern Greek society assigned to the school, according to the findings of this research, an exclusively academic mission with no latitude for the

acquisition of physical skills. This is also evidenced by the limited number of hours per week assigned to physical education by the State curricula and endorsed by discussions the researcher had with Greek administrators and teachers. The quasi-absence of on-site playgrounds and athletic facilities, as compared at least with stateside standards, reinforces the findings of this research.

Minimal differences were expressed between the United States and Greek parents as to their assignment of responsibility in the area of academic skills. Both placed a major emphasis on the home/school assignment. It is worth noting that the United States parents placed a secondary responsibility upon the home, whereas the Greek parents placed a secondary responsibility upon the school. The American school, by definition and in accordance with its consistent philosophy and approaches, views "education" as a global function, carrying the responsibility, in addition to intra- and extracurricular activities, for the acquisition of academic skills and academic performance. The Greek parents, on their part, assign the heavy responsibility of academic achievement to the school and the para-educational institutions such as the frontisteria and private tutors. This school-frontisteria complex is entirely responsible for the preparation of students toward successful examination results at all levels beyond the elementary school.

The above concept was supported by the findings of the research concerning the assignment of responsibility given Greek teachers to the home. This may be interpreted as an attitude on the part of the Greek teachers that once they perform their duties within the rigid

time constraints imposed by the official curricula and schedule, they will re-route the responsibility to the parents, who will have to seek additional means to secure academic achievement for their children.

The United States and Greek teachers' assignment of responsibility for social skills, problem solving, physical skills, emotional adjustment, language skills, and self-help presented few variations. However, in the area of moral growth, the marked differences lay in the assignment of responsibility to the school by the Greek teachers. More precisely, the United States teachers assigned the major responsibility to home/school, whereas the Greek teachers split the responsibility between home/school and the school. The latter may be attributed to the austere and conservative atmosphere prevailing in Greek schools and is a reflection of the historical influence of the Church upon education and the perception of the Greek society about the role of the school.

The United States and Greek students' assignment of responsibility for social skills, problem solving, physical skills, and moral growth presented few variations. Significant differences existed in the areas of emotional adjustment, language skills, self-help, and academic skills. In the area of emotional adjustment, the United States students placed major and heavy responsibility on home/school, with a secondary responsibility on the school. The high scores in this case can be attributed to the little importance given to the home. The Greek students denied any responsibility to the home, whereas they assigned major responsibility to home/school. The insignificant scores given to home and other institutions by United States and Greek

students for emotional adjustment were consistent with the scores assigned by both United States and Greek parents and teachers.

In the area of language skills, a consensus seems to have been reached by United States and Greek parents, teachers, and students. Both United States and Greek teachers as well as students assigned a major responsiblity concerning language skills to the home. The researcher believes that both segments interpreted "language skills" as "verbal skills" and their enrichment through the offerings of the so-called "parallel school" (magazines, advertisements, television, bills and posters, science fiction, library books, verbal communications, etc.), which, in the opinion of many educators, accounts for up to 50 percent of oral language skills and vocabulary acquisition.

Scores recorded by students in self-help support previous findings of this research. United States students assign a lesser importance to schools vis-à-vis home/school responsibility. Conversely, Greek students rely to a much greater extent on school, since school is generally perceived by them as their own regular school in addition to the array of after-school training clusters such as the frontisteria.

It is surprising that United States students placed an almost equal responsibility for academic skills on home/school and home and denied any complete responsibility in this area for school alone. This is in contrast with Greek students, who, while assigning the major responsibility to school, attributed an almost equal responsibility to home and school. The researcher believes the zero responsibility assigned to school by the United States students reflects a

misinterpretation of the question or the disturbing fact that students feel deprived of adequate support from school.

### Comparison of United States and Greek Parents, Teachers, and Students' Expectations of a Child by the Age of 16

The lack of experience of the Greek parents, teachers, and students in completing questionnaires and responding to surveys was much more in evidence in this part of the research than in the previous two sections and may have been a result of the extent of the questionnaire and the nature of the items involved. The United States child is sensitized as of the primary grades to different evaluations and testing styles such as the multiple-choice approach; this concept is pursued throughout his educational process and his entire life. The Greek educational system does not provide this opportunity, and completing a questionnaire is a totally alien experience for children and adults. During the junta, secret government files were kept on citizens, and individuals who were identified as "dangerous" were imprisoned without a hearing or a trial. Therefore, in the eyes of most Greeks, any questionnaire conceals a sort of a threat and a suspicion as to the motives of the researcher. However, the researcher was allowed to conduct this study according to the requirements and the parameters initially set, thanks to the understanding and cooperation of progressive Greek educators and colleagues. Questions for which the researcher believed, in analyzing the findings, that Greek parents, teachers, and students did not grasp the meaning were verified by personal discussions and explanations with those surveyed.

There were significant differences between the United States and Greek parents, teachers, and students in the area of social-skills expectations for a child by the age of 16. Research findings confirmed by the researcher's personal contacts with Greek families at various social levels demonstrated that these differences may be attributed to factors inherent in the country's cultural values and beliefs. The most significant examples derive from the fact that the attitudes of United States and Greek parents, teachers, and students differ entirely toward household chores. Because of centuries-long historical and cultural ramifications, the Greek child tends to be over-protected and is prevented from participating in any household duty, particularly in the case of male children.

The spectrum of differences in reference to emotional development was not as wide as in the area of social skills, particularly in the responses of students. In fact, United States and Greek students indicated only 2 differences out of 12 items. Both United States and Greek parents indicated 5 differences out of 12 items. The United States and Greek parents, teachers, and students indicated significant differences in a decreasing order, namely 6, 5, and 3 out of 14, respectively. (Refer to Tables 4.19a, 4.19b, and 4.19c.) It is indicative that writing a play by a student is more consistent with normal training for a United States child in opposition to a Greek child. The reason is all too obvious and derives from previous discussions, i.e., the stringent nature of Greek curriculum, the absorption of the student's attention by intensive study, the

book-centered approach and hence the lack of creative thinking and writing, and the tight "waterproof" separation of disciplines.

Papanoutsos (1974) attacked the system virulently when he stated:

> Our schools are completely archaic. Both from the standpoint of organization of studies and in their operation, they belong to a period that is definitely gone for the civilized countries of the world; they survive only with the law of psychological and social inertia which is about, in this and in other areas of our social life, to ruin our country. I could bring forth many evidences to support my viewpoint. . . . First, the division of studies in tightly separated areas without interrelationships where the student is obliged to study a lot of subjects and finally to be examined in all of them without having been well informed or studied in depth any of them is sheer anachronism.

Concerning physical development, there were significant differences between the United States and Greek parents, teachers, and students' expectations of a child by the age of 16. The recorded differences were eight, four, and three out of eight items, respectively. (Refer to Tables 4.21a, 4.21b, and 4.21c.) It is the opinion of the researcher that these marked discrepancies were due to the fact that the questionnaire did not make provisions for the indication of the sex of the child (intentionally).

There were minimal differences in the area of moral development. These findings, which ranked two, three, and three out of eight items referring to parents, teachers, and students, respectively (refer to Tables 4.20a, 4.20b, and 4.20c), were consistent with the importance given to moral growth by United States and Greek parents, teachers, and students in Part II of this study. Across these two cultures, findings indicated that there were minimal differences in the perceptions concerning the moral development of a child.

## Recommendations for Further Study

Two official organizations, OECD and UNESCO, have developed statistical comparisons of the different educational systems of most countries. Articles and studies concerning specific facts and issues regularly appear in educational journals and particularly in the comparative educational reviews.

The present study was one of a few in cross-cultural comparisons of parent, teacher, and student expectations. The United States and Greek-related literature is minimal, and further investigations need to be conducted in this respect through the following recommendations for research. The writer recommends the following:

1. The research should be replicated at the kindergarten and elementary-school levels.

2. A parallel study to the present one involving United States and Greek students of various socioeconomic backgrounds should be conducted in other large cities and smaller provincial communities.

3. A similar study should be initiated between private and public schools in the same areas in the United States.

4. Given the successive educational reforms, the unprecedented switch in the Greek political background, and the promises for drastic changes made by the present socialist government of Greece, a similar study conducted in five years will reveal at what level the aspirations of Greek parents, teachers, and students have been realized.

5. The specific implications of the congruence of parents, teachers, and students' expectations upon the children of United States citizens living abroad should be investigated.

6. A similar study that would differentiate the answers by male and female students should be conducted, particularly in a country like Greece where the male is still predominant, especially outside the capital.

7. A similar study should be conducted in United-States-sponsored overseas schools operating under the auspices of the Near East/South Asia Council of Overseas Schools (NESA) and the European Council of International Schools (ECIS) and other regional organizations by the Office of Overseas Schools (A/OS), Department of State, to identify the host countries' parents, teachers, and students' expectations and to compare them to their United States counterparts. Furthermore, a cross-educational study based on these findings should be pursued.

## Reflections

While pursuing this study and gathering data, categorizing information, compiling figures, analyzing statistics, establishing relationships, and identifying differences, the researcher had the opportunity to meditate on the fundamental principles of education as they are viewed in different societies against different cultural backgrounds. Any comparative or intercultural study conducted in an objective, critical, yet positive approach leads to a deeper knowledge of one's self, of one's own system, and to a clearer perception of the degree to which goals are achieved. This proceeds also to an introspection and an assessment as to the intrinsic virtues of one's educational philosophy and subsequently as to how this system stands in comparison with those of other countries.

The findings of this study are necessarily delineated by the volume of the population sampling, the United States and Greek population segments having been selected so as to be compatible, particularly from the socioeconomic standpoint. The conclusions warrant further study and research.

Inquisitiveness fatally situates a researcher on the Socratic track and reminds him of the saying, "I know one thing: that I know nothing." However, once information and data have been weeded out, with the support of statistical findings, the topic is placed in focus and the quest for further research is all the more stimulated.

The researcher has, in fact, completed this study not only with a more global perception of his own educational system but that of his host country, Greece. From the early stages of this study, he felt the urge to dwell upon the virtues and some of the drawbacks of the United States educational system on the backdrop of the European and, particularly, the Greek one.

Martin Luther said that humanity is like a drunken peasant who is always ready to fall from his horse on one side or the other. In the name of pursuit of excellence, the European educational system--and particularly the Greek system--has only bent on one side and has generated throughout the countries an elitism that reduced the less academically talented citizens to view themselves as the "children of a lesser God" or, nowadays, the playthings of a corrupt and tyrannical government. Gardner, in his book Excellence--Can We Be Equal and Excellent Too?, pinpointed the two prevailing credos of United States education and concluded with the desired synthesis:

> Consider two statements drawn from recent discussions of individual differences. The first is by a schoolteacher, who says, "I regard it as undemocratic to treat so-called gifted children any differently from other children. To me all children are gifted." The second statement is by a professor of education: "The goal of the American educational system is to enable every youngster to fulfill his potentialities, regardless of his race, creed, social standing or economic position." The conflict between the two emerges if it proves impossible to enable each to fulfill his potentialities without treating each differently.

A study of other educational systems, particularly Greece, reveals the United States as a leader in educational research and experimental programs. The United States constitutional right to a full, free public education for all children is unique in the world. The United States has not implemented the European testing system for advancement to secondary schools or university acceptance. Students in the United States have more freedom of choice in curriculum, scheduling, and instructors than do their European counterparts.

A review of the educational reforms in most Western European countries conducted by the researcher indicated a determination on the part of the governments, seconded by populations' demand, to develop systems allowing for the maximum development of individual potentialities at every level of ability. This quest was confirmed by personal contacts with European--mostly Greek--officials, educators, parents, and students. One hopes that these concepts will eventually prevail and be adequately implemented.

# GLOSSARY

## GLOSSARY

| | |
|---|---|
| Colonel's regime | : Seven-year period (1967-1974) covering a military dictatorship in Greece. |
| Demotiki | : Spoken or everyday language. Demotic is the deriving adjective. |
| Dodecanese Islands | : A constellation of 12 islands in south-eastern Greece. |
| Faculty | : In Europe the specific department of study within a university; e.g., Faculty of Medicine, Faculty of Law. |
| Fanariotes | : Leading Greek social class during the Turkish occupation of Greece. |
| Frontistiri-on (sing.)<br>-a (pl.) | : Private institution preparing students to pass university entrance examinations or examinations in lykia, or offering more general assistance for advancing through the school system. |
| Gymnasion<br>(or gymnasium) | : Originally the secondary 6-year school, grades 7-12; presently a 3-year school, lower cycle secondary school, grades 7-9. |
| Hellenism | : Compilation of all the glorious elements and ideology in Ancient Greece. |
| Juku | : Private coaching school in Japan. |
| KATEE | : Center for Higher (Junior College) Technical and Professional Studies. |
| Katharevousa | : Formal or purist Greek language. |
| KEME | : Center for educational studies and in-service training within the Greek Ministry of Education. |
| Kleftes | : Members of the Greek armed resistance groups during the Turkish occupation of Greece. |

| | |
|---|---|
| Krypho Scholio | : Underground school run by the Orthodox priests in the churches under the cover of darkness during the Turkish occupation. |
| Lykion (or lyceum) | : The 3-year, upper cycle secondary school, grades 10-12. |
| Metaglotissi | : Change from one form of a language into another (e.g., from katharevousa to dimotiki). |
| Ministry of Education | : Department of Education in many European countries. The department head is a minister. |
| OECD | : Organization for Economic Cooperation and Development. |
| Official Gazette | : Government journal in which are published all laws. A law becomes valid only upon its publication in the Gazette. |
| Paideia | : Education; the entire process of developing the mind and the body. |
| Philotimo | : A mixture of self-pride, self-esteem, self-consciousness, and honesty. |
| Reform | : Mandated reorganization by virtue of a law. |
| ROSLA | : Raising of school-leaving age. |

# APPENDICES

# APPENDIX A

# ACS ADMISSION POLICY

AMERICAN COMMUNITY SCHOOLS OF ATHENS, INC.
129 Aghias Paraskevis Street
Ano Halandri
ATHENS -- GREECE

5110
Policy

## ADMISSION POLICY

I. 1. Application for admission will be considered for all students who are dependents of:

* American Community of Athens
  - U.S. Government employees
  - U.S. Business and Industry
  - Non-profit organizations affiliated with or supported by U.S. Institutions
  - Other American citizens
* Host Nationals (according to host country regulations)
* Members of the Diplomatic Corps of Athens (third country nationals)
* Foreign Businesses and Industries established in Athens

2. Transfer students may be admitted on a probationary status pending receipt and review of performance records and test results. Transfer students may be required to provide test results at the expense of the parents.

3. Students in grades 9-12 not enrolled in another institution during the first quarter, may not be admitted until the second semester.

4. Students who upon their enrollment or thereafter are identified as being in need of "Special Programs" will be given appropriate tests. The test results will be assessed by the appropriate Principal and discussed with parents. If a program compatible with the educational needs of the student is available, the student will be allowed to enroll or to continue attendance at ACS. Guidelines for applying test results will be available upon request.

5. Students who do not demonstrate a proficient knowledge of the English language will be given a placement test to ascertain their level of command. The appropriate Principal will evaluate the results in order to determine the admission of the student in the regular program, the E.S.L. program, or elements of both programs. The results and implications will be discussed with parents before final placement. Should a student be enrolled in the E.S.L. program, an individualized schedule will be developed according to the needs of each student, based on their level of ability in English. Extra fees for E.S.L. are listed in the annual schedule of fees. Performance of students will be assessed periodically and their schedule will be reviewed according to the results. Students will obtain credit for a course or will be promoted to the next grade only when they have met the requirements for that particular subject or that particular grade. At the Academy level, the E.S.L. courses may not be applicable to the credits required for graduation.

6. No student will be admitted to the Academy as a Senior if transferring from a school where English is not the language of instruction unless the student can demonstrate adequate command of the English language through a proficiency test.

7. Students must reside with at least one parent or legal guardian.

II. KIFISSIA AND HALANDRI ELEMENTARY SCHOOL PLACEMENTS

1. Where desirable and where appropriate due to the location of the home, ACS will place children in the school where classes can be balanced to ensure most individual attention.

2. Parents will be required to indicate in writing their agreement with the present Admission Policy prior to the enrollment of their child/ren.

III. AGE ENTRANCE REQUIREMENTS

1. Junior Kindergarten
Four years old by December 31 and review and screening by the professional staff.

2. Kindergarten
Five years old by December 31 and review and screening by the professional staff.

3. Grade 1
Six years old by December 31 and review and screening by the professional staff.

## RESIDENTIAL LIFE DEPARTMENT

In addition to the stipulations of admission at ACS, the following regulations will be applicable to students admitted in the Residential Life Department.

1. Students from grades 9-12 may be admitted in the Residential Life Department.

2. Each application for admission in the Residential Life Department should be accompanied by:

   a. recommendations from the student's Principal and Counselor;

   b. results of a comprehensive physical examination arranged by the parents according to ACS standards;

   c. previous cumulative school records.

3. Applications will be reviewed by a committee composed of the Academy Principal, one Counselor and a representative of the Residential Life Department. Committee recommendations will be submitted to the Superintendent's Office for approval.

**Approved:** 6/16/1967
**Amended :** 4/11/1968
**Amended :** 3/20/1969
**Revised :** 4/24/1972
**Revised :** 3/20/1978
**Revised :** 7/14/1981

# APPENDIX B

## QUESTIONNAIRE AND COVER LETTER TO UNITED STATES PARENTS, TEACHERS, AND STUDENTS

March 17, 1981

Dear Parents,

I am working on a project at Michigan State University in the area of parents, teachers, and students' expectations related to learning.

The attached questionnaire will address the topic of what you except for your child's education. Your honest answers are critical to help make this project successful based on what you expect education to be at your child's school.

This is not a school-sponsored project; it is an individual research project which will provide input data for future curriculum evaluation and innovation.

This questionnaire has been approved by the Administration.

Thank you in advance for your cooperation.

Sincerely,

James Liebzeit
Academy Principal

Attachment

JL/hm

Dear Faculty:

I need your cooperation for the completion of the attached questionnaire. Please use your professional judgment coupled with your own educational knowledge and experiences to reply to this questionnaire.

The questionnaire is going to be completed by parents in an attempt to determine their expectations of how and who is responsible for the child's education. Would you please fill out the form based on the "your child" becoming "your student."

Your schedule is already crammed with course outlines, lesson plans, papers to correct, and duties. I feel guilty in asking for another minute of your time; however, without your help, my project may end sooner than I expect. I ask your cooperation in filling out just ONE more form.

Thank you in advance for your assistance.

Sincerely,

James Liebzeit
Academy Principal

JL/mk

March 17, 1981

Dear Students:

I am working on a project at Michigan State University in the area of parents, teachers, and students' expectations related to learning.

The attached questionnaire will address the topic of what you expect for your education. Your honest answers are critical to help make this project successful based on what you expect education to be at your school.

This is not a school-sponsored project; it is an individual research project which will provide input data for future curriculum evaluation and innovation.

This questionnaire has been approved by the Administration.

Thank you in advance for your cooperation.

Sincerely,

James Liebzeit
Academy Principal

Attachment

JL/hm

# QUESTIONNAIRE

The following questionnaire lists several skills and personality characteristics that young adults may develop as they are growing up. I would like to know how important you think it is for your child to have developed these things by the time he/she is 16 years old.

Part 1

Please rank the following 8 items from 1 to 8. Item 1 represents the group of skills which you consider most important for your child to have by age 16. Item 2 indicates the 2nd most important, and so on.

_____ SOCIAL SKILLS - talks easily with other children and adults; expresses him/herself well, acts appropriately in most social settings.

_____ PROBLEM SOLVING - solves problems easily; is creative in many situations.

_____ PHYSICAL SKILLS - good coordination; can play games well, has good physical strength.

_____ EMOTIONAL ADJUSTMENT - has good picture of himself; utilizes free time constructively; happy most of the time.

_____ LANGUAGE SKILLS - talks clearly; has good vocabulary; communicates well.

_____ SELF-HELP - bathes, brushes teeth and dresses him/herself in an appropriate color combination and styles; helps with simple chores.

_____ ACADEMIC SKILLS - learns easily, does well in school, gets good academic grades.

_____ MORAL GROWTH - responsible, respectful of others.

Part 2

Who do you think is primarily responsible for helping your child to accomplish these things? Please circle one of the items following each category.

| | | | | |
|---|---|---|---|---|
| SOCIAL SKILLS | home | school | home and school | other |
| PROBLEM SOLVING | home | school | home and school | other |
| EMOTIONAL ADJUSTMENT | home | school | home and school | other |
| LANGUAGE SKILLS | home | school | home and school | other |
| SELF-HELP | home | school | home and school | other |
| ACADEMIC SKILLS | home | school | home and school | other |
| MORAL GROWTH | home | school | home and school | other |
| PHYSICAL SKILLS | home | school | home and school | other |

Part 3

Please check (or mark with an x) the characterization which you believe is most appropriate. A definition of the ratings is explained below.

SPECIAL HELP - I would spend extra time and/or money to help my child do this by age 16.

NORMAL TRAINING - I would hope that my child could do this as a result of general training by myself or others.

NO STRONG OPINION - I have no strong preference either way. If he/she does it, fine; if he/she doesn't, fine.

PREFER NOT - I would probably not like my child to do this by age 16, but I wouldn't be too upset.

HARMFUL - I do not want my child to do this, and I feel that by age 16 this is harmful.

| Examples: | Special Help | Normal Training | No Strong Opinion | Prefer Not | Harmful |
|---|---|---|---|---|---|
| Keep their room clean and orderly | ___ | X | ___ | ___ | ___ |
| Can make themselves clearly understood | ___ | X | ___ | ___ | ___ |
| 1. Keep their room clean and orderly | ___ | ___ | ___ | ___ | ___ |
| 2. Can make themselves clearly understood | ___ | ___ | ___ | ___ | ___ |
| 3. Better-than-average coordination and physical strength | ___ | ___ | ___ | ___ | ___ |
| 4. Develops and explores own interest and/or hobbies | ___ | ___ | ___ | ___ | ___ |
| 5. Can make believe | ___ | ___ | ___ | ___ | ___ |
| 6. Obeys parents and teachers | ___ | ___ | ___ | ___ | ___ |
| 7. Understands the biological basics of reproduction | ___ | ___ | ___ | ___ | ___ |
| 8. Can write a correct paragraph | ___ | ___ | ___ | ___ | ___ |
| 9. Communicates well with other students | ___ | ___ | ___ | ___ | ___ |
| 10. Know basic algebraic functions | ___ | ___ | ___ | ___ | ___ |
| 11. Speech is clear and concise | ___ | ___ | ___ | ___ | ___ |
| 12. Can ride a bicycle | ___ | ___ | ___ | ___ | ___ |
| 13. Able to write well a two-page story | ___ | ___ | ___ | ___ | ___ |
| 14. Can wash and iron own clothes | ___ | ___ | ___ | ___ | ___ |
| 15. Reads a book a week at grade level or above | ___ | ___ | ___ | ___ | ___ |
| 16. Can solve most problems without others' help | ___ | ___ | ___ | ___ | ___ |
| 17. Reads a newspaper everyday | ___ | ___ | ___ | ___ | ___ |
| 18. Knows how to write a simple play | ___ | ___ | ___ | ___ | ___ |
| 19. Knows how to do basic geometric functions | ___ | ___ | ___ | ___ | ___ |
| 20. Better-than-average ability to solve problems of life | ___ | ___ | ___ | ___ | ___ |
| 21. Talks to adults other than parents and siblings | ___ | ___ | ___ | ___ | ___ |
| 22. Has motivation and incentive | ___ | ___ | ___ | ___ | ___ |

| | Special Help | Normal Training | No Strong Opinion | Prefer Not | Harmful |
|---|---|---|---|---|---|
| 23. Able to swim | — | — | — | — | — |
| 24. Honest | — | — | — | — | — |
| 25. Can play alone | — | — | — | — | — |
| 26. Recognizes basic color combinations | — | — | — | — | — |
| 27. Demands little of adults' time | — | — | — | — | — |
| 28. Talks easily with a friend | — | — | — | — | — |
| 29. Plays soccer or volleyball | — | — | — | — | — |
| 30. Expresses basic desires (cold, hungry, thirsty) without reservation | — | — | — | — | — |
| 31. Respectful of others' feelings | — | — | — | — | — |
| 32. Can put in normal order the necessary steps for the successful completion of a problem of life | — | — | — | — | — |
| 33. Cooks for self and others | — | — | — | — | — |
| 34. Has a sense of responsibility | — | — | — | — | — |
| 35. Is capable of completing simple household chores | — | — | — | — | — |
| 36. Better-than-average self-image and happiness | — | — | — | — | — |
| 37. Self-control | — | — | — | — | — |
| 38. Gets along with other children | — | — | — | — | — |
| 39. Better-than-average social adjustment | — | — | — | — | — |
| 40. Is able to draw simple pictures | — | — | — | — | — |
| 41. Helps with simple chores | — | — | — | — | — |
| 42. Strong religious beliefs | — | — | — | — | — |
| 43. Follows directions | — | — | — | — | — |
| 44. Honest | — | — | — | — | — |
| 45. Knows how to effectively use the trigonometric functions on a calculator | — | — | — | — | — |
| 46. Listens attentively in a group | — | — | — | — | — |
| 47. Has fairly good memory | — | — | — | — | — |
| 48. Happy and cheerful most of the time | — | — | — | — | — |
| 49. Enjoys learning | — | — | — | — | — |

| | Special Help | Normal Training | No Strong Opinion | Prefer Not | Harmful |
|---|---|---|---|---|---|
| 50. Does not fight with siblings or friends | — | — | — | — | — |
| 51. Better than average in school | — | — | — | — | — |
| 52. Strong positive picture of himself | — | — | — | — | — |
| 53. Fair with others | — | — | — | — | — |
| 54. Will sit alone quietly | — | — | — | — | — |
| 55. Can color well | — | — | — | — | — |
| 56. Can dance | — | — | — | — | — |
| 57. Dresses self with proper color combinations or color coordination | — | — | — | — | — |
| 58. Better-than-average vocabulary | — | — | — | — | — |
| 59. Can be separated from parents and still be responsible | — | — | — | — | — |
| 60. Better than average in personal hygiene | — | — | — | — | — |

# APPENDIX C

## QUESTIONNAIRE AND COVER LETTER TO GREEK PARENTS, TEACHERS, AND STUDENTS

AMERICAN COMMUNITY SCHOOLS OF ATHENS. INC.

129 AGHIAS PARASKEVIS STREET
HALANDRI
ATHENS. GREECE
TEL: 6593.200

'Αθήνα, 10 Δεκεμβρίου 1981

'Αγαπητοί Φίλοι,

'Επιτρέψετέ με νά συστηθῶ: ὀνομάζομαι JAMES LIEBZEIT καί εἶμαι ὁ Λυκειάρχης τῶν Σχολῶν τῆς 'Αμερικανικῆς Παροικίας 'Αθηνῶν.

Σάν προσφορά στή φιλόξενη χώρα ὅπου ἐργάζομαι, ἀπεφάσισα νά ἀφιερώσω τήν Διδακτορική μου Διατριβή σέ μιά συγκριτική μελέτη σχετικά μέ τίς ἀντιλήψεις γονέων, δασκάλων-καθηγητῶν καί μαθητῶν πάνω σέ διάφορους τομεῖς πού ἀφοροῦν στήν ἀνάπτυξη τοῦ ἔφηβου μαθητή. 'Η διατριβή μου ἔχει ὑποβληθεῖ σέ προκαταρκτική μορφή στό MICHIGAN STATE UNIVERSITY καί τό Πανεπιστήμιο ἔχει ἀποδεχτεῖ τήν πρότασή μου.

Γιά νά ὁλοκληρώσω τή μελέτη μου, χρειάζομαι τή βοήθειά σας. Σᾶς παρακαλῶ θερμά νά συμπληρώσετε τό ἐσώκλειστο 'Ερωτηματολόγιο ΑΝΩΝΥΜΑ στή Γενική Διεύθυνση τοῦ Λυκείου ΑΘΗΝΑ-ΖΗΡΙΔΗ ὅσο τό δυνατό συντομώτερα.

"Οπως θά παρατηρήσετε, τό 'Ερωτηματολόγιο ἀποτελεῖται ἀπό 3 Μέρη καί συνοδεύεται ἀπό ἕνα δελτίο, "Πληροφορίες γιά τό 'Ιστορικό τοῦ Παιδιοῦ" πού σᾶς παρακαλῶ ἐπίσης νά συμπληρώσετε.

Γιά νά σᾶς βοηθήσω στό τρίτο Μέρος πού εἶναι λιγώτερο ἁπλό καί ἐκτενέστερο ἀπό τά ἄλλα δύο Μέρη, σᾶς δίνω ἕνα παράδειγμα. "Αν ἔχετε καμιά ἐρώτηση, σᾶς παρακαλῶ μή διστάσετε νά μέ τηλεφωνήσετε στόν ἀριθμό 6593200 ὥρες γραφείου.

Σᾶς εὐχαριστῶ ἐκ τῶν προτέρων γιά τήν καλή σας διάθεση νά μέ βοηθήσετε καί νά μοῦ ἀφιερώσετε λίγη ὥρα ἀπό τόν πολύτιμο χρόνο σας. Νά εἶστε βέβαιοι ὅτι ἡ προσπάθειά σας θά συμβάλει σημαντικά στήν εὐόδωση τῆς παιδαγωγικῆς.

Μέ φιλικά αἰσθήματα,

James L. Liebzeit

JAMES LIEBZEIT
Λυκειάρχης

Cable Address: AMSCHATH - ATHENS

# Ε Ρ Ω Τ Η Μ Α Τ Ο Λ Ο Γ Ι Ο

Τό ἀκόλουθο ἐρωτηματολόγιο ἀπαριθμεῖ διάφορες δεξιότητες καί χαρακτηριστικά τῆς προσωπικότητος πού μπορεῖ νά ἀναπτύξουν τά παιδιά καθώς μεγαλώνουν. Θά ἤθελα νά μάθω πόσο σημαντικό νομίζετε ὅτι εἶναι γιά τό παιδί σας νά ἔχει ἀναπτύξει αὐτά τά πράγματα ὅταν θά φθάσει σέ ἡλικία 16 ἐτῶν.

Μέρος 1

Παρακαλῶ κατατάξτε τά ἑπόμενα 8 στοιχεῖα ἀπό τό 1 ὡς τό 8.
Ἡ θέση 1 ἀντιπροσωπεύει τό σύνολο τῶν δεξιοτήτων πού θεωρεῖτε πιό σημαντική νά ἔχει ἀποκτήσει τό παιδί σας ὅταν θά γίνει 16 ἐτῶν.
Ἡ θέση 2 δείχνει τή δεύτερη πιό σημαντική καί οὕτω καθεξῆς.

Προτεραιότης:

____ ΚΟΙΝΩΝΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ(ΚΟΙΝΩΝΙΚΟΤΗΤΑ) - μιλᾶ εὔκολα μέ ἄλλα παιδιά καί ἐνήλικες· ἐκφράζεται ὡραῖα, συμπεριφέρεται ὅπως ἁρμόζει στά περισσότερα κοινωνικά περιβάλλοντα.

____ ΙΚΑΝΟΤΗΤΑ ΓΙΑ ΕΠΙΛΥΣΗ ΠΡΟΒΛΗΜΑΤΩΝ - λύνει προβλήματα μέ εὐκολία· εἶναι δημιουργικός σέ πολλές περιπτώσεις.

____ ΣΩΜΑΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ - καλός συντονισμός· μπορεῖ νά παίζει καλά ἀθλοπαιδιές, ἔχει μεγάλη σωματική δύναμη.

____ ΣΥΝΑΙΣΘΗΜΑΤΙΚΗ ΠΡΟΣΑΡΜΟΓΗ - ἔχει καλή εἰκόνα τοῦ ἑαυτοῦ του (SELF-IMAGE) χρησιμοποιεῖ δημιουργικά τόν ἐλεύθερο χρόνο· εἶναι εὐτυχισμένος τίς περισσότερες φορές.

____ ΓΛΩΣΣΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ - μιλᾶ καθαρά· ἔχει πλούσιο λεξιλόγιο· ἐπικοινωνεῖ ἄνετα.

____ ΑΥΤΟΕΞΥΠΗΡΕΤΗΣΗ - λούζεται, βουρτσίζει τά δόντια του/της καί ντύνεται μέ κατάλληλους συνδυασμούς χρωμάτων καί τύπων· βοηθᾶ σέ μικροδουλειές.

____ ΑΚΑΔΗΜΑΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ - μαθαίνει εὔκολα, ἔχει καλή ἐπίδοση στό σχολεῖο, παίρνει καλούς βαθμούς.

____ ΠΝΕΥΜΑΤΙΚΗ ΑΝΑΠΤΥΞΗ - εἶναι ὑπεύθυνος· σέβεται τούς ἄλλους.

Μέρος 2

Ποιός κατά τή γνώμη σας εἶναι βασικά ὑπεύθυνος γιά νά βοηθήσει τό παιδί σας νά πετύχει αὐτά τά πράγματα; Παρακαλῶ σημειῶστε μέ ἕνα κύκλο ἕνα ἀπό τά στοιχεῖα πού ἀκολουθοῦν κάθε κατηγορία:

| | | | | |
|---|---|---|---|---|
| ΚΟΙΝΩΝΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |
| ΕΠΙΛΥΣΗ ΠΡΟΒΛΗΜΑΤΩΝ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |
| ΣΥΝΑΙΣΘΗΜΑΤΙΚΗ ΠΡΟΣΑΡΜΟΓΗ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |

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| | | | | |
|---|---|---|---|---|
| ΓΛΩΣΣΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |
| ΑΥΤΟΕΞΥΠΗΡΕΤΗΣΗ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |
| ΑΚΑΔΗΜΑΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |
| ΠΝΕΥΜΑΤΙΚΗ ΑΝΑΠΤΥΞΗ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |
| ΣΩΜΑΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ | σπίτι | σχολεῖο | σπίτι καί σχολεῖο | ἄλλος |

Μέρος 3

Παρακαλῶ τσεκάρετε (ἤ σημειῶστε μέ Χ) τό χαρακτηρισμό πού νομίζετε τόν πιό κατάλληλο.

Προσδιορισμός τῆς κατάταξης ἐξηγεῖται παρακάτω.:

ΕΙΔΙΚΗ ΒΟΗΘΕΙΑ - θά προσφέρω πρόσθετο χρόνο καί/ἤ χρῆμα γιά νά βοηθήσω τό παιδί μου νά τό ἔχει πετύχει ὅταν θά εἶναι 16 ἐτῶν.

ΚΑΝΟΝΙΚΗ ΕΚΠΑΙΔΕΥΣΗ - θά ἔλπιζα ὅτι τό παιδί μου θά μποροῦσε νά τό πετύχει σάν συνέπεια τῆς γενικῆς ἐκπαίδευσης του ἀπό μένα καί ἄλλους.

ΟΧΙ ΕΝΤΟΝΗ ΓΝΩΜΗ - δέν ἔχω ἔντονη ἐπιθυμία, θετική ἤ ἀρνητική. Ἄν τό ἔχει πετύχει, ἔχει καλῶς· ἄν δέν τό ἔχει πετύχει, ἔχει καλῶς.

ΕΠΙΘΥΜΩ ΝΑ ΜΗ - πιθανά δέ θά ἐπιθυμοῦσα τό παιδί μου νά τό ἔχει πετύχει ὅταν θά εἶναι 16 ἐτῶν, ἀλλά δέν θά μέ πολυενοχλοῦσε.

ΕΠΙΖΗΜΙΟ - δέ θέλω τό παιδί μου νά τό ἔχει πετύχει καί πιστεύω ὅτι σέ ἡλικία 16 ἐτῶν αὐτό εἶναι ἐπιζήμιο.

| Π.Χ. | Ειδική Βοήθεια | Κανονική Ἐκπαίδευση | Ὄχι ἔντονη γνώμη | Ἐπιθυμῶ νά μή | Ἐπιζήμιο |
|---|---|---|---|---|---|
| Διατηροῦν τό δωμάτιο τους καθαρό καί νοικοκυρεμένο. | — | X | — | — | — |
| Μποροῦν νά γίνουν κατανοητοί. | — | — | X | — | — |
| . . . . . | | | | | |
| Διατηροῦν τό δωμάτιο τους καθαρό καί νοικοκυρεμένο. | — | — | — | — | — |
| Μποροῦν νά γίνουν κατανοητοί. | — | — | — | — | — |
| Συντονισμός καί σωματική δύναμη ἀνώτερα ἀπό τό μέσο ὅρο. | — | — | — | — | — |

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| | Είδική Βοήθεια | Κανονική Έκπαίδευση | Όχι ἔντονη γνώμη | Ἐπιθυμῶ νά μή | Ἐπιζήμιο |
|---|---|---|---|---|---|
| Ἀναπτύσσει καί ἐξερευνᾶ τά δικά του/της διαφέροντα καί/ἤ πάρεργες ἀσχολίες (χόμπυ) | — | — | — | — | — |
| Ἔχει τήν ἱκανότητα νά μιμεῖται. | — | — | — | — | — |
| Ὑπακούει στούς γονεῖς καί τούς δασκάλους. | — | — | — | — | — |
| Κατανοεῖ τίς βασικές ἀρχές τῆς ἀναπαραγωγῆς. | — | — | — | — | — |
| Μπορεῖ νά γράψει σωστά μία παράγραφο. | — | — | — | — | — |
| Ἐπικοινωνεῖ ἄνετα μέ ἄλλους μαθητές. | — | — | — | — | — |
| Μπορεῖ νά λύσει βασικές ἀλγεβρικές ἐξισώσεις. | — | — | — | — | — |
| Μιλᾶ καθαρά καί περιεκτικά. | — | — | — | — | — |
| Μπορεῖ νά ὁδηγήσει ποδήλατο. | — | — | — | — | — |
| Μπορεῖ νά γράψει καλά μιά ἱστορία δύο σελίδων. | — | — | — | — | — |
| Μπορεῖ νά πλύνει καί νά σιδερώσει τά ροῦχα του/της. | — | — | — | — | — |
| Διαβάζει κάθε ἑβδομάδα ἕνα βιβλίο τῆς ἡλικίας του ἤ γιά πιό μεγάλους. | — | — | — | — | — |
| Μπορεῖ νά λύσει τά περισσότερα προβλήματα χωρίς τήν βοήθεια ἄλλων. | — | — | — | — | — |
| Διαβάζει ἐφημερίδα καθημερινά | — | — | — | — | — |
| Ξέρει νά γράψει ἕνα μικρό θεατρικό "σκέτς" | — | — | — | — | — |
| Ξέρει νά λύνει ἁπλά προβλήματα γεωμετρίας. | — | — | — | — | — |
| Ἱκανότητα ἀνώτερη ἀπό τό μέσο ὅρο, νά λύνει προβλήματα τῆς ζωῆς. | — | — | — | — | — |
| Εὔκολα συζητᾶ μέ ἐνήλικες ἐκτός ἀπό τούς γονεῖς του καί τά ἀδέλφια του. | — | — | — | — | — |
| Ἔχει κίνητρα καί πρωτοβουλίες. | — | — | — | — | — |
| Ξέρει νά κολυμπᾶ. | — | — | — | — | — |
| Εἶναι τίμιος. | — | — | — | — | — |
| Μπορεῖ νά παίζει μόνος του/της. | — | — | — | — | — |

./..

| | Εἰδική Βοήθεια | Κανονική Ἐκπαίδευση | Ὄχι ἔντονη γνώμη | Ἐπιθυμῶ νά μή | Ἐπιζήμιο |
|---|---|---|---|---|---|
| Ἀναγνωρίζει ἁπλούς συνδυασμούς χρωμάτων | — | — | — | — | — |
| Ἀπαιτεῖ λίγο ἀπό τό χρόνο τῶν ἐνηλίκων | — | — | — | — | — |
| Μιλᾶ εὔκολα μέ ἕνα φίλο. | — | — | — | — | — |
| Παίζει ποδόσφαιρο ἤ βόλλεϋ | — | — | — | — | — |
| Ἐκφράζει ἁπλές ἐπιθυμίες (κρυώνει, πεινᾶ, διψᾶ) χωρίς ἐπιφύλαξη. | — | — | — | — | — |
| Σέβεται τά αἰσθήματα τῶν ἄλλων. | — | — | — | — | — |
| Μπορεῖ νά βάλει σέ κανονική σειρά τίς ἀναγκαῖες διαδικασίες γιά τήν ἐπιτυχή λύση ἑνός προβλήματος (τῆς ζωῆς) | — | — | — | — | — |
| Μαγειρεύει γιά τόν ἑαυτό του καί/ἤ γιά ἄλλους | — | — | — | — | — |
| Ἔχει τήν ἔννοια τῆς ὑπευθυνότητος. | — | — | — | — | — |
| Εἶναι ἱκανός νά ἐκτελεῖ ἁπλές μικροδουλειές τοῦ σπιτιοῦ. | — | — | — | — | — |
| Ἔχει παραπάνω ἀπό τό μέσο ὅρο θετική γνώμη γιά τό ἑαυτό του/της καί νοιώθει εὐτυχισμένος. | — | — | — | — | — |
| Ἔχει αὐτοέλεγχο. | — | — | — | — | — |
| Τά πάει καλά μέ ἄλλα παιδιά. | — | — | — | — | — |
| Κοινωνική προσαρμογή φηλότερη ἀπ'τό μέσο ὅρο. | — | — | — | — | — |
| Μπορεῖ νά ζωγραφίζει ἁπλές εἰκόνες. | — | — | — | — | — |
| Βοηθᾶ σέ ἁπλές μικροδουλειές. | — | — | — | — | — |
| Ἰσχυρές θρησκευτικές πεποιθήσεις. | — | — | — | — | — |
| Ἀκολουθεῖ ὁδηγίες. | — | — | — | — | — |
| Εἶναι τίμιος. | — | — | — | — | — |
| Μπορεῖ νά χρησιμοποιεῖ ἐπιτυχῶς τόν ἠλεκτρονικό ὑπολογιστή (CALCULATOR) γιά τή λύση προβλημάτων τριγωνομετρίας. | — | — | — | — | — |
| Ἀκούει προσεκτικά τούς ἄλλους ὅταν βρίσκεται σέ ὁμάδα. | — | — | — | — | — |

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| | Εἰδική Βοήθεια | Κανονική Ἐκπαίδευση | Ὄχι ἔντονη γνώμη | Ἐπιθυμῶ νά μή | Ἐπιζήμιο |
|---|---|---|---|---|---|
| Ἔχει ἀρκετά καλή μνήμη. | — | — | — | — | — |
| Εἶναι χαρούμενος καί εὔθυμος τίς περισσότερες φορές. | — | — | — | — | — |
| Ἀπολαμβάνει νά μαθαίνει. | — | — | — | — | — |
| Δέ μαλώνει μέ τά ἀδέλφια του/της ἤ τούς φίλους | — | — | — | — | — |
| Ἐπίδοση στό σχολεῖο καλύτερη ἀπό τό μέτριο. | — | — | — | — | — |
| Ἰσχυρή θετική ἐντύπωση γιά τόν ἑαυτό του/της. | — | — | — | — | — |
| Εἶναι δίκαιος μέ τούς ἄλλους. | — | — | — | — | — |
| Μπορεῖ νά μείνει μόνος/μόνη ἤρεμα. | — | — | — | — | — |
| Μπορεῖ νά χρωματίσει καλά. | — | — | — | — | — |
| Μπορεῖ νά χορέψει. | — | — | — | — | — |
| Ντύνεται μέ ματάλληλους συνδυασμούς χρωμάτων ἤ μέ συντονισμό χρωμάτων. | — | — | — | — | — |
| Ἔχει λεξιλογικό πλοῦτο παραπάνω ἀπό τό μέτριο. | — | — | — | — | — |
| Μπορεῖ νά ἀποχωρισθεῖ τούς γονεῖς του καί νά ἐξακολουθήσει νά εἶναι ὑπεύθυνος | — | — | — | — | — |
| Στήν προσωπική ὑγιεινή εἶναι παραπάνω ἀπό τό μέτριο. | — | — | — | — | — |

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