

## INTERCULTURAL EDUCATION AMIDST FINANCIAL CRISIS IN GREECE

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### Abstract

*The present work is a contribution to the term of Inter-cultural education that presents enormous interest worldwide and more in the countries of Southern Europe. One of these countries that face intensely the migrant problem, is Greece. The number of refugees' children who finish up a school level in Greece, and in the same time they try to survive is extremely high. For this reason, the aid of supported structures of education for foreign students in Greece, is needed. However, the importance of the intercultural education in Greece with the simultaneous reduction of funds on Greek education, caused a lot of discussions. As an outcome it is aimed to observe the opinions and the attitudes of teachers that are involved in the intercultural educational process in Greece. A parallel research will be carried out also the in public elementary schools of Chios island, that entertain foreign students. Finally, from the results of this research, would try to infer safe conclusions from specific assumptions.*

**Keywords:** foreign students, refugees, Inter-cultural education, economic crisis

**JEL Codes:** I22, I24

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### Introduction

The transportation of populations together with the increased globalization during the last decades, caused important changes in the educational field. Today's education, is called upon to improve successful traditional practices and to bring forward new approaches that respond to today's realities of the 21st century, according to the expectations and needs of students (Lykopoulou, 2019). The education was confronted and it is confronted with new challenges. The term intercultural education is related to those educational programs that discuss the suppression of discriminations, the mutual understanding, solidarity and egalitarianism. These educational programs concern not only their different cultural background but also the national population of host-country (Georgogiannis, 2008b, p. 35). The inter-cultural education resulted from the effort to regulated problems of students with different culture in the educational system. Undoubtedly, one of the basic rights of foreign or refugee children is to have access to education. Besides, according to Krasteva & Pantelis (2017), school environment is a bridge that helps them gradually become part of the local community. Furthermore, the intercultural education attempts to resolve the problems of integration of these teams in the social frame of host-country, wishing they maintain their cultural and linguistic identity (Georgogiannis, 2008b, p. 36). Furthermore, this type of

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education lays the foundation for redefinition of education's role and strengthens new values in the pedagogic practice.

According to the Council of Europe, intercultural Education is reported in the experience of children in the host-country, creates reciprocity in interactive cultures and reviews the social and national criteria of school. Finally, constitutes a way of evaluation of occasions in life for the highest possible achievement in social and economic integration (Council of Europe, 1986). Intercultural education presupposes solidarity and respect in the cultural diversity, collaboration and mutual understanding, obliteration of nationalistic way of thought and national stereotypes and biases, too (Georgogiannis, 1997, p. 50). Consequently, fundamental objectives of intercultural education are the peaceful coexistence different national and cultural teams and the guarantee of social conditions that leads to the progress and the prosperity of humankind. As stated by Kiryakova-Dineva (2016, p. 25), intercultural education can be not only an end in itself for the people who work and live in a multinational environment, but is an achievable educational goal often set in the curricula.

However, the repercussions of recent financial crisis in the Formal Education in Greece constitutes multidimensional social phenomenon closely connected with the consequences of crisis in wider social and cultural environment. These repercussions influenced the financial sizes that concerned in education (percentage of expenses for the Education in the government owned budget, rewards of teachers etc.) and in the changes in institutional frame (labour relations), while they variously affected the relations that had been developed between the factors of the school environment.

### **1. Literature review**

In period between 1965 and 1980 problems of education of migrant kids were addressed in the logic of the deficit hypothesis. According to this, the diversity of returnees and foreigners' pupil's education, compared to that of the dominant group, is considered to be a type of deficit. Therefore, should be taken the necessary movements in order to "equate" it with that of local pupils. The pedagogical theory referred only to foreigners. But since the end of the 20th century until today, Europe and consequently Greece, has received a number of migration flows (Koutiva, 2009), mainly from Albania, eastern European countries and Pakistan. Furthermore, following years Syria, Afghanistan and Somalia have been countries of origin of a large part of migration flows (Triandafyllidou, Maroufof, Dimitriadi, & Yousef, 2014). The increase in migration has created a multicultural society which caused the 'deficit case' to pass in the "difference case", since 1980's. In this period, the educational capital is considered different (Deli, 2018, p. 54). This new approach, which consist the main focus of the others acceptance principle, led to the birth of today's Intercultural education (Damanakis, 2005, p. 77, 98-99).

Intercultural education sets as its main objective equal opportunities for all students regardless of their racial, ethnic, cultural and social origin. Unfortunately, in the Greek educational field, intercultural education at present is limited to the learning of the Greek language and the exchange of cultural elements through assimilation and integrative approaches (Georgogiannis, 2008a). Furthermore, through intercultural education, emphasis is placed on changing the attitudes of all those involved in the educational process in order to shape more equitable and pluralistic education environments (Nieto & Bode, 2008; Sava, 2010, p. 186). Changes in attitudes can be achieved through interaction with minority cultural groups (Guo & Jamal, 2007; Nunev, 2017, p. 26).

It is known that the elements of the international and Greek bibliography proved that as long as it complicates the financial situation of a family so much more are decreased the records of a child. In Greece, in research of Pulse RC to 2012 in students of secondary

education, one among five children from families with financial difficulties it presents mediocre until bad performance, while on the contrary in the affluent families this percentage becomes one in twelve. In the same research the teenagers of families with financial difficulties do not attend tuition centres in percentage 39%, while in the families with mediocre financial situation the corresponding percentage is 24% (Esos.gr, 2013).

In any case, it should be pointed out that before the crisis the clues of public financial sizes concerned education presented also problematic figure, particularly compared with corresponding sizes of other states of European Union (as an example, in 2008 the public expense for the education in Greece constituted the 3,8% of GNP against the 4,9% that was the average of Euro-zone at the same year (Kada, 2008).

An attempt of investigation for social consequences of recent financial crisis in the Greek education has become only in the adolescent school population, via various investigation. Indicative is reported the investigation that was carried out (Anastasatos, 2014) in 224 students of high school, at the age of 12-15 years, in a Greek public school (9th High school of Kallithea) and the results were published in the Editors Newspaper. In this research are recorded the representations of children - the way, that is to say, that they experience the social and financial problems and the terms with that they conceive them. Except of material dimensions of crisis (weakness of many students to pay for educational visits and excursions that are organized by the school, give money for the materials that need in certain courses, as e.g. for the course of technology, buy tuck etc.), in this research they are recorded various interesting elements. As an example, in percentage of 86% respondent persons they consider that exists elation of violence in the school environment the years of financial crisis, 44% declares that because of the existing crisis are not interested for their courses and for the same reason, 41% of respondent persons are not interested for social associations. The 20% of students intend to study no concerning what they would want to make, but taking into consideration their probability of professional re-establishment. The one third of students declares that the behaviour of their parents has changed in the past few year, while for the 40% of students' families was downgraded their standard of living. The 60% of students wish to express factually their rage, while hopeful is the fact that the percentage of 80% declares that they are more decided to fight for a better future. Proportional research (Paidevo, 2012), for the consequences of the social and financial crisis in students' life in 1211 students (396 high school and 815 lyceum), in 22 Hellenic schools, realizes expected negative changes in their standard of living (about 70%) while the 29% of students discusses in the families them the probability of immigration at least of a member in the abroad. Interest presents the fact that in the same research, the 57% of students believed that school does not offer to them the necessary support so that they face better the consequences of crisis, while the 76% consider that school is able and should acquire "social" character (like distribution of food, supporting action in the confrontation of crisis etc.). Also, the 82% of respondent persons consider that because of the crisis existed serious consequences in school.

The Secretary-General of OECD (2009), formulates the opinion that "despite the tight budgets (so that they resist in the financial crisis) the states should maintain their investments in education so that they protect the level of quality of teaching, mainly for the most corruptible demographic teams". The report of OECD (2009) supports that the states that act in this way draw in the long-term profits, while, those who have more degrees, resort in general terms least to the government owned or social help, while they pay more taxes when they enter in the labour life. As confirmation of last point, in the same report is formulated the calculation that a graduate of maximum faculty will give in his country impulse in a lot of sectors and will overwhelm on average 91.000 dollars in his taxes and in social contributions at his labour life, that is to say more from what paid the state for his education. Consequently,

the education it is possible to bring not only growth but also profit in the society (OECD, 2009). Simultaneously, it is possible the crisis to be considered as a "splendid occasion" for the expropriation of public education as the practiced in each time period educational policy is a reflection of wider taking place socio-political activities (Durkheim, 1977). Furthermore, "possibility" of absolute expropriation of educational system has been recorded in extraordinary cases (natural destructions, wars, economic collapse). According to the "Treatment shock theory" of Friedman, the hurts should be assembled simultaneously so that they are immediately also imposed irrevocably the changes, while, as pointed out relatively, as the individuals and the societies get in a "shock" situation they are often resigned from that they would be defended vigorously in other conditions (Klein, 2007).

Independently, if the theories of shock theory were used consciously by the governments in Greece of financial crisis 2010 and beyond, taking into consideration the line of sweeping changes that were realized in the educational legislation, the incontrovertible fact that in four (4) years, was created in Greek education a perfectly different climate and completely different conditions. In this difficult situation, added the migrant problem which afflict mainly the countries of midland. The new data, as it will be supported below, have shaped of a social divided school for students, while the teachers of first degree, the secondary and third degree education have been found confronted with a lot of new hindrances in regard to their professional role, in a society that asks from education not only the transfer - knowledge but also the culture of attitudes, as the adoption of values on students' behalf. According to a related research (Kikidis, 2019, p. 276) based mainly on education of refugees' population, interesting results came up. Its purpose was to gather perceptions and information from teachers related to refugee education and to examine the specific and differentiated requirements raised in order to implement refugee education within the formal education system. It also sought to diagnose and criticize factors that facilitate or hinder the development of the refugee's education within a framework of Justice and Equal Opportunities. According the results, the participants-teachers should have an impeccable work ethic.

To sum up, the consequences of crisis appears that they erect also new important obstacles in educative but also in the social role of school that aims at the creation of future active and democratic citizens and this is something that can difficulty overlook each teacher, in the one or in the other degree. However, the current diversity of school population in Greece constitutes an Intercultural education model independently from the funding of the Greek education system.

## **2. Methodology**

### *2.1. Design of the study*

In order to investigate the aim of this study, it was being implemented sampling research. This type of research is often used in the field of social sciences, while is achieved the standardization of elements and the possible approach of a big portion of population. In the present study will be used the coincidental sampling or the sampling of facility. In other words, the sample will be constituted exclusively from participants on whom the researcher is able to have direct access during the conduct of the research.

### *2.2. Data Collection-Instruments*

The data for this study were collected through the questionnaire. This research tool was used to investigate the scope of the operation of ZEP classes in Chios Island and to achieve the above objectives of the survey. Although there have been many drawbacks to this method, such as the non-honest replies of the subjects and the loss of the questionnaires on

their return to the investigator, it was nevertheless considered to be the most appropriate way to collect data from this survey within a short period of time.

The questionnaire contained 38 questions, the first 9 of them refer to the demographics of the subjects and the other questions are broken down according to their content into the following subject areas: the first relates to pupils attending and integrate in ZEP classes of primary schools. Following investigated questions, concerning the teacher himself involved in this form of education, his/her attitudes and his/her views on intercultural education in general.

The results are recorded in aggregated tables, showing mainly the significance called "p", from which will be confirmed or rejected the general assumption of the investigation. The results shall be checked in terms of importance and shall therefore be indicated below on different boards. In the end, acceptable level of statistical significance is  $p = 0,05$ .

### *2.3. Participants*

The final sample of the survey consists of a total of 90 teachers, 32 men and 58 women teaching at schools hosting ZEP classes on the island of Chios. The questionnaires were distributed on the island of Chios in primary schools hosting ZEP classes, since we wanted to cover as far as possible all primary education teachers they have taught or even interacted in school with foreign pupils. The choice of this island is not accidental since in recent years Chios (both island of Mytilene, too) became home to the largest amount of refugee students attending the island's primary schools, hoping to bring the best possible result to data collection.

### *2.4. Procedure*

However, there were difficulties, perhaps unpredictable, as in 3 primary schools out of 7 in total, in which some local teachers were negative to fill in the questionnaires as they felt that the situation with the large refugee turnout on their island had reached uncontrolled proportions and had some discomfort. Nevertheless, all the other primary schools on the island were particularly keen to help with research. Of the 100 questionnaires shared, we got back 90 filled out, of which 90 were valid. The questionnaire was distributed electronically to the teachers after the necessary permission granted by office of Chios Primary education to be officially disclosed in the mail of teachers at the particular schools in Chios.

The process was carried out in such a way that teachers could spend a little of their time either on their school break or any other free time of the day. Such data collection were completed only in seven working days. Moreover, the questionnaire itself was brief and easy to complete so that it was not rejected by the teachers but also by the headmaster of each school, because it essentially determined the smooth running of the process, informing its educational potential of the importance of their contribution to this research. It should also be noted that in each primary school that was participated in this research I was in person to inform the headmaster and some teachers for the meaning of this research process, so that the questionnaires can be completed easily and immediately using even the computers of their school.

## **3. Results**

### *3.1. Demographic Elements of Subjects*

The frequency and percentage values of the teachers' dimension related to the pilot scheme are given in Table 1 and Table 2.

*Table no.1 - Frequency and Percentage Values for Gender*

Group	Capacity	Valid%	Cum%
Female	32	35,5	35,5
Male	58	64,4	100,0
Total	90	100,0	

Source: Author's SPSS Research (2019)

The number of teachers involved in the survey was 90. Of these 32 were men, that is 35.5% and 58 women that is 64.4% (Table 1). It is clear that the number of women outweighs the number of men.

*Table no. 2 - Frequency and Percentage Values for Age*

Group	Capacity	Valid%	Cum%
< of 30	12	13,3	13,3
31 to 40	25	27,7	41,0
41 to 50	33	36,7	77,7
50 and more	20	22,3	100,0
Total	90	100,0	

Source: Author's SPSS Research (2019)

With regard to the age of the sampled subjects, it is noted that the highest values occur at the ages of 31 to 40 years and 41 to 50 years, usually involving work experience with 31.4% and 42.8% respectively. Then comes the age of 50 and more, with 15.7% and then the youngest teachers aged under 30, with 10% (Table 2).

### *3.2. Results regarding Intercultural Education*

Intercultural education appeals equally to (foreign) students and teachers. The origin of the foreign students defines their habits and daily routine. This is why, it seems really interesting to study the origin of the foreigners, in order to collect information and make an efficient educational approach of foreign students.

*Table no. 3 - Which is the origin of your students?*

Group	Capacity	Valid (%)	Cum (%)
Albania	8	8,9	8,9
Syria	25	27,8	36,7
Race of Roma	5	5,6	42,3
Iraq	52	57,7	100,0
Other	0	0	0,0
Total	90	100,0	

Source: Author's SPSS Research (2019)

In relation to the origin of the foreign students who attend ZEP classes, it is noted that the majority of teachers, 57,7% declare Iraq as origin country, then the 27,8% of teachers-

samples subjects declare Syria as origin country, and about 8,9% of teachers- samples subjects said Albania as origin country. Last but not least is the race of Roma who consist only the 5% of the samples' answers. From the above it is understood that the overwhelming majority of the students of ZEP classes of Chios Island are refugees from the countries of the South-west Asia.

Table no. 4 - Which problems do you meet in the communication and education of your students?

Group	Responses		Percent of Cases
	N	Percent	
\$problems <sup>a</sup> use_of_language	90	35,6%	100,0%
cultural_differences	88	34,8%	97,8%
educatioanl_enviroment	75	29,6%	83,3%
Total	253	100,0%	281,1%

a. Dichotomy group tabulated at value 1.

Source: Author's SPSS Research (2019)

Note: Percentages exceed 100% because more than one answer is possible

It follows that 35,5% of the sampled subjects said that they find out problems in the use of language from the foreign students who attend ZEP classes and really close to them about 34,7% of the sampled subjects said that they find out problems in the cultural differences between the countries. Moreover, almost 29,6% of the teachers-sampled subjects answered that notice problems with the educational environment.

Table no. 5 - Do you consider that the present fund of Greek education is sufficient for the Intercultural education?

Group	Capacity	Valid (%)	Cum (%)
Yes	22	24,4	24,4
No	68	75,6	100,0
Total	90	100,0	

Source: Author's SPSS Research (2019)

Concerning the consideration that the present fund of Greek education is sufficient for the Intercultural education, sampled subjects answered negatively almost 75,6%, instead of positively almost 24,4% (table 5).

Table no. 6 - As a teacher would you be anxious to be accepted by your foreign students?

Group	Capacity	Valid (%)	Cum (%)
Yes	68	75,6	75,6
No	22	24,4	100,0
Total	90	100,0	

Source: Author's SPSS Research (2019)

Regarding the assumption of a teacher might be anxious to be accepted by his or her foreign students, the majority of the sampled subjects answered positively almost 75,6%, instead of negatively almost 24,4% (table 6).

Table no. 7 - Do you consider yourself a teacher capable to cope with the requirements of Intercultural education?

Group	Capacity	Valid (%)	Cum (%)
By no means	0	0	0
A little	23	25,5	25,5
Satisfactorily	47	52,2	77,7
More	14	15,6	93,3
Much more	6	6,7	100,0
Total	90	100,0	

Source: Author's SPSS Research (2019)

As regards the consideration that the teachers-sampled subjects consider their selves capable to cope with the requirements of Intercultural education, the highest rate is satisfactorily for almost 52,2% and next one the rate a little for almost 25,5%. Afterwards, the rate more is represented from the 15,6% and last one the rate much more for almost 6,7% (table 7).

To sum up, the above answers show that teachers are quite aware and feel responsible for the work they have to support. Most of them, consider as a necessity the further education in order respond to demands of intercultural education that is a given education reality in Greece. However, they also expect the Greek ministry of education to strengthen the structures of Intercultural education effectively, i.e., schools hosting ZEP classes and teachers.

At this stage and using always the capabilities of the SPSS statistics processor, turns out the correlation table of variables "the gender" and perception of the teacher-subject feeling capable to cope with the requirements of Inter-cultural education (table 8a). According to the results, do men or women feel more capable? Does the gender affect the perception of teacher's ability?

H<sub>0</sub>: Gender affects the capability to cope with the requirements of Inter-culture education.

H<sub>1</sub>: Gender doesn't affect the capability to cope with the requirements of Inter-culture education.

Table no 8a - Capable\_Inter\_cultural\_education \* gender

Group			Gender		Total
			1	2	
Capable Inter_cultural Education	a little	Count	8	15	23
		% within capable_Inter_cultural_educati on	34,8%	65,2%	100,0%
		% within gender	25,0%	25,9%	25,6%
	Satisfactorily	Count	24	23	47

	% within capable_Inter_cultural_educati on	51,1%	48,9%	100,0%
	% within gender	75,0%	39,7%	52,2%
More	Count	0	14	14
	% within capable_Inter_cultural_educati on	0,0%	100,0%	100,0%
	% within gender	0,0%	24,1%	15,6%
much more	Count	0	6	6
	% within capable_Inter_cultural_educati on	0,0%	100,0%	100,0%
	% within gender	0,0%	10,3%	6,7%
Total	Count	32	58	90
	% within capable_Inter_cultural_educati on	35,6%	64,4%	100,0%
	% within gender	100,0%	100,0%	100,0%

Source: Author's SPSS Research (2019)

From the results of table 8a, it is observed no one from both genders gave positive answer to "by no means" category but on the upcoming it seems that more women (15 answers) consider their selves "a little" capable to cope with the requirements of Inter-cultural education instead of men who gave only 8 answers. Next, almost equally answers for both of the genders, who consider their selves "satisfactorily" capable to cope with the requirements of Inter-cultural education. It looks more interesting the answers of "more" and "much more" where only women gave positive answers (14 and 6 accordingly). As a result, women consider their selves more capable to cope with the requirements of Inter-cultural Education.

Table no. 8b - Test of Normality\_1

Gender		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Capable	1	,465	32	,000	,540	32	,000
Inter_cultural Education	2	,235	58	,000	,866	58	,000

a. Lilliefors Significance Correction

Source: Author's SPSS Research (2019)

At this point, is presented a test of normality for these variables in order to check the distribution. From table 8b (Shapiro-Wilk as  $N < 50$ )  $p = 0,00 < 0,05$  it seems that there is not normal distribution and this is why it will be used non parametric test.

Table no. 8c - Non-Parametric Test\_1

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of capable_Inter_cultural_education is the same across categories of gender.	Independent-Samples Mann-Whitney U Test	,033	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Source: Author's SPSS Research (2019)

According the results from SPSS statistics processor and Mann - Whitney U Test,  $p = 0,03 < 0,05$  so it is rejected the  $H_0$  hypothesis and is accepted the  $H_1$  hypothesis, which means gender doesn't affect the capability to cope with the requirements of Inter-culture education (table 8c).

At this point, it is noted the association between the variables "years of service" and "subjects" view to be accepted from their foreign students (table 9a). According to the results, it will be tried answered: do educators' years of service affect the extent of stress to be accepted from their foreign students?

$H_0$ : Educators' years of service affect their view to be accepted from their foreign students.  
 $H_1$ : Educators' years of service don't affect their view to be accepted from their foreign students.

Table no. 9a - Years\_service \* anxious\_accepted

Group		anxious_accepted		Total	
		1	2		
years_service	< 10	Count	7	0	7
		% within years_service	100,0%	0,0%	100,0%
		% within anxious_accepted	10,3%	0,0%	7,8%
11 to 20		Count	18	4	22
		% within years_service	81,8%	18,2%	100,0%
		% within anxious_accepted	26,5%	18,2%	24,4%
21 to 30		Count	31	7	38
		% within years_service	81,6%	18,4%	100,0%
		% within anxious_accepted	45,6%	31,8%	42,2%
31 and more		Count	12	11	23
		% within years_service	52,2%	47,8%	100,0%
		% within anxious_accepted	17,6%	50,0%	25,6%

Total	Count	68	22	90
	% within years_service	75,6%	24,4%	100,0%
	% within anxious_accepted	100,0%	100,0%	100,0%

Source: Author's SPSS Research (2019)

Summarizing the results of table 9a, it is observed the majority of subjects gave positive answers, which means they feel anxious to be accepted from the foreign students. As concerns, subjects' years of service related to the extent of acceptance it seems the total of new-coming educators (less than 10 years of service) gave positive answers, which means they concern to be accepted from the foreign students. Following that, subjects with 11 to 20 years of service chose positive answers with huge difference from negative answers and on the same style of answers came the subjects with 21 to 30 years of service where the difference seems a little more important as positive answers reach the 81,6 % instead of negative that reach the 18,4%. Last one, it looks more interesting the subjects' answers with 31 and more years of services. It is the only category which presents the positive (52,2%) and the negative (47,7%) answers almost equally divided. It is obvious that more experienced educators feel less anxious to be accepted from their foreign students.

Table no. 9b - Tests of Normality\_2

anxious_ accepted		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Years	1	,263	68	,000	,867	68	,000
Service	2	,309	22	,000	,763	22	,000

a. Lilliefors Significance Correction

Source: Author's SPSS Research (2019)

At this point, is presented a test of normality for these variables in order to check the distribution. From table 9b (Kolmogorov- Smirnov as  $N > 50$ ),  $p = 0,00 < 0,05$  it seems that there is not normal distribution and this is why it will be used non parametric test.

Table no 9c - Non-Parametric Test\_2

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of years_service is the same across categories of anxious_accepted.	Independent-Samples Kruskal-Wallis Test	,005	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Source: Author's SPSS Research (2019)

From table 9c,  $p = 0,005 < 0,05$ , it seems that the H0 hypothesis is rejected and H1 hypothesis will be accepted which means that subjects' years of service don't affect their view to be accepted from their foreign students.

At this point, is presented the correlation between the variables "subjects", "job relation" and the hypothesis that "the present fund of Greek education is sufficient for the

Inter-cultural education" (table 10a). According to the results, do permanent teacher, non-permanent, permanent specialized teacher, non- permanent specialized teacher or non-permanent special education teacher agree with the hypothesis that the present fund of Greek education is sufficient for the Inter-cultural education?

H<sub>0</sub>: Subjects' job relation combined with the present fund of Greek education is sufficient for the Inter-cultural education.

H<sub>1</sub>: Subjects' job relation does not combine with the present fund of Greek education is sufficient for the Inter-cultural education.

Table no. 10a - Relation of Work\*Fund Education

Group		Fund_education		Total	
		Yes	No		
Relation_work	1	Count	8	28	36
		% within relation_work	22,2%	77,8%	100,0%
		% within fund_education	36,4%	41,2%	40,0%
	2	Count	14	10	24
		% within relation_work	58,3%	41,7%	100,0%
		% within fund_education	63,6%	14,7%	26,7%
	3	Count	0	14	14
		% within relation_work	0,0%	100,0%	100,0%
		% within fund_education	0,0%	20,6%	15,6%
	4	Count	0	6	6
		% within relation_work	0,0%	100,0%	100,0%
		% within fund_education	0,0%	8,8%	6,7%
	5	Count	0	10	10
		% within relation_work	0,0%	100,0%	100,0%
		% within fund_education	0,0%	14,7%	11,1%
Total	Count	22	68	90	
	% within relation_work	24,4%	75,6%	100,0%	
	% within fund_education	100,0%	100,0%	100,0%	

Source: Author's SPSS Research (2019)

From the table 10a it turns out that subjects' overwhelming majority select negative choice concerns the hypothesis that the present fund of Greek education is sufficient for the Inter-cultural education. Specifically, to begin with permanent teachers they gave positive answers for 22,8% and negative answers for 77,8%. Next, non-permanent teachers gave positive answers for 58,3% and negative answers for 41,7%. Then, concerning permanent specialized teachers, non-permanent specialized teachers and non-permanent special education teachers all of them answered negative for 100%. It is obvious that only teachers of permanent or non-permanent occupation chose positive answers and the second ones are getting ahead.

Table no. 10b - Tests of Normality\_3

Fund_Education		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Relation_	Yes	,406	22	,000	,613	22	,000
Work	No	,244	68	,000	,822	68	,000

a. Lilliefors Significance Correction

Source: Author's SPSS Research (2019)

At this point, is presented a test of normality for these variables in order to check the distribution. From table 10b (Shapiro-Wilk as  $N < 50$ )  $p = 0,00 < 0,05$  it seems that there is not normal distribution and this is why it will be used non parametric test.

Table no. 10c - Non-Parametric Test\_3

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of relation_work is the same across categories of fund_education.	Independent-Samples Mann-Whitney U Test	,087	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is ,05.

Source: Author's SPSS Research (2019)

From table 10c,  $p = 0,087 > 0,05$ , it seems that the  $H_0$  hypothesis is retain and  $H_1$  hypothesis will be rejected which means that subjects' job relation affects their perception that the present fund of Greek education is sufficient for the Inter-cultural education.

## Conclusions

To sum up, from the above results found out interesting research findings. Starting with the correlation between the subjects' gender and how able they feel to face the demands of the Intercultural Education, it seems that more than 50% of the subjects, responded "satisfactorily"; the next more popular answer was "a little" while much less were of the subjects answered "very" and "too much". These answers, lead to the conclusion that the majority of the teachers do not feel ready to face the demands of Intercultural Education. From the non-parametric test that was preceded, it is observed that the ability to face the requirements of the Intercultural Education, is not affected by the gender (as  $H_0$  was rejected

and  $H_1$  remained). In fact, most teachers understand that in order to perform the intercultural education, a new way of standards and support is needed by the Ministry of Education. In addition, the individuals need to further educate themselves appropriately, by attending seminars and/or taking higher education studies. In fact, the majority of the teachers answered "it is essential for them to retrain" (seminars, master program etc) in order to teach in ZEP classes. Overall, the subject-teachers are positive about teaching multicultural classes at the elementary school and even, themselves tend to develop their academic and soft skills, in order to be able to cope with the challenges of the intercultural education in the near future. Therefore, they consider that the reception classes consist as an integral part of the modern Primary School and they will try to support it significantly.

The next correlation studied the variable "years of service" with "the stress level of teachers' acceptance by their foreign students". From the results, it is observed that the vast majority of teachers admit that it is stressful to them to be accepted from their foreign students. However, it is interesting the distribution of the variable "years of service"; the youngest in years of service (teachers with less than 10 years of service), answered positively to the question of whether they are anxious to be accepted from their foreign students. The teachers with 21 to 30 years of service stated, that they are anxious to be accepted from their foreign students and lastly, the teachers with 11 to 20 years of service answered equally positive. Interestingly, the responses given by the teachers with 31 years of service and more are equally positive and negative. Moreover, 52,2% of the responders feel anxious about their acceptance by their foreign students while for the rest of them does not cause them stress, their acceptance. The latest analysis shows that the most experienced teachers do not feel so stressed about their acceptance by their foreign students.

However, the results of the SPSS processor show that the stress caused by being accepted from the foreign students is not influenced by the number of years of teachers' professional experience (rejection of  $H_0$  and stay of  $H_1$ ).

Related to the correlation of job relation with the view that the present fund of Intercultural education is sufficient, it is more than obvious that come firstly the negative answers, which support that the present fund of Greek education is not sufficient for the Intercultural one. Specifically, it seems that permanent specialized teachers, non-permanent specialized teachers, non-permanent special education teachers do not agree at all that the present fund of Greek education is sufficient for the Inter-cultural education. This situation although is completely different, for teachers either wit permanent or non-permanent job relation. Actually, permanent teachers gave positive answers for 22,8% and non-permanent teachers for 58,3%, too. The fact that teachers and especially non-permanent teachers gave more positive answers based on the fact that Ministry of Education of Greece hires only teachers for ZEP classes and not specialized teachers or special education teachers. As students of ZEP classes considered students of the classic school they have to attend with the rest of their classmates all the lessons accept from Greek language and Mathematics. From this situation, it seems that accept from teachers and mostly non-permanent ones, the rest of the stuff of the school (permanent specialized teachers, non-permanent specialized teachers, non-permanent special education teachers) do not affected from the ZEP classes, as Ministry of Education of Greece doesn't hire extra specialized teachers for ZEP classes. Most of the times, their job seems quite difficult especially in the beginning of the school year when the communication with foreigners' students is a really awkward situation. Concerning the results, it is obvious the job relation combined with the present fund of Greek education is sufficient for the Inter-cultural education (as  $H_1$  was rejected and  $H_0$  remained).

Therefore, Inter-cultural education regards undeniably institutions and should be funded duly, independently the financial circumstances of the host country. Consequently, it

is more than obvious that intercultural education in Greece is considered as an Institution exclusively, which is not associated with the financial crisis. For sure, as intercultural education consists a part of the General education, it seems normal that the financial problems affect both of them.

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