



THE GEOGRAPHY OF THE CANDIDATES FOR THE UNIVERSITIES IN GREECE

Dr. Vasileios Ag. Drougas

Public High School Teacher of the Greek Ministry of Education and Religious Affairs

Email: bdrougas@yahoo.com

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Abstract

In recent years in Greece, students especially in areas that are richer and in areas where there is a large increase in tourism seem to prefer mainly to work and not to study at a university. This means that the geography of education in Greece is changing significantly and also seems to affect the psychology and willingness of young students to continue their studies. In the coming years there will be a large disparity between those developed in tourism and other areas in terms of knowledge and education. This is a problem that will greatly change the map of education in the coming years and will radically change the mentality of people who will start families. The present study presents the problems in the regions of Greece through statistical analyzes with percentages and highlights the change in student behavior. The importance of percentages highlights a contemporary problem in education that will bring about significant changes in the culture and social behavior of people in the coming years. This is a phenomenon that has large dimensions and occurs in many parts of the world. This is a problem that we will have to solve in the coming years to at least be sure that knowledge will be passed on to future generations in a formal way and not empirically.

Keywords: *Greece, geography, student preferences, tourism, education*

INTRODUCTION

Geography does not only refer to the representation of the place, the climate and the characteristics of a place. It plays an important role in the process by which people have the ability to adapt to any area and even change their psychology and behavior (Williams, 1996).

It is very important to understand the change in student behavior depending on the geography of the place and its relationship to economic activity. In recent years, many tourist and economically rich areas in Greece show significant differences in the preferences of prospective students to continue their education in the country's universities.

In recent years, statistics in the field of education in Greece show major changes

in students' preferences to study at universities. These statistics show a major change in the map of education in Greece and highlight the important problem of disseminating knowledge to future generations.

These changes that occur every year in some areas of Greece give us the stimulus to study in depth these changes and to see the factors that highlight these results. Also to search of how social life changes the way young students think about pursuing higher education. (Bailey, P. (1996)).

The Geography of the Candidates in Greece

The percentages of student candidates for universities in Greece are constantly changing every year. This is due to the change in the systems for examinations for universities. The students are constantly changing their choices because the labor market in Greece is also changing. The importance of geography and the distribution of companies plays an important role in the choice of students to participate in the exams of the ministry but also in the choices of the university faculties. It is very important to record the percentage of success of university candidates and to see how they vary for each region.

For example, in areas where there is no development of industry but it is poorer, students choose to study at universities of technology because they believe that industry is important for their own future. It is also very important to see that in recent years in Greece many girls choose to study at technology universities.

This also means that the girls who in Greece usually attended theoretical schools rather change the map of education by following more technical professions and in fact seem to be doing very well. In this way, the way of thinking in technological education changes and therefore more and more women researchers in the so-called positive sciences are presented.

But what about the richest areas in particular? It is very important to see the areas that seem richest in the economic map of Greece. Areas that are touristy and develop more activity by population exchange for example with tourism or located in tourist spots of the country have lower success rates in national exams.

In the '90s and specifically in the period 1992-1999, for which there is sufficient data, the prefectures of Chios, Trikala, Larissa, Florina, Lesvos, Chania and Achaia managed to gather the highest success rates of their candidates. On the contrary, many candidates from the prefectures of Samos, Corfu, Evritania, Cyclades and Kastoria almost always had the lowest success rates in higher education.

In the next decade, and more specifically in the period 2001-2011, a steady over-representation of high school graduates of 4 prefectures of the country is recorded, with the highest being in the prefecture of Trikala, where the average probability of admission to higher education is 1.40, while the following prefectures are: Kozani (1.36), Preveza (1.33) and Argolida (1.23).

Respectively, there is a steady under-representation of high school graduates in 10 prefectures of the country, with the lowest average probability ratio being recorded in the prefecture of Rodopi (0.49), followed by the prefectures: Rethymno (0.60), West Attica (0.62), Samos (0.63), Xanthi (0.67), Dodecanese (0.68), Halkidiki (0.69), Cyclades (0.71), Evros (0.76), Ilia (0.76) and Piraeus (0.79).

The unequal distribution of success rates in national exams is the result of many different factors related to education and the country's economy. An important point to consider is economic and social inequalities, the level of economic activity, and the percentages of the rural population in each region and how large the agricultural activity is.

It is also very important to see the population density, population evolution and tradition of the area. It is also very important

to see the number of schools per area and how far they are from villages and smaller towns so that students' choice to attend classes is not an obstacle to movement.

In this context, the candidates from the largest urban centers and more favorable family environment with criteria that can be (economic, social, educational) always show in recent years, regardless of place of origin, higher success rates compared to the candidates, who come mainly from the poor rural areas and families or the degraded areas of Athens and Thessaloniki.

We can see the examples from the regions such as Halkidiki, Cyclades, Corfu and Samos, which in recent years with the development of large tourist units seem to be presented with the lowest success rates of their candidates in the general exams without major changes but rather these percentages as it seems in recent years are becoming smaller and smaller.

Let's see what happens. These areas are by no means famous for the low incomes of their inhabitants. In fact, the opposite. They have a high tourism growth with large tourist facilities for several years, which was considered the best answer to poverty and large migration in recent years. Thus, there are serious indications that tourism has operated competitively in relation to education by significantly changing the map of education in these areas with the tourist identity. (Katsikis, A (1992))

According to data contained in the report of the Ministry of Education to the Organization for Economic Cooperation and Development (OECD) for 1995. Significant results are emerging and are essential for education.

The report shows that the percentage of students who drop out of school varies in

different parts of the country. The percentages of students who do not go to school range from 1% to 29% depending on the region.

Percentages of students leaving school and basic education over 20% are presented in some Aegean islands, the Ionian Islands and Crete, while Thrace has the highest dropout rate of students from primary to secondary education with 27%.

The corresponding statistical table that is published shows the percentages (per 100 people). Students enrolled in primary and secondary education by geographical area. In secondary education, the same enrollment rates should normally be observed as in primary education. This is true in some areas such as Macedonia - because of Thessaloniki - and Epirus, and to a lesser extent in the Peloponnese and Thessaly. In fact, in Athens the number of students in secondary education is even higher by one unit, since many young people leave the province to attend schools and secondary schools in Athens.

However, in areas such as Thrace, the Aegean and Ionian islands, the percentage of secondary school students is declining sharply. This phenomenon is impressively strong in the region of Thrace, where the percentage of students who are not even enrolled in secondary education reaches 27%.

That is, in these areas much fewer students go on to secondary education, which indicates that in these areas the social demand for secondary education is limited - low birth rate perhaps because young people are leaving these areas in search of work in other areas, and especially for Thrace, sometimes due to the religious barriers

posed by the Muslim minority. (Katsikis, A (1999))

According to a new survey, 8.9% of high school students drop out of school during the three years of high school, and most of them in the first year.

Also the percentage of boys who drop out of school is higher than the percentage of girls (10.4% for boys, 7.4% for girls). These are boys who drop out of school to take on family burdens.

We observe that the development of tourism significantly influences the decisions of young children to continue in higher education by changing the map of education, especially in the islands that show an increase in tourism.

Also, the areas that are financially low in living standards do not allow the children of the families to continue their studies. Thus, in the future, these areas will be further degraded and the distance from the developed areas will increase. These problems in education constantly create greater inequalities and of course more problems in the labor market in the future of the country. It is very important to see similar student behaviors in other countries and compare the results.

CONCLUSION

It is very important to identify the problems in education and to see its results in today's students. Most students are affected by social and economic changes in the modern environment.

Students today face many problems with their learning and future. This means that they will have to decide on the right path to follow and, above all, to secure their family's financial problem. The development of tourism in some areas has changed the

way of thinking of students as a result of which many areas that have great development in tourism have less participation in university education programs.

Similar problems are observed with areas that have little economic activity and are poorer. This is a big problem that seems to be constantly growing and creating high inequalities in education with the result that they then create social inequalities.

This means that we will have to reform the educational programs in modern education by finding new ways of approaching these students who show a difference in the preference to continue their studies.

It is necessary to continue the research in this field and to study cases of areas that are related to these changes and mainly to study the social effects of the change in the mentality of students towards knowledge. Creating innovative programs will help integrate more students into learning so that they do not differ so much from other areas.

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