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Students' Admission to Greek Tertiary Education without Private Coaching  
Schools ("*Frontistiria*"): A Research Study

**Abstract**

The purpose of this paper is to identify the necessity of attendance of a private coaching school (*frontistirio*), by the high and last grade students in Greece, for their successful participation in the admission exams for tertiary education. The family spending for this attendance is also summarily presented, as well as the development of the coaching schools over the last 50 years and the percentage of third-grade pupils attending these coaching schools. The findings of a survey involving 1276 third-grade pupils who assess on the possibility of their accession to higher education without attending the *frontistirio*, the change in the time of the examinations and the creation of additional teaching support programs within the school, are also shown. According to the findings of the survey, private coaching is considered by the students as a necessity for their access to tertiary institution, since they believe that school preparation is inadequate and incomplete.

**Keywords**

access to tertiary education, educational economics, supplementary education, expenditures in education, shadow education.

**1. Introduction**

The current paper presents and discusses some research findings regarding the admission of students to Greek higher education (D. Chatzidimou, Taratori, Vitsilaki & K. Chatzidimou, 2008), a subject that is old, but still contemporary and ongoing. It is a timeless matter, given that private coaching schools ("*frontistiria*") have existed for many years and they have been acknowledged in the Greek education system since students' admission to university has been introduced via examinations (Chatzitegas, 2008). The findings of the research reveal, to some extent, the contribution of *frontistiria* to the university admission of the students, as well as the role of the public education servants (Papas & Psacharopoulos, 1987; Kazamias & Kassotakis, 1995; Polydorides-Kontogiannopoulou, 1995; Polymili, 2016, 2018), regarding the topic under discussion.

The process of students' admission to Greek tertiary education is a subject which has been besetting the families of the students and society in general for a very long time. This will continue to be the case, if the attitude of parents, teachers and politicians in

Greece does not change. It should be realized by everyone that whatever students have achieved through attendance of *frontistiria*, they can achieve it with the help of their teachers in public school. In other words, students, their families and especially their teachers, should realize that teachers' work in public schools can concretely contribute to the reduction of the number of students who attend private coaching schools.

Whatever the case, the discussed matter is a subject which constitutes a major educational, financial, social and political issue for everyone involved in the educational activities of the country and mainly for the state, in its exact or wider meaning. For instance, towards the end of every school year and especially from May until the end of August, the educational institutions, the owners and teachers of *frontistiria*, as well as the press and televised media, dedicate a large number of articles and televised time to various aspects of the Panhellenic Examinations. This is evidence that until today there is increased interest and importance to the subject, unlike other countries, where the admission of students to higher education is not made publicly known. In other words, no one realizes when the students are being accepted in a position of studies in tertiary education. Thus, it could be argued that this situation is evidence of interest in a large part of Greek society. Especially during the days when the exams are taking place, disruptions can be noted in the civil administration of the Ministry of Education as well as in the lives of the students and their families: the political leadership is on edge regarding any issues with the exam questions and/or the criticism they may receive for the difficulty of the examinations, as if they themselves are the examiners. The teachers of *frontistiria* are worried whether the subjects examined were taught in their private coaching schools. All of the above have a negative impact on the psychology of the candidates.

Throughout the duration of the school year and especially during the period of May – August, the families of the students, the candidate students, the educational scene of the country, and almost the entire service sector of the Ministry of Education live in the rhythm of the Panhellenic Examinations. In the Ministry of Education, nearly every other activity is being paused, since everything spins around the Panhellenic Exams for the admission to higher education. Endless discussions follow, for example, if the school or the attendance of *frontistiria* is contributing to the success of the candidates, if attending private tuition was worth it, if education can still be considered as public, since almost every student attends classes in *frontistiria*, if the

exams were executed in the most recommended way, if the students' exam answers were graded correctly, if the students performed better this year, compared to the previous one, if the passing grades for the university and college departments were lower or higher, if the results are to be announced sooner or later, etc.

Therefore, one could argue that the contribution of the public school and that of *frontistiria* for the successful admission of candidates in tertiary education is a field of debate among teachers, parents, political parties, etc. The answer to these debates can be given by relevant theoretical and empirical research studies, conducted in the field of education. For the current case, results of studies will be presented for the different parameters of the matter discussed (Kanellopoulos & Psacharopoulos, 1997; Papas & Psacharopoulos, 1987; Psacharopoulos & Papakonstantinou, 2005; Kasimati et al. 2012; Kazamias & Kassotakis, 1995; Kassotakis & Papaggeli-Vouliouri, 1995; Katsikas & Kavvadias, 1996; Kelpanidis & Polymili, 2012; Polydorides-Kontogiannopoulou, 1995; Polymili, 2016, 2018; Chatzitega, 2008; Psacharopoulos & Kazamias, 1985).

## **2. Presentation and discussion of the findings**

Some findings are cited and discussed, regarding a few research questions related to the subject being discussed, such as: family expenses, increase in private tutorship, attendance of classes in *frontistiria*, tertiary education, admission to higher education without taking lessons in *frontistiria*, whether the time when the exams are taking place contributes to private tutorship attendance and whether supplementary, public classes in the specialization modules would have an inhibitory effect in attendance of *frontistiria*.

### **2.1. Family expenses for *frontistiria***

Although it is hard to determine the exact private costs for *frontistiria*, it is evident that they are high and for the most cases, a financial burden for the families. It seems that lessons in *frontistiria* are not merely a means to get prepared for the university admission exams (Polymili, 2016, 2018), but also a means to improve students' performance. According to estimates, the pending on *frontistiria* tuition is 50% higher than the amounts provided officially by the government. The data (see table 1) show that within a decade (1976-1985) the family expenses for lessons in *frontistiria* had almost quadrupled (Pesmatzoglou, 1999: 103).

**Table 1:** Spending on *frontistiria* lessons

Year	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Spending on <i>frontistiria</i> lessons*	996	1.267	1.494	1.819	1.922	1.976	2.237	2.497	2.821	3.730

Source: Pasmazoglou (1999: 102)

\*million drachmas

The average Greek family seems to be spending approximately 20% of their income for each child, in order to prepare the latter for the university admission exams (Papas & Psacharopoulos, 1987:493). In 1988, it was estimated that families used to spend 111.624 million drachmas each year (on foreign language learning and secondary education tuition), half of the amount of the governmental spending on education. Family spending on *frontistiria* tuition and one-on-one tuition was 335 drachmas per month and on private classes 321 drachmas. One-on-one tuition was chosen by families with a father's high educational level. Family spending on one-on-one tuition accounted for 11.2% of the family spending on education and it was estimated to be 12.488 million drachmas for the entire country. It is acknowledged that families in big cities spent 2.5 times more money on *frontistiria* tuition than families in smaller cities and the level of spending increased the higher the educational and professional level of the father was (Kanellopoulos & Psacharopoulos, 1997: 74-75).

Furthermore, in 1995 (OECD, 1995) public spending on secondary education was on average 220 bil. drachmas per year, while private spending was 240 billion drachmas (Katsikas & Kavvadias, 1996: 92). In 1996, according to the association of *frontistiria* owners, spending reached 10.6 billion for junior high school and 27.4 billion for senior high school (Katsikas & Kavvadias, 1996: 192).

In addition, a research conducted in 2004 shows that family spending on *frontistiria* tuition and one-on-one tuition was not differentiated vastly. Families who lived in areas with a population of less than 10.000 citizens used to spend less money (see table 2), perhaps in order to overcome school's shortcomings, given that in less populated areas where public school functions the conditions are not the same as those of the bigger cities (Psacharopoulos & Papakonstantinou, 2005:103-105).

**Table 2:** Spending differentiation on *frontistiria* & one-on-one classes

Family characteristics	Spending on <i>frontistiria</i> (euros/year)	Spending on one-on-one tuition (euros/year)
Families in areas with population less than 10.000	1.723	2.132
Father in working class	1.865	1.901
Father in agriculture	1.583	1.917
Father in managerial position	2.162	2.664

Source: Psacharopoulos & Papakonstantinou (2005: 106) (edited by authors)

Finally, findings from the Centre of Planning and Economic Research (KEPE) and from a research conducted in 2012, involving 600 students of *frontistiria* in the Municipalities of Thessaloniki, Pella, Kilkis and Serres revealed that “the average Greek family spends the amount of minimum wage each month, in order to cater for *frontistiria* tuition and other educational needs of two high school students” (Kassimati et al., 2012: 96). Moreover, almost half of the students (48.8%) stated that the monthly cost that their families spend on their studies in *frontistiria* amounted to 300-400 euros. For 20.7% of the respondents, this cost is even higher and surpasses 400 euros per month. If one takes into consideration the fact that 65% of the Greek families have two children, this cost is doubled (Kelpanidis & Polymili, 2012: 37).

## 2.2. Increase in the number of *frontistiria*

According to Chatzitegas (2008), the institution of private coaching schools or one-on-one classes started in 1894 in the Greek educational scene. This view is supported by published classified ads in the newspapers “Chronos” and “Epitheorisi”; the ads show that teachers provide tutorship to prepare students for university admission “for a median fee”. However, it seems that in 1926, those private schools took their final shape and began to play an important role in the admission of students in tertiary education; it was when the Panhellenic Exams for the Greek universities were established. Thus, the massive development of *frontistiria* started to be evident to a significant extent. Especially in the decade of 1950, this development boomed greatly. As Papanoutsos characteristically described in 1962 (16-2-1962) in the newspaper “To Vima”: “*The high school certificate does not open the doors of any university institution to our youths nowadays if it is not endorsed by the coaches of frontistiria*” (Kassotakis & Papaggeli-Vouliouri, 1996: 59).

Thus, from the approximately eight hundred (800) *frontistiria* functioning in 1973, this number increased in one thousand (1000) in 2008 (Chatzitegas, 2008: 24). It is noted here that this data in particular concerned certified *frontistiria*, given that it is impossible to specify the exact number of *frontistiria* in the entire country, since there are private coaching schools that are not members of the association of *frontistiria* owners. It is also worth noting that the number of public high schools in Athens is approximately 402, while in Thessaloniki there are approximately 200, including vocational high schools. One can understand, therefore, that the number of public high schools and that of *frontistiria* institutions tends to be equalized.

Additionally, for the decade between 1980-1990, the number of the official *frontistiria* was doubled (without of course, taking into account the unofficial classes). In 1983, approximately 1000 secondary education *frontistiria* used to function, while 10 years later this number increased to 2500 (Katsikas & Kavvadias, 1996: 192).

### **2.3. Class attendance in *frontistiria* for the tertiary education**

Data of attendance of classes in *frontistiria* are presented, in order to examine the necessity and importance of supplementary tuition in the admission of candidates in higher education.

According to a cross-sectional research of the students' population, whose aim was to study the function of *frontistiria* as a "contributing factor which influences the selection process in the high school tier and the admission to universities", it was concluded that approximately half of the questioned students believed that "*frontistiria* complete and substitute, to an extent, the unsatisfactory educational system of our country" (Psacharopoulos & Kazamias, 1985: 193-194). Moreover, according to another research, conducted in 1974, concerning students' participating in the Panhellenic Examinations, the same opinion was held by 83.3%. It needs to be noted here that 27.7% of the students preparing for the Panhellenic Examinations, had to move to another city, in order for them to attend private coaching schools' lessons (Papageorgiou, 1979: 40-54). In addition, research shows that tertiary education candidates moved to the two large city centers (those who were not residents of them), especially in the summer months, in order to attend private coaching schools' lessons, and increase the chances of successful admission to university faculties (Kassotakis & Papaggeli-Vouliouri, 1996: 59; Polydorides, 1978: 80). Additionally, a research (Kassimati, 1977 in Polydorides-Kontogiannopoulou, 1995b: 66) which had

a sample of students, noticed that 83% of those had attended lessons in *frontistiria* before accessing tertiary education institutions. In a later research conducted in 1984, under the supervision of the Pedagogical Institute (Kassotakis, 1992 in Kassotakis, 1996: 60), it was noted that 54.6% of the candidates had attended lessons in *frontistiria*, 9.4% had attended one-on-one courses, while 11.2% had done both. A research conducted in 1993 by the same institution, showed that 65% of high school students in Athens attended lessons in *frontistiria* and approximately 30% attended one-on-one classes. The above data show that the percentage of students in the last year of high school who attended lessons in *frontistiria* rose from 65% in 1984 to 95% in 1993 (Kazamias & Kassotakis, 1995:294). Additionally, a research conducted by MRB Hellas in 1996, which had its results published in the newspaper “Ta Nea” (15-5-1996), concluded that a percentage of approximately 70% of the last two classes of high school, in the areas of Athens and Thessaloniki, attended *frontistiria* or had one-on-one tuition. A percentage of 42.5% attended an organized private coaching school of their area of residence, 16.5% attended central *frontistiria*, 12.3% had one-on-one classes and 4.8% had private group lessons. Only 1 out of 3 students who participated in the survey did not attend lessons in *frontistiria* (Kassotakis & Papaggeli-Vouliouri, 1996: 60). Another research conducted in 1999 in the municipality of Ioannina, where 69 junior high schools and senior high schools operated, noted that there were 57 *frontistiria* in that municipality (Dimou, 1999: 22). This entails that the number of *frontistiria* is equated to the number of junior high schools and senior high schools of that particular municipality. Furthermore, a research which lasted for 20 years from school year 1980-1981 until the school year 2000-2001, suggested that three out of every four students (including the students attending classes in *frontistiria* and one-on-one lessons simultaneously), were part of the “shadow education” system. From the data under research, it was also concluded that *frontistiria* classes and one-on-one lessons were attended mostly by students of the middle social class (Hopf & Xochellis, 2003: 206-207). Moreover, according to the results of a study conducted for the 2013-2014 school year for the high school tier, it seemed that 31.7% of the students attended class in *frontistiria* and had one-on-one tuition in the first grade of high school, a percentage which is doubled for the second year, since 2/3 of the students attended class in *frontistiria*. For the third and last grade of high school, the overwhelming majority of the students – almost nine out of ten (88.7%) attended class in *frontistiria* or had one-on-one tutoring or a combination

of these two (Polymili, 2016:153). Finally, the same researcher in her empirical study of 2017, with teaching staff working in the third grade of high school found out that, according to the views of the teachers, a percentage of 97.2% of the students attended class in *frontistiria* (Polymili, 2018).

#### 2.4. Admission of candidates in tertiary education without *frontistiria*

A study conducted with third grade high school students in 2014 (Polymili, 2016) revealed that the majority of the students in the research stated that the candidates would be able to be accepted in higher education without *frontistiria*. Only a small percent (12.1%) stated that they would be unable to do so (see table 3).

**Table 3:** University admission without *frontistiria*

	Frequency	%	Valid %	Cumulative %
Yes, I could	623	48.8	50.7	50.7
Maybe I could	456	35.7	37.1	87.7
No, I could not	149	11.7	12.1	99.8
Total	1.228	96.2	100.0	
Did not answer	48	3.8		

While the above findings seem to be encouraging, there seems to be an obfuscating situation created. The majority of the candidates stating that they would be able to succeed in the Panhellenic Examinations without lessons in *frontistiria*, are actually attending supplementary tuition, or one-on-one classes or both. In depth, this means that from 623 (48.8%) of the candidates stating that they would be able to get into university without *frontistiria*, a percentage of 87.9% (544 subjects) stated that they attended lessons in *frontistiria* (table 4), a percentage of 36.2% (224) attended one-on-one tuition (table 5), while 27% (165 subjects) stated that they had lessons in *frontistiria* and one-on-one classes simultaneously (table 6).

**Table 4:** University admission with out *frontistiria* and attendance of them

Would you be able to access university without attending class in <i>frontistiria</i> ?		Attend class in <i>frontistiria</i>		
		Yes	No	Total
Yes, I could	Frequency	544	75	619
	Percentage	87.9%	12.1%	100.0%
Maybe I could	Frequency	362	92	454



	Percentage	79.7%	20.3%	100.0%
No, I could not	Frequency	69	75	144
	Percentage	47.9%	52.1%	100.0%
Total	Frequency	975	242	1217
	Percentage	100.0%	100.0%	100.0%

**Table 5:** University admission without *frontistiria* and attendance of one-on-one classes

Would you be able to admission university without attending class in <i>frontistiria</i> ?		Attend one-on-one lessons		
		Yes	No	Total
Yes, I could	Frequency	224	390	614
	Percentage	36.4%	63.4%	100.0%
Maybe I could	Frequency	144	301	445
	Percentage	32.1%	67.2%	100.0%
No, I could not	Frequency	36	109	145
	Percentage	24.8%	75.2%	100.0%
Total	Frequency	404	800	1204
	Percentage	100.0%	100.0%	100.0%

**Table 6:** Admission to university without *frontistiria* and attendance of outside school supplementary education

Admission without <i>frontistiria</i>		Attend			
		Classes in <i>frontistiria</i> & one-on-one	Classes in <i>frontistiria</i> or one-on-one	Neither	Total
Yes, I could	Frequency	165	431	15	611
	Percentage	27%	70.5%	2.5%	100.0%
Maybe I could	Frequency	79	337	27	443
	Percentage	17.8%	76.1%	6.1%	100.0%
No, I could not	Frequency	16	72	56	144
	Percentage	11.1%	50.0%	38.9%	100.0%
Total	Frequency	260	840	98	1198
	Percentage	21.7%	70.1%	8.2%	100.0%

According to the data above, it seems that despite the fact that the majority of the candidates deemed classes in *frontistiria* as unnecessary for them to get prepared for the Panhellenic Examinations, they chose to attend classes in *frontistiria* or they attended one-on-one classes, whereas a significant percentage stated that they attended both. Regarding the above statements, one could perhaps argue that even though a very large percentage of the subjects believe that they have the ability to succeed in the Panhellenic Examinations without attending *frontistiria*, they choose to enroll and attend classes in *frontistiria* in stead. This might be the case either because they believe that the Panhellenic Examinations play a decisive role in their future and they certainly want to avoid failure, or because they succumb to the pressure put on them by their parents, in order for them to attend *frontistiria* and ensure their success, perhaps, from their parents' viewpoint. This entails that, even though they deem themselves able to prepare for the exams only with the help of the public school and their personal studying, their parents do not hesitate to spend money on *frontistiria*, in order to “ensure” the highest possible grade for their children's admission to tertiary education. Another explanation could be that they attend class in *frontistiria* or they take one-on-one lessons because they might be influenced by their classmates' behavior and they do not want to miss their company. Finally, students might believe that any additional information provided to them might actually benefit them in a way.

## **2.5. Time of the Panhellenic Examinations and attendance of *frontistiria***

The same research (Polymili, 2016) examined whether tertiary education candidates would continue to attend *frontistiria* classes in case of a change in the time when the Panhellenic Examinations are conducted. That would mean for the latter to be transferred from May/June to the beginning of September, so that the candidates would have a few more months to prepare for the exams, without actually having to attend classes at school<sup>1</sup>. 82% of the participants responded that they would still attend class in *frontistiria* (table 7), while 80.8% of them stated that they would attend *frontistiria* for the same modules (table 8).

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<sup>1</sup> A similar system had been applied earlier (1964, 1965, 1966) with the academic certificate.

**Table 7:** Suggestion to move the time of the Panhellenic Examinations to September

	Frequency	%	Valid %
Yes	1.020	79.9	82.0
No	222	17.4	17.8
Total	1.242	97.3	100,0
Did not respond	34	2.7	
Total	1.276	100.0	

**Table 8:** Possible time of the Panhellenic Examinations in September and attendance of *frontistiria*

	Frequency	%	Valid %
The same modules	822	80.3	80.8
Fewer modules	195	19.2	19.2
Total	1.017	99.5	100.0
Did not respond	3	0.5	
Total	1.020	100.0	

It becomes evident that according to the results of this research, the time of the Panhellenic Examinations does not define the decision of the candidates to attend class in *frontistiria*. It is quite clear that the necessity of supplementary tuition is a deeply rooted belief, even if the candidates had three more months to prepare by themselves for the Panhellenic Examinations. They might think that they would prefer to have the summer months free to rest; or that they are tired of the entire school year by studying and they would like to finish as quickly as possible; finally, they might believe that the conditions prevailing in the summer (extreme heat) would not help them achieve better grades in the Panhellenic Examinations.

## 2.6. Inhibitory effect of learning support for attendance of *frontistiria*

Regarding the question if the survey participants would participate in classes of learning support (such classes are carried out by public schools for subjects that are examined in the Panhellenic Examinations and they are free of charge) and if this institution could be able to substitute *frontistiria*, two recent research studies with students and teaching staff of the third grade of high school showed that it could (Polymili, 2016, 2018). In particular, it was indicated that 36.3% and 40.9% of the students who participated in the research answered that they *would* participate and

that they *might* participate, correspondingly, in learning support classes if organized within their school unit. However, the data from table 9 show that a quite large percentage of the research subjects did not believe that an institution such as learning support could be able to replace *frontistiria* (table 10). These statements show, to some extent, that students believe that *frontistiria* are irreplaceable.

In conclusion, the students who participated in the study are being positive regarding learning support in public education (table 9, table 10) – this is to show that the state acted correctly in applying learning support. However, for the time being, learning support would be unable to replace *frontistiria*. They seem to have been well-established by now in parallel to public school, a fact that needs to be considered in detail by those involved in educational matters, especially by the state.

**Table 9:** Participation in learning support classes for subjects that are examined in the Panhellenic Examinations

	Frequency	%	Valid %
Yes	463	36.3	36.9
Maybe	522	40.9	41.6
No	271	21.2	21.6
Total	1.256	98.4	100.0
Did not respond	20	1.6	
Total	1.276	100.0	

**Table: 10:** Replacement of *frontistiria* from learning support in school

	Frequency	%	Valid %
Yes	186	14.6	14.8
Maybe	517	40.5	41.2
No	553	43.3	44.0
Total	1.256	98.4	100.0
Did not respond	20	1.6	
Total	1.276	100.0	

Regarding the admission of candidates in tertiary education without *frontistiria*, the postponement of the examination time of the Panhellenic Examinations and learning support, one could summarize the following: neither the time of the Panhellenic Examinations, nor the introduction of a system of additional learning support inside the school unit would be able to deter students from attending *frontistiria*, according to their statements. Therefore, if one would want for students not to attend *frontistiria*,

they would have to seek other methods and solutions which would lighten the stress and the worry that students experience regarding the Panhellenic Examinations. Furthermore, one should not forget that no admission system in tertiary education will be able to contribute to prevent candidates from attending *frontistiria* classes, or have one-on-one lessons at home, as long as there is a limited number of placements in faculties with high demand; a phenomenon which is noted in other countries along with Greece. However, even in that case, this would not mean that students would not attend *frontistiria*, given that the attitude of the Greek population, as mentioned before, is one of the most decisive factors of attending classes of supplementary tuition.

### **3. Conclusion**

Concluding the present study in our view, as stated in the introduction of this paper, the matter of candidate students attending *frontistiria* for admission to higher education and not only<sup>2</sup>, will never be resolved: a) if the necessary changes in all the grades of education are not implemented; they should begin, however, from the bottom up and not the other way around, as it is usually the case with all the educational changes attempted during the last few years, by almost all political parties who have governed the country (Chatzidimou & Chatzidimou, 2018), b) if the families of students do not change their attitude and mentality, i.e. that in order for something to be taught efficiently, it has to be paid for, c) if the state, the political parties and society in general do not show their trust in the educational work of the teachers working in primary and secondary education, d) if the teaching staff, regardless of their specialization and grade of education, does not earn, through actions, acts and deeds, the trust of all concerned parties in educational and school matters, e) if the political parties do not express and declare clearly their view and position regarding the subject matter.

The changes in education, and also the success of these changes, is an issue: a) of a sincere dialogue among all involved parties in education, b) of a mutual compromise of all (a known fact, actually, of all intellectuals and persons of intelligence) and c) of trust of the heads of the official teaching policy to the teaching staff in charge.

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<sup>2</sup> Attending class in private coaching schools is very common in the Greek educational reality concerning the learning of foreign languages, too (Chatzidimou, 2017).

Therefore, some of the many problems present in education could be resolved, eventually – in this case, some of the issues of finance, pedagogy and teaching nature which are present in the families and schools with the students' attendance of *frontistiria* and for which issues they ought to find a solution (any solution is better than no solution).

For someone to support that, with the prevailing conditions in the financial, social, educational, employment, political, etc. sector, students who want to access tertiary education should not attend supplementary tuition is a myth and in no case the reality. *Frontistiria* lessons have been established and set up in Greek education. For that reason, the state as well as each one of us ought to see the reality and pursue as much as we can to change it to the benefit of all the students – especially those of the lower social classes.

*Frontistiria* do not constitute a mistaken or hidden structural part of the Greek educational system (Polymili, 2016), but something more; it is already here, a true private educational system, if one wants to be sincere and avoid the ostrich mentality. This mentality, attitude and hypocrisy are not proper and have no place in education. However, unfortunately, it is largely met in the Greek educational scene. Any changes in education, in this case, the changes that concern the function of supplementary tuition, can only be achieved through cooperation and dialogue among all the parts involved in educational matter parties; that is, everyone, given that in education, there are no parties unconcerned.

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