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## Adult Education

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## Abstract

*The innovative institution of Second Chance Schools (SDE) is a relatively modern educational intervention whose goal is the social and economic integration of adults, whose formal qualifications are judged to be deficient and insufficient within the context of the modern learning society.*

*The teachers of Second Chance Schools play a fundamental role in achieving the above goals. Who are the institutional mediators between the educational system and the students of these schools? Within this context, the institution of educational evaluation comes to function as an aid to improving the quality of the education provided and not only that.*

*Based on the above, the purpose of this research project is to record, highlight and analyze the attitudes and opinions of teachers of all the specialties of the SDE regarding the institution of educational evaluation, while in the second year it aspires to investigate the proposals of the teachers of PES on the improvement of the evaluation process.*

*Methodologically, the research was based on the processing of primary data which were collected through the use of a semi-structured questionnaire that was sent electronically.*

*The reference population of the research consists of all the teaching staff – hourly and seconded – of the Second Chance schools in Greece.*

**Keywords:** *Second Chance School, Learning Theories, Adult Educators, Educational evaluation*

## Introduction

In recent years, there has been a significant increase in educational reformations which focus on redefining educational systems through the improvement of the educational work provided. In particular, as Vlachos (2008) emphasizes, the main strategic goal of the European Union is the upgrading of educational systems, in order to ensure the equal participation of all in education and training, with the ultimate goal of cultivating and acquiring skills required by the new, expanded labor market.

The above efforts to improve educational systems are mainly based on the strengthening of educational evaluation. The concept of evaluation at this point is considered of pivotal importance as through evaluation the foundations are laid for the improvement of the educational process, the improvement of the trainees and the improvement of the abilities of the educators themselves. As mentioned by Zouganeli et al. (2007), in recent years there has been an intense movement around the issue of educational evaluation, as it seems to concern the whole spectrum of those who are involved in education.

The main reason for this interest, derives from the main principle of the necessity of the existence of evaluation, as it is an important tool, a coordinated and systematic process which is carried out within the framework of an educational mechanism, based on predetermined criteria and predetermined purposes, in order to evaluate persons, situations and processes within the educational mechanism (Dimitropoulos, 2004). The ultimate goal of educational evaluation is to increase the effectiveness of educational services and at the same time to improve the quality of educators' work. It is important to note that, as Ingvarson (2008) explains, the educators' evaluation should have a direct connection with all educational functions, as this constitutes a process aimed at upgrading of the educational work provided and also at the professional development of educators. Within the same context, the new requirements in the entire spectrum of work and everyday life, due to the rapid changes that take place in all fields, lead to the conclusion that investing in knowledge and learning is the only way to secure a job and progress. However, some population groups are put out of work, as they do not have access to new knowledge. The European Union, in its attempt to prevent this phenomenon, created the institution of Second Chance Schools. According to the White Paper, Second Chance Schools give the opportunity to anyone who needs it to acquire knowledge which they will turn into skills for work and life in general (European Commission, 1999). The connecting link between the opportunities offered by the Second Chance Schools and the trainees are the educators. Their role is of vital importance for the course of the projects of the Second Chance Schools. Consequently they should be equipped with knowledge, skills and attitudes that will enable them to provide trainees with the most effective teaching as it will be possible and at the same time will give to them the opportunity for continuous learning and professional development.

Based on the above and mainly bearing in mind that educational evaluation helps the development, progress and development of educators, the present research project aims to highlight and analyze the attitudes and opinions of educators of all the specialties of Second Chance School, regarding with the institution of educational evaluation. Consequently, the work aims to study the proposals of the educators of Second Chance Schools, regarding the improvement of the process of educational evaluation.

Regarding the structure of the project, it is divided into two parts, the Theoretical and the Research. In the Theoretical part, in chapter 1, the issue of the research is presented. In chapter 2 the project deals with the concepts of evaluation and educational evaluation. Chapter 3 deals with the issue of adult education. Then, in chapter 4, adult learning theories are developed. Then in chapter 5 there is an extensive analysis of the institution of Second Chance Schools. Finally, chapter 6 deals with the role and characteristics of adult educators and the evaluation of their work. In the second part (research) the research is provided and then the final discussion and conclusions follow.

### The purpose and objectives of the research project

In connection with the previous, it becomes clear that the main purpose of the present research effort is to identify, collect and then study the attitudes and views of teachers of Second Chance Schools regarding the institution of their evaluation. In particular, the objective of the research is to capture the teachers' views regarding the institution of evaluation in order to draw conclusions regarding the adequacy of the institution and its usefulness in the improvement of the operation of Second Chance Schools.

The specific objectives of the research are related to the emergence of the of teachers' views on specific issues such as: the role of the school principal as an evaluation body, the role of the School Counselor as an evaluation body, and their views regarding the portfolio and the interview as tools for the evaluation of their work as well.

### Research Questions

The research questions that are formed based on the theoretical framework and derived from the objectives of the proposed research are:

1. There is a correlation between the individual and professional identity of teachers in Second Chance Schools in relation to:
  - their views about the evaluation in general
  - their views about their evaluation bodies
  - their views about their evaluation tools
  - their views about the overall evaluation process
2. What proposals do the teachers of the Second Chance Schools make for their individual evaluation?

### The Research Methodology

The present research was based on primary data, which was collected through the use of an electronic questionnaire. For the purpose of the research, a structured questionnaire with a combination of closed and open questions is going to be created exclusively.

### Reference Population and Sample

The reference population is the total of the educational staff - hourly waged and posted teachers - of all Second Chance Schools in Greece.

## THE ISSUE OF ADULT EDUCATION

### Adult Education in the Greek reality (historical review)

Adult education refers to the provision of didactic learning services for adults who are usually active or have been active in working life after leaving education within the normal education system.

The differences in education within the regular education system may be the time and methods of teaching. Trying to conceptually approach the term of adult education, the definition of adult

education is based on the system's definition of adulthood and based on the organization (educational institution, training organization or other such training body) which provides education and training to adults in a specific social/economic context.

As participation in different types of educational institutions and training organizations is taken into account in the data collection form, the definition of adult education can be defined from different perspectives. Adult education is a practice in which adults engage in methodical and organized activities through which they can facilitate their understanding and learning.

Throughout their lives people are required to upgrade their knowledge, skills and abilities. Therefore, the primary goal of adult education is to ensure that people are able to increase their understanding of various concepts. Adults develop motivation and interest in learning when they need to meet their needs or achieve desired goals. According to Kokko (2005), in the last twenty years, the institutions of the European Union realized the need for adult education and incorporated it into their policies. It is characteristic that the White Paper, the first official text of the European Union that concerns education and training exclusively, states:

*"Education and training, more than in the past, will be the main components of everyone's identity, sense of belonging, social progress and personal development. The future of the European Union, its radiance, will derive to a very large extent from its ability to watch the movement towards the knowledge society" (EC, 1995).*

While the Memorandum on lifelong learning emphasizes:

[...]“everyone who lives in Europe, without exception, should have the same opportunities to adapt to the demands of social and economic change and to participate actively in the form of Europe's future” (EC, 2000).

## The Research Methodology

The present research was based on primary data, which is to be collected through the use of an electronic questionnaire. For the purposes of the research, a structured questionnaire was exclusively created with a combination of closed and open questions.

To conduct the present research we chose the quantitative method following the questionnaire technique. According to Paraskevopoulos (1993) the questionnaire is defined as "a form with a series of questions, in which the examinee is asked to answer in writing. The questions are designed and worded in such a way that the answers will provide us with the requested information." The ways in which a researcher can use the questionnaire as a means of data collection are the following: "The form with the questions and the instructions for answering them is usually sent to the respondent through mail. The examinee should, as soon as he receives the questionnaire, answer all the questions honestly and accurately and return the completed form to the researcher. In other cases, the questionnaire can be given and completed on the spot, individually or in groups" (Paraskevopoulos, 1993).

### Reference Population and Sample

The reference population is the total of the educational staff - hourly waged and posted teachers - of all Second Chance Schools in Greece.

### Data Collection Method

The method followed for data collection was the completion of an anonymous questionnaire. This particular method is considered the most suitable for collection of data related to views, attitudes, beliefs and values. In the social sciences the questionnaire is very often used as a data collection tool. The written questions of the questionnaire concern a problem and are uniformly addressed to the people of the sample in order to collect the necessary data for the research. At the same time, the questionnaire offers quick and direct collection of a large amount of data. The resulting data can be politicized, analyzed statistically and conclusions generalizable to the population can be drawn from this analysis. In addition, it is possible that due to the anonymity of the responses, there is greater honesty by the people (Cohen 2008, Vamvoukas, 2007).

The questionnaire was made in electronic form through a Google Form and served to the teachers via its link, which was sent as an email to their school and then forwarded for them to complete. Voluntary completion was requested with duration of approximately 15 minutes.

The information collected was coded and analyzed with the SPSS program. The record of research data and the reduction of their results in tables were created in order to make the result clearer and more understandable.

## RESULTS

Through this particular publication, the views of teachers who serve in second chance schools on aspects of evaluation in general are presented. The research continues and in subsequent publications, the range of views on the field of educational evaluation will be captured.

### Table

#### B.1.1: Degree of importance of the evaluation aspects according to the current legislation

#### To what extent do you think that the evaluation of the teacher by the state should be related to:

1. The development and implementation of good practices for the purpose of their improvement and diffusion

	Frequency N	Percentage %	Relative percentage	Cumulative percentage
Extremely	77	39,5	39,5	39,5
Very much	79	40,5	40,5	80,0
Moderate	21	10,8	10,8	90,8
A little	9	4,6	4,6	95,4
Not at all	9	4,6	4,6	100,0
total	195	100,0	100,0	

The results of the research on the question about the evaluation of teachers by the state show the views of the participants regarding the strengthening of participation in the processes of planning, organization and operation of the school in order to form conditions of a learning community:

Extremely: 58 people (29.7%)

Very much : 83 people (42.6%)

Moderate : 44 people (22.6%)

A little : 1 person (0.5%)

Not at all: 9 people (4.6%)

In particular, the analysis showed the following:

**High importance (Extremely +Very Much):**

72.3% of the participants consider that the evaluation of the teacher should be largely related to the strengthening of the participation in the processes of the school for the formation of learning community conditions. This suggests that the majority recognize the value of teachers' involvement in these processes.

**Moderate importance:**

A 22.6% of participants have a moderate perception of the importance of this criterion, indicating a possible uncertainty or balanced approach.

**Low importance (A little + Not at all):**

Only 5.1% of the participants consider that evaluation should not be related at all or very little to the strengthening of participation in school processes.

**Table**

**B.1.1: Degree of importance of the evaluation aspects according to the current legislation**

**To what extent do you think that the evaluation of the teacher by the state should be related to:**

- The strengthening of participation in the processes of planning, organization and operation of the school in order to form conditions of a learning community

	Frequency N	Percentage %	Relative percentage	Cumulative percentage
Extremely	58	29,7	29,7	29,7
Very much	83	42,6	42,6	72,3
Moderate	44	22,6	22,6	94,9
A little	1	,5	,5	95,4
Not at all	9	4,6	4,6	100,0
total	195	100,0	100,0	

The results of the research on the question about the evaluation of teachers by the state show the views of the participants regarding the strengthening of their administrative work for the processing of administrative-service procedures:

Extremely: 42 people (21,5%)

Very much : 79 people (40,5%)

Moderate : 49 people (25,1%)

A little : 14 person (7,2%)

Not at all: 11 people (5.6%)

In particular, the analysis showed the following:

**High importance (Extremely +Very Much):**

62% of the participants consider that the evaluation of the teacher should be largely related to the strengthening of their administrative work for the processing of administrative-service

processes. This suggests that the majority recognize the value of effective administrative management by teachers.

**Moderate importance:**

A 25.1% of participants have a moderate perception of the importance of this criterion, indicating a possible uncertainty or balanced approach.

**Low importance (A little + Not at all):**

12.8% of the participants consider that the evaluation should not be related at all or very little to the strengthening of their administrative work.

**Comparison with Other Research**

An Ofsted's (2018) research regarding the importance of administrative work in teacher evaluation showed:

**Extremely important:** 45%

**Very important:** 35%

**Moderately important:** 15%

**Slightly important:** 3%

**Not important:** 2%

The National Council on Teacher Quality (NCTQ, 2019) research in the USA revealed that teachers consider administrative management as important but not necessarily central to their evaluation:

**Extremely important:** 30%

**Very important:** 40%

**Moderately important:** 20%

**Slightly important:** 5%

**Not important:** 5%

In Finland, a research on the importance of administrative work in teacher evaluation showed:

**Extremely important:** 35%

**Very important:** 40%

**Moderately important:** 15%

**Slightly important:** 7%

**Not important:** 3%

**Table**

**B.1.1: Degree of importance of the evaluation aspects according to the current legislation**

**To what extent do you think that the evaluation of the teacher by the state should be related to:**

- The strengthening of their administrative work for the processing of administrative-service procedures

	Frequency N	Percentage %	Relative percentage	Cumulative percentage
Extremely	33	16,9	16,9	16,9
Very much	59	30,3	30,3	47,2
Moderate	37	19,0	19,0	66,2



A little	41	21,0	21,0	87,2
Not at all	25	12,8	12,8	100,0
total	195	100,0	100,0	

The results of the research on the question regarding the evaluation of teachers by the state, concerning the relationships that are developed between teachers and students at school, are as follows:

Extremely: 81 people (41,5%)

Very much : 63 people (32,3%)

Moderate : 27 people (13,8%)

A little : 8 person (4,1%)

Not at all: 16 people (8,2%)

In particular, the analysis showed the following:

**High importance (Extremely + very much):**

73.8% of the participants consider that the evaluation of the teacher should be largely related to the relationships between teachers and students. This suggests that the majority recognize the great value of good relationships between teachers and students.

**Moderate importance:**

A 13.8% of participants have a moderate perception of the importance of this criterion, indicating that although they recognize the importance, they do not consider it as critical as other factors.

**Low importance (a little + not at all):**

12.3% of the participants believe that evaluation should not be related at all or very little to the relationships between teachers and students.

**Table**

**B.1.1: Degree of importance of the evaluation aspects according to the current legislation**

**To what extent do you think that the evaluation of the teacher by the state should be related to:**

- The relationships between teachers and students at school

	Frequency N	Percentage %	Relative percentage	Cumulative percentage
Extremely	81	41,5	41,5	41,5
Very much	63	32,3	32,3	73,8
Moderate	27	13,8	13,8	87,7
A little	8	4,1	4,1	91,8
Not at all	16	8,2	8,2	100,0
total	195	100,0	100,0	

The results of the research on the question regarding the evaluation of teachers by the state, concerning the scientific and professional development of the teacher, are as follows:

Extremely: 66 people (33,8%)

Very much : 84 people (43,1%)

Moderate : 17 people (8,7%)

A little : 7 person (3,6%)

Not at all: 21 people (10,8%)

In particular, the analysis showed the following:

**High importance (extremely + very Much):**

76.9% of the participants consider that the evaluation of the teacher should be largely related to the scientific and professional development of the teacher. This suggests that the majority recognize the importance of continuous professional and scientific development of teachers.

**Moderate importance:**

8.7% of the participants have a moderate perception of the importance of this criterion, showing that while they recognize the importance, they do not consider it absolutely critical.

**Low importance (a little + Not at all):**

14.4% of the participants consider that the evaluation should not be related at all or very little to the scientific and professional development of teachers. This shows that there is a small but significant percentage that does not prioritize this aspect.

**Table**

**B.1.1: Degree of importance of the evaluation aspects according to the current legislation**

**To what extent do you think that the evaluation of the teacher by the state should be related to:**

- The scientific and professional development of the teacher

	Frequency N	Percentage %	Relative percentage	Cumulative percentage
Extremely	66	33,8	33,8	33,8
Very much	84	43,1	43,1	76,9
Moderate	17	8,7	8,7	85,6
A little	7	3,6	3,6	89,2
Not at all	21	10,8	10,8	100,0
total	195	100,0	100,0	

The results of the research on the question regarding the evaluation of teachers by the state, regarding the grade and salary development of the teacher, are as follows:

Extremely: 36 people (18,5%)

Very much : 54 people (27,7%)

Moderate : 52 people (26,7%)

A little : 23 person (11,8%)

Not at all: 30 people (15,4%)

In particular, the analysis showed the following:

**High importance (Extremely + very Much):**

46.2% of the participants believe that the evaluation of the teacher should be largely related to his grade and salary development. This shows that about half of the teachers regard this connection as important.

**Moderate importance:**

26.7% of the participants have a moderate perception of the importance of this criterion. This indicates that a significant percentage consider this connection to be of partial, but not absolute, importance.

**Low importance (A little + Not at all):**

27.2% of the participants believe that the evaluation should not be related at all or very little to the grade and salary development of the teachers. This shows that there is a significant percentage that does not support this connection.

**Table**

**B.1.1: Degree of importance of the evaluation aspects according to the current legislation**

**To what extent do you think that the evaluation of the teacher by the state should be related to:**

6. The grade and salary development of the teacher

	Frequency N	Percentage %	Relative percentage	Cumulative percentage
Extremely	36	18,5	18,5	18,5
Very much	54	27,7	27,7	46,2
Moderate	52	26,7	26,7	72,8
A little	23	11,8	11,8	84,6
Not at all	30	15,4	15,4	100,0
total	195	100,0	100,0	

The results of the research on the question about the evaluation of teachers by the state, regarding other factors not mentioned, are the following:

Few: 5 people (2.6%)

Not at all: 3 people (1.5%)

no answer: 187 people (95.9%)

In particular, the analysis showed the following:

**High importance (Extremely + Very Much):**

None of the participants believe that teacher evaluation should extremely or very much depend on factors other than those that have been already mentioned.

**Moderate importance:**

No participant rated the importance of other factors as moderate.

**Low importance (A little + Not at all):**

4.1% of participants consider that the evaluation can be related to other factors, but to a small extent (2.6% a little and 1.5% not at all).

**No answers:**

95.9% of the participants did not answer the question, a fact which shows that most teachers do not consider that there are other important factors that should be taken into consideration during the evaluation.

**CONCLUSIONS**

In researches corresponding to our field and research questions Ofsted (2018), National Council on Teacher Quality (NCTQ, 2019), (Finnish National Agency for Education, 2019) the majority of teachers recognize the great importance of their participation in planning processes, organization and operation of the school. Percentages of high importance (extremely and very much) are

high, with England having the highest percentage (90%) in comparison with Greece (72.3%). Moderate importance: Researches show relatively low percentage of moderate importance, with Finland having the highest percentage (15%) in this category. Low importance: The percentages of people who see participation in school organization processes as little or not at all important are low in all researches, with Greece having a slightly higher overall percentage (5.1%). Overall, the comparison shows that there is international recognition of the importance of teacher involvement in school planning and organization processes, with views varying slightly by education system and cultural context.

Regarding the Importance of administrative work: a significant percentage of teachers Ofsted (2018) National Council on Teacher Quality (NCTQ, 2019) consider administrative management as important for their evaluation. However, views vary, with England having the highest percentage (80%) of people who consider it "extremely" and "very much" important in comparison with Greece (62%). Moderate importance: Researches show percentages of moderate importance ranging from 15% (Finland) to 25.1% (Greece). Low importance: The percentages of people who consider administrative work as little or not at all important are low in all researches, with Greece having a slightly higher overall percentage (12.8%). Overall, the comparison shows that there is international recognition of the importance of administrative work in teacher evaluation, with views varying according to educational system and cultural context.

Regarding the importance of relationships between teachers and students: the majority of teachers recognize the great importance of relationships with students in their evaluation. The percentages of high importance (extremely and very much) are high, with the USA having the highest percentage (85%) in comparison with Greece (73.8%).

**Moderate importance:**

Researches show similar percentages of moderate importance, with Usa and Finland having the same percentage (10%), while Greece has a slightly higher percentage (13.8%).

**Low importance:**

The percentages of people who consider relationships between teachers and students that are of little or no importance are low across all researches, with Greece having a slightly higher overall percentage (12.3%).

Overall, the comparison shows that there is international recognition of the importance of relationships between teachers and students in teacher evaluation, with views varying slightly according to educational system and cultural context.

**Regarding the importance of Professional Development:**

In all researches, the majority of teachers recognize the high importance of professional development in their evaluation. Percentages of high importance (extremely and very much) are high, with England having the highest percentage (85%) in comparison with Greece (76.9%).

**Moderate importance:**

Researches show similar percentages of moderate importance, with Greece having the lowest percentage (8.7%) in comparison with other countries.

#### Low importance:

The percentages of people who consider professional development as little or not at all important are low in all researches, with Greece having the highest overall percentage (14.4%).

Overall, the comparison shows that there is international recognition of the importance of professional development in teacher evaluation, with views varying slightly according to education system and cultural context.

#### Importance of the connection with salary development:

Across all researches, a significant percentage of teachers consider the connection between evaluation and salary development to be extremely or very important. In Greece, this percentage is lower (46.2%) in comparison with USA (55%) and Finland (55%).

#### Moderate importance:

Percentages of moderate importance are similar across all the researches, with Finland having the highest percentage (30%) and Greece slightly lower (26.7%).

#### Low importance:

The percentages of people who consider the connection of evaluation with salary development as little or not at all important are higher in Greece (27.2%) in comparison with other countries.

Overall, the comparison shows that there is variation in teachers' views regarding the connection between evaluation and salary development, with views varying according to educational system and cultural context.

#### Comparison with Other Researches

##### Research in the USA

A research by the National Council on Teacher Quality (NCTQ, 2019) in the US asked teachers to identify other factors that should be taken into consideration during their evaluation. The results showed that:

Extremely important: 10%

Very important: 15%

Moderately important: 25%

Little important: 30%

Not at all important: 20%

##### Research in England

An Ofsted (2018) research in England highlighted that teachers suggested other factors such as supporting of students' mental health and their wellbeing:

Extremely important: 8%

Very important: 12%

Moderately important: 30%

Little important: 25%

Not at all important: 25%

#### Moderate and low importance:

In all researches, a significant percentage of teachers identify some other factors as moderately or slightly important. However, in Greece, this percentage is much lower.

#### No answers:

The absence of responses in the Greece survey suggests that teachers consider that the already existing factors covered their basic concerns and expectations about the evaluation.

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