

# Attitudes and Opinions of Classical Philology Students in Greece Regarding the Teaching Quality of Their Studies

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## Abstract

This research emerged from a contemplation regarding the quality of teaching and the content of studies provided to Classical Philology students, aiming for the optimal enhancement of their education. A literature review revealed the innovative nature of this research, as no similar studies were identified in both the Greek and international contexts. Consequently, it can be argued that this research could serve as a reference point for further similar investigations.

**Keywords:** Philology, studies, research

## 1. Research Profile

### 1.1 Research Objectives

The central objective of this study is to investigate the attitudes and opinions of students in the Department of Philology at the University of Ioannina in Greece regarding the quality of the provided educational experiences. This includes the type of courses, course content, teaching methods, and their performance levels in examination processes within the field of Classical Philology. Additionally, the study aims to propose enhancements to the academic work in Classical Philology at the department as outlined in the study.

## *1.2 Methodology of the Research*

### 1.2.1 Qualitative Characteristics of the Research Identity

The research constitutes an «attitude and opinion measurement study». Methodologically, it is a «case study», as it does not generalize its findings, aiming instead to improve the academic work provided in the Department of Classical Philology at the University of Ioannina in Greece.

The purpose of measuring the «attitudes» of the research subjects is to summarize their responses on a scale into a numerical rating or position, utilizing methodically standardized elements.

For the analysis and processing of data, the research utilized «Descriptive Statistical Analysis».

### 1.2.2 Research Population

The «population» of the research consisted of all students who are actively enrolled in the Department of Philology at the University of Ioannina and have taken courses in Classical Philology at the Department. Based on the above, the population of the subjects in this study was «512» individuals.

### 1.2.3 Research Sample

The «sample» of the research was considered the percentage of students from the research population who participated in the electronic completion of the «Measurement Instrument», which was a «Semi-structured questionnaire measuring attitudes and opinions». Based on this, the total sample of research subjects was «172», or a participation rate of «33.5%», which represents a secure sample percentage for deriving valid and reliable quantitative data and conclusions.

### 1.2.4 Measurement Instrument

The «measurement instrument» for the research was a «Semi-structured questionnaire measuring attitudes and opinions», with Likert-type responses. The questionnaire was electronically posted on the «Google Forms» platform. The choice of an electronic questionnaire was based on the following criteria: a) Ensures anonymity. b) User-friendly. c) Most students are familiar with new technologies and express a positive intention towards them, making them likely to complete an electronic questionnaire. d) Provides the convenience of being filled out on any electronic device. e) Can be completed from anywhere and at any time. f) Increases the likelihood of a broader range of participation from the research population.

The total time required to complete the questionnaire was five (5) to eight (8) minutes. This timeframe is considered satisfactory and not time-consuming, facilitating the research subjects' completion of the questionnaire.

The «measurement instrument» was structured into the following four (4) categories:

1. Research subject profile.
2. Attitude and opinion about the teaching methods of Classical Philology courses.
3. Attitude and opinion about failure in Classical Philology courses.
4. Attitude and opinion about how the research subjects wish Classical Philology courses to be taught.

Regarding the selection of topics/questions (items) in the questionnaire, two criteria were used: a) The questions contributed to extracting answers that are psychologically linked to the measured attitude. b) The aim was to differentiate not only among subjects falling between the opposite extremes of the «attitude» but also among research subjects differing to a relative or marginal degree.

In the measurement process, both the «regular scale» (placing elements in order from «least» to «most») and the «interval scale» (grouping propositions, topic categories) were used.

### 1.2.5 Statistical Reliability of the Measurement Instrument

The reliability of the questionnaire was tested using the Cronbach's Alpha index for the entire set of 46 Likert-type variables. The index value should be greater than 0.700 for attitude and opinion social research. In this questionnaire, the value is 0.728, which is greater than 0.700 ( $0.728 > 0.7$ ). Therefore, this questionnaire is considered reliable (Table 1, 2).

Table 1. Case Processing Summary

		N	%
Cases	Valid	172	100,0
	Excluded <sup>a</sup>	0	0,0
	Total	172	100,0

a. Listwise deletion based on all variables in the procedure.

Table 2. Reliability Statistics

Cronbach's Alpha	N of Items
,728	46

## 2. Data Processing & Analysis

Data processing was carried out using the Statistical Package for the Social Sciences (SPSS) version 24. Both percentage analyses of variables and factors, as well as statistical

correlations between the variables of the four structural factors of the «Measurement Instrument», were employed for the analysis.

## *2.1 Data Analysis by Frequency*

### *2.1.1 First Analysis Category*

#### *Subject Profile*

From the data, it is evident that out of the total subjects in the sample (172 students), 30 (17.4%) were male and 142 (82.6%) were female. The gender imbalance in the sample is expected and statistically acceptable, given that the overwhelming majority of students in the Department under study have historically been female.

Regarding the semester of study, the vast majority of subjects (70.9%) were in their 6th and 8th semesters. This data is statistically significant, indicating that the subjects have sufficient experience with teaching Classical Philology courses. This criterion provides strong assurance of the reliability and validity of the subjects' responses.

Concerning the geographical origin of the subjects, there is absolute statistical parity, with an equal distribution between subjects from «village & town» (46.5%) and those from the «city» (46.5%). Therefore, sufficient data can be extracted regarding the geographical origin variable in correlation with the research findings.

As for the «father's occupation», the data reveals that the majority of subjects' fathers (41.9%) are «self-employed», followed by «private employees» (27.9%) and «public employees» (15.1%). Consequently, the «father's occupation» of the research subjects indicates a «medium professional profile», associated with a tendency for «average professional mobility» among the subjects. This data is linked to the subjects' generally moderate academic expectations, often satisfied with obtaining their degree.

Concerning the «mother's occupation», data indicates that the majority of subjects' mothers (29.4%) are «private employees», followed by engagement in «household work» (25.6%), and subsequently «educators» (16.3%). Similar to the father's occupation, the «mother's occupation» suggests a «medium professional profile» associated with a tendency for «average professional mobility» among the subjects. This finding is connected to the subjects' generally moderate academic expectations, typically met with obtaining their degree.

Regarding the «preference order» for entering the Department of Philology based on the National Examinations, data reveals that the majority of subjects (40.7%) stated that the Department was their first choice. Following this, approximately 17.4% indicated it was their 2nd choice, 12.8% as their 3rd choice, and 14% as their 4th choice. Therefore, data from the research suggests a significant majority of subjects expected to demonstrate strong interest in the academic aspects of their studies at the Department of Philology at the University of Ioannina. Consequently, responses to the research questions are a result of interest and contemplation on the data related to their academic experience in the Department.

### 2.1.2 Second Category of Data Analysis: Attitude and Opinion on the Teaching Methods of Classical Philology Courses in the Department

From the data, it is evident that the majority of subjects (51.2%) express relative satisfaction with the level of Classical Philology courses. However, there is a balance in the direction of the subjects regarding their satisfaction with the level of attendance of the Department of Classical Philology courses, with 24.5% expressing reduced satisfaction and 24.4% expressing high satisfaction. Therefore, the average satisfaction score of the subjects with the level of Classical Philology courses can be inferred from the data. Consequently, the necessity of increasing this percentage should be investigated.

Concerning the frequency of attending Classical Philology courses by the subjects of the study, data indicates that the vast majority (69.8%) state that they systematically attend classes every week. Thus, it can be inferred from the data that the subjects of the study intend to attend Classical Philology courses regularly, but there seems to be a need for improvement in the teaching level of these courses, especially if the variable of «attendance frequency» is correlated with the data of the variable «satisfaction with the level of Classical Philology courses they attend».

Regarding the variable «*What, in your opinion, is the most negative aspect of Classical Philology course teaching*», the majority of subjects (57%) mention the «*lack of communicability and interaction from professors*», «*excessively vague requirements of professors for the content of the courses*», and «*too many unnecessary courses*». Therefore, according to the subjects of the study, the teaching of Classical Philology courses is not sufficiently attractive and requires revisions both in terms of content and presentation and in the restructuring of the organization and requirements of the courses.

Concerning the variable «*What, in your opinion, is the most positive aspect of Classical Philology course teaching*», the majority of subjects (41.9%) state that it is «*The content of the texts*», followed by «*The intention of the professors to help students*» at a rate of 36%, and «*The organization of the courses*» at a rate of 20.9%. Thus, for the subjects of the study, the positive element in the teaching of Classical Philology courses is mainly the content of the texts themselves.

Regarding the variable «*What attracts you most in the teaching of Classical Philology courses: the language of the texts*», data shows that the subjects of the study are relatively attracted (45.3%) to the language of the texts used in Classical Philology courses, leaning towards «*A little*» (27.9%). The data does not negate the attractiveness expressed by the subjects of the study for the content of the texts but indicates a difficulty with the language of the texts used in Classical Philology courses.

Concerning the variable «*What attracts you most in the teaching of Classical Philology courses: the content of the texts*», the findings support the conclusions drawn from the previous variables. Specifically, almost entirely, and specifically at a rate of 83.7%, the subjects of the study declare the attractiveness they feel from the content of the texts used in Classical Philology courses.

### 2.1.3 Third Category of Data Analysis: Attitude and Opinion on Failure in Classical Philology Courses

From the data of the variable, it is inferred that the majority of the subjects in the study are not hindered by the «language of the texts» used in Classical Philology courses. Specifically, 62.8% state that they do not face difficulty due to the language used in Classical Philology courses.

Moreover, the data reveals that the overwhelming majority of the subjects (81.4%) declare that they do not encounter difficulty with the «content» of Classical Philology courses. Therefore, the subjects of the study are attracted to the content of the taught Classical Philology courses, and they do not face challenges with the cognitive content of these courses.

### 2.1.4 4th Category of Data Analysis: Attitude and Opinion on How Subjects Want Classical Philology Lessons to be Taught

From the above data, it is observed that the subjects of the research, in the majority (42.4%), state that they consider the teachings of Classical Philology courses to be significantly interesting. However, there is a significant percentage (33.7%) that states the teaching of Classical Philology courses is neutral. Regarding the variable «*In your opinion, does the way Classical Philology courses are taught help you understand their content?* » the data indicates that, for the most part, the subjects express a moderate level of satisfaction with the assistance they receive during the courses. However, the trend leans towards high satisfaction with the help they receive from the instructors. Therefore, the data suggests that instructors should strive to improve or renew the assistance they provide to students in teaching Classical Philology courses.

Regarding the variable «*To what extent do you think students have gaps in knowledge related to what is taught in Classical Philology courses?* », the data shows that the subjects of the research, in the overwhelming majority (76.7%), believe that they have knowledge gaps in the content of Classical Philology courses.

Concerning the variable «*The reason students fail in the exams of Classical Philology courses is that they are not adequately prepared*», the data indicates that the majority (43.9%) of the subjects in the research claim that they are not adequately prepared for the examination procedures of Classical Philology courses. However, there is a very significant percentage (41.9%) that states they are moderately prepared for the examination process, indirectly acknowledging that they could prepare better for the exams. Therefore, from the data of this variable, the conclusion is drawn that Classical Philology students could prepare better for their attendance in the examination process. However, it also raises the issue of motivations for their engagement for better preparation.

From the data of the variable «*The reason students fail in the exams of Classical Philology courses is that what is taught during lectures is not sufficient*», it is found that the majority (52.3%) of the subjects' state that what is taught during Classical Philology courses is sufficient to a significant extent, but not entirely, for their response to the exams.



Regarding the variable «*To what extent does spelling cause more difficulty for students in the exams of Classical Philology courses regarding the cognitive content of the exams*», the data shows that the overwhelming majority (79.1%) of the subjects in the research declare that spelling is not a fundamental difficulty for their success in the exams of Classical Philology courses.

As for the variable «*To what extent does the translation of unknown ancient texts cause more difficulty for students in the exams of Classical Philology courses regarding the cognitive content of the exams*», from the research data, it emerges that the majority (40.7%) state that the translation of unknown texts is a basic factor of difficulty in the exams of Classical Philology courses. This trend is strengthened by a very significant percentage (38.4%) that indicates that the interpretation of unknown texts is a strong difficulty factor in the exams of Classical Philology courses.

Regarding the variable «*To what extent does grammar cause more difficulty for students in the exams of Classical Philology courses regarding the cognitive content of the exams*», the research data shows that the majority (59.3%) state that grammar is a basic difficulty factor in the exams of Classical Philology courses. This trend is reinforced by a significant percentage (24.4%) that states that grammar is a strong difficulty factor in the exams of Classical Philology courses.

As for the variable «*To what extent does syntax cause more difficulty for students in the exams of Classical Philology courses regarding the cognitive content of the exams*», the research data shows that the majority (55.8%) state that syntax is a basic difficulty factor in the exams of Classical Philology courses. This trend is strengthened by a significant percentage (29.1%) that states that syntax is a strong difficulty factor in the exams of Classical Philology courses.

Regarding the variable «*To what extent does the comprehension of the content of ancient texts cause more difficulty for students in the exams of Classical Philology courses regarding the cognitive content of the exams*», the data from the research indicates that the majority (37.2%) state that the comprehension of the content of ancient texts is to some extent a basic difficulty factor in the exams of Classical Philology courses. However, there is a balance, in terms of variable values, between «*A little*» and «*A lot*». Specifically, from the research data, it is revealed that 31.4% of the subjects' state that the comprehension of the content of ancient texts is almost not a difficulty in the exams of Classical Philology courses. However, there is a percentage of approximately 23.3% that states that the comprehension of the content of ancient texts is one of the basic difficulties of the examination process of Classical Philology courses. Therefore, the data suggests that the subjects of the research do not seem to consider the comprehension of the content of ancient texts as a fundamental difficulty for the examination process of Classical Philology courses.

Regarding the variable «*To what extent do students prefer to be examined orally in Classical Philology courses*», the data from the research indicates that the overwhelming majority (79%) of the subjects do not prefer oral examinations. This finding warrants further investigation into the reasons behind this attitude among the survey participants.

Concerning the variable «*To what extent do students prefer to be examined in writing in Classical Philology courses*», the survey data reveals that the majority (52.3%) of the subjects prefer written examinations. However, there is a significant percentage, approximately 33.7%, who indicate that they would rather prefer written examinations. Therefore, the data suggests that the majority of the participants' reject oral examinations, and simultaneously, a substantial percentage expresses a preference for written examinations.

Regarding the variable «*To what extent do students prefer to be examined through the implementation of assignments in Classical Philology courses*», from the data, it emerges that in their overwhelming majority (75.6%), the subjects of the research state that they would prefer to be examined through assignments in Classical Philology courses.

Regarding the variable «*To what extent do students prefer to be examined through a combination of a written process and the implementation of short assignments in Classical Philology courses*», the data indicates that in their majority (66.3%), the subjects of the research express a preference for a combined system of written examinations and assignments in Classical Philology courses.

Regarding the variable «*To what extent do students prefer to be examined through a combination of an oral process and the implementation of short assignments in Classical Philology courses*», in Classical Philology courses, from the data, it is found that in their majority (60.4%), the subjects of the research state that they would not prefer to be examined through a combined system of oral examinations and assignments in Classical Philology courses.

Regarding the variable «*To what extent do students consider the exams of Classical Philology courses 'difficult'*», the data indicates that the subjects of the research, in their overwhelming majority (74.4%), state that the exams of Classical Philology courses are 'difficult.'

Regarding the variable «*To what extent do students believe that the insufficient examination time makes the examination of Classical Philology courses difficult*», from the research data, it is found that in their majority (68.6%), the subjects of the research do not consider the time provided for the completion of the examination procedures of Classical Philology courses to be insufficient.

Regarding the variable «*To what extent do students believe that the examination of Classical Philology courses is made difficult because the content of the exams has not been taught during the lectures*», from the research data, it is revealed that the majority (63.9%) state that they do not consider it a difficulty in the examination of Classical Philology courses that the content of the exams has not been taught during the lectures.

Regarding the variable «*To what extent do students believe that the examination of Classical Philology courses is made difficult because they have not adequately understood what has been taught in the lectures*», from the research data, it is found that in the majority (55.8%), the subjects of the research state that it is a difficulty in the examination process that they are required to be examined on topics that have not been taught. Thus, from the research data, it is concluded that the presentation of topics that have not been taught during the lectures of



Classical Philology courses constitutes a significant difficulty in the examinations of Classical Philology courses.

Regarding the variable «*Existence of preparatory courses before the exams of Classical Philology courses*», from the data, it emerges that in the majority (66.3%), the subjects of the research state that the existence of preparatory courses before the exams of Classical Philology courses would be a significant factor for their success in the exams of Classical Philology courses. There is, however, a significant percentage, around 24.4%, of the subjects of the research who state that the existence of preparatory courses before the exams of Classical Philology courses would contribute to their success to some extent. Therefore, from the research data, a strong trend is evident that the subjects of the research believe that the existence of preparatory courses before the exams of Classical Philology courses would contribute constructively to their success in the exams of Classical Philology courses.

Regarding the variable «*To what extent do you think that actively participating in the teaching of Classical Philology courses, such as having the opportunity to ask questions during the lectures, would help you understand the content of the courses*», from the data, it is revealed that in a large majority (60.4%), the subjects of the research state that they wish to have the opportunity to ask questions during the lectures. They declare that this would help them significantly in understanding the content of Classical Philology courses.

Regarding the variable «*To what extent do you think it would help you understand the courses of Classical Philology: Collaborating with your fellow students*», the data from the survey indicates that the majority (44.1%) state that it would be very constructive for understanding the content of Classical Philology courses to collaboratively work on assignments with their fellow students. There is also a significant percentage, approximately 27.9% of the survey participants, who believe that collaboration with classmates would contribute to some extent to understanding the content of Classical Philology courses. Overall, the trend is towards a desire to develop collaborations among peers to achieve a better understanding of the content of Classical Philology courses.

Regarding the variable «*To what extent do you think it would help you understand the courses of Classical Philology: Being prepared in advance for the content of each lesson*», the survey data shows that the majority (53.3%) believe that it would be very constructive for understanding the content of Classical Philology courses to prepare in advance for the content of each lesson. There is also a significant percentage, about 29.1% of the survey participants, who state that their advance preparation for Classical Philology lessons would contribute to some extent to understanding the course content. In general, the data suggests a trend where survey participants express the opinion that advance preparation for the content of Classical Philology lessons would be constructive for understanding the course content.

Regarding the variable «*To what extent do you think it would help you understand the courses of Classical Philology: Shaping each lesson with the instructor*», the survey data indicates that the majority (53.5%) believe that it would be very constructive for understanding the content of Classical Philology courses to shape each lesson with the instructor. There is also a significant percentage, around 31.4% of the survey participants, who state that shaping each

lesson with the instructor would contribute to some extent to understanding the content of Classical Philology courses. Overall, the data suggests a trend where survey participants express the opinion that shaping each lesson with the instructor would be constructive for understanding the course content.

Regarding the variable «*To what extent do you think it would help you understand the courses of Classical Philology if the teaching, in its implementation, had a laboratory character, in the form of systematic exercises on texts, prepared on a weekly basis*», the survey data shows that the majority (61.6%) of the survey participants state that the teaching of Classical Philology courses having a laboratory character, with systematic exercises on texts prepared collaboratively by students and the instructor on a weekly basis, would contribute constructively to understanding the course content. However, there is also a significant percentage, approximately 25.6%, who state that such a teaching approach would contribute to some extent to understanding the content of Classical Philology courses. Therefore, the overall trend from the data is that survey participants have a positive response towards the idea that the teaching of Physical Education courses having a laboratory character with systematic exercises would contribute constructively to understanding the course content.

Regarding the variable «*To what extent do you think it would help you understand the courses of Classical Philology if, at regular intervals, the instructor provided organized notes*», the survey data indicates that almost all of the participants (91.8%) state that the provision of organized notes by the instructor at regular intervals would contribute constructively to their understanding of the content of Classical Philology courses.

Regarding the variable «*To what extent do you think the use of new technologies in teaching Classical Philology would help you understand the courses of Classical Philology*», the data indicates that in their overwhelming majority (73.4%), the survey participants state that the use of new technologies in teaching Classical Philology would contribute constructively to understanding the content of Classical Philology courses.

Regarding the variable «*To what extent do you think it would be useful to add other cognitive subjects beyond what is already taught in the context of Classical Philology courses*», the data shows a relative trend towards adding new cognitive subjects to the existing Classical Philology courses.

As for the proposed additional subjects, which the survey participants mostly recommend, they can be summarized as follows:

- «Iliad and Odyssey»
- Tutorial courses in Latin
- Critical and editorial studies of classical texts
- Separate courses in grammar and syntax
- Methodology of philological research

- Thucydides, Xenophon, courses on ancient texts describing the life and daily routine of people in ancient times, and the position of women in antiquity
- Greek periodicals of the 19th century
- Courses that would be useful for teaching in secondary education
- More courses in Pedagogy and didactics for learning difficulties.

*2.2 General Comments from the majority of the research subjects regarding the study, which are presented as qualitative findings of the «Measurement Instrument», and their quantification is not deemed necessary:*

- It is crucial for professors to try to change their attitude towards students. They should approach texts in more engaging ways and even convey their passion for their subject.
- It would be beneficial for some professors to be more objective and impartial regarding exams and topics, avoiding discrimination based on students' political affiliations. They should assess the overall picture of written assignments without limiting grades to specific sections.
- Respect and a positive atmosphere among students and teachers can enhance a sense of healthy collaboration, resulting in successful mutual efforts. Unfortunately, these characteristics seem to be significantly lacking.
- The environment is unfriendly, marked by unnecessary competitiveness rather than cooperation among students. Professors have not actively contributed to reducing this issue.
- Restructuring of teaching by instructors is needed.
- Professors should seriously consider students' requests and not disregard them. Additionally, educators need to behave with kindness, understanding, and, above all, respect towards students. No student comes to school to be judged by their teachers for their knowledge; everything is done with the sole purpose of gaining knowledge and better education.
- There should be the possibility of live online connection for those who cannot attend all classes.
- Courses should align more with those taught in high school. Also, professors should not require rote memorization of translations of texts but rather focus on how to achieve a proper translation from an ancient text. Moreover, many students have not accepted that not everyone knows Latin, so they can acquire the necessary foundations to meet the requirements of the school's students.
- In my opinion, professors in this field should not have so many expectations since most students did not want to be in this school but were unable to enter the schools they desired due to low scores in the university entrance exams.

- I would prefer if classes progressed according to the needs of students and not based on what the respective instructor has in mind to cover. The way classes are conducted leaves students no choice but to memorize translations and interpretations to succeed in exams. The grammar offered in classes does not, in any case, correspond to what is required in exams, which is often a prerequisite for success in the course.
- It would be good if our attendance in classes were mandatory, with absences resulting in consequences for students who do not attend. Additionally, it would be helpful if professors assigned tasks to students throughout the semester to better understand the new subject matter and to achieve greater success in exams.

### **3. Discussion on Findings**

A comparative discussion of the derived findings of this research cannot be developed, given that, based on the relevant exploration of the literature, the existence of similar research activities and studies is almost nonexistent. Therefore, this underscores the significance and innovation of the present research, serving as a reference for further analogous studies that seem necessary to explore the attitudes and intentions of classical studies students regarding their subject and the organization of their studies. The absence of comparable research activities in the literature highlights the importance of this study, and it lays the foundation for future investigations into the perspectives of classical studies students, contributing to a deeper understanding of their attitudes and study habits.

### **4. Conclusions**

#### *4.1 Conclusions from the Descriptive Analysis of the Data*

Identify From the derived conclusions of the data analysis in this research, it is observed that the subjects of the study:

- Are significantly attracted to the content of classical studies courses, but do not seem particularly attracted to the language used in texts or the introductions to the courses, nor do they find extensive literature provided in related classical studies courses appealing.
- Do not face difficulties with the content of classical studies courses, the language used in texts, introductions to courses, or the provision of extensive literature in related classical studies courses.
- The subjects' failure in the examination processes of classical studies courses is primarily attributed to three factors: a) the increased material they need to study for exams, b) the inadequacy of what is taught in classical studies classes to prepare them for the exams, and c) their recognition that they are not adequately prepared or at least not as much as they should be to succeed in the exams.

- It is inferred that classical studies courses, in general, need a redefinition concerning what they offer to students. Simultaneously, there is a need to explore further motivations to enhance students' interest in further studying classical subjects.
- Subjects express that the main difficulties in the exam processes of classical studies courses include: a) interpreting unknown ancient texts, b) grammar, and c) syntax, which are fundamental parameters of classical studies courses. Conversely, spelling and comprehension of ancient texts do not seem to pose serious difficulties for them in exam processes.
- Subjects prefer a combination of written exams and the implementation of relevant assignments, considering this process more effective in providing sufficient time to address the data of exam processes. They argue that the efficiency of their performance should not be judged based on a single type of exam process.
- They perceive the exam processes of classical studies courses as «difficult». For this difficulty, they identify the following key challenges: a) the multitude of topics examined, b) the fact that exam processes require dealing with topics not covered during class sessions in relevant courses. However, they state that the existence of preparatory courses before classical studies exams would significantly contribute to addressing these difficulties.
- Overall, it is evident that the subjects of the study express a desire for active participation in the organization and implementation of classical studies courses. They believe that, in this way, they will achieve a better and more comprehensive understanding of the content of classical studies courses. To achieve this, they consider the following key actions necessary: a) having the ability to ask questions during classes, b) collaborating with their fellow students for the implementation of assignments, c) being provided with a framework for the prior preparation of the content of classical studies classes, and d) participating in the shaping of classical studies courses.
- They believe that a more comprehensive understanding of the content of classical studies courses could be achieved when: a) the teaching of these courses has a laboratory character, involving systematic exercises in texts prepared by both students and the instructor on a weekly basis, b) organized notes are regularly provided by the instructor, and c) new technologies are utilized in the teaching of classical studies courses.

#### *4.2 Conclusions from the «statistical cross-referencing» between the demographic and ordinal variables of the data*

The conclusions drawn from the «statistical cross-referencing» between the demographic and ordinal variables of the data of this research help derive the following:

- The subjects of the study also state that a significant difficulty of the ancient philosophy courses is the extensive material that needs to be understood, while a significant

challenge in the examinations of these courses is the translation of unknown ancient texts.

- The subjects of the study express that the examinations of the ancient philosophy courses are «difficult», and they prefer their evaluation to be based on written assignments, combined with both written exams and assignments.
- The subjects of the study identify inadequate comprehension of the taught subjects during the courses as a major difficulty in the ancient philosophy classes. To address this, they express a desire to ask questions during classes, be given the opportunity to prepare in advance for the content of the courses, actively contribute to the organization of the courses, receive regular notes from the instructors, use new technologies during classes, and undertake assignments during the courses.
- The data also reveal that the geographical origin of the subjects of the study does not significantly influence their opinion or attitude toward the teaching of ancient philosophy courses.
- Furthermore, the correlation of the semester of enrollment of the subjects with variables related to ancient philosophy courses indicates that the semester of enrollment does not significantly affect the frequency of attendance in these courses. However, subjects enrolled in earlier semesters find the requirements of the instructors for the ancient philosophy courses excessively vague. This observation diminishes as the semesters progress.
- The language of the taught texts in the ancient philosophy courses seems to be a major difficulty, especially for subjects in the third semester of study.
- Subjects in the fourth and fifth semesters describe the lectures of the ancient philosophy courses as «interesting» to «very interesting», while for higher semesters, the lectures are considered «neutral».
- Subjects in the fourth and fifth semesters admit to having gaps in knowledge related to the content of the ancient philosophy courses.
- Subjects in the third and fourth semesters express dissatisfaction with the textbooks proposed for the relevant courses, stating that these textbooks do not provide a sufficient basis for knowledge in the ancient philosophy courses.
- In general, most difficulties in the ancient philosophy courses are identified by subjects in the lower semesters of study.

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