

Greece and the European Union 20th, 21st century: The effects of social change in attitudes and institutions (with emphasis on the institution of education)

The purpose of this doctoral thesis is the study of the rapid social change that characterizes the western world from the beginning of the 21st century. The thesis presents components of social change that are connected with the big economic crisis of the Greek state (2009-2018). It investigates whether there is decisive change in the attitudes of teachers and parents towards the institutions of education, family and the European Union (EU). The research was conducted in Eastern Macedonia and Thrace region in 2016 and the population was teachers and parents with children who attended school. 122 primary and secondary education schools were chosen and 934 teachers and parents answered a structured questionnaire with open and closed questions. The economic crisis has a direct impact on the institutions of education and family. There are negative shifts on participants' attitudes regarding Greece and EU relations, the euro, and the European identity. However, the majority is in favor of the common future of Greece and the EU. There are changes in school operation and educational work. The crisis has a negative influence on school performance and students' behavior. Students' standard of living has been decreased and there is an increase in student undernourishment cases. Schools have developed social support systems and new skills. There is degradation of the standard of living of the Greek family. In individual and family level, expenses, various activities, entertainment and trips are decreased. The family objects to the consumerist way of living and focuses on the traditional values of the Greek civilization. In communal level, volunteerism and social offer are increased.