Riga State Technical School coordinate *Erasmus* + project *"Effective dialogue methods among the millennium generation and the teachers, employers"*
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Results Survey for Teachers, Bulgaria

The survey for teachers has been filled out by 73 teachers from all over the country. The teachers are from a total of 27 cities/towns in the country. 4 teachers have not shared the city/town in which they teach. The greatest number of respondents are from the town of Vidin, which is the city of our collaborator – the Vocational high-school "Asen Zlatarov" – a total of 25 teachers from Vidin completed the questionnaire. The city with the second biggest number of respondents is Sofia with 12 teachers. All the other cities contribute with 1 or 2 responses to the total pool.

Throughout this report, the responses will be displayed in a quantitative as well as qualitative way.
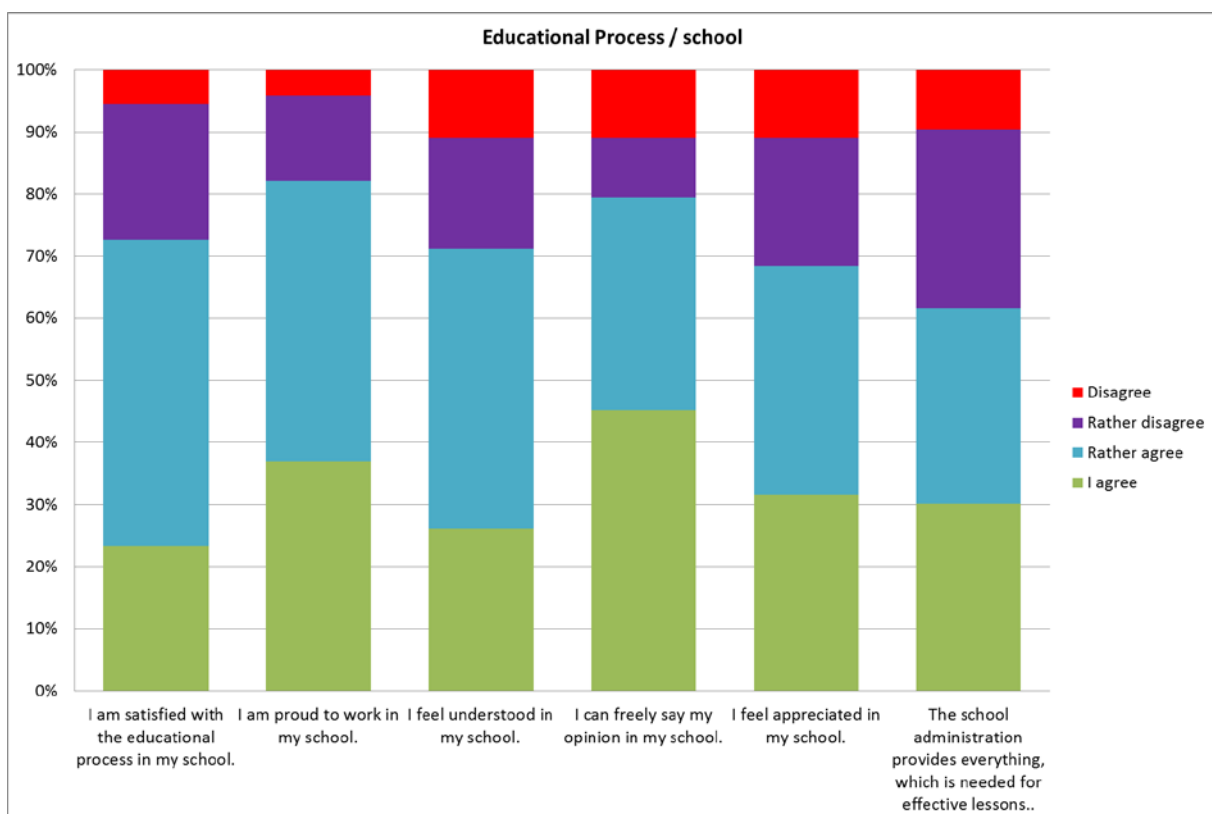
The teachers were asked to indicate to what degree they agree with the six statements related to the educational process and school. Please see Figure 1: Education process / school for the quantitative picture.

Figure 1: Education process / school

Figure 1 shows that overall a large majority agrees or rather agrees with the statements. To be exact: 53, 60, 52, 58, 50 and 45 teachers agree or rather agree with the statements about the

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educational process and school from left to right respectively – more than 50% positive responses to each question. This implies that the rest rather disagree or disagree with these statements. These numbers indicate an overall good level of teacher content when it comes to the educational process and school.

The teachers were also asked to answer open questions about the educational process and school. Figure 2 displays how the teachers answered the open questions. To the first open question: 'Is there anything you would change in the educational process at your school?' most teachers answered, quite opposite to the feedback from the students that they would change something. To be precise 62 teachers would like a change, 10 would not like to change anything and 1 did not answer the question.

Figure 2: Open questions regarding the educational process and school
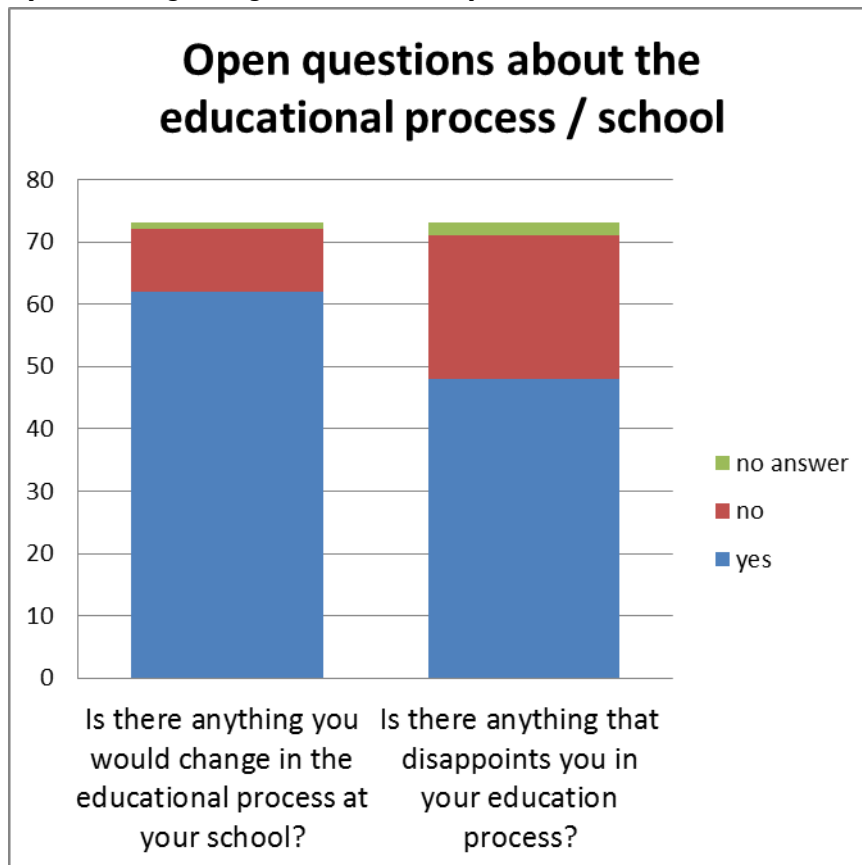
What could be changed is:
- Modernized equipment together with good internet connectivity
- New ideas and approaches for motivation of the students
- More freedom for the teachers to shape the educational material and introduce new topics and materials.
- Less paperwork.

- The organization of how the school functions.
- Less students in class.
- An alternative to the delegated budgets system, because the necessity to have students pulls the abilities down.

The second open question asked the teachers whether there is anything that disappoints them in their educational process. Again, in contrast with the students, a large majority indicated that they are indeed disappointed (see Figure 2). Out of 73 teachers, 48 indicated that they feel disappointed, 23 indicated that they do not feel disappointed with the educational process and school and 2 did not answer the question.

The 48 teachers, who are disappointed, expressed what they are disappointed by. Some of the teachers gave similar responses or responses connected to the same field and their answers have been grouped as follows:

- new computers and additional equipment with them, modern scientific equipment, together with good internet connectivity (7 respondents)
- demotivation of a large part of the students (5 respondents)
- teachers should have greater freedom to teach and to be less engaged in paperwork (10 respondents)
- Division of the additional responsibilities.
- Consistency in defining the rules.
- Obstacles to trying to introduce something new and to show creativity.
- Need for changing the way of teaching as a whole by teachers, but by all the teachers in the school.
- There is no training process. Lessons are missing.
- The organization at school
- Relations between administration and teachers (2 respondents)
- Less students in class.
- Not all teachers are equally and adequately willing to teach (2 respondents)
- Delegated budgets and the compulsion to bear children that pull the abilities down.
- There must be more practice.
- Parents' pressure for higher scores
- Activity by all teachers
- Teaching school subjects by teachers who do not have the necessary knowledge for it.

One teacher gave a long and sincere response, which sounds like "*I would like to have more time for free communication with the students, change the whole structure of the learning process - duration, curriculum, inclusion of various activities of interest Interference in the work of teachers*".

The teachers were also asked what gives them motivation to teach. The open answers given are worth sharing in full here:

- **Love for the job. Satisfaction of seeing the progress and development of the students.** (30 teachers mention this as their motivation)
- **Love for the children** (26 respondents mention this as their main motivator)
- **Working with young and ambitious people** (3 respondents)
- **Responsibility for the students** (2 responses)
- **Unfortunately, nothing anymore** (2 respondents)
- **Own motivation to move forward**
- **Responsibility to society**
- **A mission**
- **Colleagues**
- "The desire to teach knowledge, to teach the students more things that would benefit them, to teach them to study with desire."
- Students, teachers from different national and international forums.
- The ability to learn things together with children.
- "It`s always different with children and every day is a challenge. You feel young."
- "I like finding different ways for a child to perceive what I teach. There is a special beauty and value when you start from zero with someone and later see them calm and confident using what they have learned."
- "I love when I motivate the students. When they find meaning in acquiring knowledge. When they feel comfortable in my hours, when they look forward to them, when they express opinions, when they think, they create."

Even if "the salary" participates among the responses with 2 occurrences, it is not included in the list above as it is not something the project could influence. There are 2 responses of teachers who share that they do not feel motivated any more.
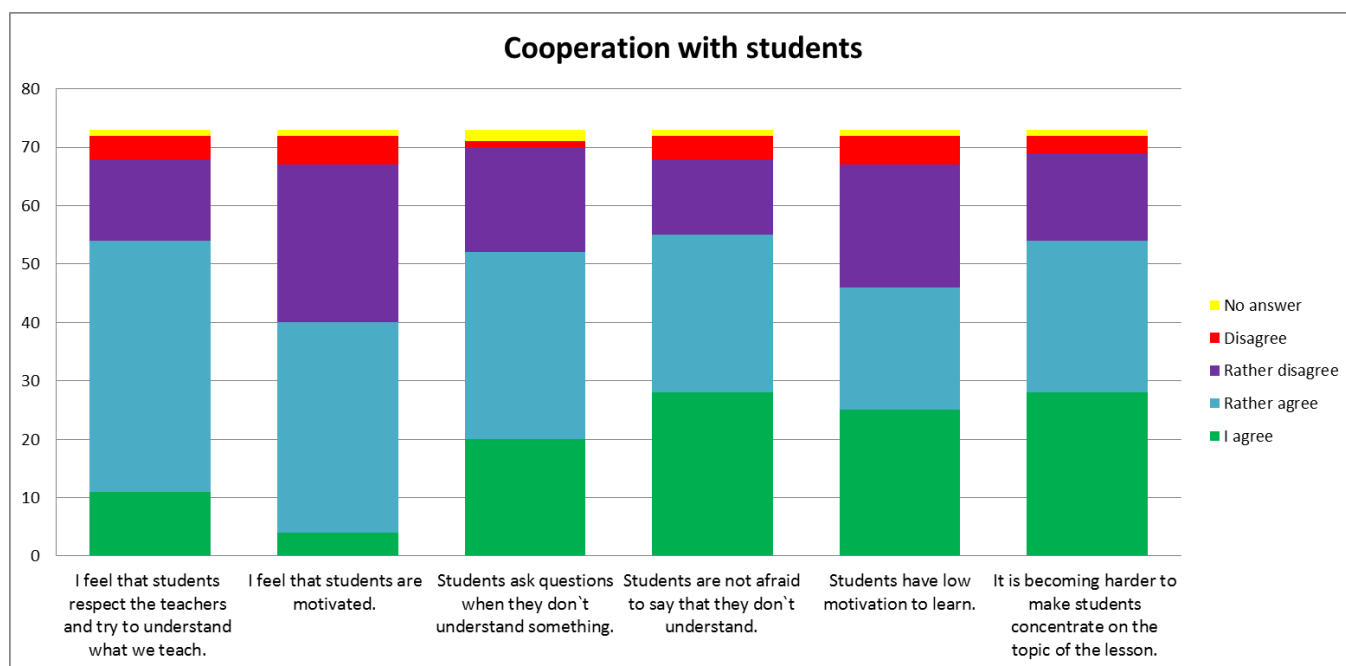

Cooperation with students

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Figure 3: Cooperation with students

The following questions measure the cooperation, relation with as well as the view on the students. Figure 3 displays to what degree teachers agree with the statements on the cooperation with students. The majority seems to agree or rather agree with the statements. From left to right 54, 40, 52, 55, 46, 54 and 53 teachers agree or rather agree with the statements.

The teachers were also asked what kind of values they appreciate in a student. Figure 4 presents, which values were most commonly mentioned. Especially the following values were reoccurring throughout the answers of the teachers: knowledgeable (60), open to new knowledge (52), friendly (42), strict (28), trustful (14) and several other characteristics with fewer responses, such as charismatic, responsible and disciplined, diligent, hard-working, well-mannered and ambitious.
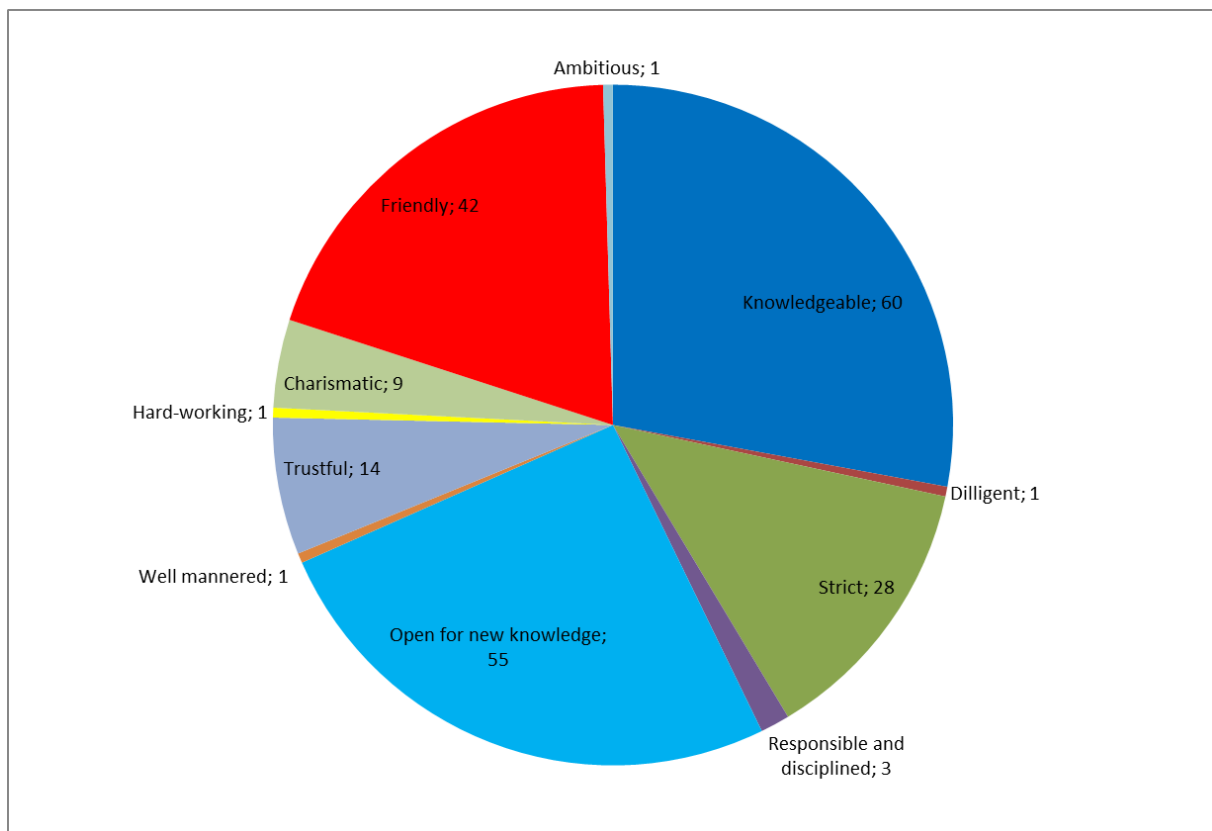

Figure 4: What kind of values you appreciate in student?

The teachers were also asked how they would describe the 21st century student. The respondents were quite eloquent and as with everything in life, which has a positive and a negative side, they also outlined both sides of their vision about the 21st century student.

Positive descriptions:
Very communicative, but it needs focus and concentration.
Purposeful, urgent, responsible, creative.
When motivated they know what they want to achieve their goals.
Ahead of their time.
Responsible and literate.
Solves problems at site.
Eager, questioning.
With well-developed visual memory.
Creative with a choice. Creative, thinker, discoverer.
A seeker.
Open for conversation upon all questions.
Intelligent, Knowledgeable, with a sense of responsibility and respect for others.
Charismatic.
Knowledgeable, receiving and seeking knowledge not only at school.
Disciplined.
Crafty and noteworthy.
Motivated, Strict, Trustful, valuing knowledge and capable of thinking and coping with challenges.
Communicative, social.
With self-confidence and confidence that knows a lot.

Negative or rather neutral descriptions:
Distracted
Under the influence of the parent, if any with them.
A seeker of attention.
Lack of durability of knowledge.
Unmotivated or difficult to be motivated.
A lost soul.
Lazy.
Terra incognita.
No sustainability of attention.
Scallywag.
Expects to achieve immense results effortlessly, to be first and popular.
Pretentious.
Child of Digital Technology.
Strange, with a high self-esteem and a sense of superiority. Must be convinced of the benefits of knowledge.
Not particularly strict, disillusioned, unwilling to think, requires everything without any effort.
Different.
Without a stable ambition to learn
Not a reader.
Unconscious of their potential.
A consumer.
The many opportunities ahead make them afraid of self-decision making.
Non-standard; Children of the new time.

Elaborate descriptions:

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"Limited speech set, low home education, low physical culture. Dismantling in the choice of correct and incorrect, emotionally disadvantaged, lacking or low value system. Digitized minds protesting against the education system. Using mobile devices as a means of escaping from reality."

"The 21st century student has information. Their problem will be how to fine-tune and doze it. That is where I see the future role of the teacher. I notice that despite the rich information resource, students lack functional literacy. This is a serious obstacle to the processing of useful learning information."

"The 21st century child is very active at an early age, dynamically developing and in the right direction, quite multifunctional and receptive, although at times they are seemingly absent and easily distracted."

"They can use their brain in an inconvenient way for us in terms of technology, but they also lost contact with the real world - nature, nutrition, securing their existence, emotionally unstable."

Two teachers out of the 73 have actually written that the children of the21st century are like the children from the 20th, the 19th, etc. centuries!

The responses given are quite controversial. There are almost as many opinions as there are teachers responding to the questionnaire. This clearly demonstrates how frustrated some teachers can be with the new generations and at the same time, how well others are able to manage and achieve results.

The next question "Is there anything that teachers should change in the educational process?" received 14 negative answers and 59 positive ones!
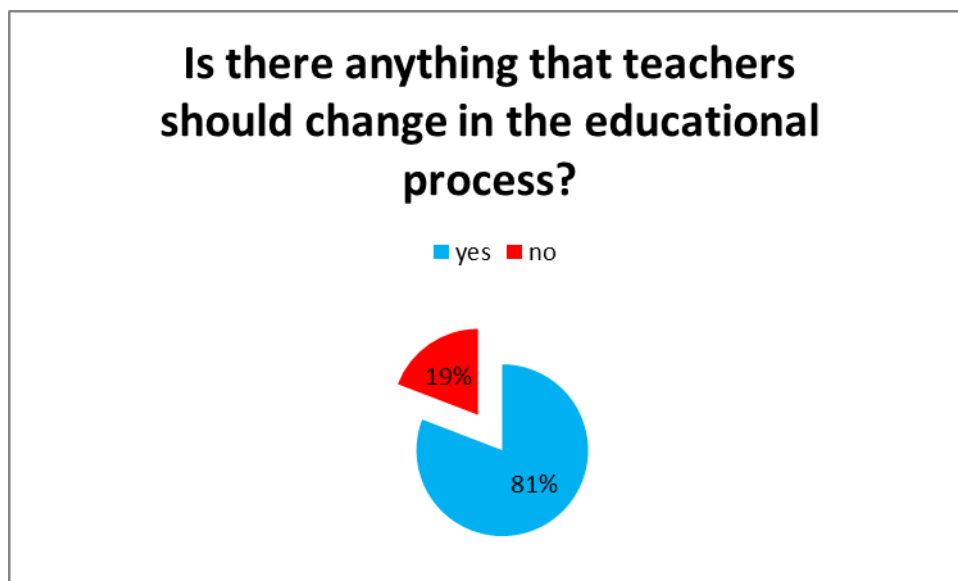

Figure 5: Change needs

Figure 5 displays in percentage the responses to whether teachers consider that they should change something in their teaching approaches – the majority (81%) are positive that they should. Some of the comments to the following question (if yes, then what would you change) refer to things outside the teachers' area of influence, so those have not been included in the list below:

- Include useful things of life into the lesson and reduce the heavy theory.
- Update overall teaching.
- Change the attitude towards the managers.
- Adapt the learning content to the real needs of the students, their worldview and their way of thinking.
- To require the necessary respect and assistance from parents and society.
- The attitude towards the students.
- Stimulate and encourage students to stand up for their ideas
- Give the students freedom to choose their approaches.
- Be more demanding and more self-confident.
- Balance between traditional and interactive methods.
- Try to be more smiley, optimistic and empathetic.
- Change the approach and way of providing and searching for information.
- Better to know the environment in which the child lives
- More communication between teachers, pupils and, above all, parents.
- Include more game elements in the lesson, reduce the amount of information provided per unit.
- The organization and management of the classroom
- Focus on creating a specific product.
- Dedicate more time to the children.
- Accept the changes in technology and be more open to the novelties.

The next questions measure what the teachers think of the lessons they give. The greatest majority of agree or rather agree answers get the questions related to level of preparedness (69 responses) and level of being update with the lessons (70 responses), as well as for the use of technologies (70 responses). All the other questions receive a rather affirmative reaction from the teachers. The question with the least positive answers is the one related to the use of textbooks in class and then the one concerning always starting with theory and only then continuing with the practical part of the lesson.
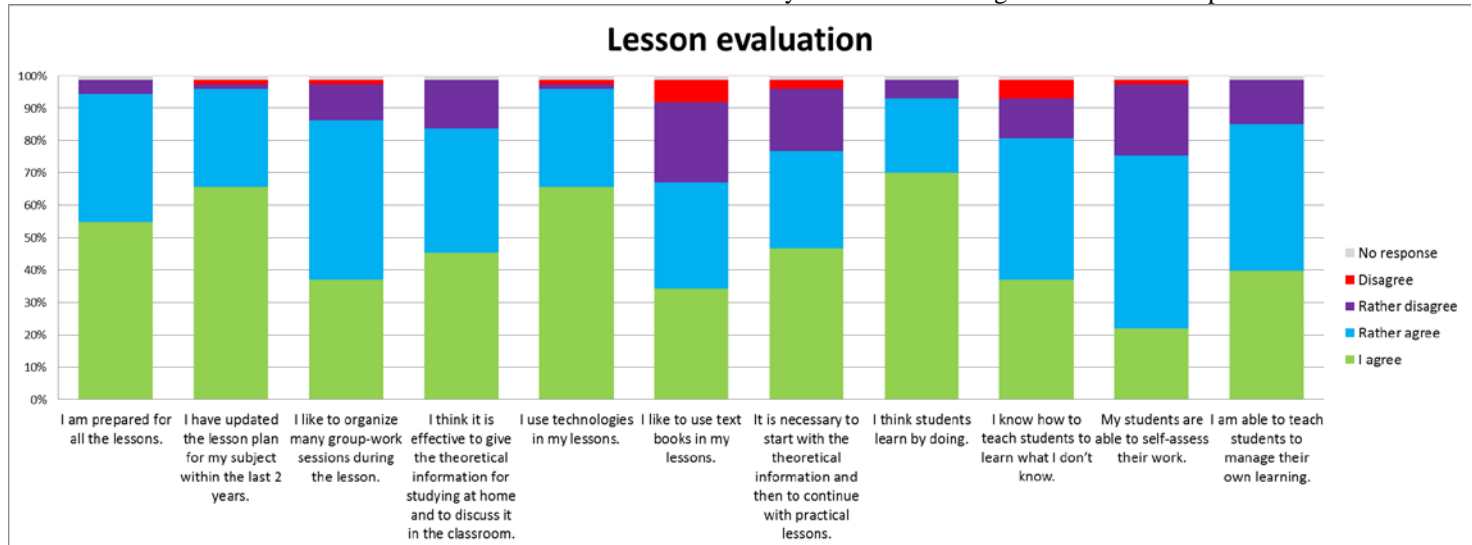
millennium with **DIALOGUE**

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Figure 6: Teachers' opinions about lessons.

When asked about their perfect lesson, the teachers also have many ideas, some of the greatest suggestions, shared usually by more than 1 respondent, are collected here below:

- Quiet atmosphere, the ability to share different opinions, less technology - more human contact and interaction.
- Creative and fun.
- Is there such a thing as an ideal lesson?
- A classroom in which students perform their tasks with pleasure and pleasure and learn the lessons learned at the hour. Teaching hours from which teacher and pupils come out with a smile.
- When I get feedback that shows that the theory has been applied in practice. They have absorbed the knowledge.
- Discipline.
- Visualization, short feedback, group work, self-assessment.
- Including interactive modern technologies and methods.
- Without unnecessary tension, mutual respect, tolerance, trust.
- Students do not count the minutes until the end of the class!
- Students working in a group to present a project to an audience.
- Students work on the assignments and help each other
- A lesson in which I talk at a minimum of time, and the children do / learn / search for information and deal with tasks.
- The ideal class for me is when children ask a lot of questions and seek their answers, either alone or with my help.
- Duration - 2-3 hours. Work on a project, doing things / making / watching a movie / playing related to the theme that the kids get introduced to. Time to think - why we did what we understood by doing so.
- In nature.

The teachers answered with suggestions also to the questions about motivating and getting the students' attention during the classes in the following manner:

- With appropriate examples and inter-subject links
- Through unusual creative approaches
- With order and discipline, and when I feel they are tired I unload them.
- I introduce the subject of the lesson with discussion, video, something that will make them think, according to the topic.
- We talk 1-2 minutes about something that is not on the subject.
- With many examples, cross-object links. Search for additional information.
- With interesting questions.
- Through something fun and interesting for them.
- Provoking their sense of responsibility.
- By including many examples.
- I try to create interest in them by using various additional materials, more practical exercises.
- With fun happenings of reality, jokes, interesting case studies on the subject.
- Usually an educational game.
- Through digital technologies, but used with a measure.
- I always start the lessons in a different way.
- Energizer, linking the theme with the big picture, external stimuli (in this order).

The teachers were also asked to evaluate their relationships with other members of the immediate and wider community. Around 50% report excellent or very good relations with colleagues, administration, parents and employers. More than 70% are lucky to report great relations with their students. Poorest are the relations with other teachers on a global scale.
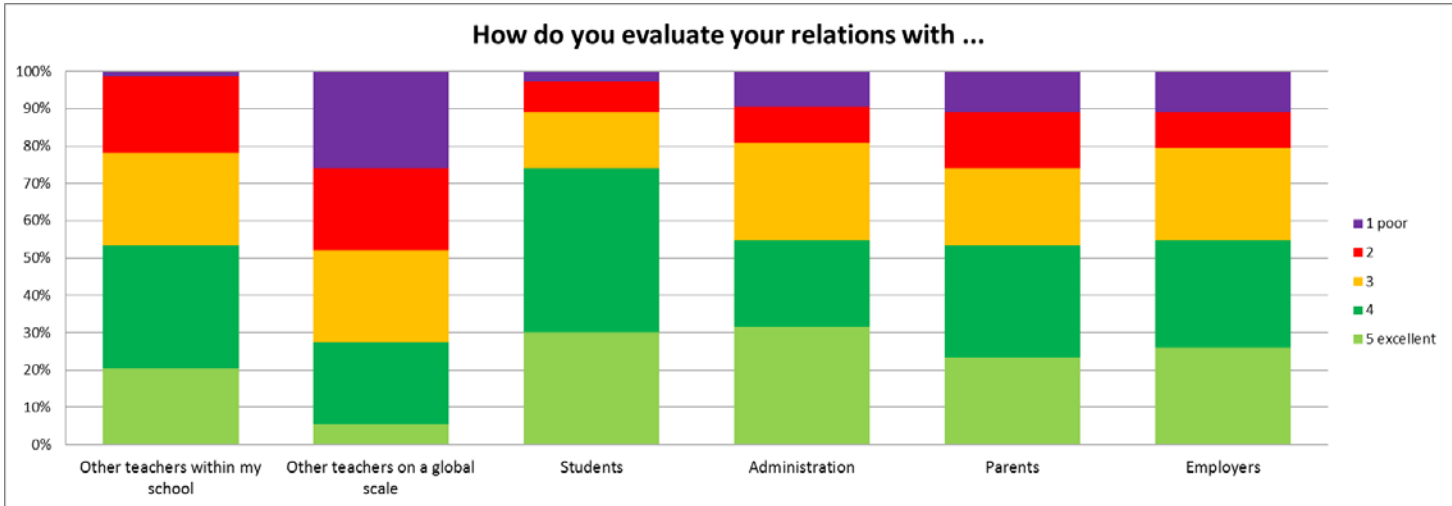
Conclusion

Overall it seems that the teachers have a lot to say concerning needs for changes in the school education system. They are not happy with it. They are not unanimous in their ways of perceiving the students of the 21s century and only a few of them feel that children are the same generation after generation and century after century. The teachers are relatively content with how they handle their lessons and with their level of preparation. There are good relations and cooperation with other teachers, employers, administration, but luckily as best the teachers evaluate their relations with students. The teachers' responses are more coherent compared to those of the students, where there was a big difference between the happiness or content rated through statements and closed questions and on the other hand the open questions. The open questions give a lot of information and excellent suggestions as well as insights into teachers' feelings, observations, fears and expectations.