

Results Survey for Students from secondary schools in Bulgaria, Finland, Latvia and Slovenia

The survey for students has been filled out by 464 students from secondary schools from the partner countries. The majority of the students are from the upper classes 17 and 18 years old (born in 2001 – 2002). Throughout this report, the responses will be displayed in a quantitative as well as qualitative way.

The students 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.

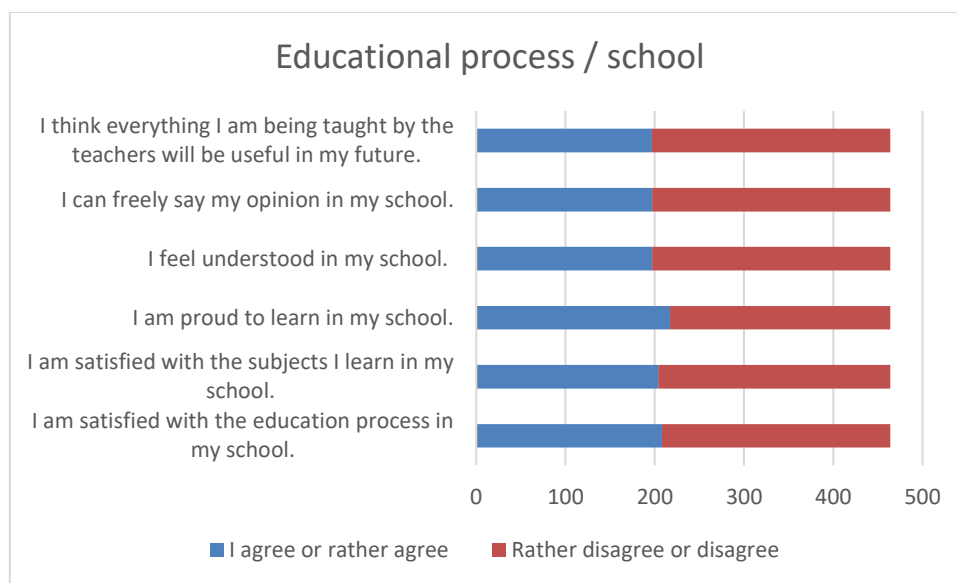


Figure 1: Education process / school

Figure 1 shows that overall a large majority rather disagrees or disagrees with the statements. To be exact: from bottom to top 257, 260, 247, 267, 267 and 268 students disagree with the statements about the educational process and school from top to bottom respectively. This implies that from bottom to top 207, 204, 217, 197, 197 and 196 students rather agree or agree with these statements. Even if for the project as a whole these numbers indicate an overall poor level of happiness when it comes to educational process and school we have to also share that this inclination is mainly due to the rather negative feedback given by the Slovenian interviewees, while the others are rather positive and agreeable. There is strong contrast with Finland where the level of satisfaction (agreeing or rather agreeing) on all statements is above 80%.

The students were also asked to answer open questions about the educational process and school. Figure 2 displays how the students answered the open questions. To the first open question: 'Is there anything you would change in the educational process at your school?' the students' answers are almost divided in half between the two possibilities with 229 students not needing changes and 232 who would like to change something and 3 students were uncertain and did not answer the question.

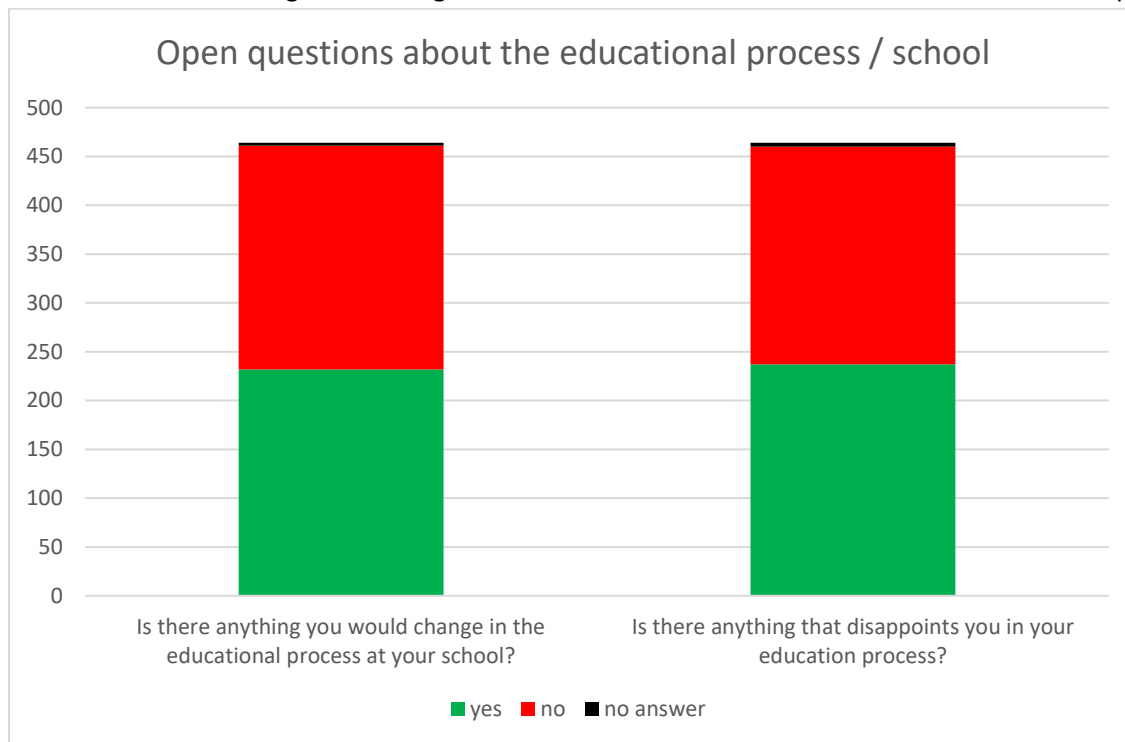


Figure 2: Open questions regarding the educational process and school

The students who wanted changes about the educational process commented the following (only the constructive answers/suggestions are left here):

- more/longer vacations;
- better equipment;
- tailored lessons for classes;
- shorter classes and classes outside / more field trips
- classes could be more interesting and funnier;
- teachers' competences and attitudes;
- more free thinking;
- rewire electronic system
- no homework and tests;
- more group work;
- freely express opinion
- student's attitudes;
- remove useless lessons;

- more practical work;
- better secondary school subjects;
- remove subjectivity in students’ assessment, make one official grading system;
- create a stable schedule;
- create opportunities for studying from home;
- more web-courses;
- more projects;
- more useful content to be delivered/presented;
- promoting/encouraging personal interests, innovation, different views on the world;
- more colloquiums;
- better support for autonomy;
- more modern technologies in the classes.

There were some specific national suggestions (such as “teach subjects in the national language of the country and not in a foreign language”, but are not focusing on those).

The second open question asked the students whether there is anything that disappoints them in their educational process. Again the answers are almost equally distributed between “yes” and “no” (see Figure 2 above). Out of 464 students, 223 indicated that they were not disappointed, 237 indicated that they are disappointed with the educational process and school and 4 students did not answer the question.

The students who are disappointed, expressed that they are disappointed by the following

- Teachers do not always understand the students
- teachers’ attitude and competences;
- different attitude towards different students;
- students want their opinion to matter;
- some things are useless;
- not enough classes about technology
- teachers are not always fair with grades;
- teachers are nagging;
- teachers tolerate idiots too much;
- they are not teaching just making;
- wasted time in school;
- teachers’ do not return the checked tests back to students;
- a lack of motivation;
- insufficient knowledge for life;
- need for interpretation of the contents of some subjects;
- continuing to the next topic before the present one is understood;
- too much emphasis on “memorizing” rather than understanding and broader perspective...;

- for some topics there are too many repetitions;
- more life advice.

Again, there are some nation specific answers, such as “too much Russian in classes” or “there is not enough theory” in some Finnish responses, which is again a huge contrast, considering no one else complains about the lack of theory, quite on the contrary.

The students were also asked what gives them motivation to learn and whether they find this motivation at their school. The results are displayed in Figure 3 and Figure 4 respectively.

The most common motivators among students from the involved countries are: the personal future, the chance to get a degree and a scholarship. There are other scattered responses such as nice teachers and cozy school, one’s dreams and desire for success, friends or parents, success.

Figure 3 demonstrates that the majority of students find the motivations, they mentioned above, to some extent at their current school. 31 students answered this question with yes, 32 students said to some extent. 20 students indicated that they do not find their motivations at school and 17 students did not answer the question.



Figure 3: Do you find this motivation at school?

The following questions measure the cooperation, relation with as well as the view on the teachers. Figure 4 displays to what degree students agree with the statements on the cooperation with teachers. The majority seems to rather disagree or disagree with the statements. From bottom to top 199, 184, 221, 185 and 219 students agree or rather agree with the statements. Thus, 265, 280, 243, 279 and 245 students rather disagree or disagree with the statements concerning cooperation with the teachers.

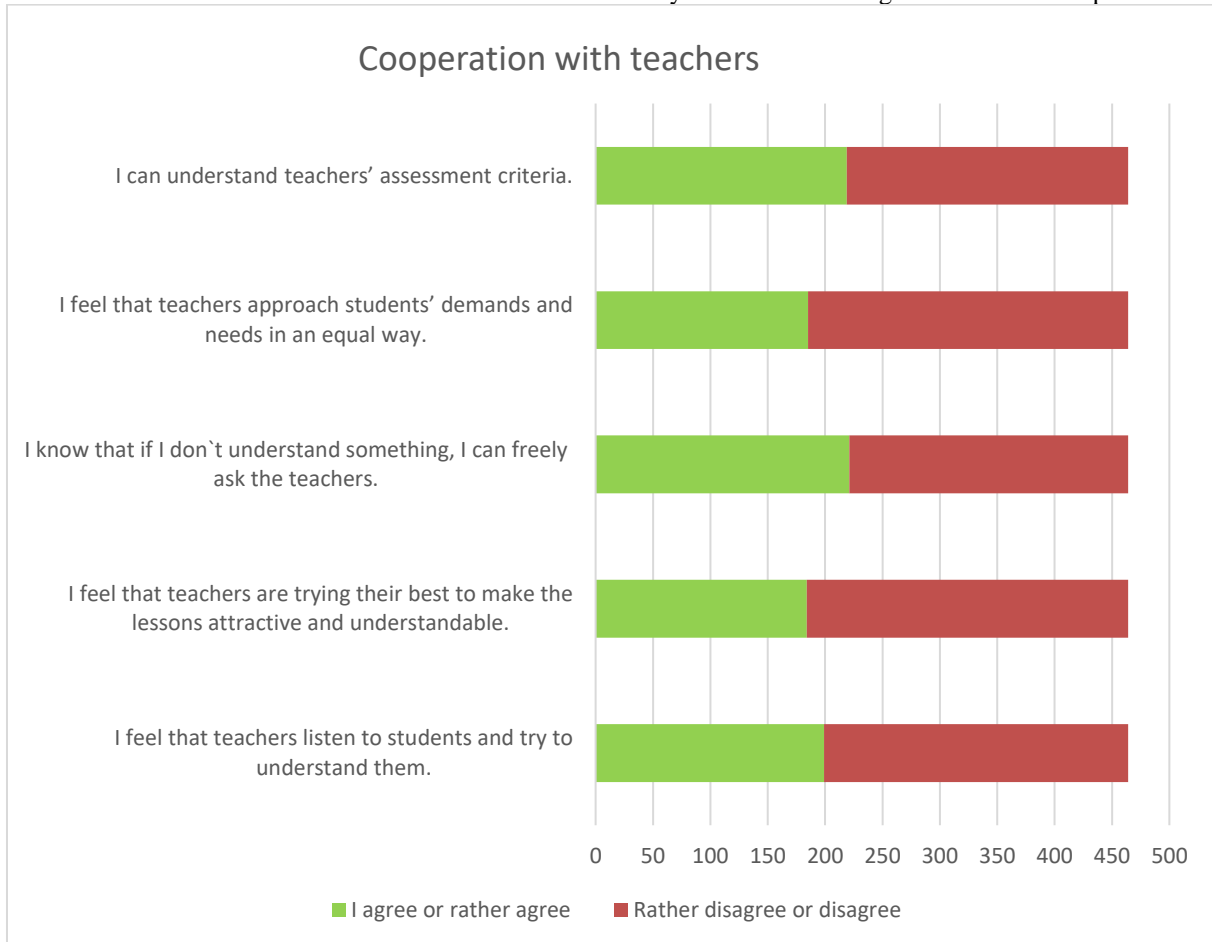


Figure 4: Cooperation with teachers

The students were also asked what kind of values they appreciate in their teachers. Figure 5 presents, which values were most commonly mentioned. Especially the following values were reoccurring throughout the answers of the students: friendly (198), open (156), knowledgeable (140) and trustful (121). The values attractive/interesting and strict were also mentioned by the students. 70 and 38 students respectively indicated that they appreciate it if their teachers are attractive/interesting and strict. Among the Slovenian answers also “fun” was mentioned as an appreciated value.

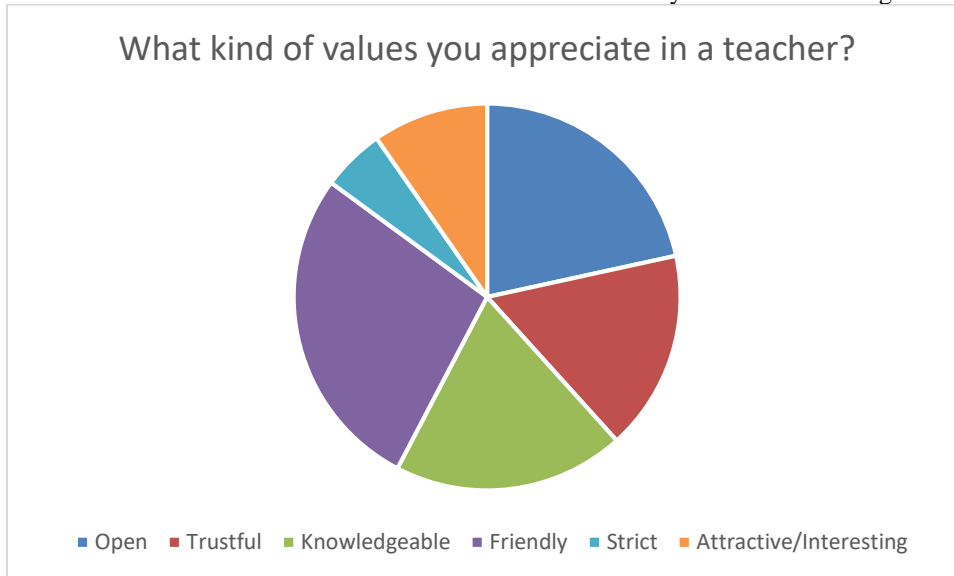


Figure 5: What kind of values do you appreciate in your teacher?

The students were also asked whether they feel understood by their teachers. Figure 6 displays whether students feel understood by the teachers.

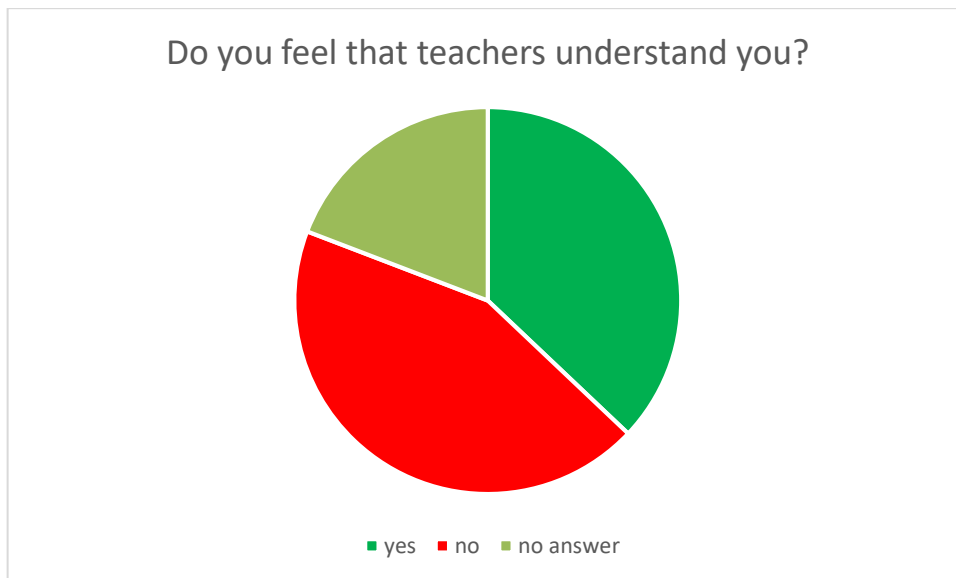


Figure 6: Do you feel that teachers understand you?

172 students indicated that they feel understood by their teachers – less than those who feel that they are certainly not understood – 203. 89 students did not answer the question, i.e. they undecided probably.

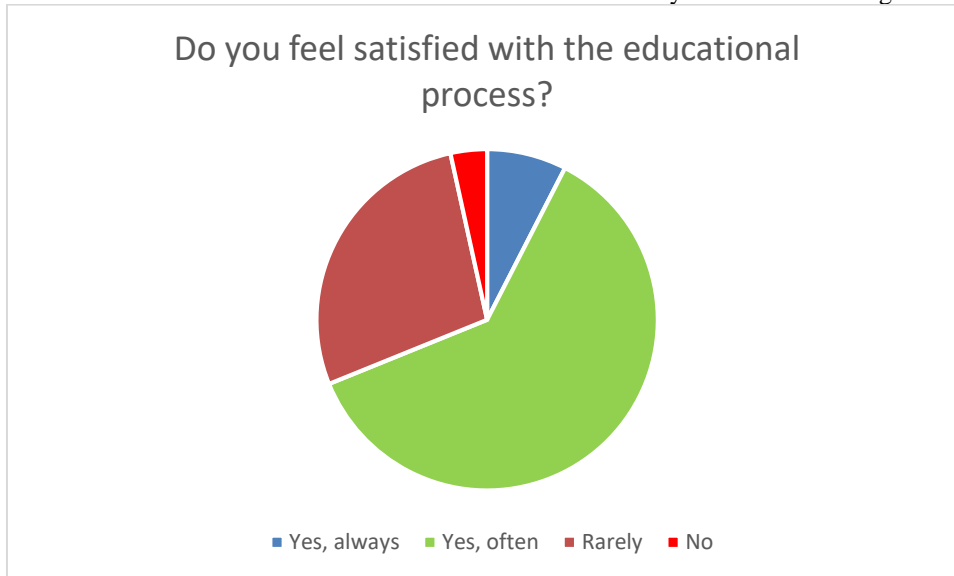


Figure 7: Do you feel satisfied with the educational process?

Most of the students seem to be satisfied with the educational process most of the time. Out of 464 participants 195 answered this question with ‘Yes, often’. 88 students indicated that they are rarely satisfied with the educational process. 24 students indicated that they are always satisfied and also 11 students indicated that they are not satisfied with the educational process.

The next questions measure what the students think of the lessons. Again it seems like the fast majority of students agree or rather agree with the statements. Please see Figure 7 for the complete overview. From bottom to top: 265, 189, 206, 205, 173, 198, 186, 259, 203, 176, 217, 211, 210 agree or rather agree with the statements. The rest rather disagree or disagree with the statements. These numbers indicate that the students are rather divided in their opinions concerning teachers’ performance as far as lesson organization is concerned. Slovenian students are relatively less satisfied than the other respondents from Bulgaria, Finland and Latvia.

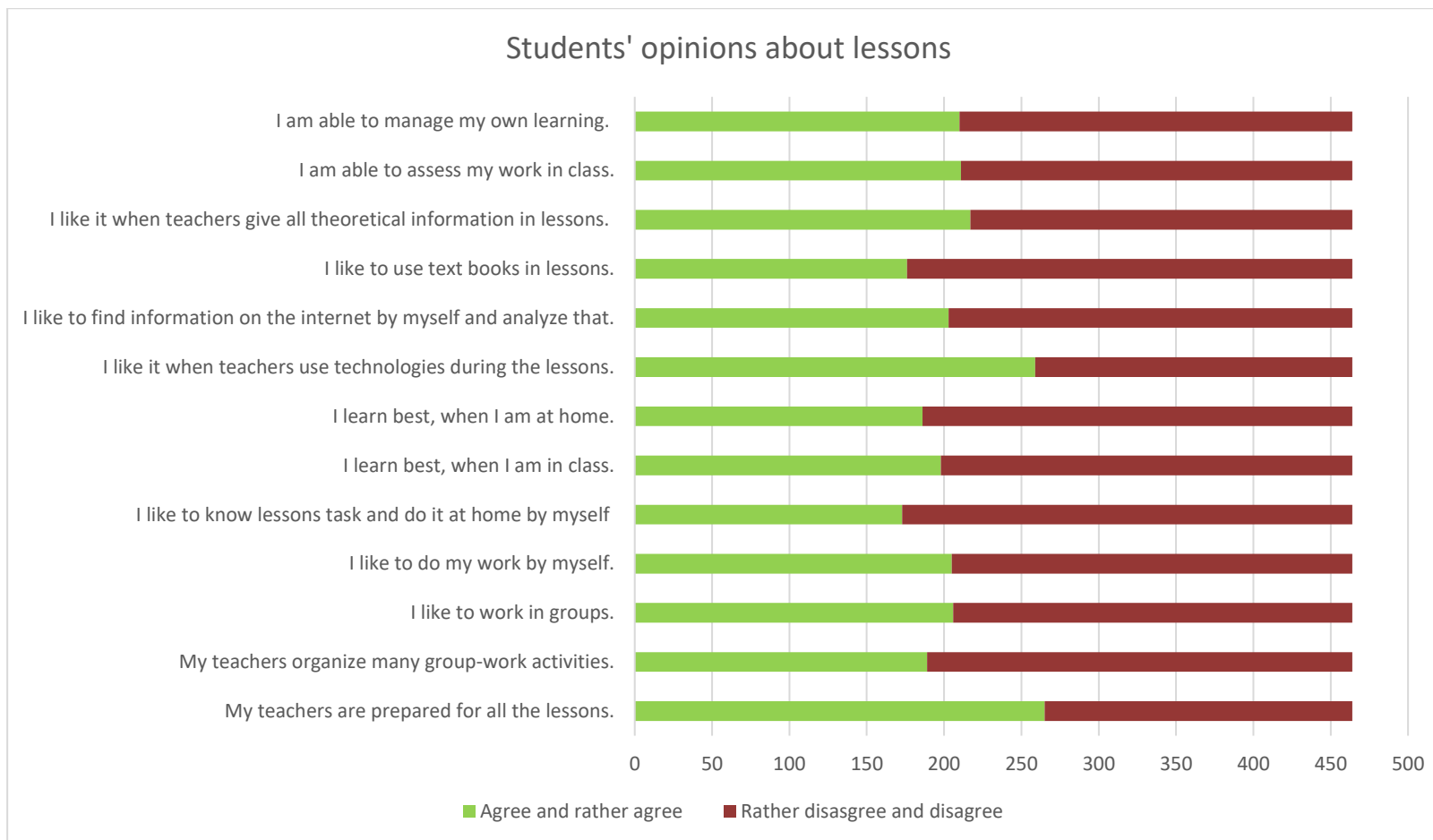


Figure 7: Students' opinions about lessons



The students were also asked what their perfect lesson would look like. Please see below an overview of the answers:

- The teacher should be funny and strict
- Revision
- Learning and doing new and interesting things
- Group work and activities
- Learning something interesting
- Teacher presents and talks with the students
- Discussing and thinking together about a subject
- Sitting with my friend who makes the lesson funny
- Watching a movie or youtube video
- Qualified teacher who interacts with the students
- More entertainment, educational games, for example Kahoot!
- Play games and learn at the same time
- Attractive and funny
- Interesting facts, funny remarks and real life situations
- Watch a presentation without writing
- Module
- Use technology and dialogue with the teacher
- Short education documentary
- Dialogue and discussion rather than a presentation
- Openly express our opinion and discuss what students already know about the topic
- Music, friendly and good attitude of the teacher
- Dialogue rather than a presentation from the teacher
- More use of technology
- Class outside of school
- Motivated teachers
- Lessons, during which emotions can freely be expressed and teachers try to understand;
- Analyzing material, chance for asking questions to the teacher; work from home with no pressure;
- Delivery of the topics in theory and explanation about the practical aspects in an interesting way, which makes everyone understand the lesson;
- Provision of additional interesting information together with the lesson topic information;
- Debate;
- Using phones in class;
- Being productive and at the same time relaxed;
- Having more laboratory exercises;
- A class without clocks.

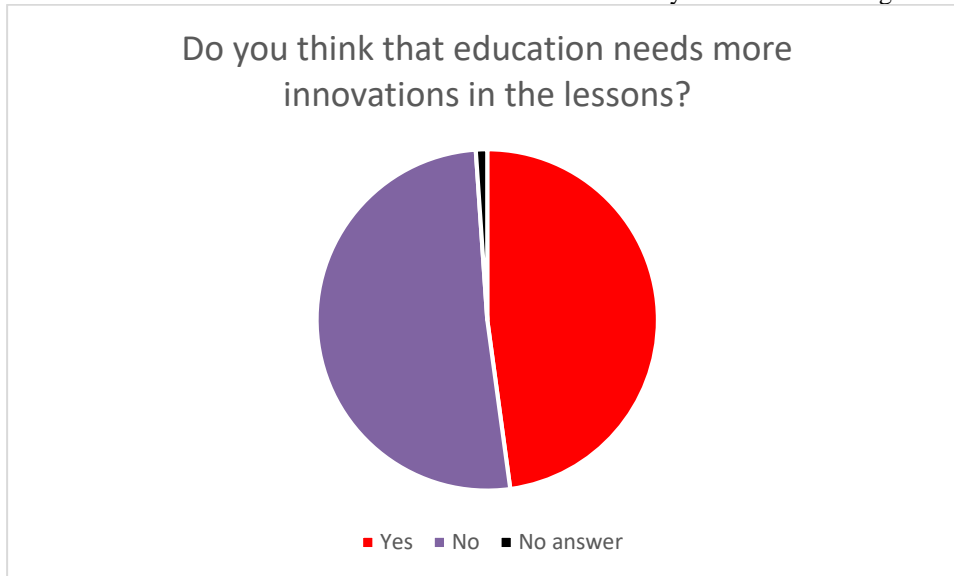


Figure 8: Is innovation needed

Figure 8 illustrates whether students think that education needs more innovations during the classes. The majority seems to be okay with the lessons. A majority of 237 students answered this question with ‘No’. 222 students do think that innovation is needed and 5 students did not answer the question. Please see below what kind of innovation the 222 students suggested, again the constructive suggestions are presented here.

Comments:

- Innovate the system
- Make subjects more entertaining
- The ability to work together as a team, mimicking the work environment we will be in, in the future
- Buying more laptops
- More use of technology during class
- More funny activities
- Maybe teacher can become aware that teaching is more than standing in front of the class and tell the students what is written in the text books
- More use of games
- More videos
- More freedom for students to choose the subjects they study
- Managing students’ time in a better way with less time spent sitting in classes
- More positivity in the teachers and will for teaching
- Bringing outdated content out of the educational programme
- More innovation, which is needed much more nowadays.



Read

Riga State Technical School coordinate Erasmus + project “*Effective dialogue methods among the millennium generation and the teachers, employers*”

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Lastly, the students were asked to rate their cooperation with different actors in and outside of school including teachers, administrative staff, parents and employees. Overall the students seem to be content with the cooperation with these groups. Especially the cooperation with parents, then comes cooperation with teachers. Cooperation with employers and school administrations seems to be evaluated poorly.

Conclusion

Overall it seems that students from some of the participating countries are more content with their educational system, organization of lessons, cooperation with teachers and parents. All have identified areas that require improvements and these areas are rather opposing. Hence the understanding that everyone has a lot to give to the others as good practices and methods.