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Innovative methods to improve psycho-social aspects in the
school environment in interactive and attractive ways.

Results of the Questionnaire Survey Students

Elaborated by



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Introduction

Place of the survey	Poland, Slovakia, Turkey, Spain
The total number of polled participants	420
Date of the survey	February 2025
Age group	12-18

Results of the survey

Results Summary

SECTION	CONCLUSIONS
PSYCHOLOGICAL COMPETENCES	POLAND The ability of high school students to recognize their own emotions can vary depending on individual traits, upbringing, emotional education, and life experiences. High school students (aged 14-18) go through an intense period of emotional development. While they are able to identify some basic emotions, such as sadness, anger, or joy, their ability to recognize and name more complex feelings is not yet fully developed. According to a survey, although young people can recognize some of their emotions, this process is often still in the developmental phase. The ability to recognize and understand one's own feelings at this age is strongly dependent on emotional education, support in the school environment, and life experiences.



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	Support from adults, as well as educational programs focused on the development of emotional intelligence, can help students more effectively identify and understand their emotions.
	SLOVAKIA Almost three quarters of the polled students strongly agree or rather agree that they are able to recognize their own feelings. Mostly positive answers can also be seen in relation to students' feeling of confidence while interacting in their social groups such as family, friends or class. However, for the rest of the statements within this section ("I can be calm in any stressful situations", "I always believe that I can do something really well", "External stimuli are not as important for me as my internal stimuli") the bigger number of respondents either remain with neutral opinion or lean towards the negative answers. This indicates that the students' level of self-confidence in their ability to handle ordinary and stressful life situations, as well as their level of self-understanding, is an area that needs to be worked on and improved.
	TURKEY Regarding the ability of students between 12-16 to recognize their own feeling has the majority of the students (35,6 %), they strongly agree that they feel safe in their social groups (36,1 %), the number of the students they agree and totally agree that can be calm in any stressful situation is more than half in total. (38,1+33 %), they agree that they always believe that they can do sth very well (37,1 %) and the number of the students that disagree the situation that external stimuli are not as important as interna one is more than quarter (27,8 %)
	SPAIN Regarding psychological skills, the majority of students (37.1%) agree that they recognize their feelings, they feel safe in their social groups (40.2%), neither agree nor disagree (26.8%) that they know how to calm down in stressful situations, completely agree (29.9%) that they feel they can do things well and neither agree nor disagree (46.4%) that external stimuli are not as important as internal ones.



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SECTION	CONCLUSIONS
SOCIAL COMPETENCES	POLAND Teamwork is an essential aspect of education that enables young people to develop cooperation, communication, and creativity skills. Through group work, students learn to share responsibilities, make joint decisions, and support one another. Effective teamwork is based on a clearly defined goal, effective communication, and mutual understanding. According to a survey, the biggest challenge for young people is effectively motivating others to achieve common goals and recognizing and understanding emotions within their peer group.
	SLOVAKIA The survey results of this section show mostly positive answers. As for their interactions while working in the team, participating students strongly agree or rather agree that they are able to express their point of view in a constructive way, and that they are able to share ideas, knowledge and accept different opinions. We can also observe from the responses that - while working with other people - the students feel they can easily identify and understand the emotions of others and react properly, as well as be able to share ideas, knowledge and accept different opinion. These results highlight the importance of teamwork, as we can see that it has a very positive impact on development of students' social skills, which may eventually lead to them becoming a valuable part of the society.
	TURKEY According to the social skills, students mostly give positive answer. They agree that they can explain their opinion constructively (37,1 %), also totally agree (36,1%) that they can easily identify and understand the feeling and emotions of others. The majority agree that they are able to share ideas, knowledge and accept different



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	opinions(40,2 %) . Besides, they completely agree that they can effectively convince others to adopt their point of view , agree (35,1 %) that they are able to motivate and inspire others to achieve common goals. Analyzing these results, teamwork has a vital aspect of improving students' social skills.
	SPAIN According to social skills, the majority strongly agree (36.1%) that they can express their point of view constructively, agree (44.3%) that they can easily identify and understand the feelings and emotions of others, agree (36.1%) that they are able to share ideas, knowledge and accept different opinions, agree (37.1%) that they can effectively convince others to adopt their point of view and strongly agree (40.2%) that they are able to motivate and inspire others to achieve common goals.

SECTION	CONCLUSIONS
ACTION COMPETENCES	POLAND The ability to set and achieve goals is the foundation of motivation and effective action. In the context of sports, keeping a training journal and analyzing progress after competitions help monitor efficiency and identify areas for improvement. This approach encourages recognizing progress and consciously directing personal development. The survey shows that students dislike change, can set goals for themselves, but often find the path to achieving them stressful and challenging. Supporting young people in developing these skills requires an understanding of developmental processes and providing appropriate support and education. This will better prepare them to face challenges, adapt to new situations, and effectively set and achieve their goals.





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	SLOVAKIA On one hand, we observe that students feel confident when it comes to goal setting and achieving. Almost three quarters of the respondents rather agree or strongly agree that they are able to set their own goals and work to achieve them. Nearly the same ratio of the participating students rather agree or strongly agree that they can identify where to focus/which goal is important for them/their life/their future. The same stands for the statement "I am able to design my work plan to achieve my tasks". On the other hand, we can see that dealing with big changes or unexpected situations may pose a challenge. For the statement "Big changes at school cause me stress", half of the asked students either agree or expressed neutral opinion. Results for the statement "I am able to find effective solutions in unexpected situations/challenges" indicate that half of the students rather agree or strongly agree, but the other half either have neutral opinion or disagree.
	TURKEY Analyzing the action competence, the majority of the students gives "neither agree nor disagree" answer to these questions. It shows that reaction of the students depends on the situation. Nearly half them (46,4 %) neither agree nor disagree that big changes at school cause them stress. Opposite to this, they strongly agree that they are able to find effective solutions in unexpected situations or challenges, agree (44,5 %) that they can set their own goals and work to achieve them. Students neither agree or disagree that they can identify where to focus/ what goal is important to them/their life /their future and they are able to design their work plan to carry out their task.
	SPAIN According to the action competencies, most students disagree (27.8%) that major changes at school cause them stress, agree (35.1%) that they are able to find effective solutions to unexpected situations or challenges, strongly agree (36.1%) that they are able to set their own goals and work

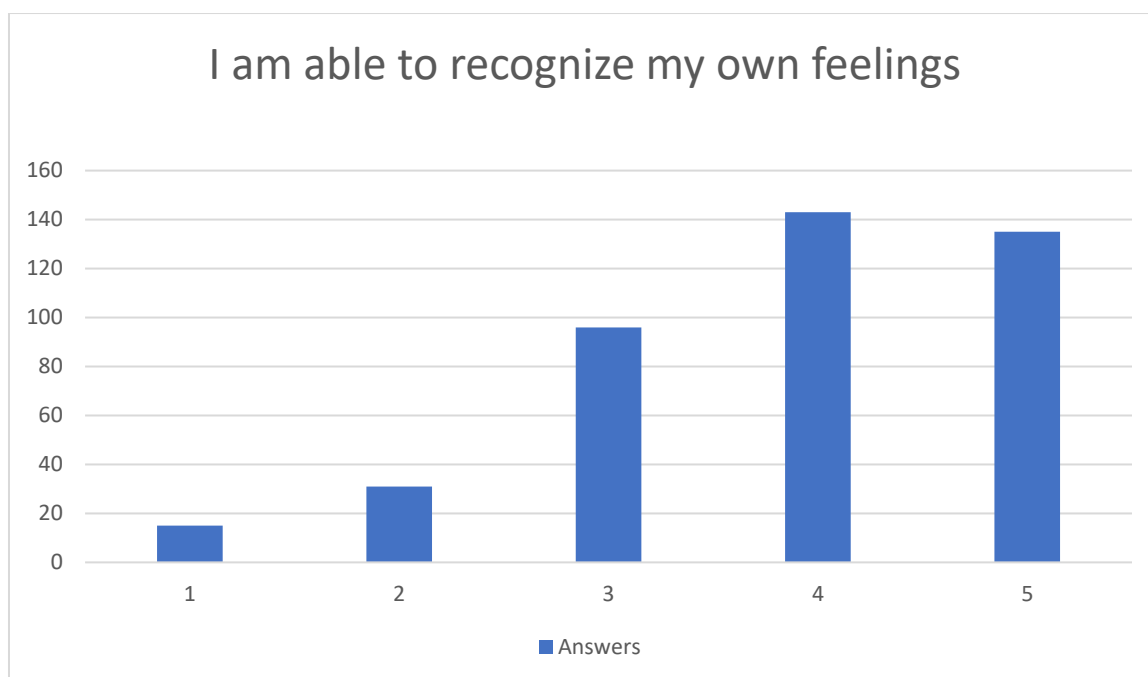
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	to achieve them, agree (38.1%) that they can identify where to focus, what goal is important to them and strongly agree (34%) that they are able to design their work plan to complete their tasks.
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Detailed results for each question (graph + description):

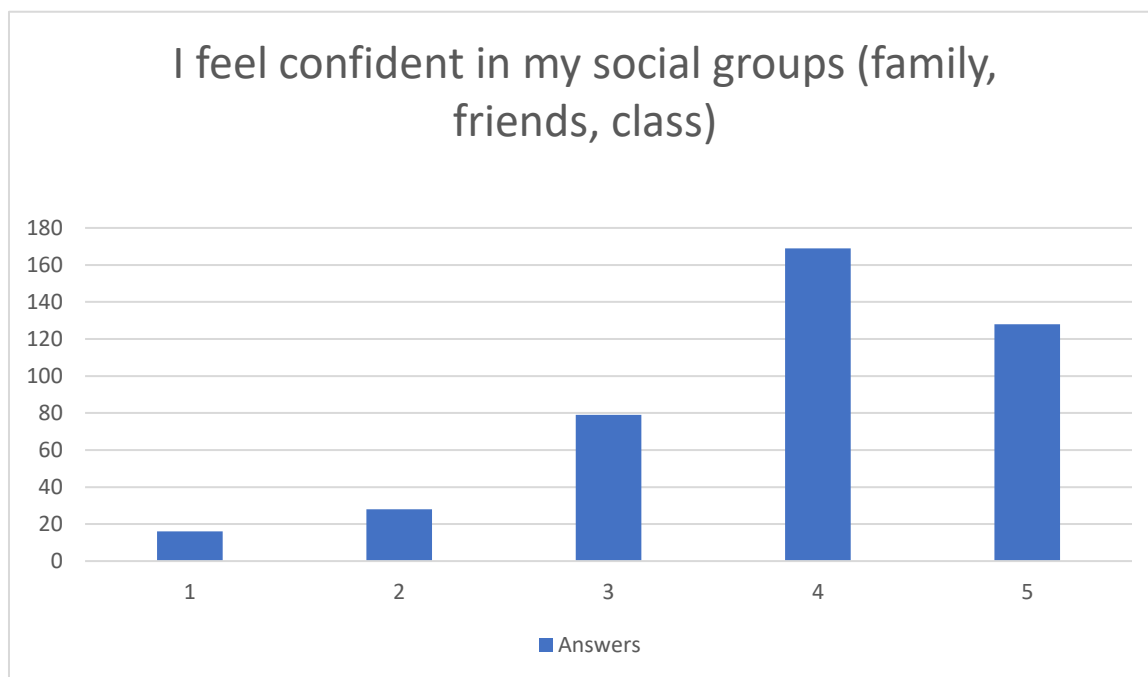
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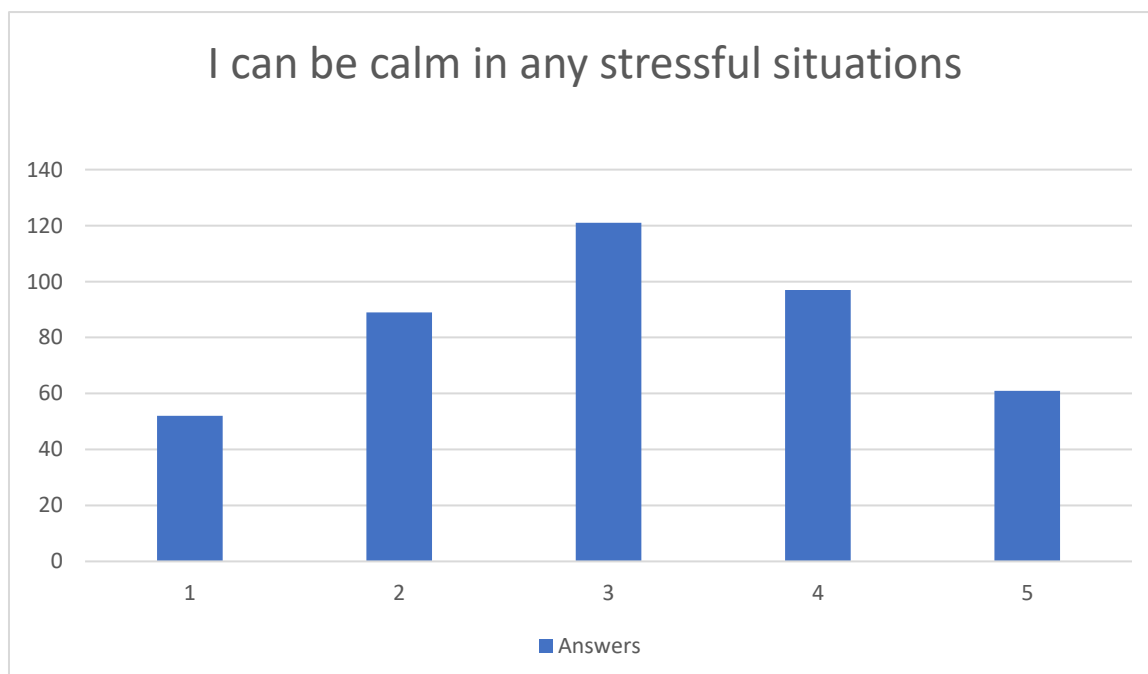
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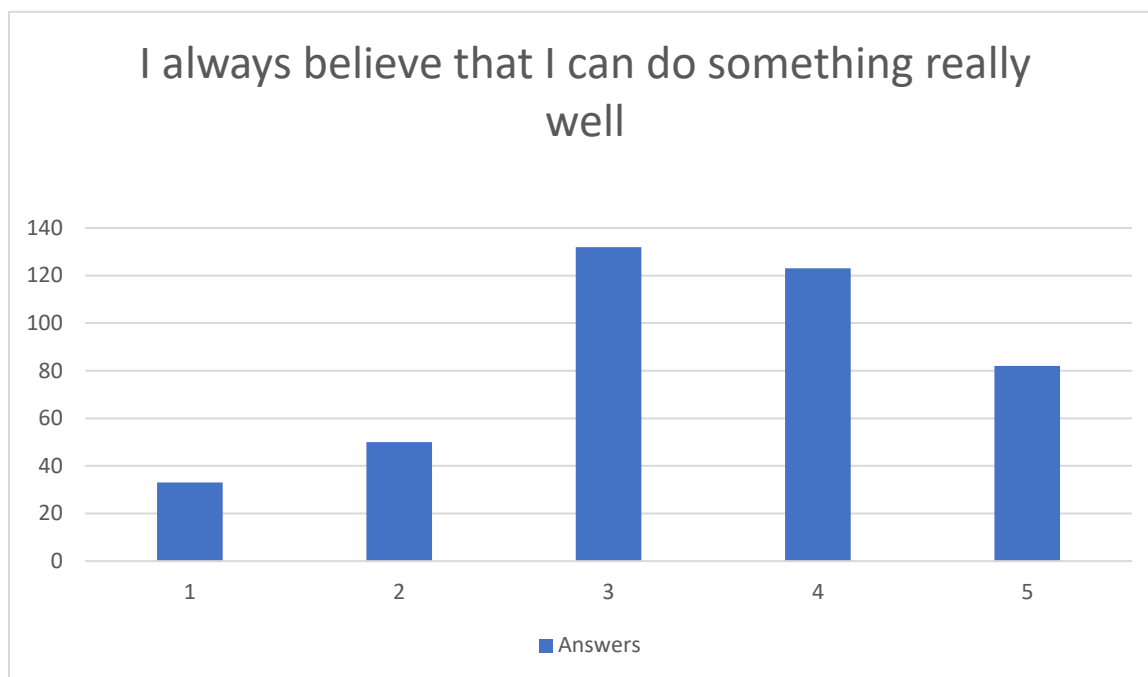


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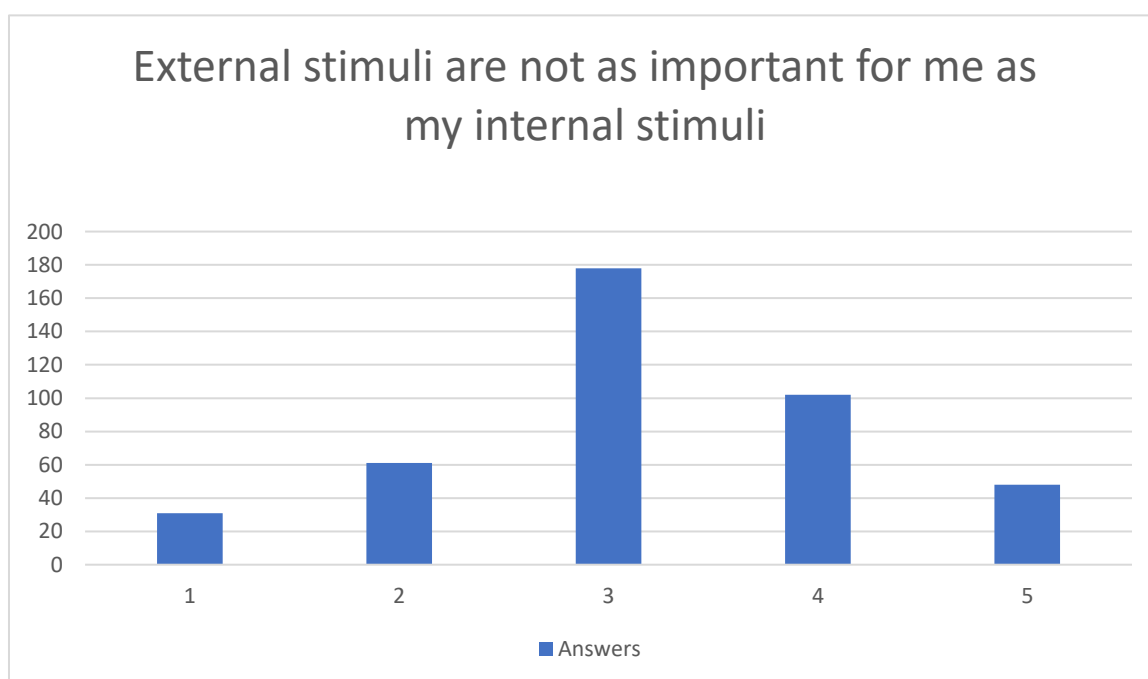


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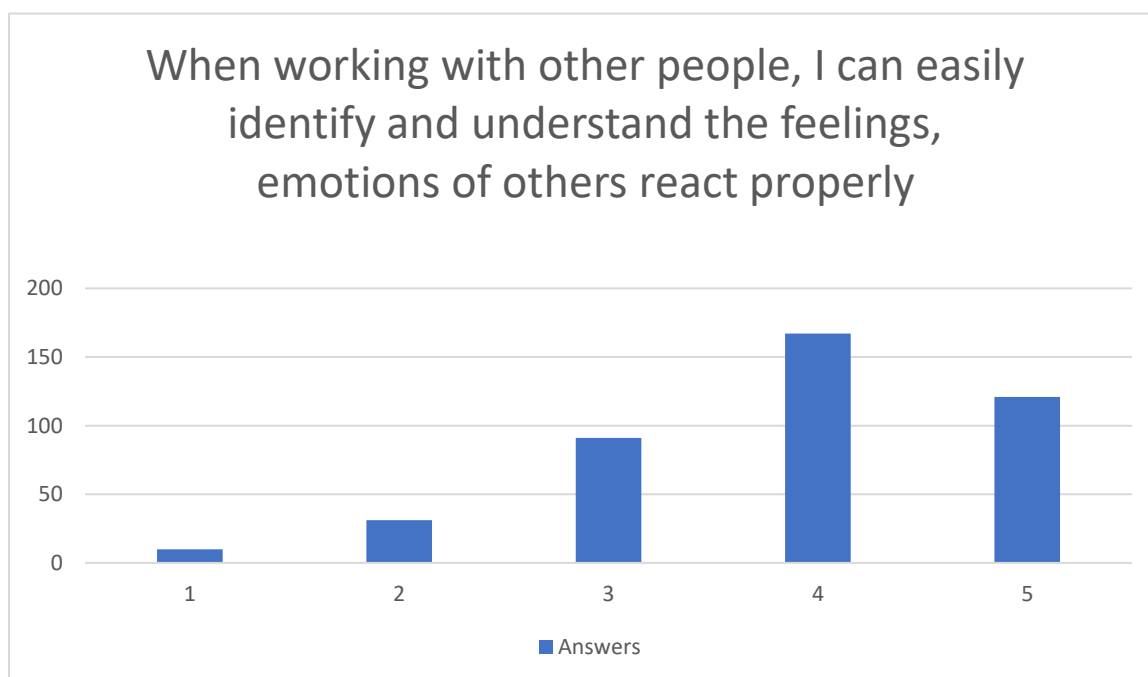
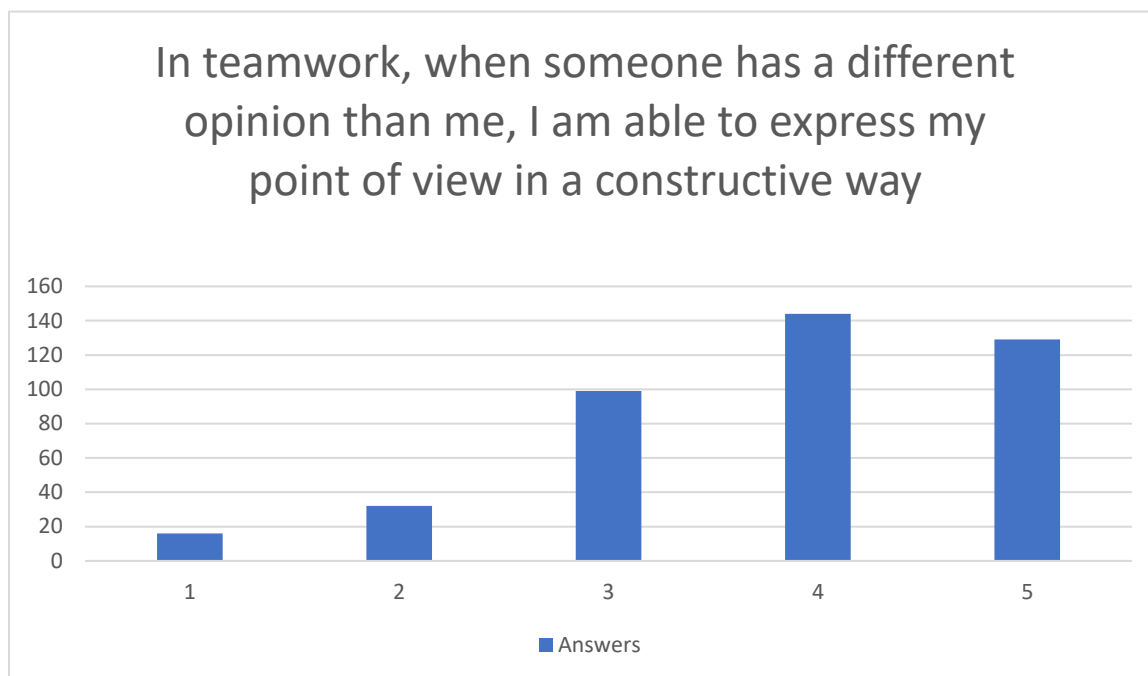
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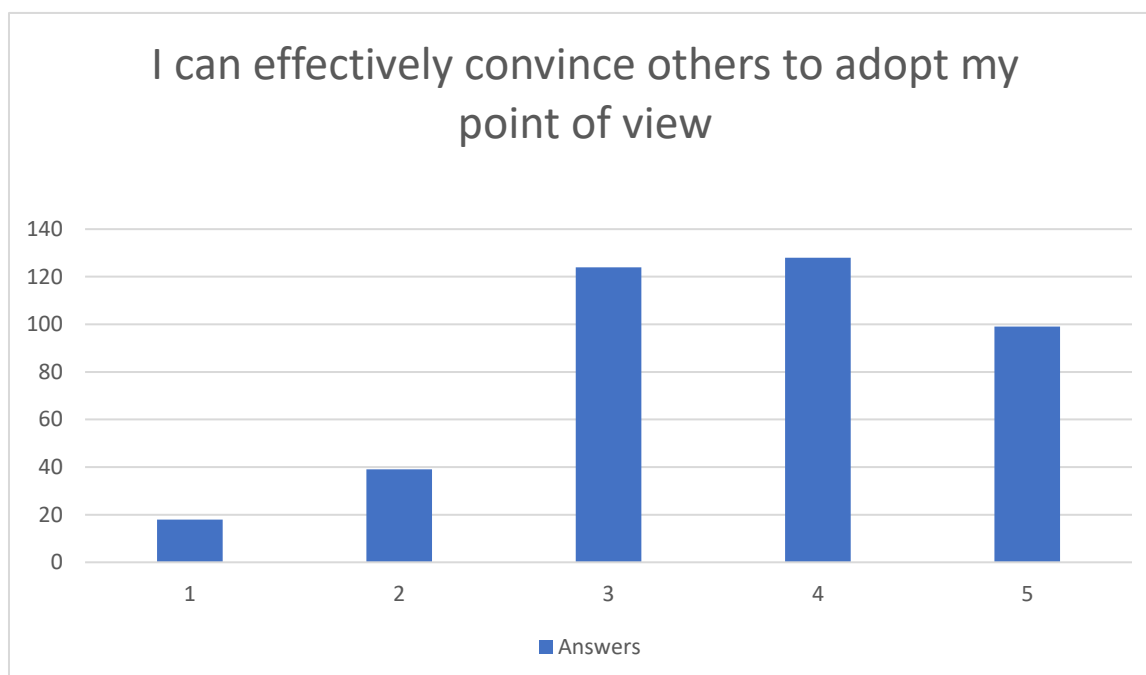
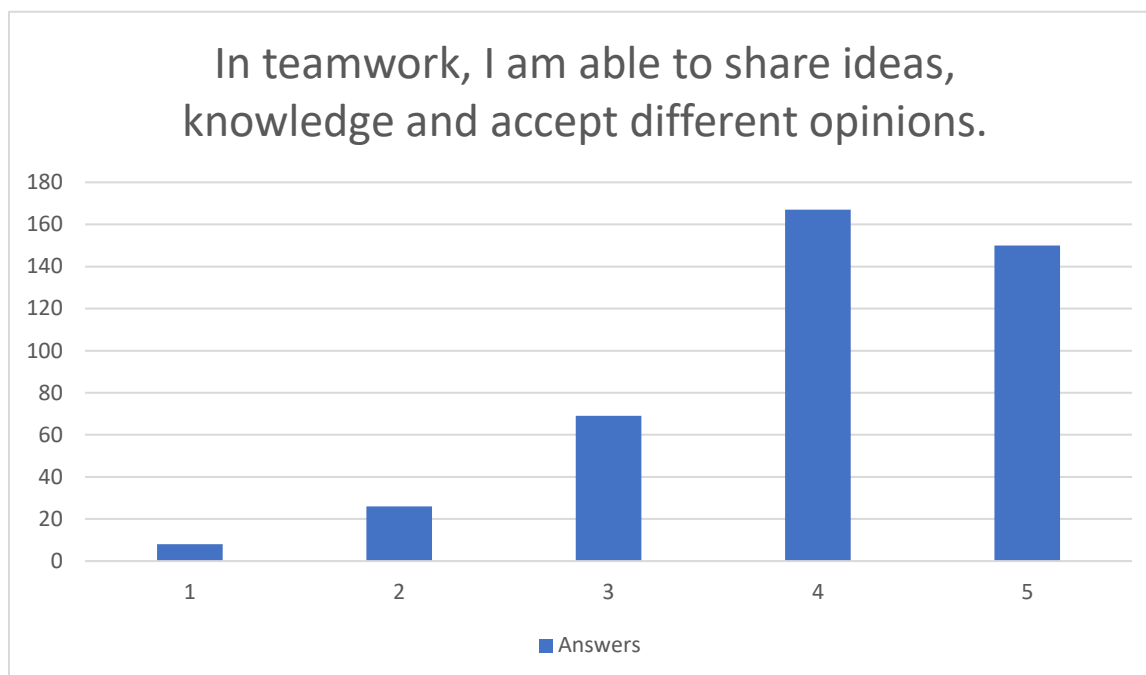
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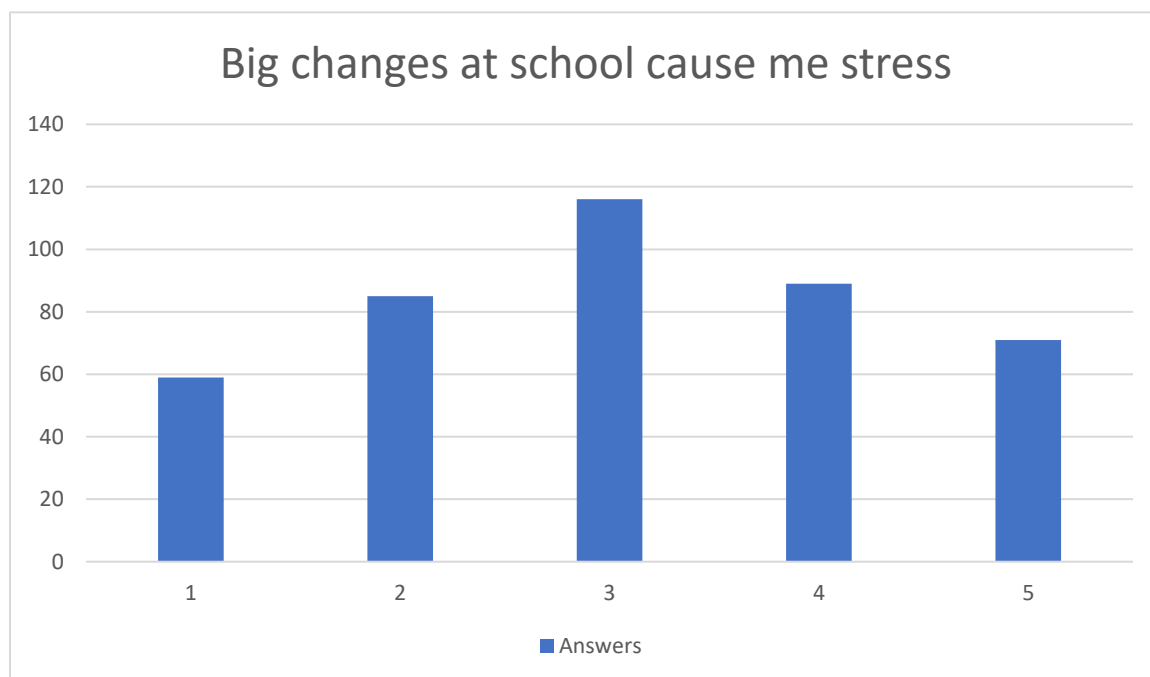
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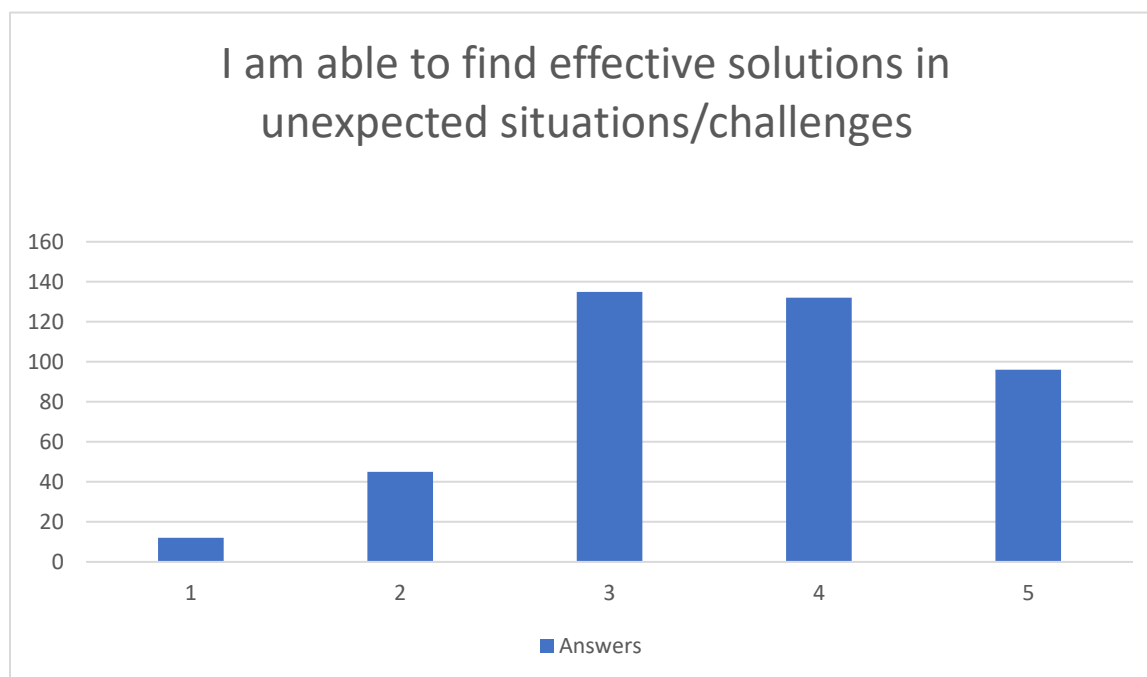
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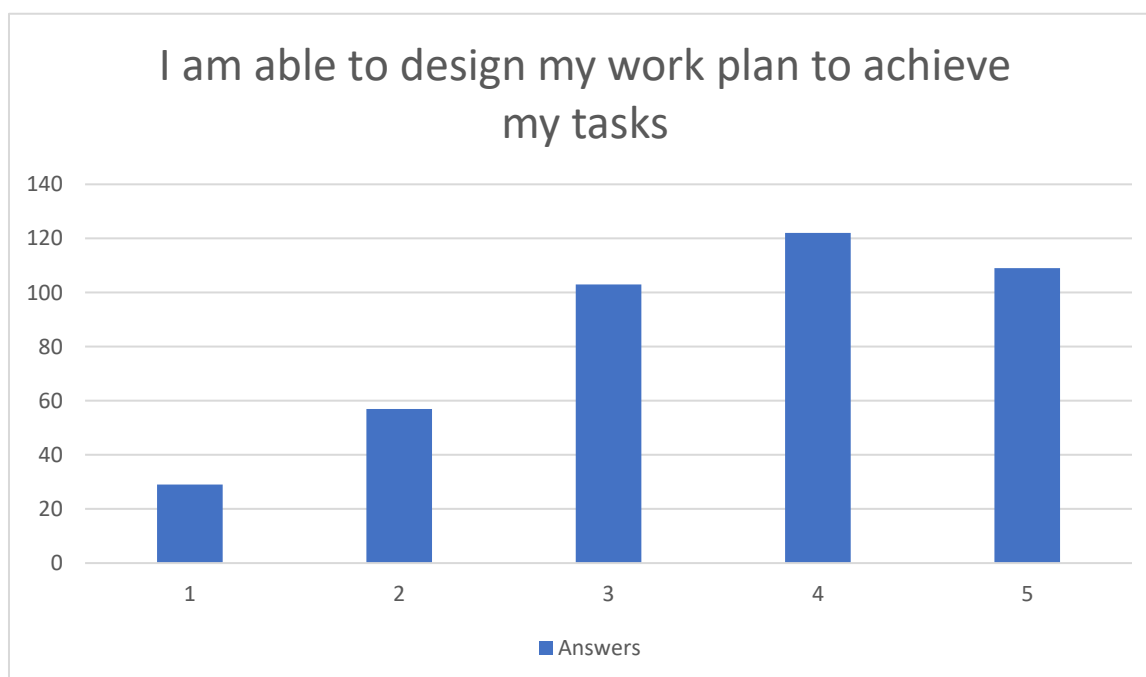
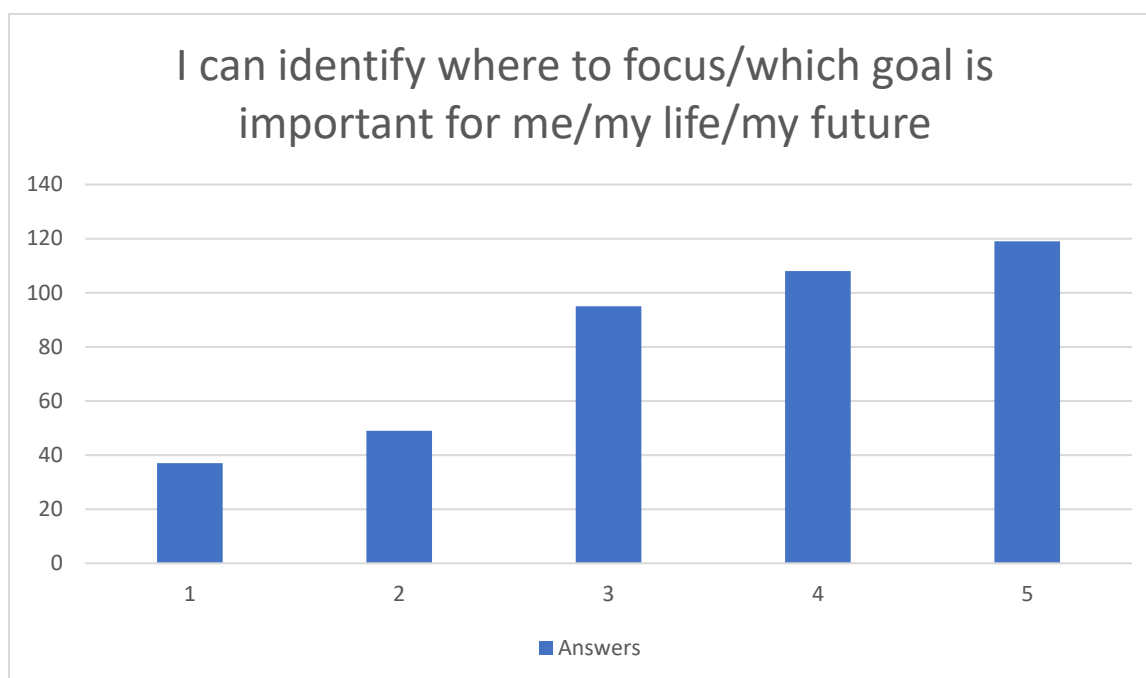
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Summary of the results

A study involving 423 pupils aged between 12 and 18 from Poland, Slovakia, Spain and Turkey analysed various aspects of their emotional and social competence. The results show that young people do not have major problems recognising their own feelings, feel confident in their social groups (family, friends, class) and are able to express their opinions constructively during teamwork. In addition, students demonstrate the ability to recognise other people's emotions and respond to them appropriately.

However, significant difficulties arise in several key areas:

- **Self-control and managing difficult emotions** – young people have trouble staying calm in stressful situations. This may be due to a lack of effective coping strategies or the high pressure they feel in their school and social environment.
- **Belief in one's own abilities** - many students do not always believe that they can do something well, which may indicate low self-esteem or a lack of support in building self-confidence.
- **Managing external stimuli** - young people attach great importance to external opinions and factors, which can affect their independence and internal motivation.
- **Persuading others to agree with their opinion** – the difficulty in effectively arguing their views may result from a lack of communication skills or fear of confrontation.
- **Stress related to changes at school** – major changes such as new teachers, moving or a change in the grading system cause anxiety, which may be related to uncertainty and the need for stability.
- **Consciously setting direction and priorities for the coming months and years**– young people have difficulty choosing key objectives and organising their work, which may be due to a lack of awareness and **strategic thinking about the future**
- **Designing their own action plan and realising their goals** – students have trouble determining specific steps to achieve their goals. This may be due to a lack of organisational skills, uncertainty about the future or difficulty in making decisions.

Conclusions and possible causes

The results suggest that although young people function well in social relationships, they lack the tools to cope with challenges related to stress, self-confidence and managing their own development. This may be due to several factors:

1. Educational and social pressure - high school demands and social expectations can cause stress and fears about the future.
2. Lack of emotional education – many schools still lack systematic teaching of stress management, emotional management and planning for the future.
3. Impact of social media – young people are exposed to comparisons with others, which can undermine their belief in their own abilities and increase their fear of judgement.
4. Changes in the education system – frequent reforms and changes in schools can cause uncertainty and difficulties in adaptation.





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5. Lack of support in planning and organisation – young people are often not taught how to set goals effectively and take actions to achieve them.

