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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 Teachers

Elaborated by



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Introduction

Place of the survey	Poland, Slovakia, Spain, Turkey
The total number of polled participants	37
Date of the survey	February 2025
Age group	26-60

Results of the survey

Results Summary

SECTION	CONCLUSIONS
PSYCHOLOGICAL COMPETENCES	POLAND Teachers' ability to identify students' emotions is crucial for effectively supporting their emotional development. Research indicates that teachers' competence in recognizing emotions is average. It is important for teachers to help students recognize and appropriately respond to emotions. However, this is not always easy—even adults sometimes confuse sadness with anger. Therefore, it is essential for teachers to engage in emotional education by introducing exercises that involve describing their own emotions as well as those of others, which fosters a better understanding of themselves and their surroundings. A survey shows that teachers have different assessments of their students' psychological



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	competencies. While most agree that students feel confident in their classes, they also unanimously state that many students struggle to remain calm in stressful situations and do not feel confident in unfamiliar circumstances. It is worth noting that both teachers' ability to recognize students' emotions and their own self-esteem play a key role in creating a supportive educational environment. Investing in the development of these areas benefits both teachers and students.
	SLOVAKIA Positive Aspects: • Teachers perceive that they can recognize their students' feelings, which demonstrates good empathy. • According to teachers, most students feel confident during lessons, indicating a supportive environment. • Most students believe in their own abilities. Areas for Improvement: • Stress management is a weaker area where intervention is needed. • The prevailing opinion is that external stimuli are more important than internal ones.
	TURKEY Regarding psychological competence, teacher agree that students are able to recognize their feeling (60 %), agree that their students feel safe in their social groups (60 %), the number of teachers they agree and totally agree that can be calm in any stressful situation is more than half in total. (40+40 %), they totally agree that they always believe that they can do sth very well (80 %) and the number of the teachers that agree and totally agree the situation that external stimuli are not as important as interna one is the majority in total (80 %)
	SPAIN Regarding psychological skills, the majority of teachers (66.7%) agree that their students recognize their feelings, that they feel safe in their social groups (44.4%), neither agree nor disagree



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	(38.9%) that they know how to calm down in stressful situations, neither agree nor disagree (44.4%) that they feel they can do things well and disagree (44.4%) that external stimuli are not as important as internal ones.
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SECTION	CONCLUSIONS
SOCIAL COMPETENCES	POLAND Teachers play a key role in assessing their students' social skills, including their ability to work with others. In this process, they use various methods, such as observing students' behavior during group activities, team projects, and classroom interactions. They also analyze how students communicate with peers and teachers, how they handle conflicts, and how they engage in activities that benefit the school community. Survey results indicate that teachers observe difficulties in students' social competencies, particularly in recognizing others' emotions and responding appropriately. Their ability to work in groups is also rated as average. Therefore, teachers' involvement in developing students' social skills is crucial. By organizing group projects, rotating roles within teams, and introducing activities that require collaboration, teachers create opportunities for students to practice and improve these essential skills.
	SLOVAKIA Positive Aspects: - Students are able to express their opinions constructively and collaborate in a team. - They are able to share ideas and accept different opinions. - Students are able to motivate and inspire others. Areas for Improvement: - Teachers have a neutral opinion on students' ability to identify the emotions of others. - Teachers have a neutral opinion on students' ability to persuade others.





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	TURKEY According to the social skills, teacher mostly agree that their students can explain their opinion constructively (60 %), also agree (60 %) that they can easily identify and understand the feeling and emotions of others. They totally agree that they are able to share ideas, knowledge and accept different opinions is equal (80 %) . Besides, The number of agree and totally agree that they can effectively convince others to adopt their point of view is equal , teacher has different opinion that they are able to motivate and inspire others to achieve common goals. Analyzing these results, teacher believe that teamwork has an affective aspect of improving their own social skills.
	SPAIN According to soft skills, most teachers neither agree nor disagree (38.9%) that they can express their point of view constructively, they can easily identify and understand the feelings and emotions of others (55.6%), agree (33.3%) that they are able to share ideas, knowledge and accept different opinions, agree (38.9%) they can effectively convince others to adopt their point of view and agree (50%) that they are able to motivate and inspire others to achieve common goals.

SECTION	CONCLUSIONS
ACTION COMPETENCES	POLAND Teachers also assess how students take initiative in their actions. They often observe whether students are willing to use available resources and seek solutions independently before asking for help. Unfortunately, students' ability to create work plans, set goals, and develop methodologies is not rated highly.



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	High school teachers evaluate their students' competencies in goal-setting and achievement by considering factors such as planning skills, time management, responses to challenges, and motivation. An important aspect is also students' ability to learn from mistakes, their flexibility in approaching goals, and their teamwork skills. Regular observation, analysis of work results, and students' reactions to feedback help teachers accurately assess these competencies.
	SLOVAKIA Positive Aspects: - Students are able to solve unexpected situations and identify important goals. Areas for Improvement: - Major changes at school cause students stress. - Opinions on students' ability to set and achieve goals are divided. - Teachers have a neutral opinion on effective work plan scheduling.
	TURKEY According to the action skills , the majority of teachers totally agree (40 %) that big changes at school cause their students stress. Also, they agree (60%) that they are able to find effective solutions in unexpected situations or challenges, agree (60 %) that they can set their own goals and work to achieve them. Teachers agree (60 %) that students 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.(60 %)
	SPAIN According to the action competencies, most teachers agree (27.8%) that major changes at school cause stress to students, they neither agree nor disagree (61.1%) that they are able to find effective solutions to unexpected situations or challenges, they neither agree nor disagree (66.7%) that they are able to set their own goals and work to achieve them, they disagree (44.4%) that they

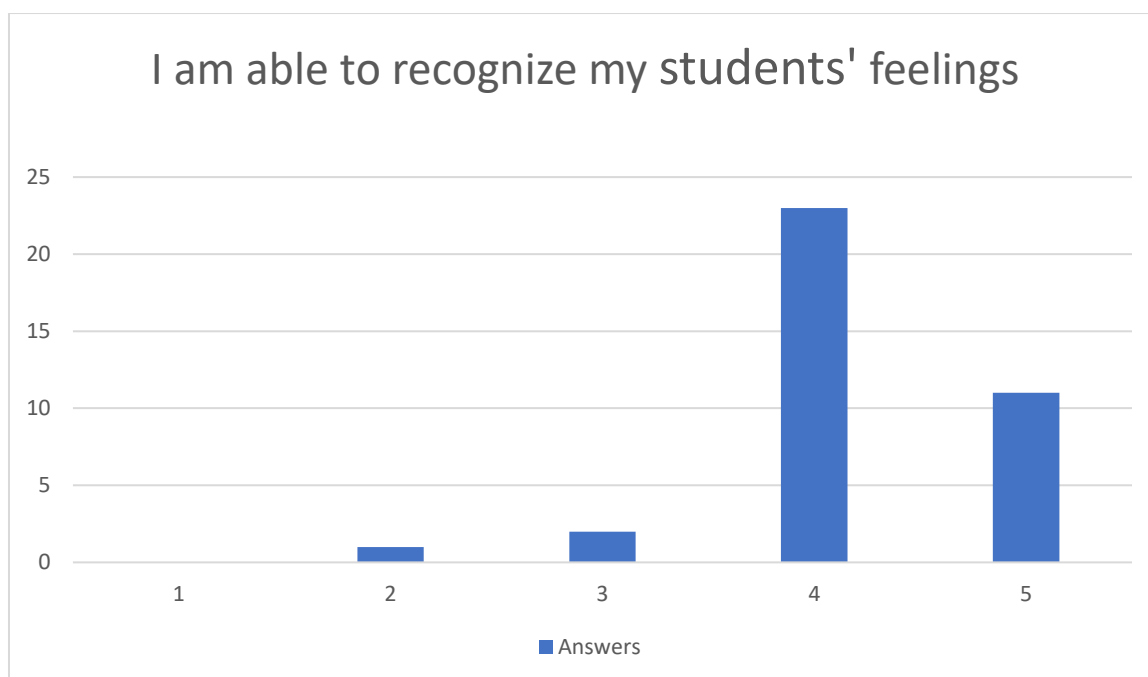
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	can identify where to focus, what goal is important to them and they neither agree nor disagree (33.3%) that they are able to design their work plan to complete their tasks.
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Detailed results for each question (graph + description):

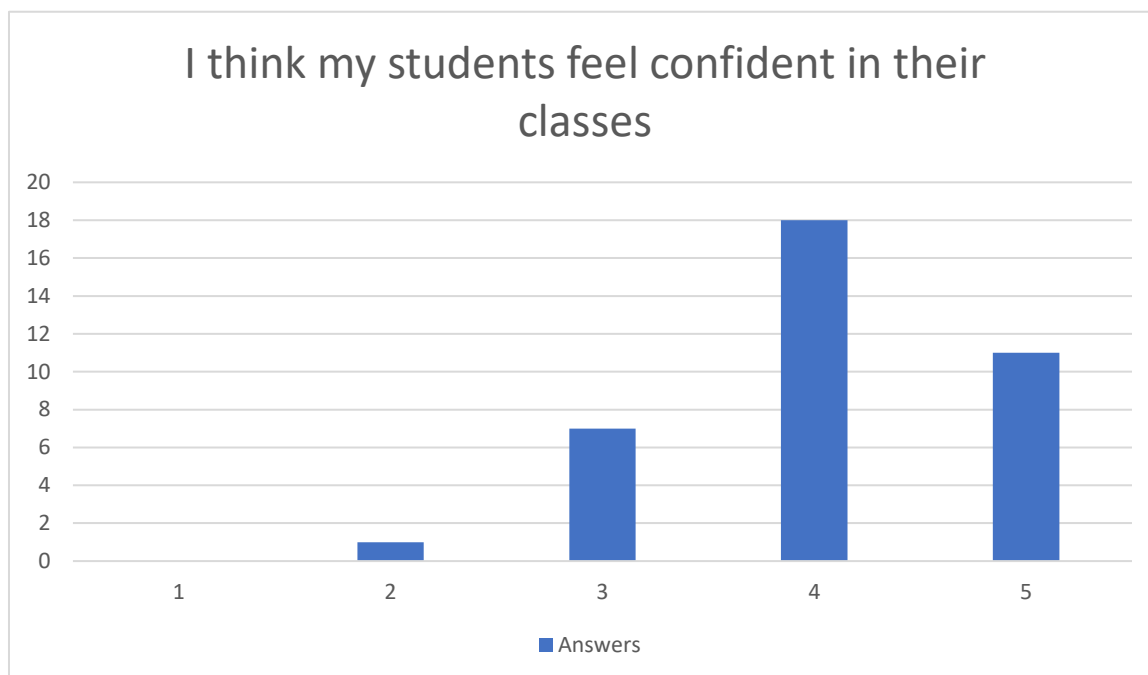
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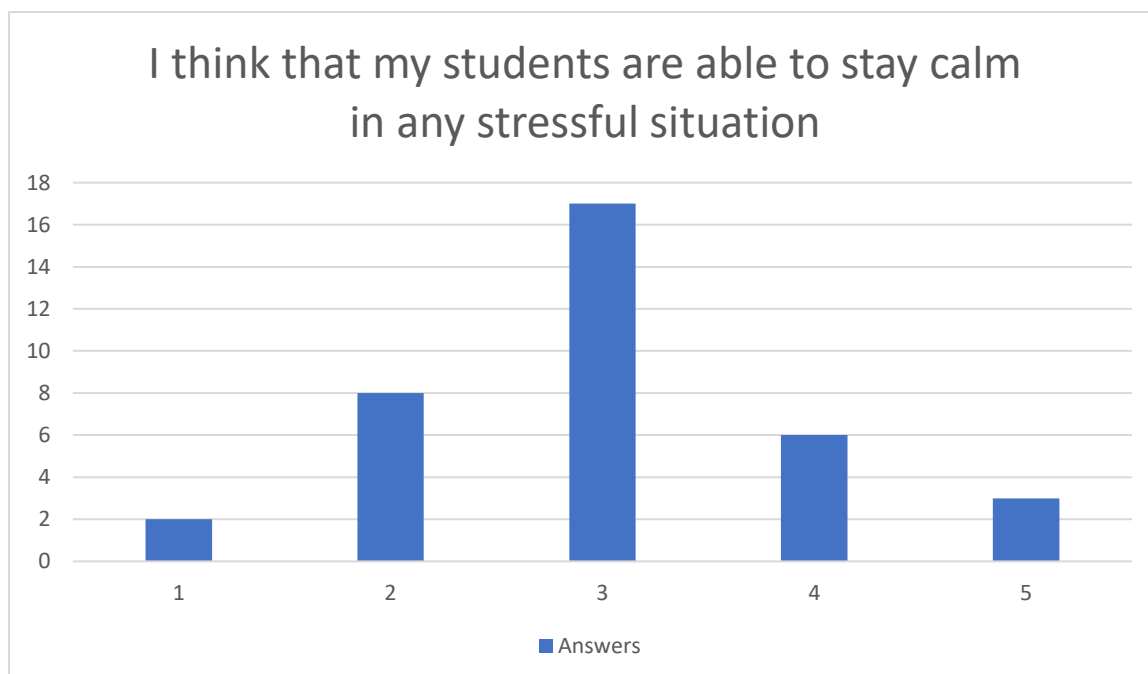
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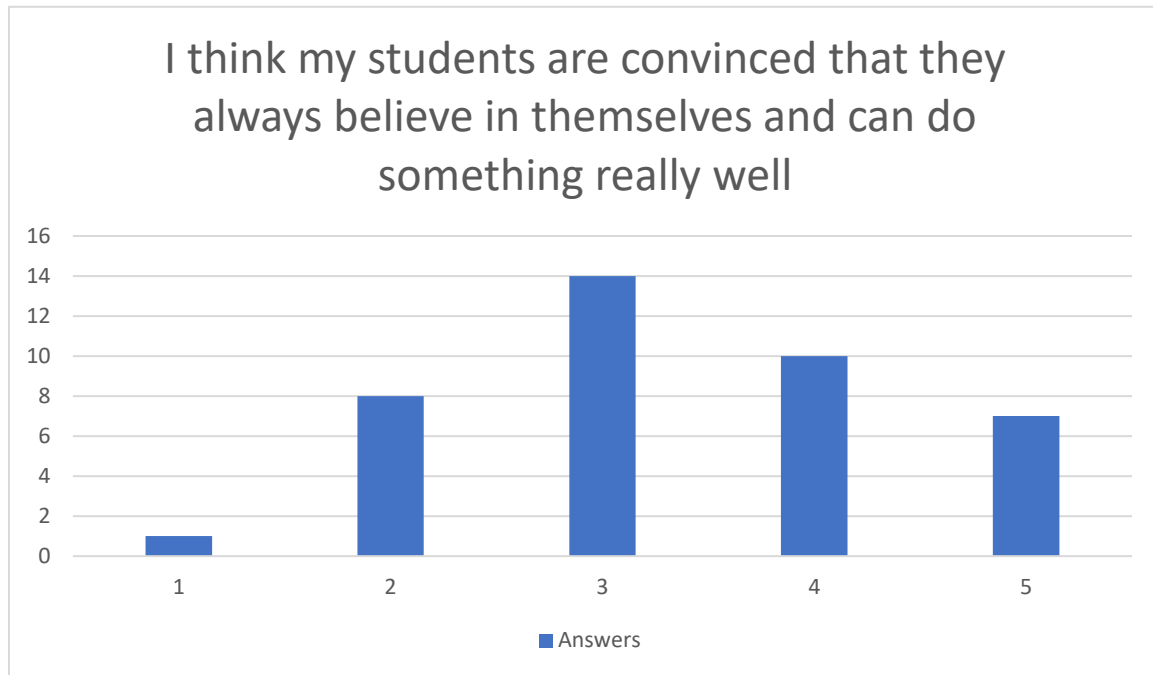


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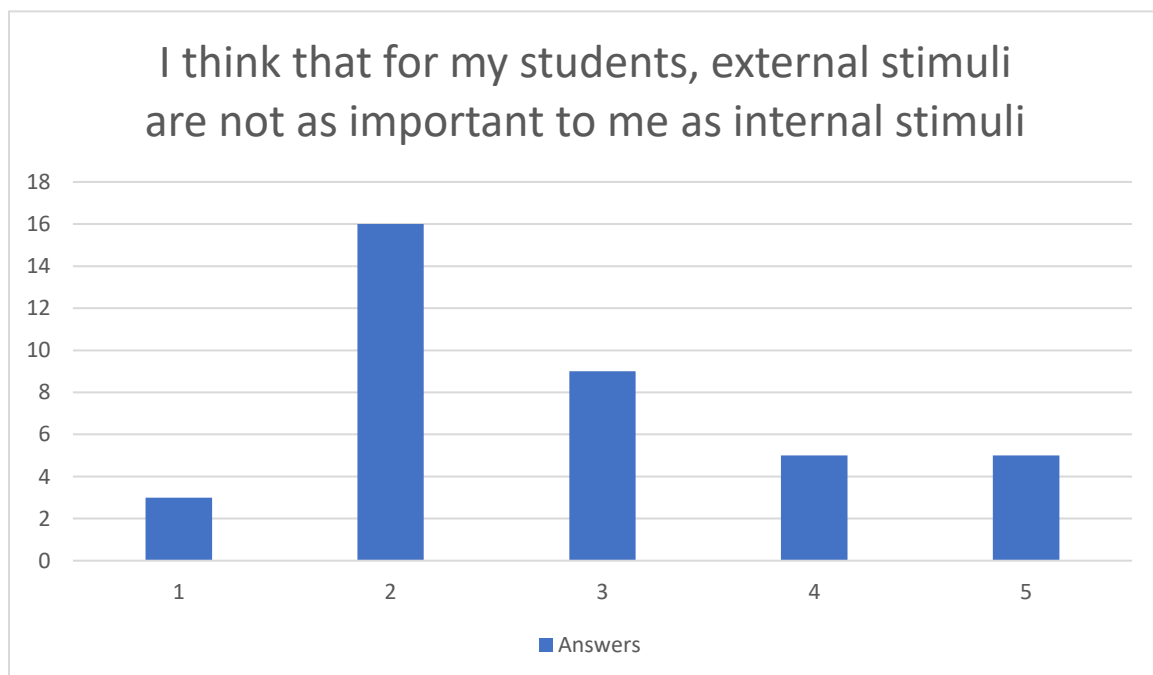


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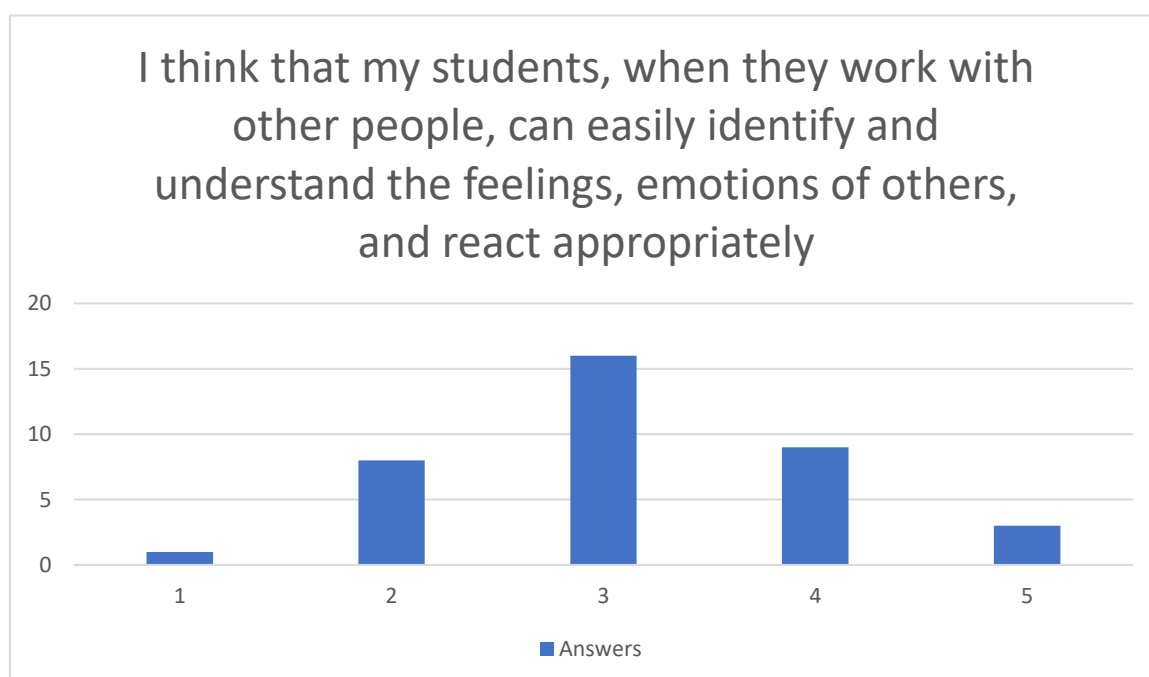
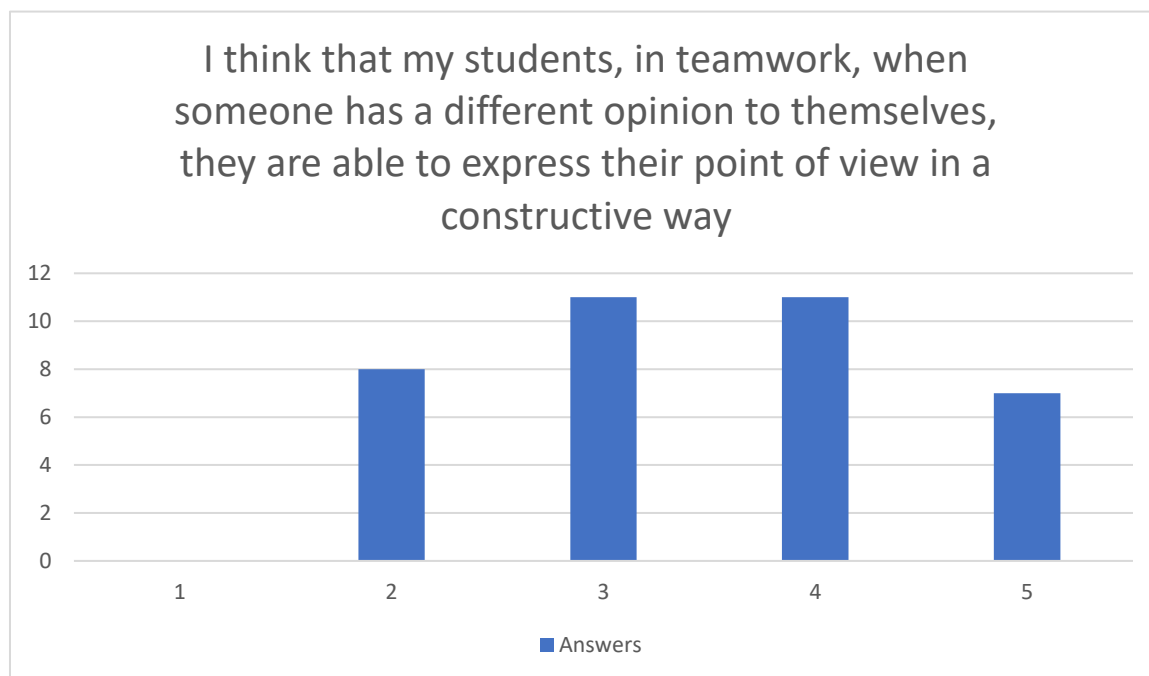
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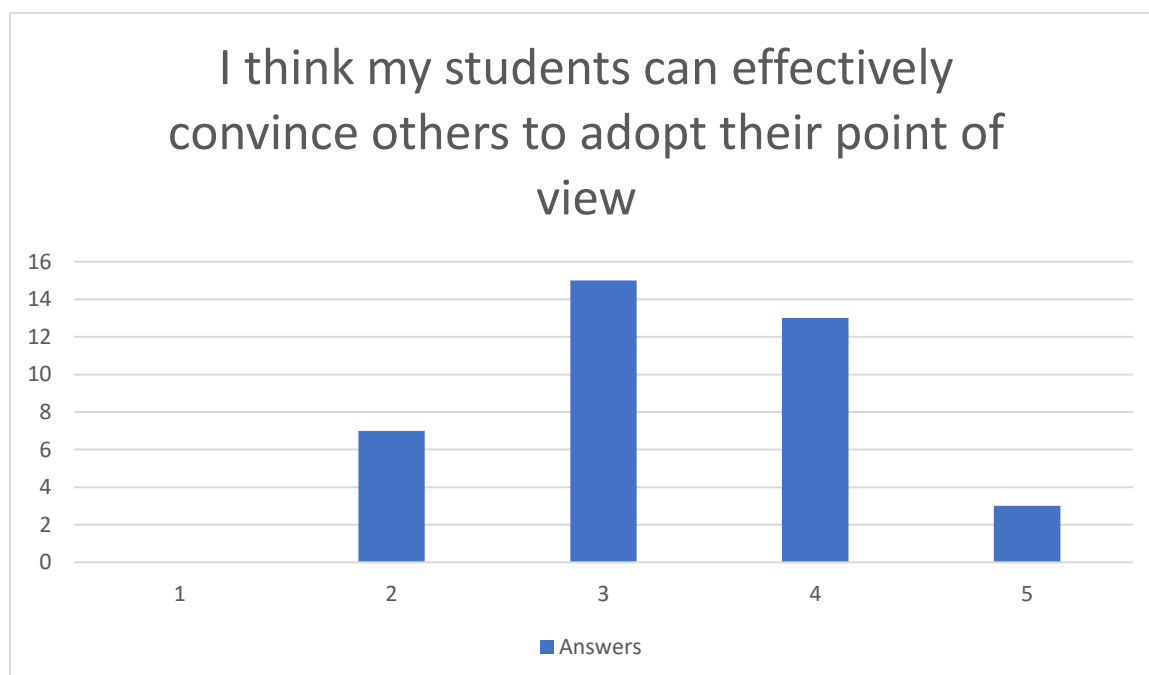
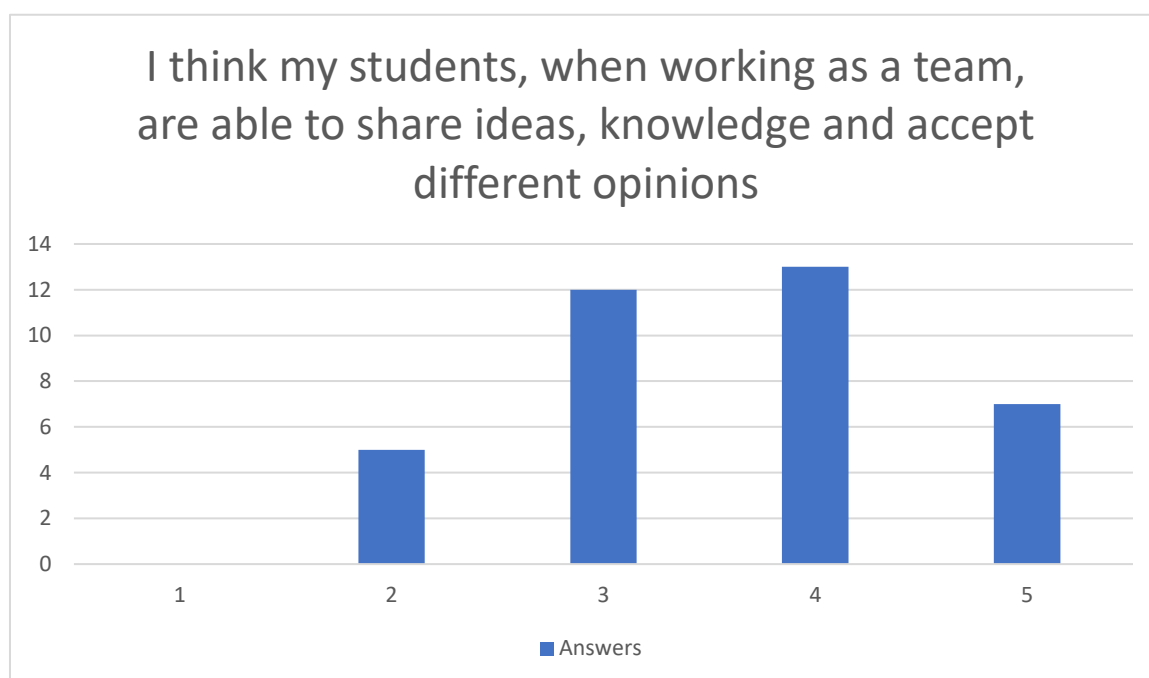
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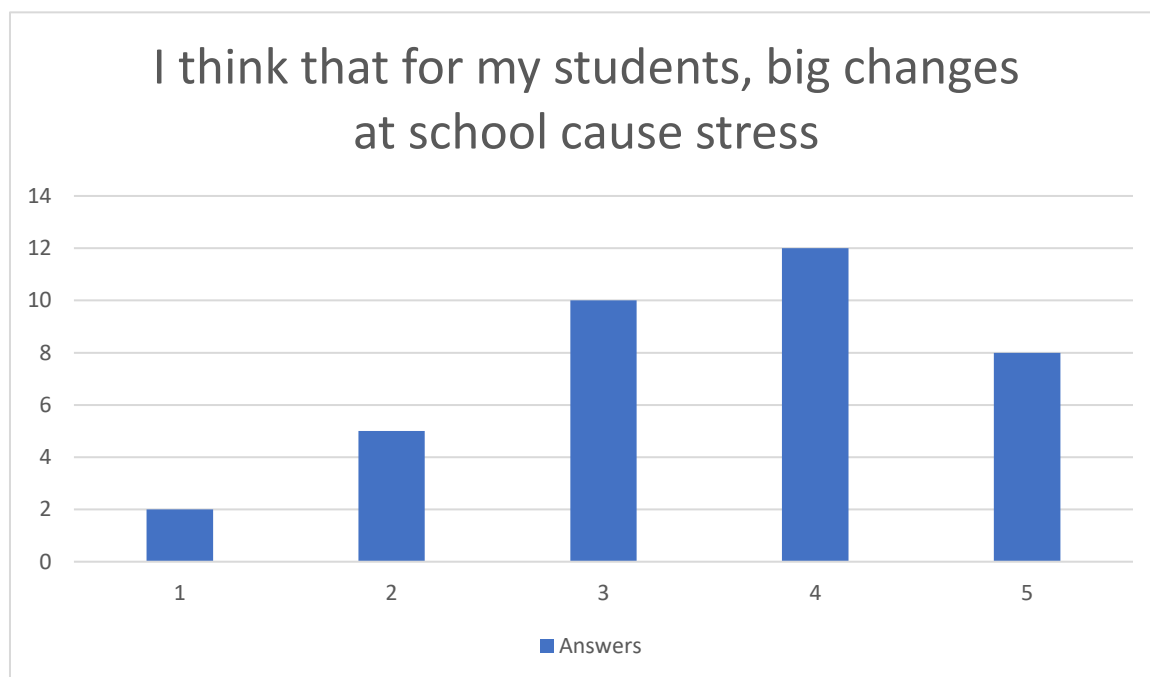
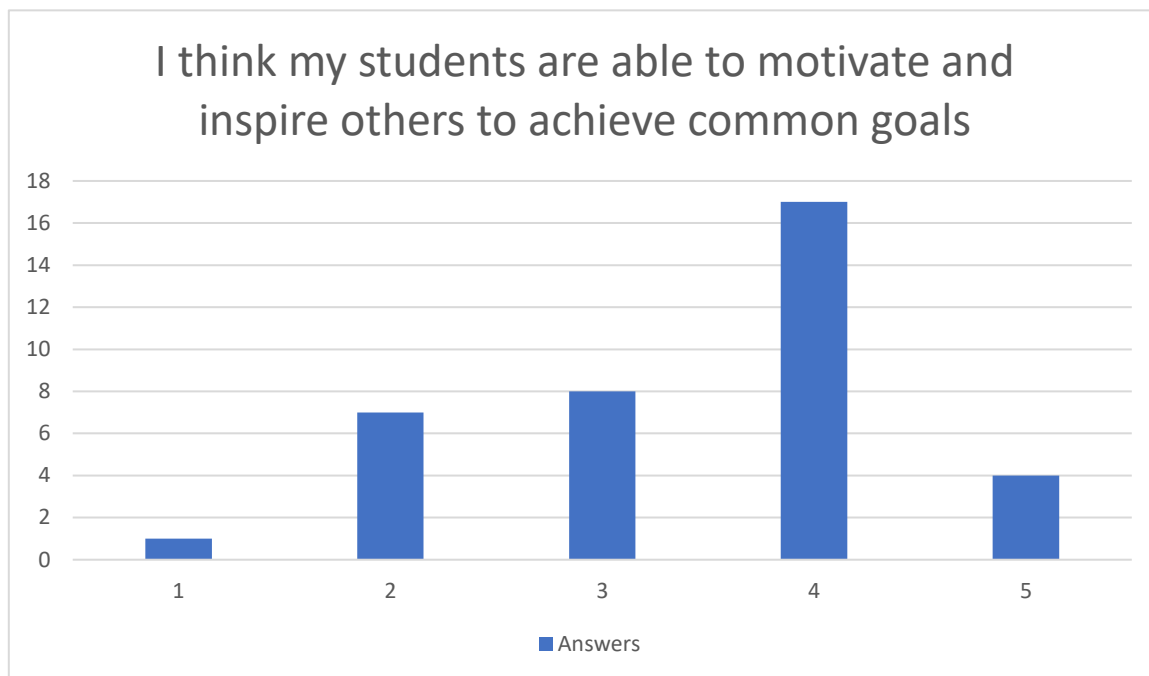
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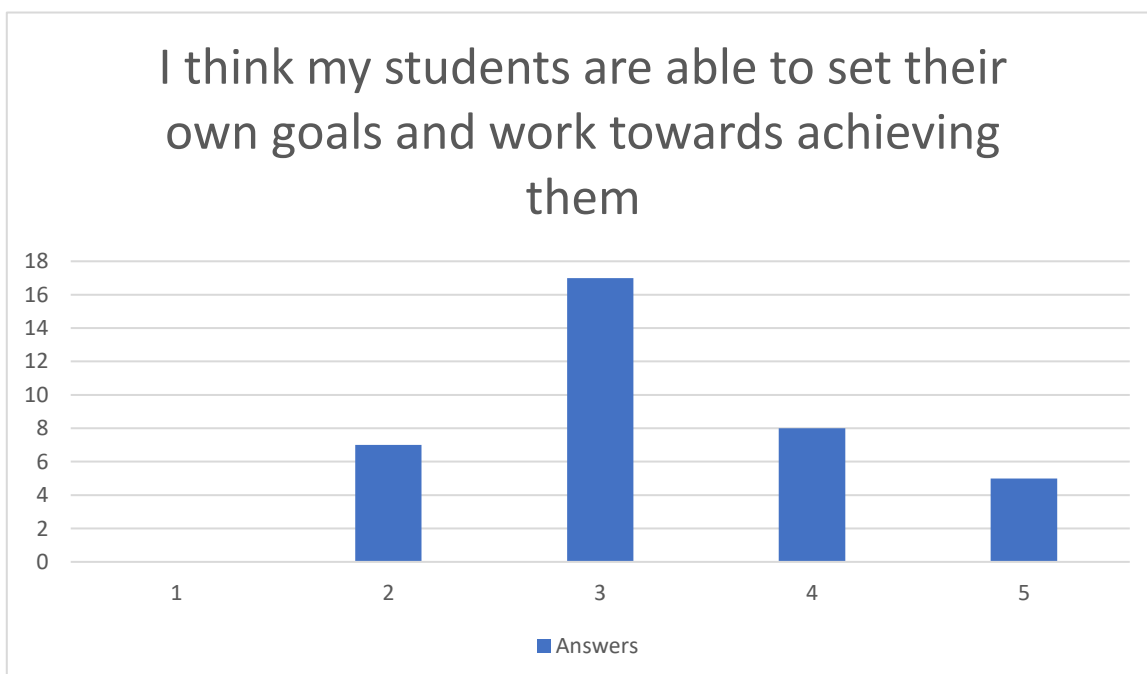
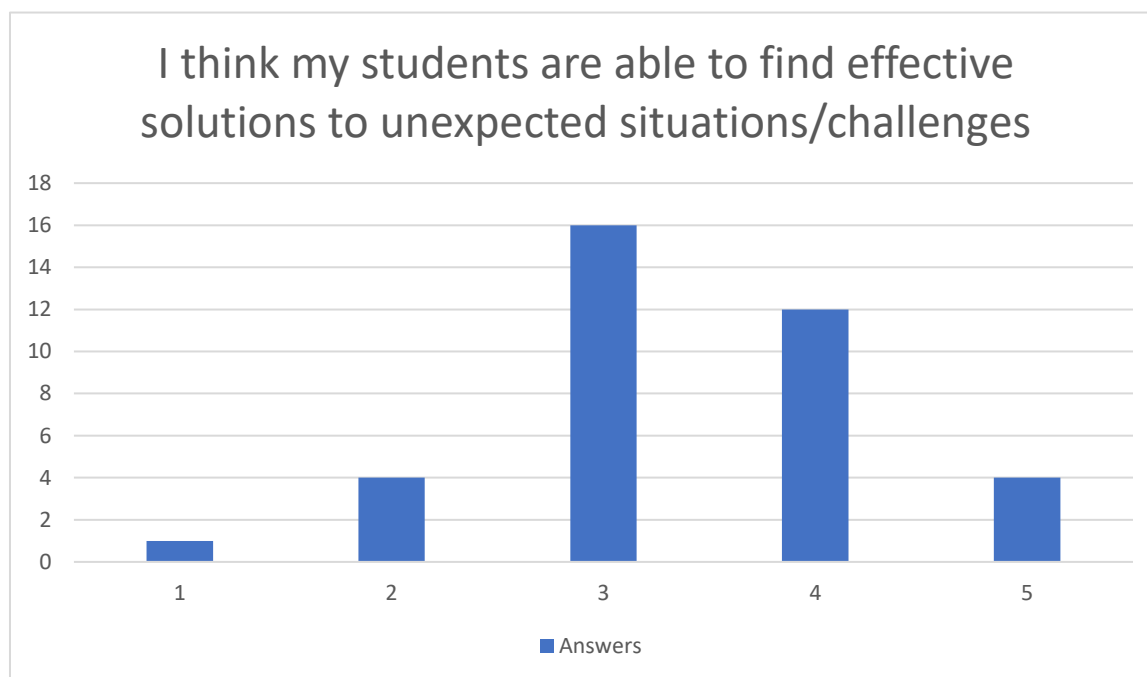
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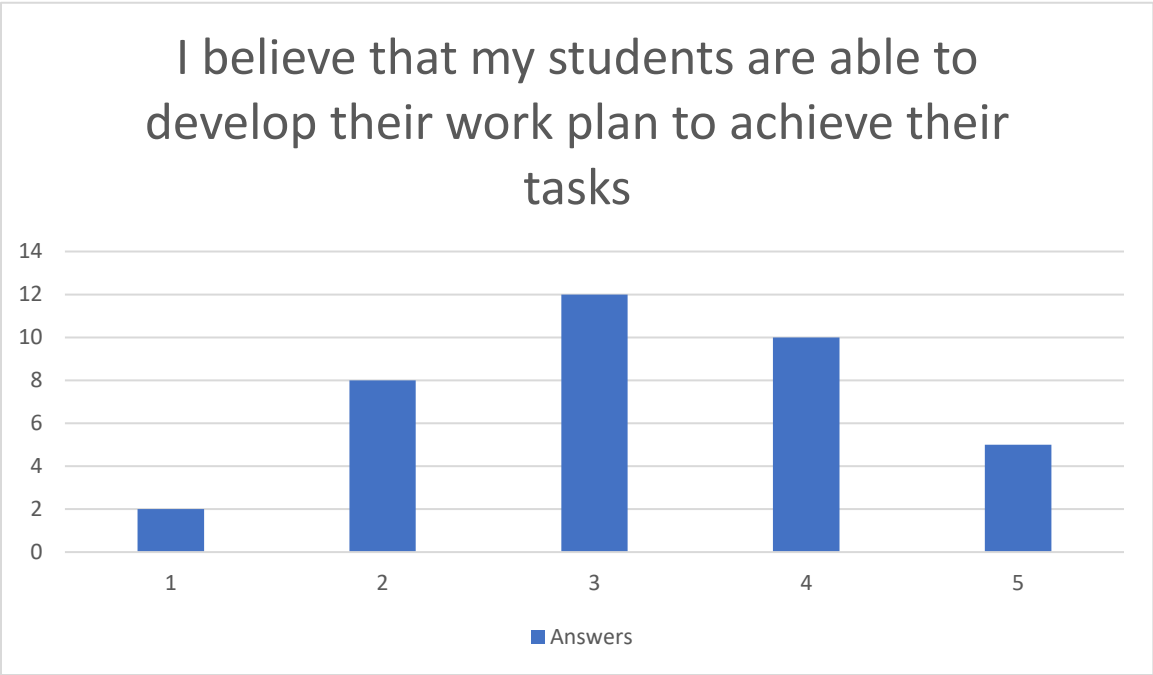
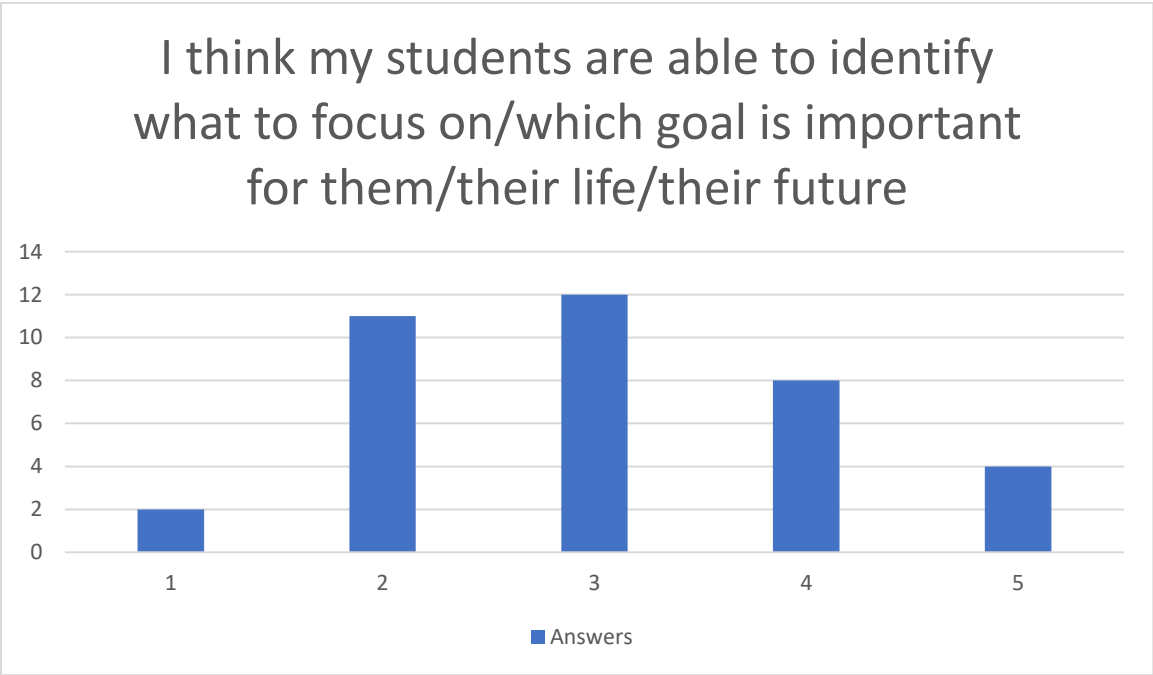




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Summary of the results

As part of the Together Again 2 project, a survey involving 37 teachers was conducted to assess students' social-emotional competencies. The results provide valuable insights into the areas where students demonstrate strength and where they face challenges.

Key Findings

The survey indicated that students generally display strong competencies in interpersonal and emotional intelligence skills. According to the teachers' feedback, students do not struggle with:

- **Recognizing their own feelings:** Students are capable of identifying and understanding their emotions.
- **Confidence in social groups:** They feel secure and accepted within family, friend, and classroom settings.
- **Constructive communication:** When teamwork involves differing opinions, students effectively express their points of view constructively.
- **Empathy and appropriate reactions:** Students can identify and respond appropriately to the emotions and feelings of others.

These strengths suggest that students are well-equipped with foundational social skills, likely influenced by supportive environments at home and school where social interaction and emotional expression are encouraged.

Areas Where Students Face Challenges:

Despite their strengths in interpersonal skills, students face notable difficulties in areas related to self-management and personal confidence. The survey highlighted the following challenges:

- **Managing stress:** Remaining calm in stressful situations is a struggle for many students.
- **Internal vs. external stimuli:** External distractions tend to impact students more strongly than their internal motivations.
- **Persuasion skills:** Students find it difficult to effectively convince others to adopt their point of view.
- **Coping with change:** Major changes at school induce significant stress.
- **Goal prioritization:** Students experience difficulty in identifying and focusing on key life or future goals.
- **Work planning:** Designing a structured plan to achieve their tasks is a common challenge.





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Possible Reasons for the Observed Challenges:

1. **High External Pressure:** The modern educational environment often emphasizes performance and results, which may lead students to experience heightened stress and self-doubt.
2. **Limited Coping Mechanisms:** While students show strong interpersonal skills, they may lack effective strategies for managing internal pressures and stress.
3. **Impact of Societal and Technological Factors:** The constant influx of external stimuli through social media and technology can make it difficult for students to focus on internal motivations and long-term goals.
4. **Developmental Stage:** Adolescents are at a stage where self-identity and future aspirations are still forming, contributing to their struggles with self-confidence and goal setting.
5. **Changing School Environment:** Sudden or significant changes, such as transitions between school levels or shifts in educational expectations, can overwhelm students.

The findings of this survey highlight the importance of balancing interpersonal skills with self-management and personal growth. Addressing these areas will help foster well-rounded individuals capable of handling both social interactions and personal challenges.