

Report on the results of the student survey
" Motivation to learn general subjects in vocational school"

conducted within the project

'Improving teachers' competences – an opportunity for students' success'',

implemented under the Erasmus + Programme, Action A1,
mobility of school education staff in the school education
sector, 2018 - 2021.



Kraków, August 30th, 2021

I. THE AIM OF THE SURVEY

The priority of teaching in a secondary vocational school is, above all, putting emphasis on the acquisition by students of the necessary qualifications to enable them to take up employment in the learned profession. However, a graduate of a secondary vocational school should, in addition to professional competence, also have elementary knowledge and skills in the field of general education. Thanks to them he/she will be able to fully function and act in society and, what is more important, take up further education at universities.

The objectives of the measure:

- to find out the students' state of readiness and the degree of their motivation to study general education subjects at secondary, vocational school,
- to develop teachers' competences in the field of diagnosing students' school needs and problem solving skills, selection of adequate educational techniques and tools improving the quality and attractiveness of teaching,
- to improve basic key competences by teachers – the participants of the project,
- to exchange knowledge, skills and experience in the field of the studied problem between teachers of partner schools from Poland, Finland, France and Cyprus,
- to develop together "good practice" to improve the quality of teaching in partner schools,
- to improve the quality of teachers' work and school effectiveness in the field of general education at ZSG nr 1 in Krakow.

The questionnaire was prepared in a uniform form for all the students surveyed.

II. THE SCHOOLS PARTICIPATING IN THE SURVEY



Zespół Szkół Gastronomicznych No 1 in Kraków, Poland



Keski Pohjanmaan Koulutusyhtymä in Kokkola, Finland



MFR Saint Michel Mont Mercure, France



Technical School of Paphos

III. THE SCHEDULE FOR THE SURVEY

The survey concerning the level of students' motivation to study general subjects at vocational school was prepared by the teachers of ZSG no. 1 in Krakow who implement the project within the Erasmus + programme. The survey was prepared in Polish and English versions, both in the form of a traditional paper test and via a Google Form survey. The survey was anonymous.

The students of the ZSG no. 1 in Kraków were surveyed first. The survey was conducted between 28 January and 15 February 2019 in all grades from 1 to 4. In total, 750 students aged between 15 and 20 years were surveyed.

The remaining surveys were conducted during the mobility of teachers of ZSG no. 1 in the partner schools:

- 18 - 22 March 2019 - KPEDU Kokkola, Finland a group of 140 students aged 16 - 20 years participated in the survey,
- 7 - 11 October 2019 - MFR of Saint Mont Mercure, France a group of 114 students aged 16 - 20 participated in the survey,
- Due to the special circumstances connected with the development of the Covid -19, the students from the third partner school Technical School of Paphos, Cyprus, only participated in the online survey. It was conducted from 15 to 26 March 2021. A group of 54 students between the ages of 16 and 21 participated in the survey.

GENERAL EDUCATION CLASSES - MOTIVATION TO LEARN

The survey is anonymous.

We are asking for thoughtful answers, taking into account your motivation to learn at general education classes at school.

1. SEX: M F

2. I am : *a very good student // a good student // an average student // a poor student //*

3. How often do you learn at home? (once a week, every day, never...)

.....
.....

4. How much time a day do you spend using social media or playing computer games ?

- a. 1-2 hours
- b. 2-3 hours
- c. 3-4 hours
- d. more than 4 hours

5. Do you like learning?

Yes, because ...(why?)	No, because... (why?)
<ul style="list-style-type: none"> - I want to get new skills - It satisfies me - I can develop my skills - I'm ambitious and hardworking - good knowledge will let me find a better job - my parents expect good marks from me - 	<ul style="list-style-type: none"> - I have problems with memorizing despite spending a lot of time learning - I don't care about my knowledge and skills - I prefer having fun, not learning - Learning is a waste of time - I don't like school -

6. What motivates you to learn more? – write numbers 1,2,3,4 or 5 next to each option.
(1 – very strong motivation,
2 – strong motivation,
3 – average motivation,
4- weak motivation,
5- it doesn't influence my motivation at all)

- when you know what to expect from teachers
- when the teacher informs you about the aims of the lesson in class
- when I get good grades for my activity and working well in class
- when my parents are informed about my school marks every day
- when the teacher tells me about my mistakes and shows me the way to correct them
- when I get excellent marks
- when I don't get bad marks
- when my teacher appreciates my progress
- when I get a good certificate at the end of the school year
- when I feel safe in class
- friendly atmosphere in class
- a strict teacher
- my positive attitude to the teacher

7. What discourages you from learning? (Write a tick next to your choice, you can choose some)

1. when your teacher gives unfair marks
2. when your teacher doesn't appreciate your work
3. when your teacher favours some students
4. when you don't know what the aim of the lesson is
5. if you have too many things to learn
6. boring classes
7. if your teacher is not involved in the lesson process
8. stressful atmosphere in class

8. What teaching methods used in class do you prefer?

(e- learning, class lecture, project work, brainstorming, group work, pair work, using handouts, others)

.....
.....

9. Is your motivation to learning stronger when you know that you can retake a test/ exam?

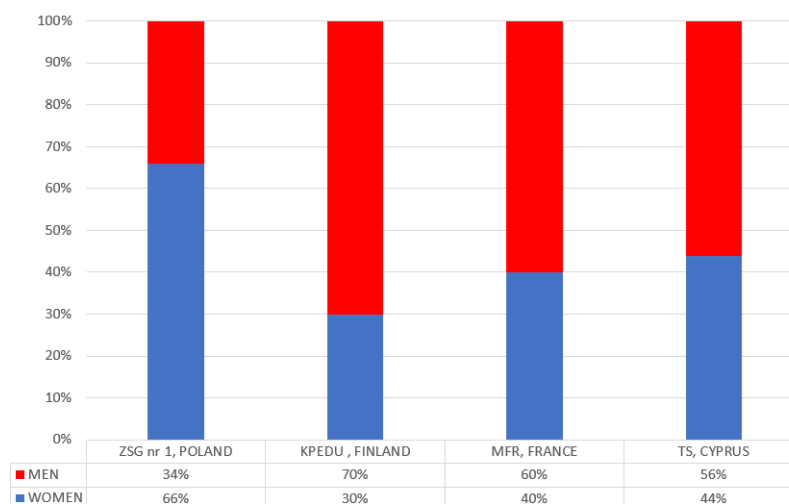
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10. Can you describe the character and the appearance of a perfect teacher?

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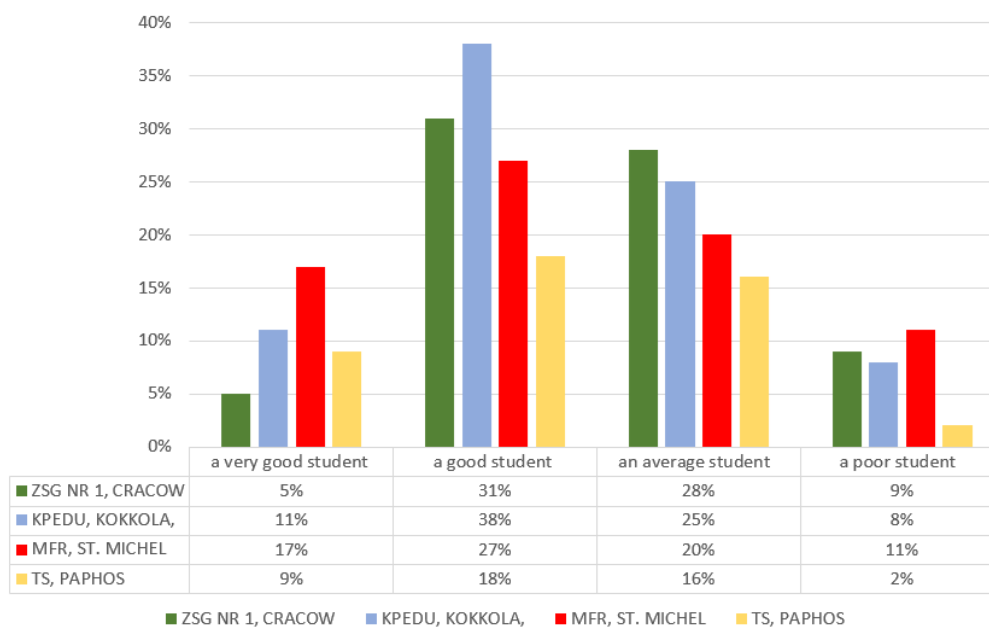
IV. THE PERCENTAGE ANALYSIS OF THE SURVEY RESULTS

1). Respondents by gender



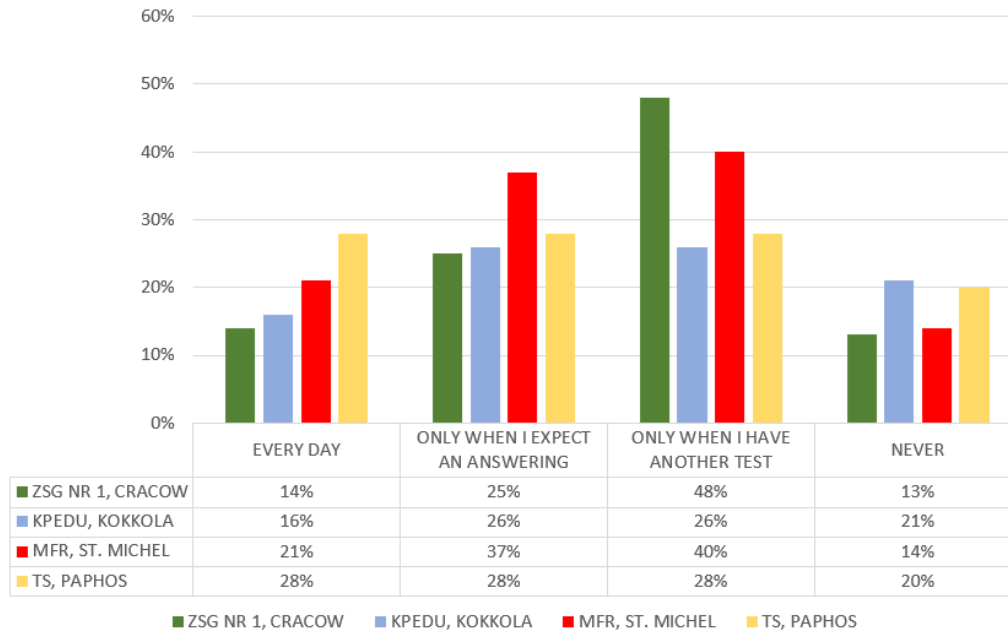
1108 students from the four partner schools took part in the survey. 55% of the respondents were male (respectively: ZSG No.1 - 34%, KPEDU - 70%, MFR - 60%, Technical School - 56%). 45% of the respondents were women (respectively: ZSG No. 1 - 66%, KPEDU - 30%, MFR - 40%, Technical School - 44%).

2). Student self-assessment.



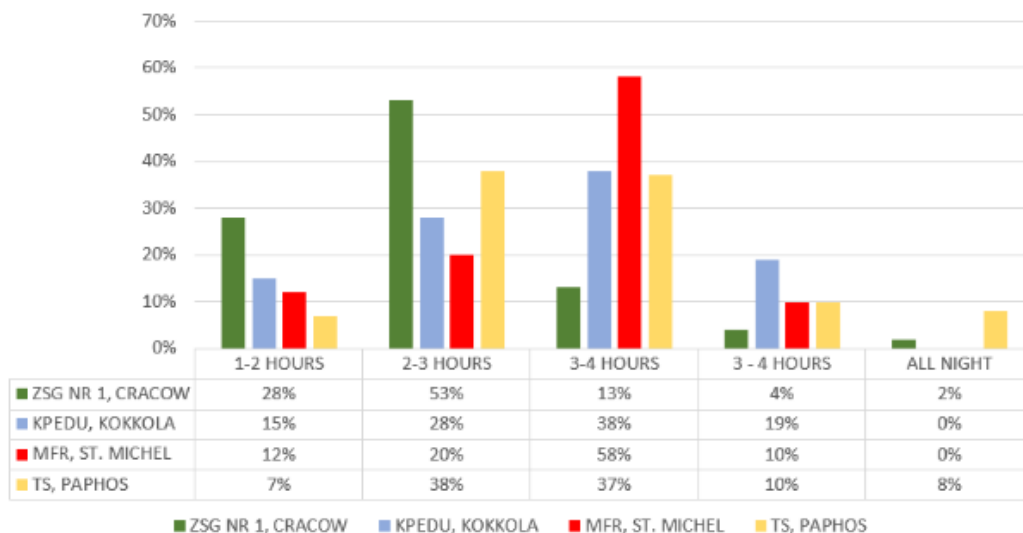
In this question the respondents were asked about their self-assessment as a student. The largest group among the respondents are those who assess themselves as good students - 30% of responses (ZSG No.1 - 31%, KPEDU - 38%, MFR - 27%, Technical School - 18%). 26% of respondents indicate their abilities as an average student (ZSG No.1 - 28%, KPEDU - 25%, MFR - 20%, Technical School - 16%). Only 7% of the respondents consider themselves to be very good students (ZSG No.1 - 5%, KPEDU - 11%, MFR - 17%, Technical School - 9%), and one percent more consider themselves to be poor students - 8% (ZSG No.1 - 9%, KPEDU - 8%, MFR - 11%, Technical School - 2%).

3). Systematic studying among pupils



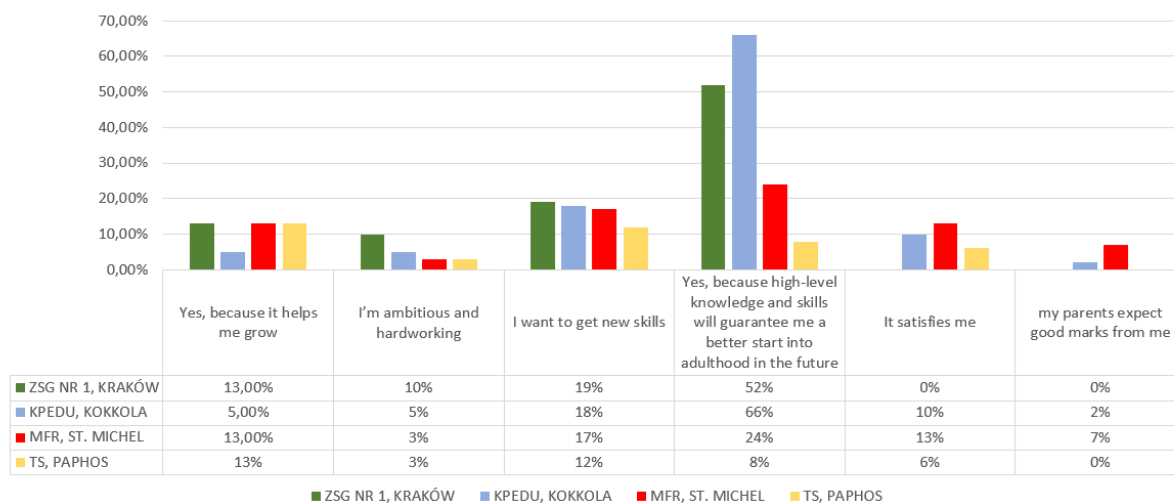
In this question, the students were asked to answer how often they study at home. 43% of all respondents answered that they study only when a written test is announced (respectively: ZSG No.1 - 48%, KPEDU - 26%, MFR - 40%, Technical School - 28%), and almost ¼ of the respondents, i.e. 26%, indicated that they are motivated to study at home when there is a possibility of an oral test in class (respectively: ZSG No.1 - 25%, KPEDU - 26%, MFR - 37%, Technical School - 28%). A group of 19% of respondents indicated that they study every day (respectively: ZSG nr 1 - 14%, KPEDU - 16%, MFR - 21%, Technical School - 28%) and 17% of respondents that they never do it (respectively: ZSG No.1 - 13%, KPEDU - 21%, MFR - 14%, Technical School - 20%).

4) How much time during the day do you spend in front of your computer or mobile phone on so-called social media?

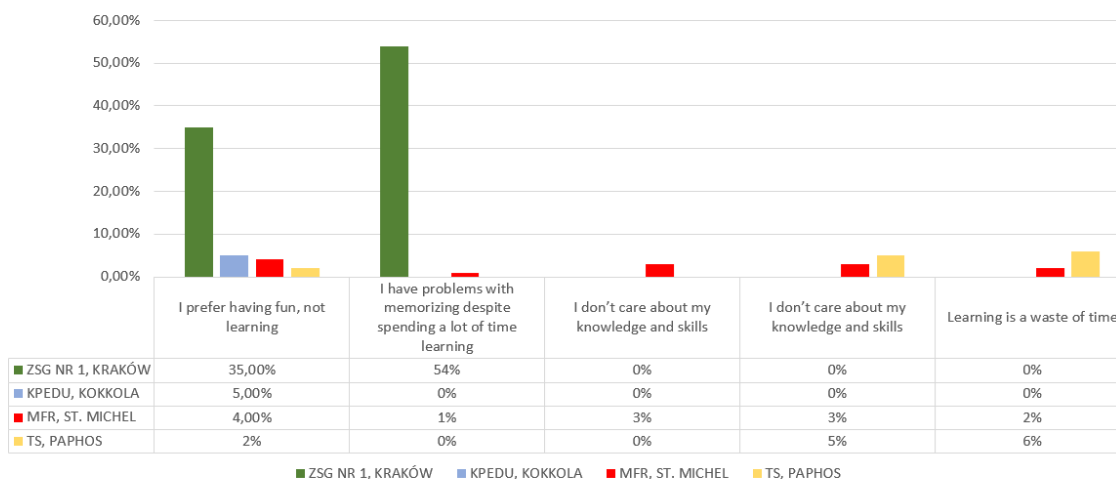


In question 4, students were asked to indicate how much time they spend per day using Internet resources, including Facebook, Instagram, YouTube, streaming platforms, etc. 45% of the respondents indicated that they spend from 2-3 hours a day on Internet resources (respectively: in ZSG No.1 - 53%, KPEDU - 28%, MFR - 20%, Technical School - 38%). 22% of respondents indicated that they spend 3 - 4 hours a day on the Internet (respectively: ZSG No.1 - 13%, KPEDU - 38%, MFR - 58% , Technical School - 37%). Only 6% of the respondents answered that they spend more than 4 hours a day in front of a computer/mobile phone (respectively: ZSG No.1 - 4%, KPEDU - 19%, MFR - 10%, Technical School - 10%) and 1% that they even spend the whole night (respectively: ZSG No.1 - 2%, KPEDU - 0%, MFR - 0%, Technical School - 8%).

5) Do you like studying and why?



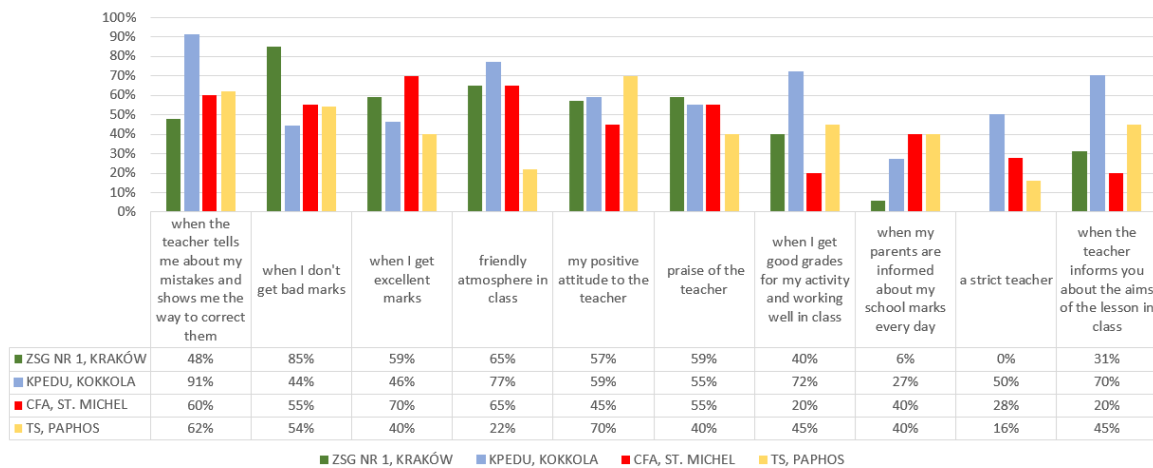
In the first part of question 5, the respondents were asked to answer the question "Do they enjoy learning?" 75% of them indicated an affirmative answer (respectively: ZSG No.1 - 66%, KPEDU - 93%, MFR - 75%, Technical School - 76%). The most common reason why students like learning, 48% of respondents indicated that it is the desire to acquire knowledge and skills at a high level, which will guarantee them a better start in the future (respectively: ZSG No.1 - 52%, KPEDU - 66%, MFR - 24%, Technical School - 8%). Students from the Technical School in Paphos, on the other hand, indicated that for them the most important reason why they like studying is the opportunity to develop 13% . 3% of the respondents indicated that they like studying because it gives them satisfaction (ZSG No.1 students did not choose this statement at all). 1% of the students like studying because in this way they meet their parents' expectations.



A group of 25% of the surveyed students admitted that they do not like studying. 13% of the respondents indicated that the reason for this is the lack of visible effects of learning despite the effort and work on their part (respectively: ZSG No.1 - 54%, KPEDU - 0%, MFR - 1%, Technical School - 0%). 14% indicated that they prefer to spend time on their own pleasures (respectively: ZSG No.1 - 34%, KPEDU - 5%, CFA - 4%, Technical School - 2%).

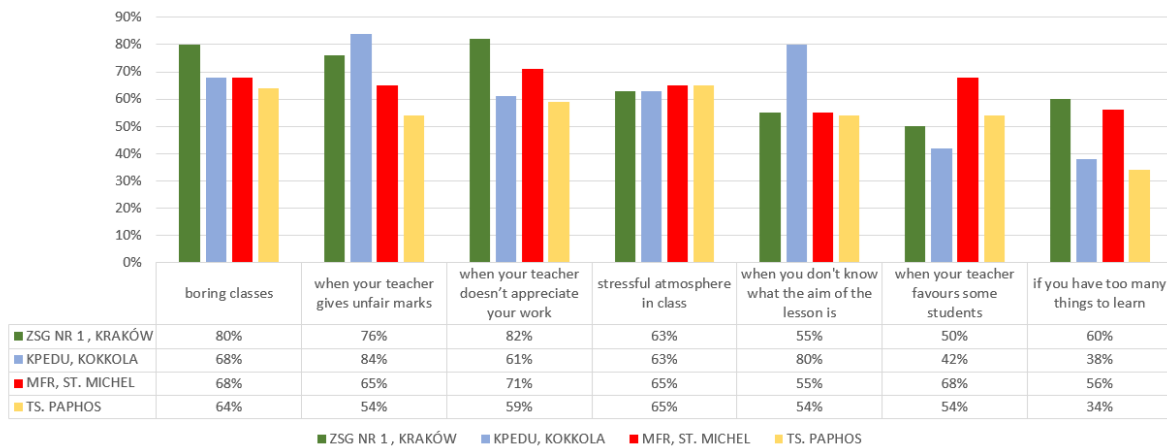
6) The factors motivating students to study

In question 6, the respondents were asked to mark the factors that influence their motivation to learn. The most frequently given answers are included in the list below.



The chart shows the most important factors which students indicated as those which motivate them very strongly and strongly to learn. Among the most frequent answers, 65% of the respondents reported that the most important factor motivating them to learn is the teacher pointing out and discussing the mistakes they make (respectively: ZSG No.1 - 48%, KPEDU - 91%, MFR - 60%, Technical School - 62%). The next indications of the respondents focus on marks as factors that strongly motivate them to learn. For 59% of the respondents avoiding a failing mark is a strong motivator (respectively: ZSG No.1 - 85%, KPEDU - 44%, MFR - 55%, Technical School - 54%). In turn, 53% of respondents indicated that a strong motivation for them is the possibility of obtaining a high mark in the subject (respectively: ZSG No.1 - 59%, KPEDU - 46%, MFR - 70%, Technical School - 40%). Another factor that influences motivation is the atmosphere and a feeling of safety in the classroom. This factor was indicated by 57% of the respondents, although for the students of the Technical School of Paphos this is not a highly motivating factor (respectively: ZSG No.1 - 65%, KPEDU - 77%, MFR - 75%, Technical School - 22%). 57% of the respondents answered that liking the teacher influences their engagement in learning. For students from Technical School in Paphos, this is a highly motivating factor (respectively: ZSG No.1 - 57%, KPEDU - 59%, MFR - 45%, Technical School - 70%). Teacher praise has a motivating effect on 52% of the respondents (respectively: ZSG No.1 - 59%, KPEDU - 55%, MFR - 55%, Technical School - 40%). Among the factors motivating students to learn, 44% of the respondents, indicated that the systematic evaluation by the teacher of various forms of student activity has a motivating effect and for the students from Kokkola it is a highly motivating factor (respectively: ZSG No.1 - 40%, KPEDU - 72%, MFR - 20%, Technical School - 45%). For 41% of the survey participants it is important when the teacher presents the objectives of the lesson, for Finnish students this is a strongly motivating factor (respectively: ZSG No.1 - 31%, KPEDU - 70%, MFR - 20%, Technical School - 45%). The participants in the survey were asked whether regular information from the school to their parents about their progress influences their level of motivation. Only 28% answered that it did (respectively: ZSG No.1 - 6%, KPEDU - 27%, MFR - 40%, Technical School - 40%). The last factor for motivation indicated by the respondents is a demanding teacher. 23% of the respondents gave such an answer, unfortunately for the students of ZSG No.1 it is not a factor affecting the level of motivation at all (respectively: ZSG No.1 - 0%, KPEDU - 50%, MFR - 28%, Technical School - 16%).

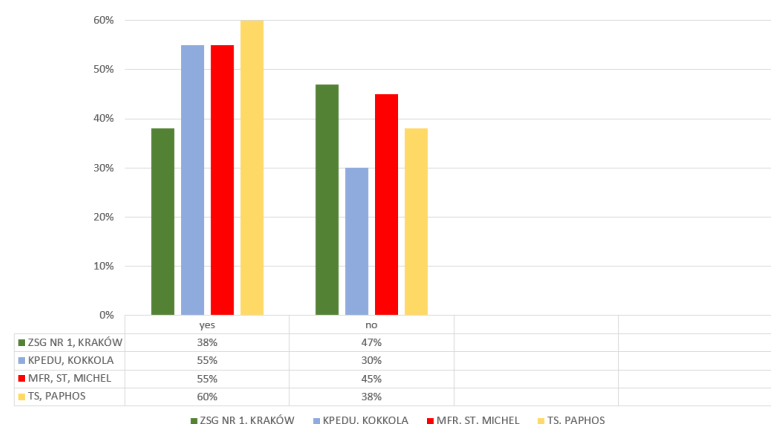
7) Factors which demotivate students from learning



In this question respondents were asked to decide which factors lower their motivation to learning or cause total demotivation. The most popular answers are presented above. The most demotivating factors chosen by the respondents were: boring lessons - 70% of the respondents chose this answer (respectively: ZSG nr 1 - 80%, KPEDU - 68%, MFR - 68%, Technical School - 64%). The next choice was unfair marks given by teachers- 69% respondents indicated this answer (respectively: ZSG nr1 - 76%, KPEDU - 84%, MFR - 65%, Technical School - 54%). 68% of the respondents decided that the teacher's ignorance and lack of appreciation of the student's effort put into the process of learning and giving marks based only on the final result of the student's work is a very demotivating factor. (respectively: ZSG nr 1 - 82%, KPEDU - 61%, MFR - 71%, Technical School - 59%) 64% of the respondents decided that a stressful atmosphere in class reduces their motivation (respectively: ZSG nr 1 - 63%, KPEDU - 63%, MFR - 65%, Technical School - 65%). For 61% of the students a demotivating factor is lack of clear requirements and aims of the lesson (respectively: ZSG nr 1 - 55%, KPEDU - 80%, MFR - 55%, Technical School - 54%). Favouring some students by the teachers is also a demotivating factor. This option was chosen by 53% of the respondents (respectively: ZSG nr 1 - 50%, KPEDU - 42%, MFR - 68%, Technical School - 54%). The last factor which demotivates students from learning is too much material to learn - 47% respondents chose this answer (respectively: ZSG nr 1 - 60%, KPEDU - 38%, MFR - 56%, Technical School - 34%).

8. The possibility of improving each grade and its impact on the student's motivation to learn

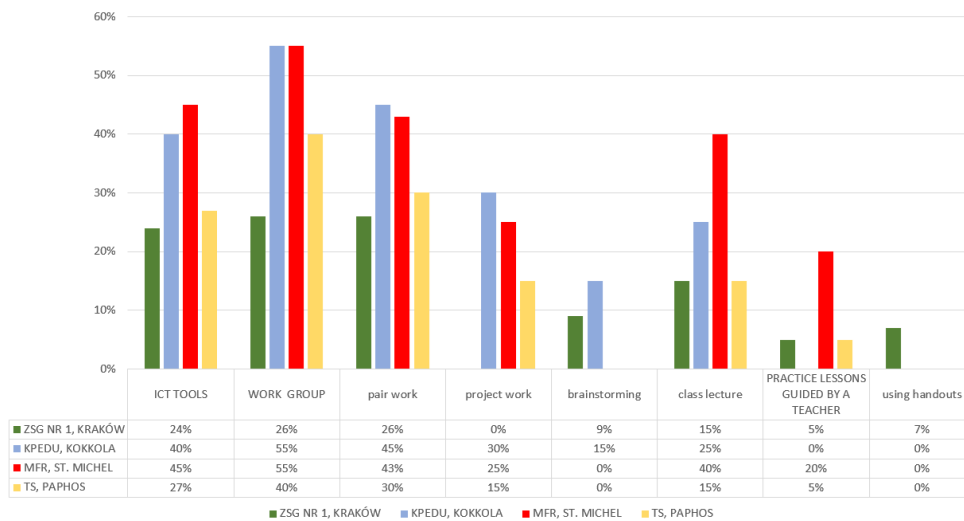
IS YOUR MOTIVATION TO LEARN WEAKER WHEN YOU KNOW THAT YOU CAN IMPROVE EVERY GRADE?



In question 8 of the survey participants were asked to answer the question if their motivation to learning was weaker when they knew that they would be able to correct every mark. 52% of the respondent agreed with the statement that the possibility to correct marks makes them more motivated, 60% of Technical School, Paphos students used this answer (respectively: ZSG nr 1 - 38%, KPEDU - 55%, MFR - 55%, Technical School - 60%).

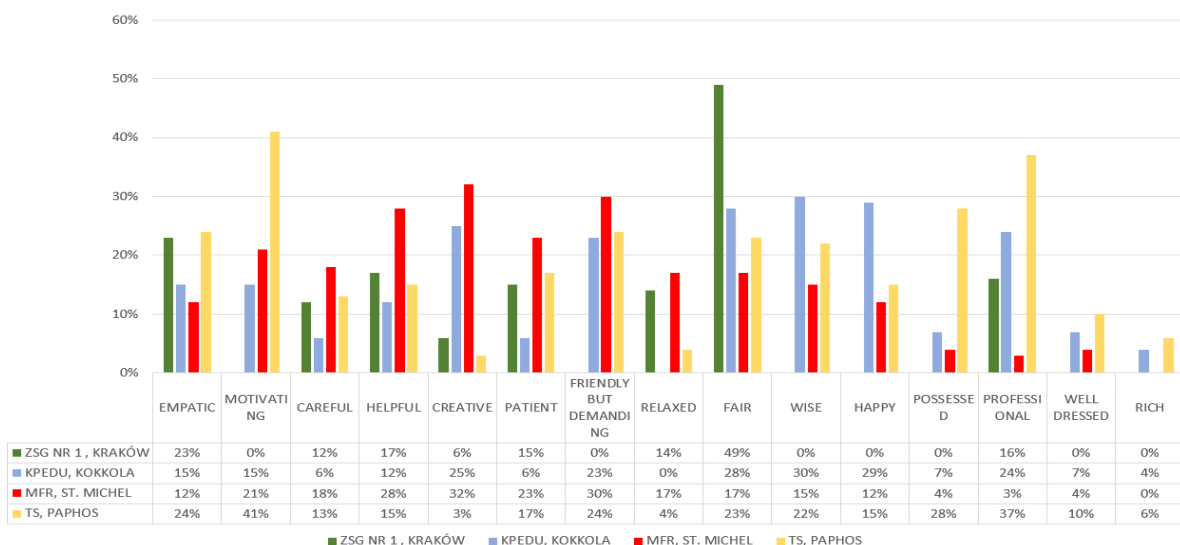
40% of the respondents believe that the possibility to correct every mark they get influences their original motivation (respectively: ZSG nr 1 - 47%, KPEDU – 30%, MFR – 45%, Technical School – 38%).

9. Methods of learning and tools preferred by a student



In question 9 students were asked to indicate their favourite methods of work used during their lessons which help them use their knowledge and skills well. Among the given examples students could choose any number of answers. The most preferred methods of learning are : group work -44% of answers (respectively: ZSG nr 1 - 26%, KPEDU – 55%, MFR – 55%, Technical School – 40%) and pair work - 36 % of answers (respectively: ZSG nr 1 - 26%, KPEDU – 45%, MFR – 43%, Technical School – 30%). 28% of the respondents chose using modern technologies-as their favourite type of work: educational platforms, apps, films, presentations, using different websites and computer programmes etc. (respectively: ZSG nr 1 - 24%, KPEDU – 40%, MFR – 45%, Technical School – 27%). 23% of the respondents indicated a teacher’s lecture as their favourite method of learning (respectively: ZSG nr 1 - 15%, KPEDU – 25%, MFR – 40%, Technical School – 15%). The least popular answer was the project-based method - 17%. This answer was not chosen by any of the ZSG nr 1 students. (respectively: ZSG nr 1 - 0%, KPEDU – 30%, MFR – 25%, Technical School – 15%). The survey shows that the method of doing the exercises under the teacher’s control is preferred only by 12 % of the respondents (respectively: ZSG nr 1 - 5%, KPEDU – 0%, MFR – 20%, Technical School – 5%) and brainstorming is attractive only for 6 % of the respondents. Only students from ZSG nr 1 chose the answer with the text - analysis method which was 1 % of all the answers (respectively: ZSG nr 1 - 7%, KPEDU – 0%, MFR – 0%, Technical School – 0%).

10. Describe the appearance and the character of your perfect teacher.



In the last point of the survey students were asked to mention the qualities of a perfect teacher. The respondents could give some answers. For the respondents the most important feature of a teacher is that he should be fair . This answer was mentioned by the biggest number of the respondents - 29%, and for ZSG nr 1 students this is the most important feature of a perfect teacher. (respectively: ZSG nr 1 - 49%, KPEDU – 28%, MFR – 17%, Technical School – 23%). 20% of the respondents decided that a perfect teacher should be professional, for Technical School students this feature was very important. (Respectively: ZSG nr 1 - 16%, KPEDU – 24%, MFR – 3%, Technical School – 37%). 19% of the respondents indicate that a perfect teacher should be friendly but strict and motivating for a student. 18% of the respondents decided that empathy and being helpful are necessary qualities of a perfect teacher. Among other features of character mentioned by the respondents there were also: creativity– 17% (respectively: ZSG nr 1 - 6%, KPEDU – 25%, MFR – 32%, Technical School – 3%), wisdom– 16% (respectively: ZSG nr 1 - 0%, KPEDU – 30%, MFR – 15%, Technical School – 22%), patience– 15% (respectively: ZSG nr 1 - 15%, KPEDU – 6%, MFR – 23%, Technical School – 17%), happiness – 14% (respectively: ZSG nr 1 - 0%, KPEDU – 29%, MFR – 12%, Technical School – 15%), attentiveness – 12% (respectively: ZSG nr 1 - 12%, KPEDU – 6%, MFR – 18%, Technical School – 13%), definiteness – 9% (respectively: ZSG nr 1 - 0%, KPEDU – 7%, MFR – 4%, Technical School – 28%), being easy - going – 8% (respectively: ZSG nr 1 - 14%, KPEDU – 0%, MFR – 17%, Technical School – 4%).

SUMMARY

In the process of education motivation plays a very important role. It is the key factor which makes students more active and eager to learn and self- develop. The answers given by the respondents show that despite the differences in the systems of education in the partner schools, factors which motivate and demotivate students to learning are very similar.

Surveyed students declared to be good students (30%) and average students (26%). Most of them like learning (75%) and the main reason why they learn is their will to gain new knowledge and skills on a high level, which will guarantee them a better start to adulthood. The factor which causes a negative attitude towards learning for 13% of the respondents is the feeling of failure despite their engagement and effort put into learning. Comparing the answers of the respondents, their engagement in following the Internet resources is comparable. Teenagers spend on average 2-3 hours a day (55%) with their computers or phones using social media or browsing the internet.

The respondents answered the question about the factors which motivate students to learning. The most motivating factor for them is when a teacher indicates and explains a student's mistakes (65%). Feedback from the teacher and indicating the strong and weak aspects of the task done by a student reinforces the student and helps him avoid doing the same mistakes in the future.

The survey shows that a well motivating factor is the system of evaluation and giving marks for students' achievements. For 69% of the respondents, the possibility of checking their knowledge and skills during the lesson by oral answers from the current material or by writing a test is the reason why a student is able to spend some extra time learning at home. Marks which a student can get, influence his or her motivation, both if the possibility to avoid negative marks (59%) or if the possibility to get very good marks (53%) is taken into consideration. Systematic knowledge and skills control in different forms of a student's activities is also a motivating factor (44%) as well as the atmosphere in class and the sense of security (57%) or the appreciation of the student's effort and the compliment from the teacher (52%).According to the respondents, informing their parents about their progress at school does not strengthen their motivation to learning (28%).

For more than a half of the respondents the situation which lowers the level of motivation to learning is the possibility to correct every single mark (52%).

Among the factors which demotivate students from learning are : boring lessons (70%), unfair marks given by teachers (69%), underestimating the effort put by a student into learning by a teacher , not seeing his or her abilities

and giving marks only for the final work (68%), no clear requirements and aims of the lesson and stressful atmosphere in class (64%), favouring some students by a teacher (53%), too much material to learn (47%).

From the respondents' answers it is known that a teacher plays a huge role in shaping a student's attitude to the process of learning. His or her professional attitude (20%), fair assessment (29%), ability to create proper relations with students (19%), empathy (18%), creativity (17%), patience (15%), self-control (9%) and the knowledge of modern tools and methods of teaching influences students' attitude and willingness to learning.

CONCLUSIONS

- ✓ Clear information about educational requirements, assessment rules and aims of the lessons (a student wants to know what he learns and why he needs to learn it and how he will be assessed)
- ✓ Systematic knowledge and skills testing , assessing different forms of student's work
- ✓ Precise information which exercises done by a student will be assessed and for which tasks a student must receive positive marks,
- ✓ Reliable information from a teacher about the student's mistakes, indicating strong and weak aspects of the work and explaining the mistakes if they appear, writing down comments in written tasks
- ✓ Praising and appreciating the student's effort put into the task in the context of his or her educational abilities , individualizing the level of difficulty of the assignments
- ✓ Limiting the material, concentrating only on requirements from the curriculum and the A-level exam requirements
- ✓ Creating a safe and comfortable surrounding during in - class work
- ✓ Using different teaching methods, modern technologies, using MS Teams platform as space for material revision or individual student's work
- ✓ Increasing the number of methods activating a student in class (group work, pair work), making a student co-responsible for the progress and the effects of the lesson
- ✓ Creating positive relationship between a teacher and a student based on professionalism, wisdom, respect and empathy