

# NEEDS ANALYSIS REPORT

**developed by**

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## INTRODUCTION

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The school's social climate affects both the overall performance of students and the satisfaction of teachers and parents. The way of communication and the ability to create positive relationships in the educational space is an elementary condition for pedagogical success.

Building lasting and secure relationships depends largely on the knowledge and personal and social competence of teachers and educators who are able to recognize and identify the needs, expectations and problems of their students. The effectiveness of educational and preventive interventions is the result of, among others, reliable and accurate diagnosis of difficult situations.

Therefore, the stereotypically perceived patterns of interaction between teachers and students should be changed in the new concept of education. To this end, new methods, techniques and means of education and upbringing should be developed.

The **GAME** project implemented under the ERASMUS + program (Strategic Partnership for school education KA201) aims to create an interactive educational tool for teachers and educators who work with students with behavioral disorders.

To adapt the didactic game to the needs of educators, a needs diagnosis was planned and conducted using a questionnaire for teachers and students. This Report presents both the theoretical foundations that formed the basis for the construction of the tools and the methodological assumptions under which the study was conducted. The data obtained during the study were thoroughly analyzed, thus constituting the basis for formulating conclusions and recommendations for the interactive learning tool **GAME** being prepared.

## I. THEORETICAL ASSUMPTIONS

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Commonly used by teachers, the term "difficult student" refers to the didactic and educational difficulties of the student. However, due to the main assumptions of the project, the diagnosis of needs focused primarily on problematic behavior of students at school.

The term 'behavioral disorders' is expressed differently in the literature on the subject. Some authors treat him very widely, considering all these behaviors as disturbed, which do not serve to meet the personal needs of man and are not aimed at solving tasks posed by the environment. Others, however, narrow the scope of this concept, set moral and social norms as a reference when assessing specific behaviors.<sup>1</sup>

Most authors also recognize that when identifying such behaviors, the time of their occurrence is important, as most children in specific developmental stages exhibit specific disorders of varying intensity and duration. Therefore, many symptoms can be transient. We talk about disorders in the strict sense when they are of a chronic nature and meet with disapproval of the social environment.

There are many classifications that attempt to characterize the symptoms of behavioral disorders in children and adolescents. The most common are the following:

- 1) physical aggression, initiating fights,
- 2) violence against younger or weaker animals,
- 3) destruction of own and other people's property, theft,
- 4) lies,
- 5) truancy, escape from home,
- 6) premature and contingent sexual initiation,
- 7) self-destruction in the form of suicide attempts and self-harm;
- 8) abuse of drugs and psychoactive substances.<sup>2</sup>

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<sup>1</sup> Radochoński M., *Podstawy psychopatologii dla pedagogów*, WUR Rzeszów, 2001, s. 244.

<sup>2</sup> Tamże, s. 245.

In the American classification of mental disorders DSM-IV, behavioral disorders are ordered into the following symptomatic groups:

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- 1) aggressive behavior, threatening health and life, or bringing physical harm to other people and living beings;
  - 2) non-aggressive behavior, resulting in the loss or destruction of someone else's property;
  - 3) burglaries and thefts;
  - 4) serious violation of law.<sup>3</sup>

In the ICD-10 classification, however, diagnostic criteria for behavioral disorders are:

- 1) outbursts of anger extremely frequent or severe in relation to the developmental level,
- 2) quarrels with adults,
- 3) active rejection of adult requirements or non-compliance with rules,
- 4) deliberately doing things that make other people angry,
- 5) accusing others of their own mistakes or inappropriate behavior,
- 6) "irritability" and ease of anger by others,
- 7) falling into anger or resentment,
- 8) malice and vengeance,
- 9) lies or breaking promises in order to obtain goods or privileges, or to avoid obligations,
- 10) initiating physical aggression,
- 11) using weapons that can cause serious injury to others,
- 12) staying out after dark despite the parents' prohibitions,
- 13) displaying physical cruelty to other people,
- 14) manifesting physical cruelty to animals,
- 15) willful destruction of the property of others,
- 16) deliberately setting fire with the risk or intention of causing serious damage,
- 17) thefts (in shops, burglaries, forgery),
- 18) truancy from school,
- 19) escaping from home,

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<sup>3</sup> <http://www.psychologia.edu.pl/czytelnia/61-remedium/565-zaburzenia-zachowania-u-dzieci-i-mlodziezy.html>  
(06.02.2020).

- 20) committing crimes (e.g. extortion, assaults),
- 21) forcing other people to engage in sexual activity,
- 22) terrorizing others
- 23) burglary in someone else's house, building or car."<sup>4</sup>

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Usually, we start to talk about a behavioral disorder when behavior inadequate to the situation becomes the rule, and the child in different situations presents a constant stereotype of behavior. Thanks to this definition, we can point to some features of disturbed behaviors that allow us to distinguish them from behaviors considered normal. Such criteria are inadequacy, stiffness of the reaction, harm to the subject and the environment, and the presence of negative emotions.<sup>5</sup> Inadequate behavior is one that does not take into account the individual features of the situation, is irrational, and thus seems strange or even shocking to those observing them. The rigidity of the reaction is to repeat certain behaviors regardless of changing environmental conditions and the people with whom they come into contact. The harmfulness of such behavior relates primarily to the consequences felt by the child (e.g. anger, emotional tension, alienation, humiliation) as well as his environment (e.g. consternation, helplessness, disorganization of the lesson, anxiety, aggression). At the same time, disturbed behavior is usually accompanied by unpleasant emotions (e.g. anxiety, hatred, anger, shame, guilt, jealousy, resentment, etc.).

Behavioral disorders may manifest themselves in various areas of the child's functioning. Practitioners most often list four types:

1. **Disorders in relationships with adults** that rely primarily on attacking people who are kind to the child or who do not know them, rejecting cooperation and help proposals, provoking aggression, lack of confidence, manipulation for gain, lies, threats, attempts bullying, etc.
2. **Disorders in peer relationships** are most often manifested as rivalry at all costs, rejecting others, deterrence, isolation, aggression, violence, manipulating others in order to achieve certain benefits, showing disdain and resentment, attempts to subordinate and dominate over others, etc.

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<sup>4</sup> *Klasyfikacja zaburzeń psychicznych i zaburzeń zachowania w ICD-10*, Uniwersyteckie Wydawnictwo Medyczne Vesalius", Warszawa 1998, s. 140.

<sup>5</sup> Strzemieczny J., *Zajęcia socjoterapeutyczne dla dzieci i młodzieży*, PTP Warszawa, 1993, ss. 35-42.

3. **Disorders of self-perception** (attitude towards oneself) are self-destructive behaviors, consisting primarily of inadequate assessment of oneself and one's own abilities, self-depreciation, self-aggression, self-blame, etc.
- 7 4. **Disorders in task situations** usually manifest themselves in the implementation of tasks related to school learning (e.g. doing homework, classroom work, oral answer, test), the child's interests (e.g. training, match, performing in a performance or in other life situations, when the child is facing a task). Disorders may appear at various stages of the task implementation - before or during the task, and may take various forms, e.g. refusal to perform the task, postponing, interrupting the action during the implementation, not using their capabilities in the task.<sup>6</sup>

The abovementioned types of behavioral disorders most frequently appearing in the literature have been supplemented by another important area, i.e. **problems in functioning in the classroom**. Each group has its own standards to which its member must comply. The inability to recognize and respect these principles or the inability to oppose them in a constructive manner causes numerous conflicts that effectively impede proper functioning in the team. At the same time, these problems generate and strengthen other areas of child behavior disorders.

According to the analysis of the literature on the subject, it was also recognized that **the risk behaviors** undertaken by students constitute an important area in which educational and preventive interventions should be carried out. Risky behaviors are activities that carry the risk of negative consequences for both the physical and mental health of the individual and for the social environment. The most common risky behaviors include: smoking, drinking alcohol, Internet addiction, and experimenting with extreme diets. Undertaking such activities by students should be considered as an unambiguous manifestation of behavioral disorders.

The analysis of literature presented above on student behavior disorders formed the basis for the construction of research tools for the needs diagnosis. The educational problems of young people listed in individual classifications have been grouped into six further areas, i.e. problems in relations with adults, problems in relationships with peers, problems in group functioning, disorders in self-perception, problems in task situations and risky behaviors. Appropriate problematic

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<sup>6</sup> Karasowska A., *Jak wychowywać i uczyć dzieci z zaburzeniami zachowania*, PARPA Warszawa, 2009, ss. 7-11.

behavior of students was selected for individual categories, using the method of "competent judges".

In the face of the abovementioned difficulties, students exhibiting such behavior are undoubtedly a challenge for teachers. At the same time, each teacher and educator, through their reactions, can contribute to the correction of disturbed behaviors or to their strengthening. It can also in a constructive or destructive way influence processes occurring in a group in which such children are participants.<sup>7</sup>

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## II. METHODOLOGICAL ASSUMPTIONS

The diagnosis of needs was carried out in accordance with the methodology of scientific research. Therefore, the goal was set and the main and detailed problem was formulated, the method of constructing research tools was discussed, the course and organization of research was presented, and the characteristics of the examined group were also made.

### 2.1. Aim and research issues

Scientific research is a multi-stage process consisting of various activities aimed at providing objective, accurate and comprehensive knowledge of a designated fragment of reality. The first step in constructing research is undoubtedly to set its purpose. The main purpose of this research is to analyze and describe the perception of the frequency of selected behavioral disorders of children and adolescents in school situations in the assessment of teachers and students. The goal set in this way generates the main problem, which was: How do students and teachers perceive child and youth behavior disorders?

The following specific problems were formulated for the above-mentioned main problem:

1. What is the frequency of perceiving selected disorders of student behavior at school by teachers from particular countries?

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<sup>7</sup> Tamže, s. 5.



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2. What is the frequency with which students from particular countries perceive selected behavioral disorders of children and young people at school?
  3. What are the differences in perceiving the frequency of selected behavioral disorders of children and adolescents in school in the assessment of teachers and students from individual countries?

## 2.2. Construction of research tools

In order to obtain answers to the research questions posed, a questionnaire was constructed consisting of 66 questions. These questions were assigned to six selected categories of student behavior disorders based on theoretical analysis, i.e.

1. Problems in relations with adults (15 Items)
2. Problems in relations with peers (11 Items)
3. Problems in functioning in a peer group (8 Items)
4. Problems in self-perception (9 Items)
5. Problems in task situations (9 Items)
6. Risky behavior (14 Items)

Each of the questions formulated has a 5-grade scale, allowing teachers and students to estimate the frequency of their perception of selected manifestations of behavioral disorders of children and young people in school situations. The questions were given in tabular form. In order to be able to accurately and comprehensively compare the results of teachers and students, identical questions were asked both. Both research tools have been provided with a record. Students were asked to provide their gender, age, place of residence and type of school. Teachers, on the other hand, indicated: gender, age, place of residence and seniority. The diagnostic tools prepared by the project team from the Pontifical University of John Paul II in Krakow have been positively evaluated by all project partners. At the turn of October and December 2019, they were translated into English, and then into the languages of individual partners, i.e. Slovak, Romanian, Greek and Portuguese.

### 2.3. Organization and conduct of research

Research in all partner countries, i.e. Poland, Slovakia, Romania, Greece and Portugal, was conducted from November 2019 to January 2020. Research activities coordinated by individual partners were largely uninterrupted and without major problems. Only in Portugal did the partners have to deal with a burdensome administrative procedure in order to obtain permission to conduct a study among students, which significantly delayed the task within the prescribed period.

### 2.4. Characteristics of the studied group

All diagnostic tests were carried out in schools (primary and secondary) and included 106 teachers. Due to the feminization of the profession, 76.4% of women and 23.6% of men aged 26-65 found in the study population. The surveyed teachers are experienced, because over 70% declare seniority over 10 years. Most of them live in large cities (36.8%) and towns (44.3%). A detailed distribution of data is provided in Table No. 1 and Table No. 2 shows the demographic characteristics of the surveyed youth.

**Table 1. Demographic characteristics of the teachers surveyed**

Category			Poland	Romania	Greece	Slovakia	Portugal	Total	
								N	%
1.	Sex	Female	37	7	9	19	9	81	76,4
		Male	6	3	6	4	6	25	23,6
2.	Age	26-34	16	-	8	1	-	25	23,6
		35-44	17	1	2	5	10	35	33,0
		45-54	10	5	5	10	4	34	32,1
		>54	-	4	-	7	1	12	11,3
3.	Accommodation	Big City	9	6	-	12	12	39	36,8
		Town	25	3	15	2	2	47	44,3
		Village	9	1	-	9	1	20	18,9

4.	<b>Seniority</b>	1-5	9	-	6	1	-	16	15,1
		6-10	10	1	4	-	1	16	15,1
		11-15	6	1	2	5	3	17	16,0
		16-20	10	2	1	-	5	18	17,0
		21-35	8	3	2	12	6	31	29,2
		>35	-	3	-	5	-	8	7,6

**Table 2. Demographic characteristics of the surveyed students**

Category			Poland	Romania	Greece	Slovakia	Portugal	Total	
								N	%
1.	<b>Sex</b>	Female	26	42	29	38	27	162	50,8
		Male	34	38	21	32	32	157	49,2
2.	<b>Age</b>	12	-	-	-	-	14	14	4,4
		13	-	-	-	19	20	39	12,2
		14	-	5	-	34	15	54	16,9
		15	-	17	-	16	6	39	12,2
		16	3	14	24	1	4	46	14,4
		17	17	44	26	-	-	87	27,3
		18	27	-	-	-	-	27	8,5
		19	13	-	-	-	-	13	4,1
3.	<b>Accommodation</b>	Big City	25	40	-	24	59	148	46,4
		Town	7	23	50	6	-	86	27,0
		Village	28	17	-	40	-	85	26,6

In total, 319 students participated in the study. Analyzing data based on gender, it should be noted that the population was very well selected, as almost the same number of girls (N = 162) and boys (N = 157) took part in the study. The group was also correctly selected due to age, as students

in the age group 12-14 years (33.5%), 15-16 years (26.6%) and 17-19 years (39.9%) participated in the study . Almost half of the respondents came from large cities (46.4%), and the rest from small cities (27%) and villages (26.6%).

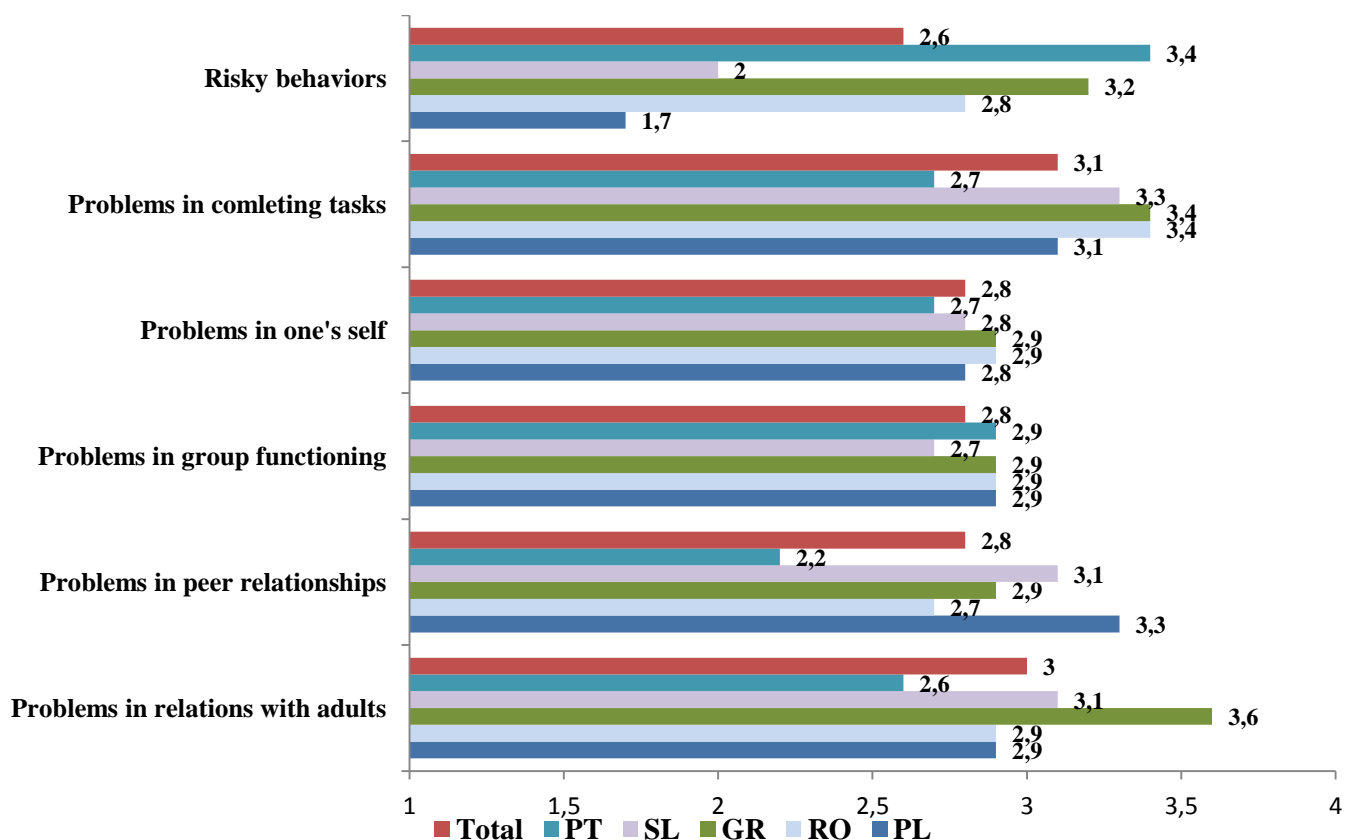
### III. ANALYSIS OF TEST RESULTS

The data obtained in the course of the study was thoroughly analyzed and the result is presented in this chapter. First the results of the teacher were presented, then the students, and then they were compared and compared.

#### 3.1. Perception of the frequency of student behavior disorders by the surveyed teachers

Teachers participating in the study assessed the frequency of appearance in school reality of selected manifestations of student behavior disorders. The obtained test results are presented in the graph and in subsequent tabular summaries.

**Chart 1. Frequency of perception of student behavior disorders in the assessment of surveyed teachers from individual countries**



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The data in the chart shows that in the assessment of teachers, almost all categories of student behavior disorders indicated in the study are in the range from  $M = 2.6$  to  $M = 3.1$ . This means that these behaviors only occasionally appear in school reality. According to teachers, they are the least likely observers of risky behaviors undertaken by students ( $M = 2.6$ ), while they most often identify students' problems in task situations ( $M = 3.1$ ) and problems in relations with adults ( $M = 3.0$ ).

Within individual categories, there are differences in the ratings of teachers from different countries. Teachers from Greece most often point to students' problems with adults, believing that such situations occur quite often ( $M = 3.6$ ). In Portugal, however, teachers rarely identify students' problems with adults ( $M = 2.6$ ). Other research results are quite similar.

On the other hand, problems from peer relationships are most often pointed out by teachers from Poland ( $M = 3.3$ ) and Slovakia ( $M = 3.1$ ), and least often from Portugal ( $M = 2.2$ ). Other assessments converge. According to the respondents, problems in the functioning of students in a group appear almost to the same extent in all countries. There were no significant differences in their assessments (from  $M = 2.7$  to  $M = 2.9$ ). We see a similar situation by analyzing the frequency of problems in students' relationships with themselves (from  $M = 2.7$  to  $M = 2.9$ ). Slightly larger differences in grades can be seen by analyzing data on the frequency of students' problems in task situations, which are most often noted by the surveyed teachers from Romania ( $M = 3.4$ ), Greece ( $M = 3.4$ ) and Slovakia ( $M = 3.1$ ), and the least often teachers from Portugal ( $M = 2.7$ ). The greatest variation in teacher assessments can be seen in the frequency of risky behavior undertaken by students, which most often occurs in Portugal ( $M = 3.4$ ) and Greece ( $M = 3.2$ ), and least often in Poland ( $M = 1.7$ ) and Slovakia ( $M = 2.0$ ). To sum up, it should be noted that the differences in the assessments of the surveyed teachers from individual countries in the next five categories are not significantly large, which justifies the fact that the virtual app GAME being developed will equally apply to school reality in all European countries. Only in the area of risky behavior do we see quite a large diversity of results, which can be a premise for the elimination of this module from the teaching tool being developed.

**Table 3. Frequency of disorders in relations between students and adults according to the teachers surveyed**

Problems in relations with adults		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	
1.	They argue	3,3	2,8	3,6	3,5	2,3	3,1
2.	They use violence	1,6	2,0	3,5	1,8	3,3	2,4
3.	They rebel	3,7	2,7	3,9	3,2	2,5	3,2
4.	They insult and take revenge	2,2	2,5	3,7	2,4	3,1	2,8
5.	They blame them for their own failures	2,8	2,6	3,9	3,3	2,6	3,0
6.	They take offence and avoid contact	2,7	2,8	3,7	2,6	2,4	2,8
7.	They lie	3,5	3,5	3,7	3,5	2,3	3,3
8.	They are unreliable	3,4	3,0	3,5	3,6	3,3	3,4
9.	They are vulgar	2,7	2,7	3,6	3,5	3,1	3,1
10.	They are disrespectful	3,1	3,0	3,5	3,5	2,7	3,2
11.	They provoke and irritate	3,2	2,6	3,6	3,2	2,3	3,0
12.	They manipulate	2,8	2,5	3,5	2,7	2,5	2,8
13.	They don't talk to them about their problems and needs	3,4	3,8	3,8	3,1	2,4	3,3
14.	They focus attention on themselves	3,5	4,1	3,9	3,5	1,8	3,4
15.	They are aggressive	2,0	2,6	3,3	2,7	2,9	2,7

Therefore, to make the right choice of student behavior disorders that will be included in the GAME package, you need to analyze data on the frequency of specific problems in school reality. To this end, the following table summarizes the results of assessing the frequency of teachers observed 15 selected manifestations of student disorders in relationships with adults.

According to the results of the research above, it should be noted that teachers pay attention to the fact that their students are often literal ( $M = 3.4$ ), focus their attention on themselves ( $M = 3.4$ ), and at the same time lie ( $m = 3, 3$ ) and do not want to talk to them about their problems and needs ( $M = 3.3$ ). The respondents also notice that students often rebel ( $M = 3.2$ ), argue ( $M = 3.1$ ) and disregard them ( $M = 3.2$ ), which is manifested, among others, by vulgar behavior ( $M = 3.1$ ). These results clearly indicate significant disturbances in teacher and student communication, which should be taken into account in the GAME tool being developed.

The indicated behaviors appear in individual countries with varying degrees of intensity. With fairly slight differences in the frequency ratings, e.g. being literal by students (from  $M = 3.0$  to  $M = 3.6$ ), we note areas where these discrepancies are large, e.g. in Portugal it is relatively rare for students they want to focus attention on themselves ( $M = 1.8$ ), and in Romania ( $M = 4.1$ ) or Greece ( $M = 3.9$ ) such events are common. The data also point to the fact that in Romania ( $M = 3.8$ ) and Greece ( $M = 3.8$ ), students do not talk to teachers about their problems and needs more often than in other countries. Rebellious behavior is more frequent in Greece ( $M = 3.9$ ) and Poland ( $M = 3.7$ ), while less frequently in Portugal ( $M = 2.5$ ) and Romania ( $M = 2.7$ ). Quarrels between teachers and students also occur more often in Greece ( $M = 3.6$ ) and Slovakia ( $M = 3.5$ ), while less often in Portugal ( $M = 2.3$ ) and Romania ( $M = 2.8$ ). Greek ( $M = 3.6$ ) and Slovak ( $M = 3.5$ ) teachers are the most common with vulgar behavior, and less frequently Polish ( $M = 2.7$ ) and Romanian ( $M = 2.7$ ) teachers. To sum up, it should be emphasized that despite the identified differences in the respondents' assessments from individual countries, these results clearly show numerous problems and disturbed relations between teachers and students, which clearly indicates the need to develop their competence in the field of correct communication. It also seems that teachers should learn strategies for effective response and negotiation skills in conflict situations. In order to identify the frequency of disorders in peer relationships, teachers were asked to evaluate 11 selected manifestations of such problems. The results are given in Table 4.

**Table 4. Frequency of students' problems in peer relationships in the assessment of the teachers surveyed**

Problems in peer relationships		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They argue	3,9	2,8	3,2	3,4	1,4	<b>2,9</b>
2.	They blame them for their own failures/problems	3,4	2,8	3,1	3,5	1,7	<b>2,8</b>
3.	They insult and take revenge	3,2	2,6	2,9	3,5	1,6	<b>2,9</b>
4.	They lie	3,6	3,4	2,8	3,7	2,0	<b>2,9</b>
5.	They are aggressive	3,2	2,4	3,1	2,9	1,8	<b>2,7</b>
6.	They separate and are withdrawn	2,7	2,5	2,7	2,6	3,1	<b>2,7</b>
7.	They are insincere and disloyal	2,9	3,0	2,9	2,61	2,7	<b>2,8</b>
8.	They snub others	3,2	2,2	2,7	2,6	2,9	<b>2,8</b>
9.	They provoke conflicts	3,3	2,3	2,7	3,1	2,0	<b>2,7</b>
10.	They dominate others	3,1	2,6	2,7	3,2	2,4	<b>2,8</b>
11.	They aren't capable of asking for help	3,3	3,1	2,9	2,7	2,5	<b>2,9</b>

Based on the above data, it should be stated that in the assessment of teachers from all countries, the problems indicated in the study only occasionally appear in the school space (from M = 2.7 to M = 2.9). Most often, in their opinion, students argue (M = 2.9), offend and avenge (M = 2.9), lie (M = 2.9), and in a problem situation they cannot ask others for help (M = 2.9 ).

This average value, however, does not seem to reflect the real situation, because analyzing data from individual countries, one can notice quite large differences. In the assessments of Polish and Slovak teachers, their students, more often than in other countries, argue, lie, try to dominate and are unable to talk to others about their problems. It is also worth paying attention to the results



of Portuguese teachers, who see separation and alienation behaviors more often than other problems in peer relationships.

**Table 5. The frequency of students' problems in functioning in the group assesses the examined teachers**

Problems in group functioning		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They do not comply with class rules	3,4	3,1	2,9	3,4	2,5	<b>3,1</b>
2.	They provoke class conflicts	3,2	2,9	3,2	2,9	2,6	<b>3,0</b>
3.	They can't cooperate in a group	3,3	3,0	3,1	2,7	2,6	<b>2,9</b>
4.	They are rejected by the whole class	2,6	2,4	2,8	2,1	3,4	<b>2,7</b>
5.	They dominate the whole class	2,9	2,7	2,9	2,6	3,1	<b>2,8</b>
6.	They are afraid to speak in front of the whole class	2,8	2,7	3,0	2,1	2,7	<b>2,7</b>
7.	They manipulate and create pressure in class	2,7	2,8	2,5	2,5	2,8	<b>2,7</b>
8.	They are favored by the whole class	2,6	3,2	2,8	3,0	3,3	<b>3,0</b>

Analyzing the average values of students' problems in group functioning, as in previous analyzes, it should be stated that there are no significant differences in the assessments of the teachers surveyed (from  $M = 2.7$  to  $M = 3.1$ ). Most often, according to them, students are unable to adapt to class rules ( $M = 3.1$ ), provoke conflicts in the class ( $M = 3.0$ ) and are unable to cooperate in a group ( $M = 2.9$ ). Teachers also highlighted the problem of class favoring informal leaders ( $M = 3.0$ ).

Here too, it is necessary to point out quite significant differences in the assessments of teachers from individual countries. The inability to comply with class rules is primarily noted by respondents from Poland (M = 3.4), Slovakia (M = 3.4) and Romania (M = 3.1). Provoking conflicts in the classroom is most often seen by Polish (M = 3.2) and Romanian (M = 3.2) teachers. Lack of cooperation skills is usually observed by respondents from Poland (M = 3.3), Greece (M = 3.1) and Romania (M = 3.0). Portuguese teachers show us a slightly different situation at school.

According to them, the most common problem is the fact that students reject students (M = 3.4) and favor some students (M = 3.3) and attempts at student domination (M = 3.1). Another important category selected for research was the identification of students' problems in relationships with themselves. The results obtained during the study are presented in the table below.

**Table 6. Frequency of students' problems in relation to themselves in the opinion of the teachers surveyed**

Problems in one's self		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They think and speak about themselves badly	2,9	2,0	2,6	2,5	3,2	<b>2,6</b>
2.	They don't believe in their own abilities	3,3	3,0	2,8	3,1	2,4	<b>2,9</b>
3.	They act self-destructively	1,8	2,0	2,6	2,9	3,0	<b>2,4</b>
4.	They make an impression that they care about nothing and nobody	2,7	3,2	2,8	2,7	2,4	<b>2,8</b>
5.	They don't show empathy	2,9	3,0	2,9	2,8	2,9	<b>2,9</b>
6.	They cannot stand up to anyone	2,4	3,0	2,9	2,4	2,9	<b>2,9</b>

7.	They don't have their own opinions	2,6	2,8	2,9	2,6	2,9	<b>2,8</b>
8.	They cannot admit to their own mistakes	3,4	3,4	3,5	3,2	2,1	<b>3,1</b>
9.	They can't deal with their own problems	3,2	3,8	3,4	3,2	2,1	<b>3,1</b>

According to the above data, it should be noted that, according to the respondents, their students are most often unable to admit their mistakes ( $M = 3.1$ ) and cope with their own problems ( $M = 3.1$ ). Teachers from Poland ( $M = 3.4$ ), Romania ( $M = 3.4$ ), Greece ( $M = 3.5$ ) and Slovakia ( $M = 3.2$ ) note the students' difficulties in admitting their mistakes. A similar distribution of data can be seen in Item-e No. 9, except for teachers from Portugal ( $M = 2.1$ ), all others almost equally believe that their students quite often do not cope with their problems (from  $M = 3.2$  to  $M = 3.8$ ). Respondents also note that their foster children have assertiveness problems ( $M = 2.9$ ), some deficiencies in empathic feelings ( $M = 2.9$ ) and quite often do not believe in their own abilities ( $M = 2.9$ ). According to the surveyed teachers, their students most rarely take self-destructive behaviors ( $M = 2.4$ ).

However, teachers from Portugal ( $M = 3.0$ ) and Slovakia ( $M = 2.9$ ) pay attention to this problem. Teachers from Romania ( $M = 3.0$ ), Greece ( $M = 2.9$ ) and Portugal ( $M = 2.9$ ) notice a lack of opposition skills. However, according to teachers from Poland ( $M = 3.3$ ), Slovakia ( $M = 3.1$ ) and Romania ( $M = 3.0$ ) their students quite often lack faith in their own abilities. In the conducted research, it was recognized that students' problems in task situations are a component of the whole spectrum of symptoms of behavioral disorders, which largely contribute to school failures leading to early leaving the education system. The results obtained during the study are presented in Table 7.

**Table 7. Frequency of students' problems in task-related situations in the assessment of the examined students**

Problems in completing tasks		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	You can't rely on them	2,7	3,3	3,4	3,3	3,1	3,2
2.	They don't make any decisions or undertake tasks on their own	2,7	3,0	3,1	2,8	2,3	2,8
3.	They cannot manage their time	3,1	3,5	3,1	3,3	2,0	3,0
4.	They leave everything until the last minute	3,7	3,8	3,1	3,7	1,7	3,2
5.	You always have to instruct them what to do	3,5	3,8	3,3	3,7	1,9	3,2
6.	They get bored quickly performing tasks	3,4	3,9	3,5	3,5	2,1	3,3
7.	They do the tasks anyhow	3,3	3,3	3,3	3,8	2,1	3,2
8.	They refuse to be engaged in anything	2,8	2,8	3,6	3,0	2,6	3,0
9.	They are constantly late (they are unpunctual).	2,4	3,0	3,9	3,0	2,6	3,0

According to the above data, it should be noted that almost all surveyed teachers agree that their students often get bored too quickly when performing tasks ( $M = 3.3$ ). This situation is most often pointed out by respondents from Romania ( $M = 3.9$ ), Greece ( $M = 3.5$ ), Slovakia ( $M = 3.5$ ) and Poland ( $M = 3.4$ ).

In the opinion of the respondents, students are also quite often dependent and teachers must tell them what to do ( $M = 3.2$ ). Here, almost all teachers from individual countries agree in their assessment (from  $M = 3.3$  to  $M = 3.8$ ).

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According to the respondents, their students perform just as much as the tasks entrusted to them ( $M = 3.2$ ), leaving behind the implementation of important things at the last minute ( $M = 3.2$ ). In both categories, teachers from Poland, Romania, Greece and Slovakia are almost unanimous. However, it is difficult to explain the situation that is outlined by Portuguese respondents. Here the results are again different from the others.

The surveyed teachers also regret the fact that quite often they unfortunately cannot rely on their students ( $M = 3.2$ ). This aspect of school reality is pointed out by respondents from Greece ( $M = 3.4$ ), Romania ( $M = 3.3$ ) and Slovakia ( $M = 3.3$ ).

Teachers also indicate that their students are unable to organize their work ( $M = 3.0$ ) and maybe that's why they are constantly late ( $M = 3.0$ ).

The last category selected for research was risky behavior undertaken by students. Their frequency is presented in the table below.

**Table 8. Frequency of risky behaviors undertaken by students in the assessment of the teachers surveyed**

Risky behaviors		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They destroy someone's property	2,3	2,4	3,3	2,9	2,3	<b>2,6</b>
2.	They play truant	1,8	3,3	3,1	1,9	2,7	<b>2,6</b>
3.	They run away from home	1,3	2,1	3,1	1,4	4,4	<b>2,5</b>
4.	They drink alcohol	1,5	3,2	3,3	2,1	4,2	<b>2,9</b>
5.	They smoke cigarettes	1,7	4,1	3,1	2,3	3,9	<b>3,0</b>
6.	They sexually harass others	1,2	2,7	3,3	1,5	3,9	<b>2,5</b>
7.	They intimidate others	1,8	2,8	2,9	1,8	2,4	<b>2,3</b>
8.	They take drugs	1,4	2,1	3,2	1,6	4,3	<b>2,5</b>

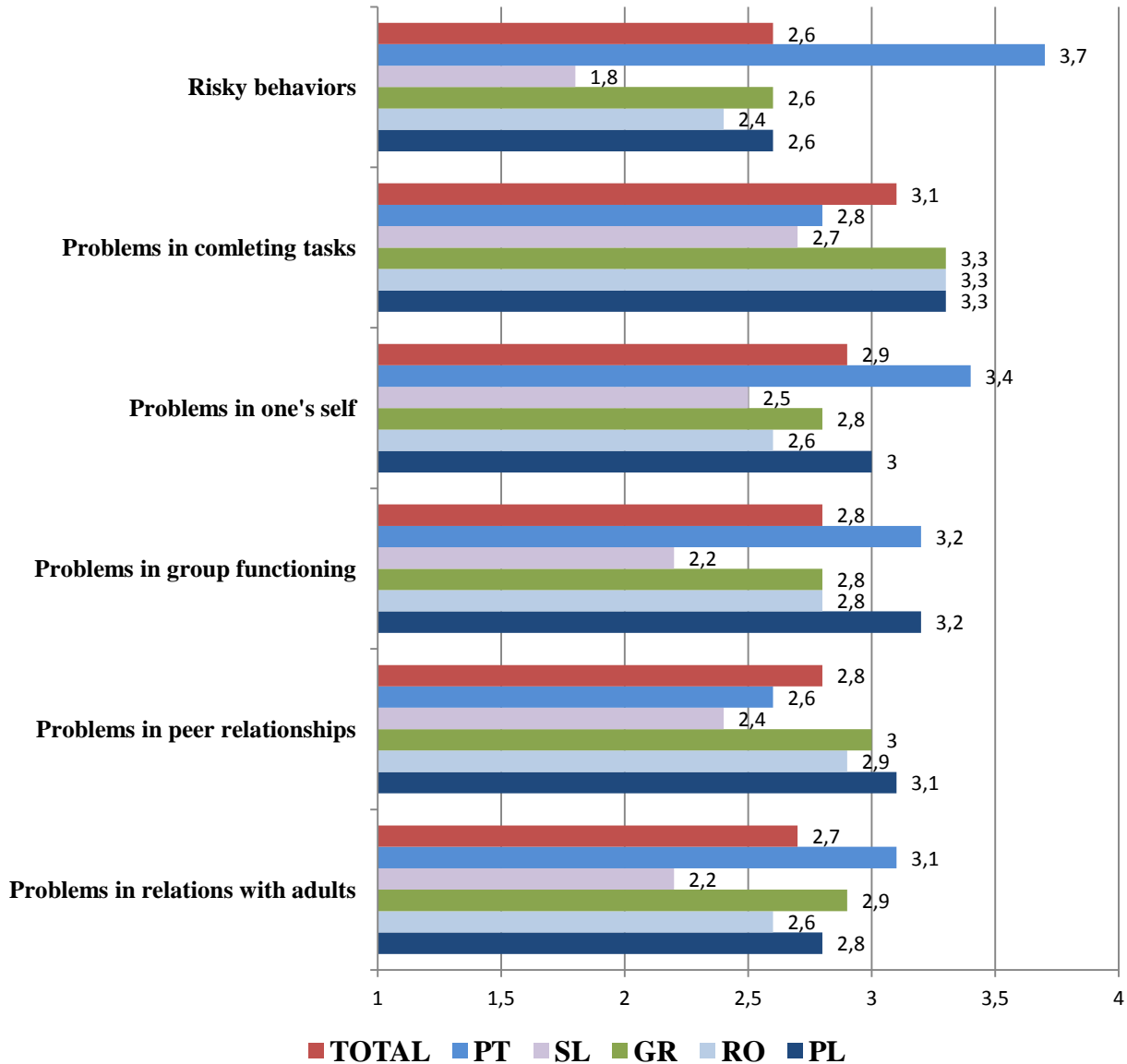
9.	They gamble	1,3	2,7	3,1	1,7	4,2	<b>2,6</b>
10.	They mistreat animals	1,2	2,0	3,4	1,7	4,1	<b>2,5</b>
11.	They extort money from others	1,4	2,4	3,3	1,6	3,5	<b>2,4</b>
12.	They participate in fights	2,1	2,2	3,0	2,1	2,4	<b>2,4</b>
13.	They follow strict diets	1,4	2,8	3,1	1,7	4,4	<b>2,7</b>
14.	They are addicted to the Internet	2,9	4,3	3,5	3,9	1,9	<b>3,3</b>

When analyzing the data contained in the table, it should be noted that the surveyed teachers most often pay attention to the addiction of students to the Internet ( $M = 3.3$ ). This problem often occurs in Romania ( $M = 4.3$ ), Slovakia ( $M = 3.9$ ) and Greece ( $M = 3.5$ ). Cigarette smoking is also a fairly common problem ( $M = 3.0$ ), which is noticed mainly by teachers from Romania ( $M = 4.1$ ), Portugal ( $M = 3.9$ ) and Greece ( $M = 3.1$ ). Other general values indicate that the categories of risk behavior included in the study are rare or very rarely undertaken by students. However, analyzing the data received from partners from individual countries, we note the unique discrepancy of results. Because almost all of the problems mentioned above occur above all in Portugal and Greece, in other countries adopting minimum values.

### 3.2. Perception of the frequency of behavioral disorders of youth by the surveyed students

Students are very insightful observers of their colleagues' behavior. They also most often experience the consequences of disorders in the behavior of other people. For this reason, the study also asked students to rate the occurrence of problematic behaviors indicated in the questionnaire. The results are presented in the chart below and in the following tabular summaries.

**Chart 2. Frequency of behavior disorders of children and adolescents in the assessment of the surveyed students**



According to the data in the above chart, it should be noted that, according to the surveyed students, youth problems most often occur in task-related situations ( $M = 3.1$ ). Students from Poland ( $M = 3.3$ ), Romania ( $M = 3.3$ ) and Greece ( $M = 3.3$ ) agree on this issue. Slightly less frequently, such problems were identified by respondents from Slovakia ( $M = 2.7$ ) and Portugal ( $M = 2.8$ ).

A similar level of severity of difficulty can be seen by analyzing the results in the category of problems in relationships with oneself ( $M = 2.9$ ). Here, however, we notice a fairly large discrepancy in the data presented. In the opinion of the respondents from Portugal ( $M = 3.4$ ), young people often face such problems. In contrast, students from Slovakia ( $M = 2.5$ ) and Romania ( $M = 2.6$ ) claim that their colleagues rarely experience such difficulties. Other values in subsequent categories indicate that the selected problems only appear occasionally (from  $M = 2.6$  to  $M = 2.8$ ).

It is also worth noting quite large discrepancies in the presented data from individual countries. The most significant are the results of students from Portugal, who believe that their colleagues often take risky behaviors ( $M = 3.7$ ), quite often have problems in relationships with themselves ( $M = 3.4$ ) and in relationships with adults ( $M = 3.1$ ). At the opposite pole are the results of Slovak students who assess that risky behavior ( $M = 1.8$ ), problems in relationships with adults ( $M = 2.2$ ) and functioning in a group ( $M = 2.2$ ) appear quite rarely. The results of other students from individual countries are quite convergent. Table 9 presents the assessments of the surveyed students from individual countries regarding the frequency of selected youth problems in relationships with adults.

**Table 9. Frequency of youth problems in relations with adults in the opinion of the surveyed students**

Problems in relations with adults		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They argue	3,1	2,8	3,6	2,5	3,2	<b>3,0</b>
2.	They use violence	1,4	1,8	2,2	1,0	3,9	<b>2,1</b>
3.	They rebel	3,3	2,5	2,8	2,4	3,1	<b>2,8</b>
4.	They insult and take revenge	2,4	2,1	2,5	1,9	4,1	<b>2,6</b>
5.	They blame them for their own failures	2,6	2,7	2,7	2,3	3,0	<b>2,7</b>
6.	They take offence and avoid contact	2,8	2,8	2,9	1,8	2,6	<b>2,6</b>



7.	They lie	3,6	3,3	3,4	2,8	2,1	<b>3,0</b>
8.	They are unreliable	3,2	3,1	3,0	2,4	3,3	<b>3,0</b>
9.	They are vulgar	3,2	2,4	2,4	2,4	3,1	<b>2,7</b>
10.	They are disrespectful	2,8	2,7	2,8	2,2	2,6	<b>2,6</b>
11.	They provoke and irritate	2,8	2,5	2,8	2,2	2,7	<b>2,6</b>
12.	They manipulate	2,6	2,5	2,7	1,9	3,6	<b>2,7</b>
13.	They don't talk to them about their problems and needs	3,5	3,3	3,2	2,6	3,0	<b>3,1</b>
14.	They focus attention on themselves	3,0	3,1	3,9	2,8	2,7	<b>3,1</b>
15.	They are aggressive	2,3	2,1	3,0	1,9	3,2	<b>2,5</b>

Analyzing the data in the table, it should be noted that in the opinion of the surveyed students, the most common problems in the relationship of young people with adults is on the one hand a strong need to focus attention ( $M = 3.1$ ), on the other hand the lack of the ability to talk to adults about their problems ( $M = 3.1$ ). The lack of such skills is indicated primarily by students from Poland ( $M = 3.5$ ), Romania ( $M = 3.3$ ) and Greece ( $M = 3.2$ ).

The surveyed students also admit that their colleagues lie quite often ( $M = 3.0$ ) and are literal ( $M = 3.0$ ). For students from Poland ( $M = 3.6$ ), Greece ( $M = 3.4$ ) and Romania ( $M = 3.3$ ) lying to adults is a common situation. The inability to establish and maintain positive relationships with adults is also manifested in quite frequent quarrels ( $M = 3.0$ ), which is significant primarily for students from Greece ( $M = 3.6$ ), Portugal ( $M = 3.2$ ) and Poland ( $M = 3.1$ ).

The results regarding the use of violence against adults by young people are also significant. And although such situations in the average results take the lowest value ( $M = 2.1$ ), according to students from Portugal they often occur ( $M = 3.9$ ). In their opinion, young people are often

offended ( $M = 3.6$ ), manipulative ( $M = 3.6$ ) and aggressive ( $M = 3.2$ ). Data on the assessment of the frequency of conflicts in peer relationships are extremely valuable.

**Table 10. Frequency of youth problems in relationships with peers in the assessment of surveyed students**

Problems in peer relationships		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They argue	3,5	3,1	3,6	2,5	2,2	<b>3,0</b>
2.	They blame them for their own failures/problems	2,9	2,8	3,1	2,7	2,4	<b>2,8</b>
3.	They insult and take revenge	3,1	2,9	2,8	2,4	2,5	<b>2,7</b>
4.	They lie	3,4	3,2	3,2	2,9	2,2	<b>3,0</b>
5.	They are aggressive	3,0	2,6	2,6	2,3	2,5	<b>2,6</b>
6.	They separate and are withdrawn	2,8	2,8	3,0	2,1	3,3	<b>2,8</b>
7.	They are insincere and disloyal	2,8	3,0	2,8	2,2	2,8	<b>2,7</b>
8.	They snub others	3,2	2,8	2,8	2,5	2,8	<b>2,8</b>
9.	They provoke conflicts	3,2	2,8	2,6	2,2	2,0	<b>2,6</b>
10.	They dominate others	3,3	2,7	3,1	2,5	2,6	<b>2,8</b>
11.	They aren't capable of asking for help	3,2	3,0	3,0	2,0	3,1	<b>2,9</b>

According to the results in the table above, the surveyed youth believe that their peers argue most often ( $M = 3.0$ ) and lie to each other ( $M = 3.0$ ). In the opinions of respondents from Greece ( $M = 3.6$ ) and Poland ( $M = 3.5$ ) such situations often occur.

Difficult peer situations also result from the fact that young people are often unable to ask for help ( $M = 2.9$ ). In this case, apart from the grades of Slovak students ( $M = 2.0$ ), all others indicate that such situations occur relatively often.

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After analyzing the difficulties inscribed in individual peer relationships, it is necessary to characterize the data that will indicate the problems of youth in functioning in the classroom. Data obtained during the study are presented in Table 11.

**Table 11. Frequency of youth problems in group functioning in the assessment of the students surveyed**

Problems in group functioning		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They do not comply with class rules	4,1	2,9	2,9	2,7	2,5	3,0
2.	They provoke class conflicts	3,3	2,6	2,6	2,2	2,6	2,7
3.	They can't cooperate in a group	3,4	2,9	3,1	2,1	3,2	2,9
4.	They are rejected by the whole class	2,5	2,7	2,0	1,7	3,8	2,5
5.	They dominate the whole class	2,9	2,8	2,8	2,0	3,9	2,9
6.	They are afraid to speak in front of the whole class	3,4	3,1	3,6	2,4	2,9	3,1
7.	They manipulate and create pressure in class	2,8	2,6	2,5	1,5	3,5	2,6
8.	They are favored by the whole class	3,2	2,9	2,7	2,7	3,0	2,9

In the opinion of the surveyed students, difficulties in functioning in a school class are most often caused by the inability to speak in front of the group ( $M = 3.1$ ). Such situations are primarily noted by students from Greece ( $M = 3.6$ ) and Poland ( $M = 3.4$ ).

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Inability to adapt to class rules ( $M = 3.0$ ) is another factor disrupting proper peer relationships. Such situations most often occur in Poland ( $M = 4.1$ ). In turn, inability to cooperate in a group ( $M = 2.9$ ) is noticed primarily by respondents from Poland ( $M = 3.4$ ), Portugal ( $M = 3.2$ ) and Greece ( $M = 3.1$ ).

It is also worth noting that Portuguese students more often than others indicate on the one hand the frequent phenomenon of group rejection ( $M = 3.8$ ), on the other hand, numerous attempts to dominate the class ( $M = 3.9$ ) and manipulative creation of pressure groups ( $M = 3.5$ ).

An extremely important category included in the study were the students' problems in their relationship with themselves. The results characterizing these difficulties are presented in the table below.

**Table 12. Frequency of youth problems in relationships with themselves in the opinion of the surveyed students**

Problems in one's self		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They think and speak about themselves badly	3,1	2,5	2,2	2,3	3,6	2,7
2.	They don't believe in their own abilities	3,2	3,0	2,8	2,7	3,2	3,0
3.	They act self-destructively	2,6	2,3	2,2	2,3	4,4	2,8
4.	They make an impression that they care about nothing and nobody	3,1	2,8	3,1	2,4	3,4	3,0
5.	They don't show empathy	3,0	2,7	3,1	2,6	3,2	2,9

6.	They cannot stand up to anyone	2,6	2,3	2,5	2,3	3,1	<b>2,6</b>
7.	They don't have their own opinions	2,6	2,6	2,7	2,2	3,5	<b>2,7</b>
8.	They cannot admit to their own mistakes	3,5	2,7	3,6	2,9	3,1	<b>3,2</b>
9.	They can't deal with their own problems	3,3	2,7	3,2	2,4	3,3	<b>3,0</b>

When characterizing the relationships of young people towards themselves, one should pay attention primarily to the lack of ability to admit their mistakes to them ( $M = 3.2$ ). This problem is most often noticed by students from Greece ( $M = 3.6$ ) and Poland ( $M = 3.5$ ).

In the opinion of the respondents, young people often do not believe in their own abilities ( $M = 3.0$ ). This fact is indicated by respondents from Poland ( $M = 3.2$ ), Portugal ( $M = 3.2$ ) and Romania ( $M = 3.0$ ).

The surveyed students also believe that their peers quite often give the impression that they care about nothing and nobody ( $M = 3.0$ ). Young people in Portugal ( $M = 3.4$ ), Poland ( $M = 3.1$ ) and Greece ( $M = 3.1$ ) take up these unique behaviors.

According to the results of the study, it can also be said that adolescents quite often do not cope with their own problems ( $M = 3.0$ ). This fact is again pointed out to us by respondents from Poland ( $M = 3.3$ ), Portugal ( $M = 3.3$ ) and Greece ( $M = 3.2$ ).

Young people, in the opinion of the respondents, also quite often have problems with identifying the feelings and emotions of others ( $M = 2.9$ ). Lack of empathy among their colleagues is most often noticed by students from Portugal ( $M = 3.2$ ) and Greece ( $M = 3.1$ ).

Disturbing data is provided to us by students from Portugal, because in their opinion, young people very often perform self-destructive acts ( $M = 4.4$ ). The results for the other countries are in the range of  $M = 2.2$  to  $M = 2.6$ . For Portuguese teachers, students' manifested problems in this way are undoubtedly a great challenge in the process of diagnosis as well as therapy and prevention.

Problems that arise in task situations are very often an important cause of school failure for students. Therefore, thanks to the data provided in the table below, it is possible to make a detailed description of the lack of individual skills in this area.

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**Table 13. Frequency of youth problems in task-related situations in the assessment of the surveyed students**

Problems in completing tasks		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	You can't rely on them	3,2	3,0	3,0	2,8	3,2	3,0
2.	They don't make any decisions or undertake tasks on their own	2,9	3,1	3,2	2,5	3,2	3,0
3.	They cannot manage their time	3,1	3,3	3,6	2,5	3,0	3,1
4.	They leave everything until the last minute	3,8	3,7	4,1	3,5	2,4	3,5
5.	You always have to instruct them what to do	3,0	3,2	3,5	2,7	2,8	3,0
6.	They get bored quickly performing tasks	3,4	3,5	3,5	3,1	2,8	3,3
7.	They do the tasks anyhow	3,5	3,5	3,2	2,2	2,8	3,0
8.	They refuse to be engaged in anything	3,3	3,1	2,8	2,2	3,2	2,9
9.	They are constantly late (they are unpunctual).	3,8	3,2	3,0	2,4	2,4	3,0

On the basis of the data contained in the table, it should be noted that in the opinion of the respondents, a frequently occurring problem in task situations is their leaving of important things at the last minute ( $M = 3.5$ ). Except for the Portuguese respondents ( $M = 2.4$ ), all others pay attention to this.

At the same time, the respondents admit that their colleagues often get bored quickly when performing tasks ( $M = 3.3$ ). In this regard, all respondents estimated at a similar level.

The surveyed students claim that quite often young people cannot organize their work ( $M = 3.1$ ). Such a situation is most often perceived by respondents from Greece ( $M = 3.6$ ) and Romania ( $M = 3.3$ ).

According to the results obtained, the characteristics of students' problems in problem situations should also be added that they are quite often late ( $M = 3.0$ ), as long as they perform the tasks assigned to them ( $M = 3.0$ ), they cannot be relied on ( $M = 3.0$ ) and have problems with independent decision-making and tasks ( $M = 3.0$ ).

Despite the differences appearing in the opinions of students from individual countries, it seems that the difficulties indicated for the study appearing in task situations are almost equally noticed by the respondents.

The last category considered in the conducted research was risky behavior undertaken by young people. Average ratings showing the frequency of such behavior in individual countries are presented in Table No. 14.

**Table 14. Frequency of taking risky behaviors by young people in the opinion of the surveyed students**

Risky behaviors		Poland	Romania	Greece	Slovakia	Portugal	TOTAL
		M	M	M	M	M	M
1.	They destroy someone's property	2,5	2,2	2,3	1,9	3,2	<b>2,4</b>
2.	They play truant	3,7	3,2	2,1	1,9	3,1	<b>2,8</b>
3.	They run away from home	1,7	1,7	2,3	1,2	4,5	<b>2,3</b>
4.	They drink alcohol	4,0	2,8	3,4	2,3	4,0	<b>3,3</b>
5.	They smoke cigarettes	4,1	3,9	3,8	2,4	4,4	<b>3,7</b>
6.	They sexually harass others	1,7	1,6	1,8	1,5	4,1	<b>2,1</b>

7.	They intimidate others	2,3	2,6	2,2	1,7	3,0	<b>2,4</b>
8.	They take drugs	3,0	2,0	2,4	1,4	4,5	<b>2,7</b>
9.	They gamble	2,6	2,5	2,9	1,4	4,1	<b>2,7</b>
10.	They mistreat animals	1,3	1,5	2,0	1,3	4,0	<b>2,0</b>
11.	They extort money from others	1,6	2,1	2,1	1,3	3,7	<b>2,2</b>
12.	They participate in fights	2,4	2,3	3,0	1,8	2,8	<b>2,5</b>
13.	They follow strict diets	2,0	2,0	2,7	1,5	4,1	<b>2,5</b>
14.	They are addicted to the Internet	3,7	3,6	3,9	3,7	1,6	<b>3,3</b>

The surveyed students believe that their colleagues often smoke cigarettes ( $M = 3.7$ ) and drink alcohol ( $M = 3.3$ ). These types of risky behaviors are most often noticed by respondents from Portugal ( $M = 4.4$ ) and Poland ( $M = 4.1$ ). Apart from the respondents from Slovakia ( $M = 2.3$ ), all others indicate a high frequency of such behavior by young people.

Respondents also indicate that young people often abuse the Internet ( $M = 3.3$ ). In this area, only Portuguese students believe that such situations are rare. On the other hand, they indicate the frequent use of strict diets ( $M = 4.1$ ) and sexual harassment of others ( $M = 4.1$ ), which in the case of the assessment of other respondents is very rare.

It seems that this category of problem behaviors is internally the most diverse and inconsistent.



### 3.3. Frequencies of behavior disorders of children and adolescents in the assessment of surveyed students and teachers

Perception of the meaning of behavior is always subjective. For this reason, the analysis should compare the data received from the surveyed students and teachers. This procedure will identify such areas where conflicts in the student-teacher relationship occur most often. Negative attitudes and inadequate expectations as well as misreading the intentions and behavior of partners give rise to numerous antagonisms, disrupting mutual relations.

In accordance with the adopted structure of analysis, the first category of behavior are students' problems in relations with adults. The frequency of noticing such disorders by respondents is presented in the data presented in the table below.

**Table 15. Frequency of students' problems in relations with adults according to the respondents**

Problems in relations with adults		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	S	T
1.	They argue	3,1	3,3	2,8	2,8	3,6	3,6	2,5	3,5	3,2	2,3	3,0	3,1
2.	They use violence	1,4	1,6	1,8	2,0	2,2	3,5	1,0	1,8	3,9	3,3	2,1	2,4
3.	They rebel	3,3	3,7	2,5	2,7	2,8	3,9	2,4	3,2	3,1	2,5	2,8	3,2
4.	They insult and take revenge	2,4	2,2	2,1	2,5	2,5	3,7	1,9	2,4	4,1	3,1	2,6	2,8
5.	They blame them for their own failures	2,6	2,8	2,7	2,6	2,7	3,9	2,3	3,3	3,0	2,6	2,7	3,0
6.	They take offence and avoid contact	2,8	2,7	2,8	2,8	2,9	3,7	1,8	2,6	2,6	2,4	2,6	2,8
7.	They lie	3,6	3,5	3,3	3,5	3,4	3,7	2,8	3,5	2,1	2,3	3,0	3,3
8.	They are unreliable	3,2	3,4	3,1	3,0	3,0	3,5	2,4	3,6	3,3	3,3	3,0	3,4
9.	They are vulgar	3,2	2,7	2,4	2,7	2,4	3,6	2,4	3,5	3,1	3,1	2,7	3,1

10.	They are disrespectful	2,8	3,1	2,7	3,0	2,8	3,5	2,2	3,5	2,6	2,7	<b>2,6</b>	<b>3,2</b>
11.	They provoke and irritate	2,8	3,2	2,5	2,6	2,8	3,6	2,2	3,2	2,7	2,3	<b>2,6</b>	<b>3,0</b>
34 12.	They manipulate	2,6	2,8	2,5	2,5	2,7	3,5	1,9	2,7	3,6	2,5	<b>2,7</b>	<b>2,8</b>
13.	They don't talk to them about their problems and needs	3,5	3,4	3,3	3,8	3,2	3,8	2,6	3,1	3,0	2,4	<b>3,1</b>	<b>3,3</b>
14.	They focus attention on themselves	3,0	3,5	3,1	4,1	3,9	3,9	2,8	3,5	2,7	1,8	<b>3,1</b>	<b>3,4</b>
15.	They are aggressive	2,3	2,0	2,1	2,6	3,0	3,3	1,9	2,7	3,2	2,9	<b>2,5</b>	<b>2,7</b>

Analyzing the data presented in the table above, it should be stated that in the respondents' assessment the most common difficulty appearing in student-teacher relations is the fact that the juveniles' attention is focused on themselves. Both teachers ( $M = 3.4$ ) and students ( $M = 3.1$ ) pay attention to this problem. It is noteworthy when analyzing data from individual countries that there is a large discrepancy between the respondents' assessments. Teachers from almost all countries notice the problem much more often than students. The only exception are the assessments of Portuguese respondents.

The fact that young people fail to keep their promises is more often pointed out by teachers ( $M = 3.4$ ) than students ( $M = 3.0$ ). In this category, we see the biggest discrepancy in the Slovak (1.2 point difference) and Greek (0.5 point difference) data.

Also in the case of adolescents lying to adults, teachers ( $M = 3.3$ ) pay more attention to this fact than students ( $M = 3.0$ ). In addition to Slovak data (difference of 0.7 points), the assessments of the respondents are similar.

Rebellious behavior of young people is also more often noticed by teachers ( $M = 3.2$ ) than students ( $M = 2.8$ ). These differences are even more apparent when we consider results from individual countries. According to the data of the Greek respondents, this discrepancy amounts to as much as 1.1 points, the Slovakian 0.8 points, and the Polish 0.4 points. Only the data of respondents

from Portugal take the opposite values, i.e. this problem was more often identified by students ( $M = 3.1$ ) than teachers ( $M = 2.5$ ).

In the opinion of the respondents, students often do not want to talk to teachers about their problems. Here, we see almost agreement in the assessments of teachers ( $M = 3.3$ ) and students ( $M = 3.1$ ).

The surveyed teachers ( $M = 3.2$ ) also more often than students ( $M = 2.6$ ) indicate a lack of respect of their pupils. We see the greatest variation in results in the case of Slovak data (a difference of 1.3 points).

A similar situation occurs when we analyze the frequency of occurrence of vulgar behavior of young people towards educators. Teachers ( $M = 3.1$ ) more often than students ( $M = 2.7$ ) pay attention to this fact. At the same time, we see very large differences in the data obtained in the case of Slovak (1.2 points difference) and Greek (1.1 points difference) data.

Both the surveyed teachers ( $M = 3.1$ ) and students ( $M = 3.0$ ) agree that young people quite often quarrel with their educators. Slovak teachers ( $M = 3.5$ ) notice such events much more often than students ( $M = 2.5$ ). We identify the opposite situation by analyzing the results of Portuguese respondents. In this case, students ( $M = 3.2$ ) pay more attention to this form of problems than teachers ( $M = 2.3$ ).

To sum up, it should be stated that in the case of many categories of problems indicated in the survey, they were more often noticed by teachers than students. Based on this, it should be concluded that students are often not aware of how their behavior is perceived and evaluated by adults. Lack of such knowledge creates inevitable conflicts and misunderstandings.

When identifying the frequency of problems arising in individual peer relationships, you should analyze the results obtained by respondents. The table below summarizes the assessments of teachers and students.

**Table 16. Frequency of students 'problems in relations with peers in the respondents' assessment**

36 Problems in peer relationships		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	S	T
1.	They argue	3,5	3,9	3.1	2,8	3,6	3,2	2,5	3,4	2,2	1,4	<b>3,0</b>	<b>2,9</b>
2.	They blame them for their own failures/problems	2,9	3,4	2.8	2,8	3,1	3,1	2,7	3,5	2,4	1,7	<b>2,7</b>	<b>2,8</b>
3.	They insult and take revenge	3,1	3,2	2.9	2,6	2,8	2,9	2,4	3,5	2,5	1,6	<b>3,0</b>	<b>2,9</b>
4.	They lie	3,4	3,6	3.2	3,4	3,2	2,8	2,9	3,7	2,2	2,0	<b>2,6</b>	<b>2,9</b>
5.	They are aggressive	3,1	3,2	2.6	2,4	2,6	3,1	2,3	2,9	2,5	1,8	<b>2,6</b>	<b>2,7</b>
6.	They separate and are withdrawn	2,8	2,7	2.8	2,5	3,0	2,7	2,1	2,6	3,3	3,1	<b>2,8</b>	<b>2,7</b>
7.	They are insincere and disloyal	2,8	2,9	3.0	3,0	2,8	2,9	2,2	2,6	2,8	2,7	<b>2,8</b>	<b>2,8</b>
8.	They snub others	3,2	3,2	2.8	2,2	2,8	2,7	2,5	2,6	2,8	2,9	<b>2,8</b>	<b>2,8</b>
9.	They provoke conflicts	3,2	3,3	2.8	2,3	2,6	2,7	2,2	3,1	2,0	2,0	<b>2,6</b>	<b>2,7</b>
10.	They dominate others	3,3	3,1	2.7	2,6	3,1	2,7	2,5	3,2	2,6	2,4	<b>2,8</b>	<b>2,8</b>
11.	They aren't capable of asking for help	3,2	3,3	3.0	3,1	3,0	2,9	2,0	2,7	3,1	2,5	<b>2,9</b>	<b>2,9</b>

According to the results of the research presented in the above table, it should be noted that the average results for all teachers and students almost do not differ. The respondents agree that in individual peer relations quite often quarrels (S. M = 3.0; T. M = 2.9) and lies (S. M = 2.6; T. M = 2.9).

Young people are often offended and revenge (S. M = 3.0; T. M = 2.9) According to the respondents, students are also quite often unable to ask others for help (S. M = 2.9; T. M = 2.9).

When analyzing the results from individual countries, we most often notice differences in the assessments of teachers and students in data from Slovakia. Here teachers are more likely to see youth problems in peer relationships. The opposite situation can be observed in the case of Portuguese data. In this case, it is the students who indicate more frequent problems in peer contacts than their educators. Such results probably testify to different awareness of difficulties and ignorance of students, which equally translates into misunderstanding of the problems of young people.

In order to characterize the problems that appear in the functioning of students in the group, the data in the table below should be analyzed.

**Table 17. Frequency of students' problems in group functioning in the assessment of the respondents**

Problems in group functioning		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	S	T
1.	They do not comply with class rules	4,1	3,4	2,9	3,1	2,9	2,9	2,7	3,4	2,5	2,5	3,0	3,1
2.	They provoke class conflicts	3,3	3,2	2,6	2,9	2,6	3,2	2,2	2,9	2,6	2,6	2,7	3,0
3.	They can't cooperate in a group	3,4	3,3	2,9	3,0	3,1	3,1	2,1	2,7	3,2	2,6	2,9	2,9
4.	They are rejected by the whole class	2,5	2,6	2,7	2,4	2,0	2,8	1,7	2,1	3,8	3,4	2,5	2,7
5.	They dominate the whole class	2,9	2,9	2,8	2,7	2,8	2,9	2,0	2,6	3,9	3,1	2,9	2,8
6.	They are afraid to speak in front of the whole class	3,4	2,8	3,1	2,7	3,6	3,0	2,4	2,1	2,9	2,7	3,1	2,7

7.	They manipulate and create pressure in class	2,8	2,7	2,6	2,8	2,5	2,5	1,5	2,5	3,5	2,8	<b>2,6</b>	<b>2,7</b>
8. 38	They are favored by the whole class	3,2	2,6	2,9	3,2	2,7	2,8	2,7	3,0	3,0	3,3	<b>2,9</b>	<b>3,0</b>

By analyzing the data in Table 17. it can be said that youth problems in group functioning are most often due to the fact that students are quite often unable to adapt to class rules. Student ( $M = 3.0$ ) and teacher ( $M = 3.1$ ) grades are almost consistent. While analyzing the results of Polish respondents, significant differences can be noticed. It is much more often students ( $M = 4.1$ ) than teachers ( $M = 3.4$ ) perceive this problem. The opposite situation is identified in the case of Slovak data, where teachers ( $M = 3.4$ ) more often than students ( $M = 2.7$ ) see this dilemma.

Quite often the problem of favoring some students for the rest of the class is noted by both teachers ( $M = 3.0$ ) and students ( $M = 2.9$ ). However, about such difficulties inform us more often surveyed students from Poland ( $M = 3.2$ ) than their tutors ( $M = 2.6$ ).

The surveyed students ( $M = 3.1$ ) more often than teachers ( $M = 2.7$ ) tell us that they have difficulty speaking in front of the whole class. This problem is primarily pointed out to students from Greece ( $M = 3.6$ ), Poland ( $M = 3.2$ ) and Romania ( $M = 3.1$ ). At the same time, it seems that teachers in these countries are much less likely to see such difficulties for students.

Respondents are almost unanimous about the frequency of problems resulting from the deliberate provocation of conflicts in the class by young people (S.  $M = 2.7$ ; T.  $M = 3.0$ ) and the lack of ability to cooperate in a group (S.  $M = 2.9$ ; T  $M = 2.9$ ).

In the conducted research it was recognized that problems with oneself are an important factor influencing the educational and didactic failures of students. These, in turn, generate other difficulties, which in consequence may lead to early leaving the education system. For this reason, students 'and teachers' assessments regarding the appearance of behaviors specified in the survey should be carefully analyzed. The results are shown in Table 18.

**Table 18. Frequency of students 'problems in relation to themselves in the respondents' assessment**

Problems in one's self		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	S	T
1.	They think and speak about themselves badly	3,1	2,9	2,5	2,0	2,2	2,6	2,3	2,5	3,6	3,2	2,7	2,6
2.	They don't believe in their own abilities	3,2	3,3	3,0	3,0	2,8	2,8	2,7	3,1	3,2	2,4	3,0	2,9
3.	They act self-destructively	2,6	1,8	2,3	2,0	2,2	2,6	2,3	2,9	4,4	3,0	2,8	2,4
4.	They make an impression that they care about nothing and nobody	3,1	2,7	2,8	3,2	3,1	2,8	2,4	2,7	3,4	2,4	3,0	2,8
5.	They don't show empathy	3,0	2,9	2,7	3,0	3,1	2,9	2,6	2,8	3,2	2,9	2,9	2,9
6.	They cannot stand up to anyone	2,6	2,4	2,3	3,0	2,5	2,9	2,3	2,4	3,1	2,9	2,6	2,9
7.	They don't have their own opinions	2,6	2,6	2,6	2,8	2,7	2,9	2,2	2,6	3,5	2,9	2,7	2,8
8.	They cannot admit to their own mistakes	3,5	3,4	2,7	3,4	3,6	3,5	2,9	3,2	3,1	2,1	3,2	3,1
9.	They can't deal with their own problems	3,3	3,2	2,7	3,8	3,2	3,4	2,4	3,2	3,3	2,1	3,0	3,1

According to the above data, it should first of all be noted that both the surveyed teachers (M = 3.2) and students (M = 3.1) quite often encounter situations in which young people cannot admit to your mistakes. Students from Greece (S. M = 3.6; T. M = 3.5) and Poland (S. M = 3.5;

T.  $M = 3.4$ ) have the biggest problems in this matter. Differences in the perception of such difficulties also appear in the results from Romanian respondents. Here teachers ( $M = 3.4$ ) are much more likely than students ( $M = 2.7$ ) to encounter such situations. The opposite order of results is observed in the case of Portuguese data, which shows that students ( $M = 3.1$ ) see this problem much more often than teachers ( $M = 2.1$ ).

In the opinion of almost all respondents, young people quite often do not cope with their own problems (S.  $M = 3.0$ ; T.  $M = 3.1$ ). Also in this case, teachers from particular countries often pay attention to such difficulties. The exception is the averages calculated for Portuguese respondents, which show that the surveyed teachers ( $M = 2.1$ ) significantly less frequently than students ( $M = 3.3$ ) identify such difficulties.

Quite often lack of faith of young people in their own abilities is pointed out by both surveyed teachers ( $M = 2.9$ ) and students ( $M = 3.0$ ). Also in this matter, the Portuguese data are a bit disturbing, because teachers ( $M = 2.4$ ) definitely less frequently than students ( $M = 3.2$ ) notice this problem.

Young people ( $M = 3.0$ ) only slightly more often than teachers ( $M = 2.8$ ) believe that their colleagues quite often give the impression that they care about nothing and nobody. It is worth noting that again teachers from Portugal ( $M = 2.4$ ) much less frequently identify this problem than the surveyed students ( $M = 3.4$ ). Teachers ( $M = 2.9$ ) and students ( $M = 2.9$ ) agree quite often on the lack of empathy among young people.

Another issue analyzed was the characteristics of students' problems in task-related situations. The obtained data are presented in the table below.

**Table 19. Frequency of students' problems in task situations as assessed by the respondents**

Problems in completing tasks		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	S	T
1.	You can't rely on them	3,2	2,7	3,0	3,3	3,0	3,4	2,8	3,3	3,2	3,1	3,0	3,2
2.	They don't make any decisions or	2,9	2,7	3,1	3,0	3,2	3,1	2,5	2,8	3,2	2,3	3,0	2,8



	undertake tasks on their own												
3.	They cannot manage their time	3,1	3,1	3,3	3,5	3,6	3,1	2,5	3,3	3,0	2,0	<b>3,1</b>	<b>3,0</b>
41 4.	They leave everything until the last minute	3,8	3,7	3,7	3,8	4,1	3,1	3,5	3,7	2,4	1,7	<b>3,5</b>	<b>3,2</b>
5.	You always have to instruct them what to do	3,0	3,5	3,2	3,8	3,5	3,3	2,7	3,7	2,8	1,9	<b>3,0</b>	<b>3,2</b>
6.	They get bored quickly performing tasks	3,4	3,4	3,5	3,9	3,5	3,5	3,1	3,5	2,8	2,1	<b>3,3</b>	<b>3,3</b>
7.	They do the tasks anyhow	3,5	3,3	3,5	3,3	3,2	3,3	2,2	3,8	2,8	2,1	<b>3,0</b>	<b>3,2</b>
8.	They refuse to be engaged in anything	3,3	2,8	3,1	2,8	2,8	3,6	2,2	3,0	3,2	2,6	<b>2,9</b>	<b>3,0</b>
9.	They are constantly late	3,8	2,4	3,2	3,0	3,0	3,9	2,4	3,0	2,4	2,6	<b>3,0</b>	<b>3,0</b>

Thanks to the above data, we can characterize students' behavioral disorders in task-related situations. Both students ( $M = 3.5$ ) and teachers ( $M = 3.2$ ) admit that such problems are often associated with a lack of organizational competence, and especially leaving the realization of important things at the last minute. It is also interesting that young people themselves are aware of such a problem (e.g. in Greece  $M = 4.1$ ).

The frequent problem of quick fatigue while performing tasks is noted by teachers ( $M = 3.3$ ) and students ( $M = 3.3$ ). It is also worth noting that the data provided by individual survey partners are also consistent in this respect.

Lack of work organization is also a fairly common factor disrupting the proper course of task situations (S.  $M = 3.1$ ; T.  $M = 3.0$ ). Here again it is worth articulating the fact of awareness of the youth who in Greece ( $M = 3.6$ ) and Portugal ( $M = 3.0$ ) more often than teachers say about the lack of skills in organizing work. Only in Slovakia educators ( $M = 3.3$ ) more often than pupils ( $M = 2.5$ ) indicate such a lack of student competences.

Also teachers ( $M = 3.2$ ) slightly more often than students ( $M = 3.0$ ) suggest that young people are dependent and always have to be told what to do. We see this situation when analyzing data from Poland (S.  $M = 3.0$ ; T.  $M = 3.5$ ), Romania (S.  $M = 3.2$ ; T.  $M = 3.8$ ) and Slovakia (S.  $M = 2.7$ ; T.  $M = 3.5$ ). An opposite system of assessments is observed for Greek (S.  $M = 3.5$ ; T.  $M = 3.3$ ) and Portuguese (S.  $M = 2.8$ ; T.  $M = 1.9$ ) results.

Teachers ( $M = 3.2$ ) also slightly more often than students ( $M = 3.0$ ) say that young people do their job anyhow. Interestingly, analyzing data from individual countries, one should again pay attention to the awareness of youth of the lack of diligence in the performance of tasks by their colleagues. In Poland (S.  $M = 3.5$ ; T.  $M = 3.3$ ), Romania (S.  $M = 3.5$ ; T.  $M = 3.3$ ) and Portugal (S.  $M = 2.8$ ; T.  $M = 2.1$ ) it is the youth who first of all point to this problem. Only data from Slovakia indicate that teachers ( $M = 3.8$ ) more often than students ( $M = 2.2$ ) notice this problem.

The respondents also claim that unfortunately you can often not rely on youth (S.  $M = 3.0$ ; T.  $M = 3.2$ ). In Romania (S.  $M = 3.0$ ; T.  $M = 3.3$ ), Greece (S.  $M = 3.0$ ; T.  $M = 3.4$ ) and Slovakia (S.  $M = 2.8$ ; T.  $M = 3.3$ ) teachers more often pay attention to this fact. Only in Poland the awareness of the problem is higher among students ( $M = 3.2$ ) than teachers ( $M = 2.7$ ).

According to the surveyed teachers ( $M = 3.0$ ) and students ( $M = 3.0$ ), young people are quite often late. Such situations are primarily noted by teachers from Greece (S.  $M = 3.0$ ; T.  $M = 3.9$ ) and Slovakia (S.  $M = 2.4$ ; T.  $M = 3.0$ ). In Poland, however, students ( $M = 3.8$ ) more often than teachers ( $M = 2.4$ ) perceive this problem.

The last element of behavioral disorders selected for the study are risk behaviors undertaken by young people. The results obtained during the study are presented in the table below.

**Table 20. Frequency of risky behaviors undertaken by young people in the respondents' assessment**

43 Risky behaviors		Poland		Romania		Greece		Slovakia		Portugal		TOTAL	
		S	T	S	T	S	T	S	T	S	T	M S	M T
1.	They destroy someone's property	2,5	2,3	2,2	2,4	2,3	3,3	1,9	2,9	3,2	2,3	2,4	2,6
2.	They play truant	3,7	1,8	3,2	3,3	2,1	3,1	1,9	1,9	3,1	2,7	2,8	2,6
3.	They run away from home	1,7	1,3	1,7	2,1	2,3	3,1	1,2	1,4	4,5	4,4	2,3	2,5
4.	They drink alcohol	4,0	1,5	2,8	3,2	3,4	3,3	2,3	2,1	4,0	4,2	3,3	2,9
5.	They smoke cigarettes	4,1	1,7	3,9	4,1	3,8	3,1	2,4	2,3	4,4	3,9	3,7	3,0
6.	They sexually harass others	1,7	1,2	1,6	2,7	1,8	3,3	1,5	1,5	4,1	3,9	2,1	2,5
7.	They intimidate others	2,3	1,8	2,6	2,8	2,2	2,9	1,7	1,8	3,0	2,4	2,4	2,3
8.	They take drugs	3,0	1,4	2,0	2,1	2,4	3,2	1,4	1,6	4,5	4,3	2,7	2,5
9.	They gamble	2,6	1,3	2,5	2,7	2,9	3,1	1,4	1,7	4,1	4,2	2,7	2,6
10.	They mistreat animals	1,3	1,2	1,5	2,0	2,0	3,4	1,3	1,7	4,0	4,1	2,0	2,5
11.	They extort money from others	1,6	1,4	2,1	2,4	2,1	3,3	1,3	1,6	3,7	3,5	2,2	2,4
12.	They participate in fights	2,4	2,1	2,3	2,2	3,0	3,0	1,8	2,1	2,8	2,4	2,5	2,4
13.	They follow	2,0	1,4	2,0	2,8	2,7	3,1	1,5	1,7	4,1	4,4	2,5	2,7

	strict diets													
14.	They are addicted to the Internet	3,7	2,9	3,6	4,3	3,9	3,5	3,7	3,9	1,6	1,9	3,3	3,3	

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According to the above research results, it should be stated that according to students (M = 3.7) and teachers (M = 3.0), youth smokes cigarettes quite often. It is worth noting that the data for individual countries in both surveyed groups are quite similar. However, in the case of data from Poland we see a very large discrepancy. Students (M = 4.1) much more often than teachers (M = 1.7) point to this problem.

Similarly, in the case of drinking alcohol by young people (S. M = 3.3; T. M = 2.9). Here, too, Polish teachers (M = 1.5) far less often than students (M = 4.0) notice such behavior. The results for the other countries are quite convergent.

The third risky behavior which, according to students (M = 3.3) and teachers (M = 3.3), manifested quite often by young people is Internet addiction. Almost all respondents pay attention to this threat. The exception is only the Portuguese, who believe that such disorders appear rarely (S. M = 1.6; T. M = 1.9).

According to Portuguese data, young people often also take on other behavioral disorders indicated in the study, e.g. running away from home (S. M = 4.5; T. M = 4.4), sexual harassment of others (S. M = 4.1; T. M = 3.9), drug use (S. M = 4.5; T. M = 4.3), gambling (S. M = 4.1; T. M = 4.2), bullying over animals (S. M = 4.0; T. M = 4.1) and the use of strict diets (S. M = 4.1; T. M = 4.4). This is very disturbing data, especially since both teachers and students indicate a high frequency of their occurrence. Data for other countries indicate the occasional occurrence of the above-mentioned risk behaviors.

## IV. CONCLUSIONS AND RECOMMENDATIONS

The needs diagnosis was in line with the assumptions adopted in the submitted project application:

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1. Partners from all countries, ie Poland, Romania, Slovakia, Greece and Portugal participated in the research.
2. The research was carried out in a group of students aged 12-19.
3. 106 teachers and 319 students participated in the study and 50 teachers and 250 students were accepted.

Based on the conducted research, the following conclusions were formulated:

### I. Problems in relations with adults:

Analyzing the results of research on the identification of students' problems in relations with adults, it was found that both teachers and students agree that the most common problems of students in relations with adults in school reality are: illegibility, lies, quarrels, a strong need for foster children attention to themselves and the inability to talk to adults about their needs and problems. Teachers, however, more often than students also pointed to the rebellious behavior of their pupils, their vulgarity towards adults and manifestations of disrespect towards teachers.

Summing up, it should be emphasized that, despite the differences in the assessments of respondents from individual countries, the results obtained in the course of the study clearly indicate numerous problems and disturbed relationships between teachers and students, which clearly indicates the need to develop their competences in the field of correct verbal and non-verbal communication. It also seems that teachers should learn strategies for effective response and negotiation skills in conflict situations (quarrels, rebellion, vulgarity, lies, illegibility). Teachers should undoubtedly acquire knowledge and skills in recognizing the needs and problems of students and supporting pupils in finding and using the help of others. Educators must also provide their students with appropriate skills, because the lack of interpersonal and social competences as well as

the inability to recognize one's own and other people's emotions deepens the difficulties in mutual relations.

## **II. Problems in relations with peers**

When analyzing the frequency of student disorders in peer relationships, we see a unique agreement between teachers and students. Both pointed to the following problems: quarrels, insults, lies and the inability to ask for help in difficult situations.

Considering the above conclusions, in the GAME didactic tool being prepared, first of all, it should be shown to pedagogues effective ways of identifying the manifestations and causes of disturbed student relationships with each other, indicate the consequences of their inadequate responses in the situation of disturbed behaviors of foster children, teach students appropriate strategies to respond and cope with difficult situations peers and recognize and name their emotions, problems and needs towards peers.

## **III. Problems in group functioning**

According to both groups of respondents, the most common problems arising in the functioning of students in a group relate to the students' inability to adapt to class rules and inability to cooperate in a group. Educators also noticed problems related to provoking conflicts by pupils, alienation of some students and favoring informal class leaders. On the other hand, the students thought that the most difficulties were due to their lack of self-presentation skills and speaking in front of the whole class.

According to the above conclusions, teachers should be competent to recognize problems resulting from students' inability to adapt to group rules and norms. They should also learn how to build a class team, and especially how to enforce established rules and norms. Knowledge of the group roles performed and behaviors resulting from them, as well as techniques for dealing with conflict situations will undoubtedly limit the scope and frequency of emerging problems.

## **IV. Problems in relation to oneself**

When identifying students' problems with themselves, one should first of all point to the students' lack of ability to admit their mistakes, lack of faith in their own abilities, inability to deal

with their problems and lack of empathy. Teachers also pointed to the problem of the students' lack of assertiveness, and the students to such behaviors of their classmates that give the impression that they care about nothing and nobody.

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The above-mentioned conclusions above all show the need to support teachers in developing the ability to recognize symptoms and mechanisms of inappropriate perception of themselves by students. Educators should be able to read the child's messages correctly, initiate a conversation with students with self-perception disorders, diagnose the student's self-acceptance level, support foster children in building their own image. The ability of students to correctly recognize emotions, correctly name their problems, and knowledge of constructive strategies for solving them will probably reduce the scale of disorders in this area.

## V. Problems in task situations

In task situations, both teachers and youth agreed that students lack organizational skills, because they are often late, leave things that are important at the last minute, are unable to organize their work rationally, and get bored and abandon tasks quite quickly. The surveyed teachers more often than the youth also indicated the lack of independence of students, low level of task implementation and lack of trust as to the date and quality of their work results.

Lack of organizational competences of students generates a number of didactic and educational problems. For this reason, in the designed activities, first of all, attention should be paid to the identification of factors disturbing the undertaking and implementation of tasks. Particular attention should also be given to the ability to delegate tasks and effective motivation for their effective implementation. Teachers should also become aware of how to recognize and respond appropriately to the successes and failures of their pupils.

## VI. Risky Behaviors

Among the selected risky behaviors, the respondents most often pointed to students' smoking, drinking alcohol and Internet addiction. However, this category was the most diverse and internally inconsistent. There were very big differences both in the assessment of teachers and students, as well as data from individual countries. Therefore, the exclusion of this category of problems in the designed didactic tool GAME should be considered.

In summary, it should be stated that the differences in the assessments of the surveyed teachers from individual countries in the next five categories were not significantly large, which justifies the fact that the virtual app GAME being developed will equally apply to school reality in all European countries. Only in the area of risky behavior do we see quite a large diversity of results, which can be a premise for the elimination of this module from the teaching tool being developed.

When starting to design the GAME didactic tool, it is undoubtedly necessary to assume that early diagnosis, appropriate prevention and correct educational impact can counteract and correct dysfunctional behavior of students. Modification of problems in students' behavior may include, among others on:

1. Breaking the stereotype of a "school bully" eg by initiating an unusual situation that goes beyond the everyday pattern of the situation; different, positive treatment, thanks to which the teacher perceives students with behavior problems as cooperation partners, interesting people who are worth talking to, joking about; treating students like 'normal youth' without negative labeling. The turning point may be a change in the teachers' thinking patterns (release from the stereotype), which causes a change in behavior towards the child, as well as a change in the child's thinking patterns about himself, which causes a change in his behavior, which leads to building his "new position" in the environment.

2. Creating corrective experiences, i.e. new ones, different from the previous ones, which may eliminate or alleviate the effects of psychological injuries. Their essence lies primarily in the fact that they do not confirm the child's perceptions and expectations arising from his previous experiences and help the child experience himself in a different way.

The biggest enemy of educators is the rigidity of their own ways of responding. This is particularly important when they work with students who exhibit behavioral disorders, because the rigid patterns of child and adult 'overlap', which usually leads to their mutual strengthening.

Breaking the "vicious circle" in which the teacher and the student get involved requires change. The initiative belongs to the adult here, he must do something that will "snatch" him and the child from this scheme, will open new possibilities in their relationships. This can be done through the following strategies:



1. Change in the child's perception pattern (e.g. focus on his strengths).
2. The strategy of surprise, which consists in creating new, unconventional, attractive for children situations, thanks to which they can experience themselves in a constructive way.
3. Revealing hidden possibilities, eg by entrusting the student with a task contrary to the stereotype in which it was "crowded" by the environment.
4. Change of perspective, eg by changing the role of student and teacher.
5. Create space for constructive actions.

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To sum up, it should be stated that despite quite extensive literature on the educational problems of students and publications on ways of working with students with behavioral disorders, yet effective methods have not been developed to alleviate such difficulties. Therefore, it is worth undertaking creative activities, applying new methods and designing innovative educational tools to more effectively correct existing dysfunctions and prevent the emergence of new educational problems in advance.