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School procedures, as perceived by teachers and students from Poland, and the Czech Republic

Sposoby postępowania w szkole w percepcji nauczycieli i studentów z Polski i Czech

Abstract

Introduction. The article concerns research conducted among students and teachers of primary schools in Poland and the Czech Republic as part of a project co-financed by the European Regional Development Fund and the State budget, “We Cross the Borders”. The project entitled “Key Competencies in Teaching and Education” was implemented under the recruitment of the Praděd Microprojects Fund, Priority axis number: 11.4, priority axis name: Cooperation of institutions and communities.

Aim. The theoretical and cognitive aims of the research were to diagnose the competencies of teachers and students in the field of critical thinking. The objective of the research was

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to develop practical recommendations that could be used in the education programs of future teachers.

Methods. The research used the method of a diagnostic survey; the questionnaire technique.

Results. The results of the research showed differences between the behaviour of teachers and students in such matters as contacts with parents, following the headmaster's instructions, using innovative teaching methods and self-confidence in everyday work-related situations.

Keywords: teachers, teaching, difficult situations at school, critical thinking

Abstrakt

Wprowadzenie. Artykuł dotyczy badań przeprowadzonych wśród studentów i nauczycieli szkół podstawowych w Polsce i Czechach w ramach projektu współfinansowanego ze środków Europejskiego Funduszu Rozwoju Regionalnego oraz ze środków budżetu państwa, Przekraczamy granice. Projekt pt. Kompetencje kluczowe w nauczaniu i kształceniu realizowany był ramach naboru Funduszu mikroprojektów Praděd, Numer osi priorytetowej: 11.4, nazwa osi priorytetowej: Współpraca instytucji i społeczności.

Cel. Celem teoretyczno-poznawczym badań było zdiagnozowanie jakie kompetencje z zakresu krytycznego myślenia posiadają nauczyciele i studenci. Celem praktyczno-wdrożeniowym badań było wypracowanie zaleceń praktycznych, które mogą być implikowane w programach kształcenia przyszłych nauczycieli.

Metody. W badaniach wykorzystano metodę sondażu diagnostycznego, technikę ankiety.

Wyniki. Analiza danych wskazała na różnice pomiędzy sposobem postępowania nauczycieli i studentów między innymi w takich kwestiach jak kontakt z rodzicem, realizowanie poleceń dyrektora, wykorzystywaniem innowacyjnych metod nauczania oraz pewnością siebie w sytuacjach codziennych związanych z pracą.

Słowa kluczowe: nauczyciele, nauczanie, sytuacje trudne w szkole, myślenie krytyczne

Introduction

The work of a teacher at school involves taking up new challenges. In particular, work at the first stage of education requires teachers to have many different skills and a broad holistic knowledge.

In addition, one's decision to choose this profession should be carefully considered and even preceded by an earlier self-assessment using the analysis of a specialized tool as reported by Eric Richter, Martin Brunner, and Dirk Richter (2021) and Andreas Rieu et al. (2022).

The professional development of a teacher means being an active member of the school and the local community, and responding to new social and educational challenges. The goal of one's development is to expand the knowledge and skills that enable the performance of tasks, roles, and professional duties to a high level (Szempruch, 2018), which is associated with the development of professional competencies.

It is important to take into account what Bodine R. Romijn et al. (2021), stated... that the professional development of teachers should be treated as a continuous team process in which various teaching and training methods are used. It should be embedded in practice and be adapted to local needs. One should be aware that this profession is not only related to the teaching of students but also to their own development (Haug, Mork, 2021; Nordgren et al., 2021; Richter, Lazarides, & Richter, 2021). However, it should be remembered that teachers should also be properly motivated so that they develop their competencies themselves (Janke et al., 2015; Rots et al., 2012). Moreover, the education of teachers itself should combine theory with practice as far as possible (Daza et al., 2021) and the interaction of the student with the mentor should play a significant role, especially related to the critical analysis of the student's competencies (Bjørndal, 2020).

According to Kazimierz Żegnałek (2008), the role of the teacher at this stage of education should constitute a kind of continuation of the role of parents in bringing up a child. The educational activities of a teacher should not, in fact, differ too much from the activities performed at home by the mother and father. The difference should mainly boil down to the fact that the teacher undertakes them consciously, implements them systematically and with greater intensity, assesses their effectiveness, and if necessary, corrects them accordingly.

The teacher of the initial classes, due to the interaction with personalities of particular sensitivity and plasticity, takes upon himself an enormous responsibility to create a Person (Jodłowska, 1991). However, by taking on so much responsibility, one must be careful that the process of occupational burnout does not occur, especially in an environment where there are many differing factors that can contribute to this process (Saloviita, Pakarinen, 2021).

Another risk for younger people in education can be the actual competencies of the teacher of early childhood education. Competencies are a determiner of effective pedagogical work. It is especially important at the first stage of education where children are embarking on their adventure with learning. At this stage, teachers, using appropriate methods and means, should stimulate the cognitive curiosity of the child, inspire them to take action and shape their motivation to learn. Working with students involves not only developing and creating their creativity, but also the creativity and ingenuity of the teachers who must interest children and introduce them to the world of learning (Śliwa, 2017). As research shows, creativity should be supported among teachers by providing them with various teaching aids and appropriate resources (Berit, Mork, 2021).

In particular, critical thinking competencies are very important. Critical thinking teachers guarantee that children will develop critical thinking. What is sometimes missing at school is teaching children to think critically.

Critical competencies are considered to be a key feature in the learning process.

As proposed by the Council of the European Union in its recommendations, the area relating to competencies in the field of understanding and creating information is the area in which critical thinking should be strengthened.

Critical competencies consist of knowledge, skills, and attitudes related to reflective, constructive criticism. They enable a person to function consciously and effectively in the world around him by resisting various pressures from others, acting independently, or, above all, properly interpreting the facts, based on an appropriate analysis characterized by a researching attitude, as well as self-criticism in relation to one's actions and attitudes (Śliwa, 2021). In turn, critical thinking is the main component of critical competencies which are perceived through this prism in the literature of this subject.

Critical thinking has various definitions. According to Hossein Khalili and Maryam Zadeh (2003), it is a process that facilitates problem-solving and decision making. Using our ability to think critically, we are able to consider new and complex problems in order to determine what we should do or what we should believe. Critical thinking cognitive skills should cover the areas of interpretation, analysis, evaluation, inference, explanation, and self-regulation. Critical thinking is a higher-order process and as such is not automatic. It requires self-determination, reflection, effort, self-control, and metacognition. In other words, it is a deliberate process involving the interpretation and evaluation of information or experiences (Valenzuela et al., 2011). It is deliberate, legitimate, and goal-oriented. It is the type of thinking involved in solving problems, drawing conclusions, calculating probabilities, and making appropriate decisions. Critical thinkers use these skills appropriately, without prompting, usually with conscious intent, and in a variety of situations (Hong et al., 2021).

It is an ongoing cognitive process of logical reasoning in which an individual methodically explores and analyses issues, interprets complex ideas, considers all aspects of the situation, and/or argues, and, where appropriate, acts judiciously (Profetto-McGrath, 2003).

Critical thinking generally emphasizes reasoning and logical thinking and focuses on the individual's ability to understand the problem and generate reasonable solutions to this identified problem (Hong et al., 2021).

According to Peter A. Facione (1990), following the researchers from the Delphi project, critical thinking should be understood as a deliberate, self-regulating judgment that results in interpretation, analysis, evaluation, and inference, as well as clarifying evidence, conceptual, methodological, criteriological, or contextual considerations upon which this judgment is based. The Delphi panel also identified the characteristics of an ideal "critical thinker". Namely, the ideal "critical thinker" is usually inquisitive, well-informed, trusting of reason, open, flexible, fair

in judgment, honest in the face of personal prejudices, prudent in judgment, eager to reconsider, clear in matters, orderly in complex matters, conscientious in search of relevant information, reasonable in selecting criteria, focused on research, and persistent in seeking results that are as precise as the subject and circumstances that the study allow.

As postulated by Goodwin Watson and Edward Glaser, this critical thinking includes the ability to recognize existing problems and the need to generate evidence to support what is claimed to be true, and learning the nature of important conclusions, abstractions, and generalizations in which the importance or precision of different types of evidence is logically determined, such as the ability to use and apply prior knowledge and attitudes (Pacheco, Herrera, 2021).

Research methodology

The research was carried out in the period from April to June 2021 in the Opolski, Nysa, and Prudnik poviats of the Opolskie Voivodeship on the Polish side, and in the Moravian-Silesian country on the Czech side. The research was carried out as part of a project co-financed by the European Regional Development Fund and the State budget, We Cross the Borders. The project entitled Key Competencies in Teaching and Education was implemented under the recruitment of the Praděd Microprojects Fund, Priority axis number: 11.4, priority axis name: Cooperation of institutions and communities. The “PRIGO” University in Hawirzów was partner to the School of Management and Administration in Opole.

The theoretical and cognitive aim of the research was to diagnose the competencies of teachers and students in the field of critical thinking. The practical — implementation objective of the research was to develop practical recommendations that may be included in the education programs of future teachers.

The authors of the article were looking for an answer to the question... ‘What are the differences between the levels of critical competencies of teachers and students?’

The research used the method of a diagnostic survey, the questionnaire technique.

Students and teachers filled in the Critical Predisposition Self-Assessment Questionnaire developed by Iwona Czaja-Chudyba and the proprietary School Behaviour Assessment Questionnaire for Teachers.

The Critical Predisposition Self-Assessment Questionnaire was used, and it consisted of 73 statements with a five-point scale. It was developed on the basis of the concept of constructively critical orientation according to the following indicators of its individual elements (Czaja-Chudyba, 2013):

1. *Possessing analytical skills:*

- the ability to identify in written, read, and spoken texts: assumptions, meaning, ambiguity, contradictions, the credibility of the information provided, plagiarism, lies, and emotive evaluation (separating opinions from facts);
- having a need to know the truth;
- inquisitiveness;
- appreciating the importance of critical thinking;
- showing intellectual honesty;
- skills of logical reasoning and inference;
- having the ability to evaluate.

2. *Assuming the attitude of the researcher:*

- triggering cognitive curiosity;
- the use of interrogative thinking;
- the ability to see problems;
- the ability to formulate questions;
- ability to redefine problems;
- having autonomous cognitive curiosity;
- knowledge update.

3. *Reflectiveness and self-criticism:*

- ability to reflectively analyse one's own actions;
- the ability to become aware of one's own superstitions (pre-assumptions);
- the ability to admit being wrong;
- analysis and reflection on influences, pressures, and manipulations;
- the ability to make an in-depth diagnosis of social relations.

4. *Independence:*

- independence from authorities;
- impartiality and objectivity.

5. *Criticism:*

- affirmation of a critical attitude in students;
- no fear of receiving criticism;
- no fear of participating in a critical discussion.

The Questionnaire for Assessing Behaviour in the School for Teachers consisted of 23 described situations, for which three options were proposed for solving a given problem (Śliwa, 2021).

This tool was used to investigate the following indicators:

- ability to solve educational problems;
- enhancing the social climate at school;
- self-improvement;

- critical interpretation of information transfer;
- taking up new challenges;
- encouraging a critical approach to interpreting and solving problems;
- openness to information from various sources;
- going beyond the accepted standards.

The research was conducted using online questionnaires. Due to the epidemiological situation related to the SARS CoV-2 coronavirus pandemic, the tools used in the research were coded in Google forms and sent to 50 randomly selected primary schools from the Opole, Prudnik, and the Nysa poviats, and the city of Opole. In addition, the Principals of these schools were also contacted and asked to help with the research as well as to fill in the questionnaires for them. The Czech side used the same test procedure.

Data analysis was performed using the statistical program Statistica version 13, which used statistical methods related to the examination of statistical significance of differences between the variables and a multivariate analysis was performed. The groups were of equal size as neither group was twice as large as the other.

The Shapiro-Wilk test was used to assess the normality of the variable distribution. The value of the statistics was statistically significant ($N=353$, $W=0.62$, $p<0.001$), which proves the normal distribution of the variable. Therefore, the Mann-Whitney U test, which compares the sum of ranks, was used in the data analysis.

The research group consisted of 170 teachers of primary schools, grades 1-3 in Poland and grades 1-5 in the Czech Republic, of which 104 (61.2%) were from Poland and 66 (38.2%) from the Czech Republic. They were mainly women - 146 (85.6%). As far as age was concerned, 45 respondents (26.5%) were in the 26-35 age group, 47 (27.6%) in the 36-45 age group, 43 in the 46-55 age group (25, 3%) and in the age group of 56 and over - 35 (20.6%).

The second research group consisted of students. There were 183 of them, including 105 (57.4%) from Poland and 78 (42.6%) from the Czech Republic. They were mostly women - 181 (98.9%), which proves the specificity of the profession. The most numerous group were people aged up to 25 (39.9%) and aged 26-35 (34.5%). In the age of 36-45, there were 24.0% of the respondents, and those aged 46 and more - 1.6%.

Results

The research showed that teachers were more likely than students to declare that the credibility of the content of the textbooks they used could be undermined ($U=13687,50$, $p=0,04$). They also more often claimed that they are inquisitive and often ask questions

($U=12482,00$, $p<0,0001$), they ask many questions of other people ($U=13661,00$, $p=0,003$) and that they reflect more often on theoretical and scientific matters ($U=12857,50$, $p=0,003$). Moreover, teachers were more convinced that they were not bored with scientific discussions ($U=11427,50$, $p<0,0001$) and declared more often than students that they had a high intellectual curiosity ($U=12030,00$, $p=0,007$).

Additionally, teachers were more in agreement with the statement that there is no single objective truth ($U=13272,00$, $p=0,01$).

Table 1

Critical thinking in the opinion of teachers and students.

Statement	Research group	N	Average	Standard deviation	Standard error of the average
The credibility of the content contained in the textbooks	Teachers	170	3.1352	1.06556	0.08172
	Students	183	3.6229	1.05607	0.07806
Inquisitiveness and frequency of asking questions	Teachers	170	1.9764	1.18447	0.09061
	Students	183	2.3169	1.13780	0.08410
Number of questions asked	Teachers	170	2.3352	0.96042	0.07366
	Students	183	2.5737	0.97426	0.0737
Thinking about theoretical and scientific matters	Teachers	170	2.4176	1.00102	0.07677
	Students	183	2.7377	0.94755	0.07004
Interest in scientific discussions	Teachers	170	3.5117	1.07823	0.08269
	Students	183	2.9890	0.97771	0.07227
Intellectual curiosity	Teachers	170	2.1235	1.10514	0.08476
	Students	183	2.4043	0.83887	0.06201
Objective truth	Teachers	170	2.1235	1.08351	0.08310
	Students	183	2.3606	1.02227	0.07556

Source: Authors' own research.

Students, more so than teachers, believed that one should obey authority ($U=12960,00$, $p=0,004$). They also believed that they were more often manipulated than teachers ($U=13333,50$, $p=0,01$).

The students were also more convinced that when the teacher made a mistake, the children would not notice it ($U=12774,00$, $p=0,002$). They also claimed to a greater

extent that they were afraid to express their own opinion so as not to embarrass themselves ($U=13719.00$, $p=0.04$) or offend someone ($U=13258.00$, $p=0.01$). They also believed to a greater extent that many children might not be able to answer some of the questions ($U=13058.50$, $p=0.004$).

Moreover, students, to a greater extent than teachers, were of the opinion that authorities can be treated critically and distrustfully ($U=11623.50$, $p<0.001$), and considered themselves more critical than other people ($U=13254.50$, $p=0.01$).

Table 2
Manifestations of critical thinking in the opinion of the respondents.

Statement	Research group	N	Average	Standard deviation	Standard error of the average
Obedience to authority	Teachers	170	3.1352	1.06556	0.08172
	Students	183	2.8360	0.98639	0.07291
Vulnerability to manipulation	Teachers	170	3.9470	0.99858	0.07658
	Students	183	3.7158	1.01425	0.07497
Teacher's mistakes and the reception of pupils	Teachers	170	3.9647	1.18118	0.09059
	Students	183	3.5683	1.29431	0.09567
Fear of expressing one's own opinion	Teachers	170	3.5000	1.10002	0.08436
	Students	183	3.2513	1.18237	0.08740
Fear of questions from children	Teachers	170	3.7235	0.97302	0.07462
	Students	183	3.4754	0.96544	0.07136
Authority versus a critical and distrustful approach	Teachers	170	2.8058	0.91209	0.06995
	Students	183	3.2404	0.86259	0.06376
My and others' critical attitude	Teachers	170	3.3058	1.09353	0.08387
	Students	183	3.5792	1.03933	0.07683

Source: Authors' own research.

Thus, teachers more than students are convinced that it is necessary to act in such a way that students bear the consequences of their behaviour ($U=12860.00$, $p<0.003$).

In potential situations, when the headmaster wants to introduce innovations, students would be more favourable of it, despite the fact that it would require a lot of

work from them, *e.g.*, undertaking additional training, learning new didactic material, preparing new teaching content, preparing new worksheets or preparation of new lesson scenarios ($U=13386$, $p=0.01$).

Moreover, students, to a greater extent than teachers, declared that if students expressed a critical opinion about them, it would stimulate them to reflect on the subject ($U=13471.00$, $p=0.02$).

The research also showed that teachers, as compared to students, do not have the enthusiasm and persistence in taking up new challenges and found it difficult to deal with failure. In such cases, they tend to give up ($U=12820.00$, $p=0.002$). On the other hand, students are more enthusiastic and declare that they would accept the challenge again, having previously determined what they did wrong ($U=12770.50$, $p=0.001$).

Table 3

Challenges posed at school in the opinion of the respondents.

Statement	Research group	N	Average	Standard deviation	Standard error of the average
Pupils taking the consequences of their behaviour	Teachers	170	3.9588	0.87945	0.06745
	Students	183	3.6612	0.96929	0.07165
Innovation and teacher workload	Teachers	170	2.317	1.18383	0.09079
	Students	183	4.1420	0.87173	0.06444
Students' criticism of teachers	Teachers	170	3.7882	0.94954	0.07282
	Students	183	4.0382	0.77293	0.05713
Taking up new challenges and failing	Teachers	170	2.5058	0.98056	0.07520
	Students	183	2.2185	0.94710	0.07001
Taking up the challenge again	Teachers	170	3.9529	0.80539	0.06177
	Students	183	4.1857	0.88231	0.06522

Source: Authors' own research.

In addition, teachers were more convinced that students should use proven sources of knowledge, *e.g.*, school textbooks, albums, encyclopaedias, and other sources, including the Internet, and encourage them to implement methods of independent research, *e.g.*, the WebQuest method by which the student searches for information on the Internet ($U=12992.50$ $p=0.003$). They were also more likely to appreciate students

when they use products that are new but not yet proven and are well acquainted with older existing products ($U=30618.50$, $p=0.04$).

Additionally, teachers were more likely to discuss problems related to the lesson topic with their students during their lessons, as well as to raise other problems that are incidental but related to the main problem ($U=12975.50$, $p=0.003$).

In turn, future teachers also declared that in the event of an ongoing conflict in their class with the parents of the student, they would feel more fearful than the teachers about the confrontation with the parents and the behaviour of the head teacher in this situation ($U=13684.50$, $p=0.04$), what's more, that students, to a greater extent than teachers, believe that in a situation in which they would have to confront their parents, in their opinion the principal could be on the parents' side ($U=12694.50$ $p=0.001$).

Moreover, compared to teachers, students perceive the headteacher as a person who manages the institution in a directive manner ($U=12584.00$, $p<0.001$).

Table 4

Attitudes of the respondents towards various didactic and educational situations at school.

Statement	Research group	N	Average	Standard deviation	Standard error of the average
Using proven sources of knowledge	Teachers	170	4.3529	0.84553	0.06485
	Students	183	4.0710	0.98359	0.07270
Pupils using their products	Teachers	170	3.6411	0.76580	0.05873
	Students	183	3.3825	1.11242	0.08223
Dealing with various topics in class	Teachers	170	4.2294	0.76943	0.05901
	Students	183	4.0000	0.77619	0.05737
Fear of confrontation with the parent and the principal's reaction	Teachers	170	2.8823	1.28635	0.09865
	Students	183	3.1584	1.08030	0.07985
The headmaster's attitude towards the confrontation with the parent	Teachers	170	3.6176	1.28635	0.09865
	Students	183	3.8584	0.99578	0.07361
Perception of the director by the respondents	Teachers	170	2.6647	1.19636	0.09175
	Students	183	3.0601	1.05439	0.07794

Source: Authors' own research.

Based on the factor analysis conducted on the data collected from teachers, one factor was identified that explains 70% of the variance. This factor consists of items related to cognitive curiosity, which is expressed in teachers' readiness to engage in scientific discussions, as well as encouraging students to engage in such discussions and creating their own knowledge, and arousing interrogative thinking among students.

Discussion

Research shows that teachers, despite the fact that they have already graduated, show greater cognitive curiosity than students, readiness for theoretical and scientific reflection, or to conduct scientific discussions, although some studies show that more teachers have problems with combining theory with practice and theoretical reasoning (Postholm, 2008). It would seem that they are still considered as students due to the fact that they are still learning and that is why they will show such an attitude. Perhaps teachers realize that it is worth constantly improving their qualifications, both formally and informally, for example, by expanding their knowledge. In their opinion and experience, scientific knowledge can enrich their workshop, and thus their effectiveness in teaching and development. Undoubtedly, there is also a need for research in this field as to which qualifications are needed in the labour market, as suggested by Hülya Şenol (2022).

It was also noted that students, more often than teachers, felt that they should obey authority and felt that they were being manipulated. In addition, more often than teachers, they perceive the headteacher as being a person who manages the institution in a directive manner. This may be related to their age and experience. Teachers, as an older group, are much more experienced in these issues and may be more confident and more critical of their environment. Students, also after graduation, at the beginning of their professional career, will feel fear of their superiors, which is also shown in the research. Only after some time, after gaining the next level of professional promotion, may this fear disappear. It can be seen that students in potential situations are more inclined to conduct the tasks entrusted by the director, regardless of the costs on their part. However, it should also be remembered that principals who have completed the relevant courses or qualification studies know that school leadership is about setting an example, democratic management, cooperating in decision-making with schoolteachers, and even with parents and students (Bakirci et al., 2012; Manan, 2014; Muran et al., 2021).

Moreover, the students also declared a higher level of anxiety in conflict situations with their parents. Contact with parents in today's school is also a challenge for te-

achers. It often happens that parents are demanding and, in some cases, function as teaching experts. Therefore, a very important task of universities is to prepare educators for cooperation with parents. Competencies in the field of communication, as well as in the field of problem-solving, will be of particular importance here. Equipping teachers with these skills, and strengthening their confidence in dealing with parents, will allow for better cooperation and support the school's work (Westergård, 2013; Neuenschwander, 2020; Buza, Hysa, 2020).

Students' uncertainty can also be seen in the answers related to expressing their opinions and in the situations during classes. Research shows that students fear situations where they might compromise themselves, such as a situation where they might be wrong, and the children would notice it. Teachers, as an experienced group, do not experience such situations, and if it does happen, they know how to deal with such a situation. Years of practice become their ally here. Therefore, as Rajinder Chouhan and Rakesh Gaur (2016-2019) postulate, future teachers should be taught stress management so that they know how they can behave in such uncomfortable situations.

However, students more often than teachers declare that if students were to express a critical opinion about them, it would be a stimulus to reflect on themselves. Therefore, it can also be concluded that such an attitude that does not involve too much self-confidence may, in some situations, encourage critical thinking about oneself.

Interestingly, the students were more convinced than the teachers that authoritative figures could be treated critically and distrustfully, and considered themselves more critical than other people. This may be related to the fact that the phenomenon of failure to respect authority figures is noticed increasingly often, especially among younger people. Increasingly often people who do not deserve it are becoming authoritative. It also rarely happens that students meet a mentor during their studies and if they do, that they want to work with him/her. On the other hand, teachers as senior staff may have different values, which is a stimulus for new research.

Additionally, the results show that students have more enthusiasm than teachers to taking on new challenges. This may indicate that teachers are already showing the first symptoms of burnout and are rather reluctant to undertake new tasks. Moreover, as in every profession, motivation to work decreases over the years, unless the employee is properly stimulated. In Central European countries, such as Poland, or the Czech Republic, this profession is not appreciated as it should be, especially when it comes to workload and earnings received by teachers. It can also be one of the demotivating factors. It may also be related to the negative reactions of teachers to changes in the school, which was emphasized in the research of Rinnelle Lee-Piggott (2021).

However, despite the fact that teachers are a group of older people, they declare more often than students that non-standard teaching methods should also be used at

work, such as the WebQuest method. In addition, they also declare to a greater extent that attention should be paid to pupils' products, which may be, as yet, untested but prepared by the pupils themselves. They were also more often of the opinion that during the lesson it is also possible to discuss with the students side issues, unrelated to the main problem. Therefore, it can be concluded that with the experience gained, teachers use new teaching methods in their work and discuss topics possibly not directly related to the subject matter of the lesson. On the other hand, students at the beginning of their careers may approach these methods from a distance, or they may not be aware of these methods yet because they have not been shown them in college. This would indicate a need to check whether teacher education programs in universities are compatible with the practical expectations of school teaching staff. Moreover, experience shows that young teachers tend to adhere strictly to the lesson plans, and only the acquisition of experience may result in the fact that the teacher can allow himself/herself to make some digressions during the classes.

Therefore, attention should be paid to teacher education programs or teacher education standards, which should be discussed with practicing teachers at higher education institutions, or to include empirical research on education, as emphasized by Leonie Rowan et al., (2021) in the context of teachers working with different students in different conditions.

Conclusion

First of all, research shows that students, more often than teachers, present an anxious attitude in contact with parents, the principal, or during interactions with students during lessons. More so than teachers, they also feel that they are being manipulated and that they must obey authority.

However, they are more critical of authority issues and are more motivated to take on new, potential challenges at work.

Teachers additionally declare that at work they use various, innovative teaching methods, while students would rather use these traditional, proven methods.

Therefore, based on the research, it seems justified to develop a sense of self-efficacy in future teachers during the studies, as described in their research by Gosia Marschall and Steven Watson (2022). In addition, attention should be paid to rebuilding the image of the teaching profession (Filik-Uyanık et al., 2021), and thus also ensuring better communication with parents and cooperation between parents and the school (Baxter, Kilderry, 2022). Perhaps increasing the competencies of future teachers in this field would reduce their fear of contact with parents, especially in difficult situations.

The perception of the headteacher among students should also be changed. Academic teachers should work on it during their studies. As emphasized in their research by Ai Noi Lee and Youyan Nie (2014), school principals must clearly present the vision of the school, discuss various problems with teachers, make decisions with them, strengthen their sense of the meaning of being a teacher, and share their knowledge. In fact, the image of principals built by students is not as justified as our research shows. In addition, teaching content related to school leadership skills should be included in the education programs of future teachers (Naidoo, 2019; Sunaengsih et al., 2019) so that future educators can become familiar with the issues of school management.

In addition, curricula should be designed in such a way that more attention is paid to practice. It does not have to be strictly an apprenticeship in schools. There can also be simulation lessons conducted at a university under appropriate conditions. However, a question arises here whether all teacher training universities have the right conditions to create such situations?

The conducted research also indicates that educational programs should also take into account innovative teaching methods, so that future teachers can stimulate the cognitive curiosity of students in various ways. In particular, it is necessary to skilfully and consciously use information and communication technologies in teaching, which the young generation can use very effectively nowadays (Johnson et al., 2021; Kulakhmet et al., 2021).

This research presents part of the problem of teacher education and the situations that teachers struggle with in school and may be an introduction to a wider discussion and further research in this field.

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