



**Analytical report
based on the results of the study**

High School Student – 2024. Values, Routines and Life Plans

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Abstract

The research has been carried out by the scientists of the Carpathian Institute of Analytics "FrankoLytics" in the partnership with the NGO "All-Ukrainian Non-Governmental Organisation Poruch" in 2024 with the support of the project "Strengthening Civil Society in the Countries of the Eastern Partnership", which is co-funded by the government of the Federal Republic of Germany and the European Union in order to create an evidence base for educational activities for youth to improve mediation skills and conflict-free resolution of arguments based on values and priorities of the UN Security Council Resolution 2250. The objectives of the project research component have been implemented within the framework of a synthetic methodology of an integrated analytical approach by involving the methods of desk research, statistical analysis, surveys and focus group discussions with employees and students of educational institutions in the centre, south, west and east of Ukraine, as well as media monitoring activities.

Socio-demographic profile of survey respondents

Age. The survey has covered 143 students of the Peace Schools aged from 12 to 18. The average age of the interviewed respondents is 14.6 years old.

Gender. In general, girls showed a slightly higher interest in the survey compared to boys, in particular, 51 male respondents (35.4%) and 92 female respondents (63.9%) took part in the survey.

Place of residence. The sample of interviewees includes 24 IDP students (16.7%) and 119 local education seekers (83.2%). The success rate of the survey respondents ranges from 5 to 11 points, with an average arithmetic success rate of 8.8 points. The survey was conducted in May-June 2024 through a specialized program for conducting public opinion surveys based on a standardized set of questions (questionnaires) via a written interview with the confidentiality of respondents.

The survey has covered the following educational institutions

- ▶ Volodymyr-Volyn secondary school of I-III degrees №5 named after Anatoly Korynevsky
- ▶ Derazhnya Lyceum №3 named after the Hero of Ukraine Ivan Zubkov
- ▶ Kamianets-Podilskyi specialized comprehensive school of I-III degrees №5 with profound study of computer science
- ▶ Kakhovka specialized comprehensive school of I-III degrees №2 with profound study of foreign languages of the Kakhovka City Council
- ▶ Knyagynynok Lyceum of the Volyn Regional Council
- ▶ Koziv Lyceum №1
- ▶ Kostyantynivka institution of secondary comprehensive education of I-III degrees №3 of the Kostyantynivka City Council of Donetsk region
- ▶ Lyceum "Intellect" of the Znamyanka City Council
- ▶ Lyceum "Maximum" of the Kropyvnytskyi City Council
- ▶ Lyceum №1 of Kopychyntsi of the Kopychyntsi City Council
- ▶ Lutsk Lyceum №4 named after Modest Levitskyi
- ▶ Mykolayivka secondary school of I-III degrees №2 of the Slovyansk City Council of Donetsk region
- ▶ Novoaidar Lyceum of the Novoaidar Town Council
- ▶ Hub institution "Chaplynsky Lyceum" of the Chaplynka Town Council of the Kherson region
- ▶ Pyadyky Lyceum named after Stepan Melnychuk
- ▶ Rubizhne specialized school of I-III degrees №2 of the Rubizhne City Council of Luhansk region
- ▶ Smila specialized art boarding school of the Cherkasy Regional Council
- ▶ Cherkasy specialized school of I-III degrees №3 of the Cherkasy City Council of Cherkasy region

Socio-demographic profile of survey respondents

Most of the survey participants were students from families with 2 children (51.4%). Every fifth survey respondent noted that their family consists of 1 child (20.8%), and almost as many survey participants (18.8%) answered that their family has 3 to 4 children. In general, the average arithmetic value of the number of children in the families of the survey respondents is 2.2.

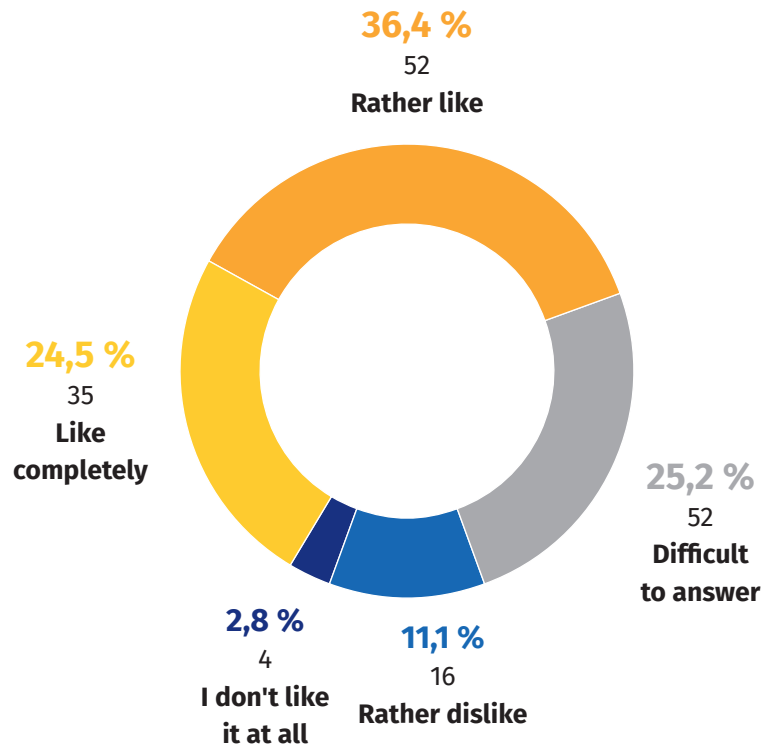
According to the level of **financial well-being**, the survey respondents mostly classified their families in the group with a lower than average level of income (46.5% of the students noted that "the purchase of durable goods does not cause difficulties, but a new car, a new housing or an expensive vacation are not yet affordable to us"). Less than 1% of the respondents said that their family does not have enough money even for the most basic food items, 4.2% of the respondents said that their family has enough money for food, but buying clothes or shoes creates serious difficulties for the family. 22.9% of the survey respondents claim that their families have enough money for current expenses, but not enough money to buy durable goods (furniture, gadgets, household appliances, etc.). Approximately the same number of students (24.3%) claim that their family can afford practically everything considering their **own financial situation**.

The authors of the current study and the team of the project "**Empowering youth to ensure social reconciliation: promoting mutual understanding and non-violent communication**" express their gratitude to the school administrations and students who responded to the survey initiative and shared their own vision of development and the future through values.

Training and career guidance

Attitude to study. In general, students have a favorable attitude to education which provides the foundation of the life strategy and the motivational basis for spending time of this social group. Almost a fifth of the respondents (24.3%) said that they like studying completely, other 36.1% of the surveyed students answered that they rather like studying. A quarter of the respondents (25%) were undecided about the answer to this question.

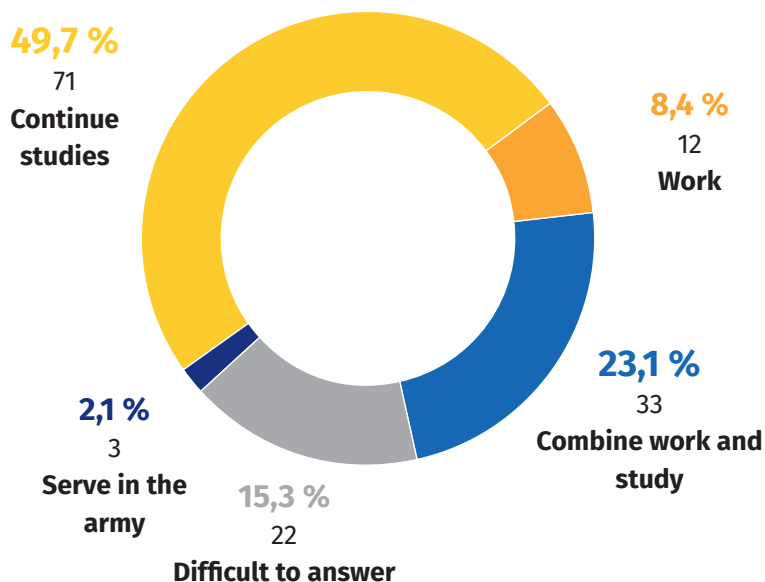
"Do you like or studying?"



The vision of the future. At the moment of the survey, half of the students answered affirmatively to the question about whether they had already chosen their future profession (55.6%), at the same time, another significant part (43.8%) noted that they had not yet decided on such a choice, so obviously the respondents' opinions regarding the certainty in the question of the professional future were divided in half.

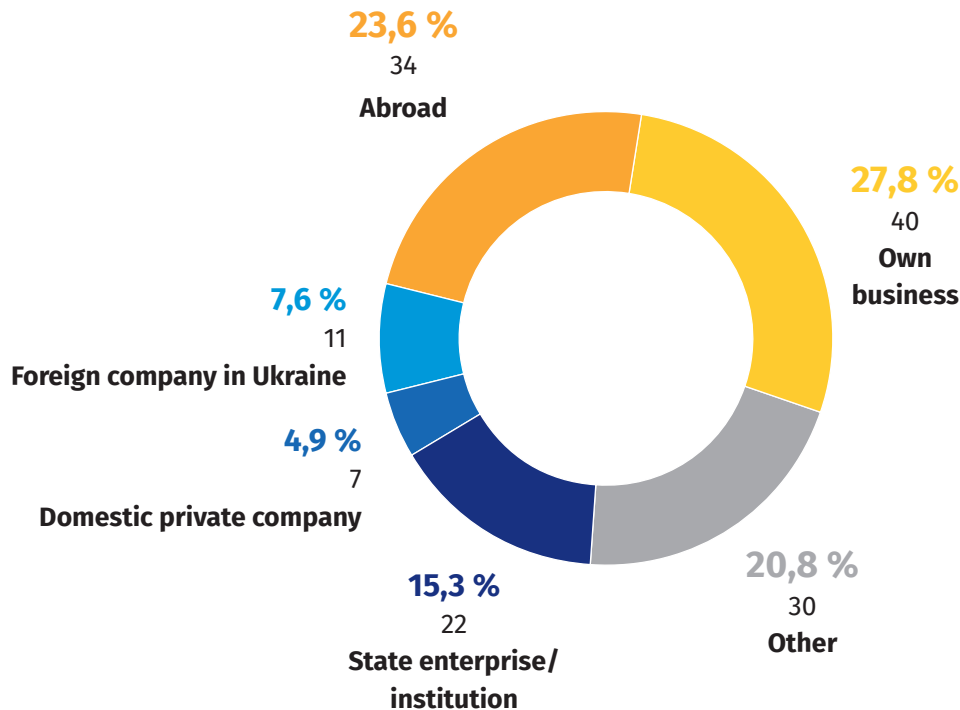
The majority of the students (49.3%) plan to continue their studies at higher education institutions, and almost a fifth of the respondents (22.9%) answered that they plan to combine work and study immediately after completing their current studies. 2.1% of the respondents wish to connect their future with serving in the army.

"What are you going to do immediately after graduation?"



Work. When asked about the place and nature of work after completing professional education, 27.8% of the respondents said that they would like to set up their own business. Quite a lot of students (23.6%) answered that they would like to work abroad.

"Where would you like to work after obtaining professional education?"



Training and career guidance

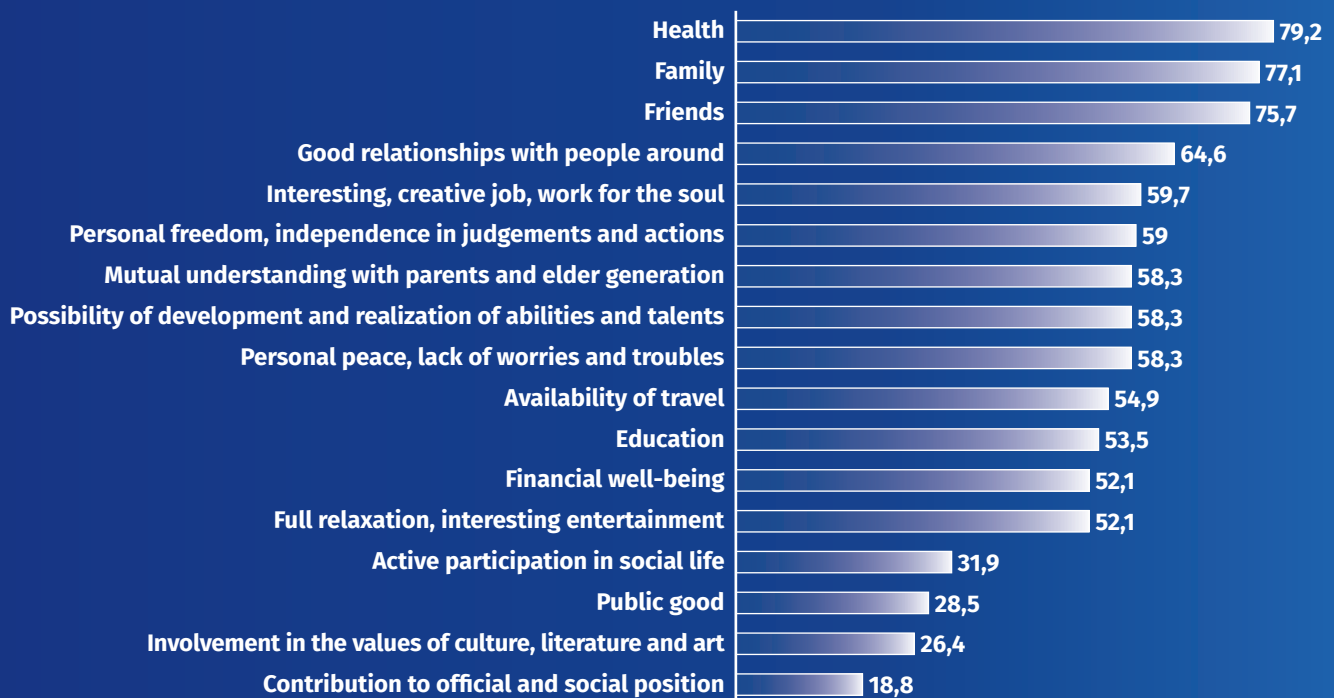
A significant part of the surveyed students of the Peace Schools (38.2%) noted that they had to work, approximately a quarter of the interviewees consider work as one of the types of leisure compared to the main type of activity (studying).



Values and life strategy

The **value profiles** preferred by the students testify to the high priority of health (79.2%), family (77.1%), and friends (75.7%). The least interesting for the survey respondents were the value of a high official and social position (18.8%) and the value of involvement in culture, literature and art (26.4%). Also, the survey showed that the values of public good (benefit brought to society – 28.5%) and the value of active participation in life (31.9%) similarly turned up at the end of the rating of preferences.

"Which of the following is the most valuable to you?" (multiple choice, %)



Values and life strategy

The strategy of success in society, according to the surveyed students, is determined mainly by hard work and efforts to achieve the desired social position. So, mainly the respondents are sure that for success in life, first of all, high intelligence and abilities (72.9%), good education (69.4%), honesty, decency and integrity (68.8%) are important.

"In your opinion, what is the most important today for achieving success?"

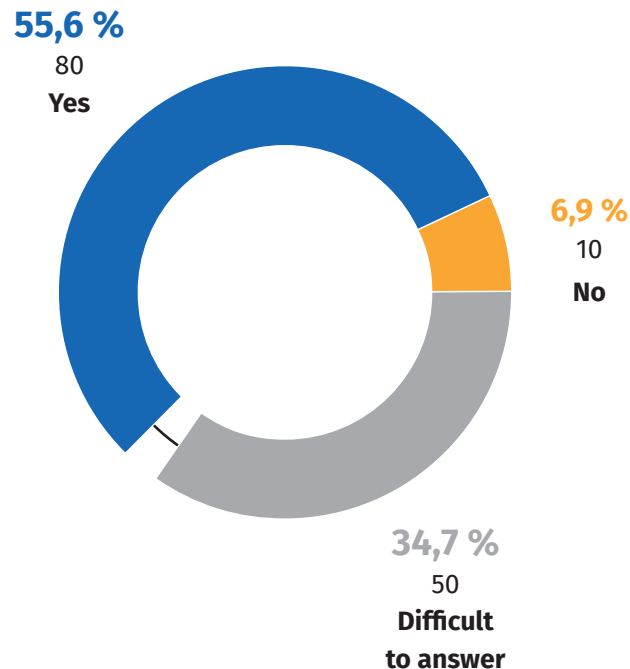
(multiple choice, %)



Gender

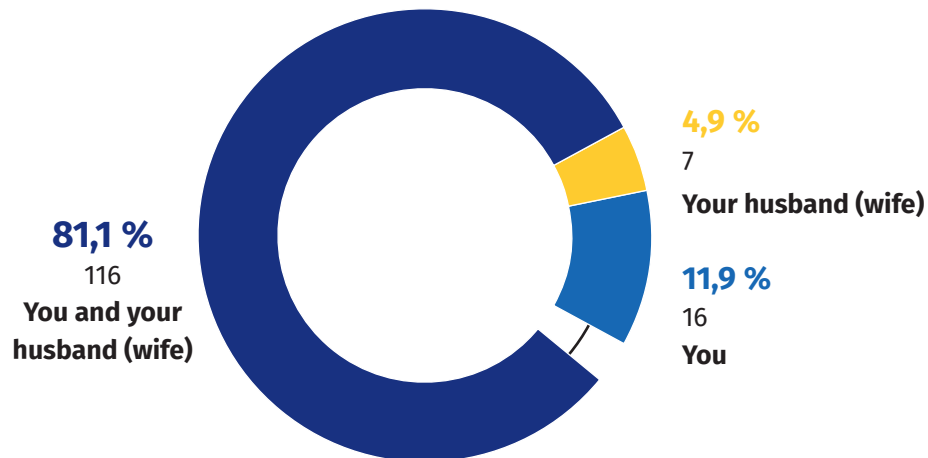
Future family. The survey of students revealed that at the age of 12-18, young people are not yet deeply concerned with the issues of the future family, pushing it behind the priorities of education and personal development. Thus, a third of the respondents (34.7%) noted that they had not thought about plans to start their own family until now. At the same time, the predominant orientation of the students is centered around family values, since 55.6% of the respondents still mentioned that they plan to create their own family in the future.

"Are you planning to have your own family?"



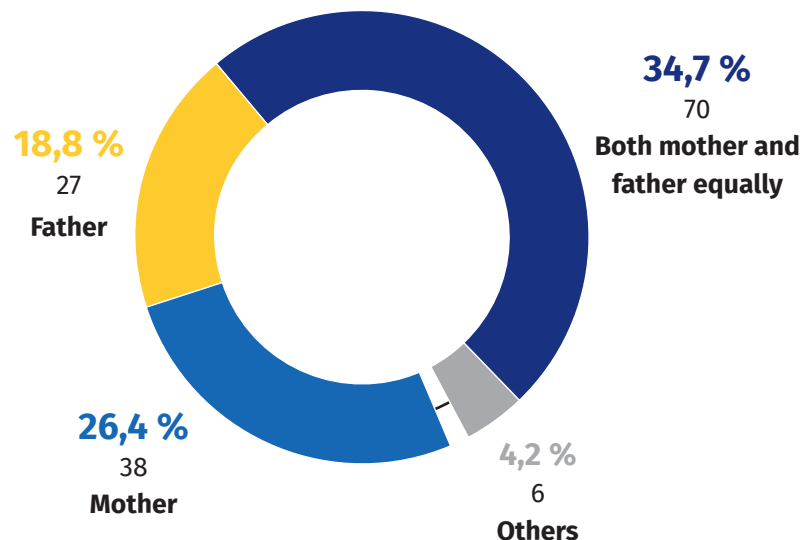
Gender equality. Regarding the priorities of equality, according to the survey, the students mostly support the egalitarian model of family relations, because 80.6% of the respondents specified that their future family will be headed by both husband and wife together.

"Who will be the head of your future family?"



Gender role models of parents. We also inquired how strong is the influence of parents' relationships on the outlook of the surveyed students in the field of family and marital relations. In the projective question about the role models of the parental family, the influence of the female line has turned out to be somewhat more obvious, and egalitarianism is almost twice as weak in the respondents' evaluations, because 48.6% of the students noted that their parental family is headed by both a husband and a wife. It is definitely not enough for final conclusions, though it can be assumed that in the understanding of the model of the desired family of the young generation, there are some differences between how young people would like to see their own future family and how they currently see it based on the example of their parents. It is noteworthy that 4.2% of the respondents indicated that "others" are the head of their parental family, which also leaves considerable space for reflection and analysis.

"Who is the head of your family?"

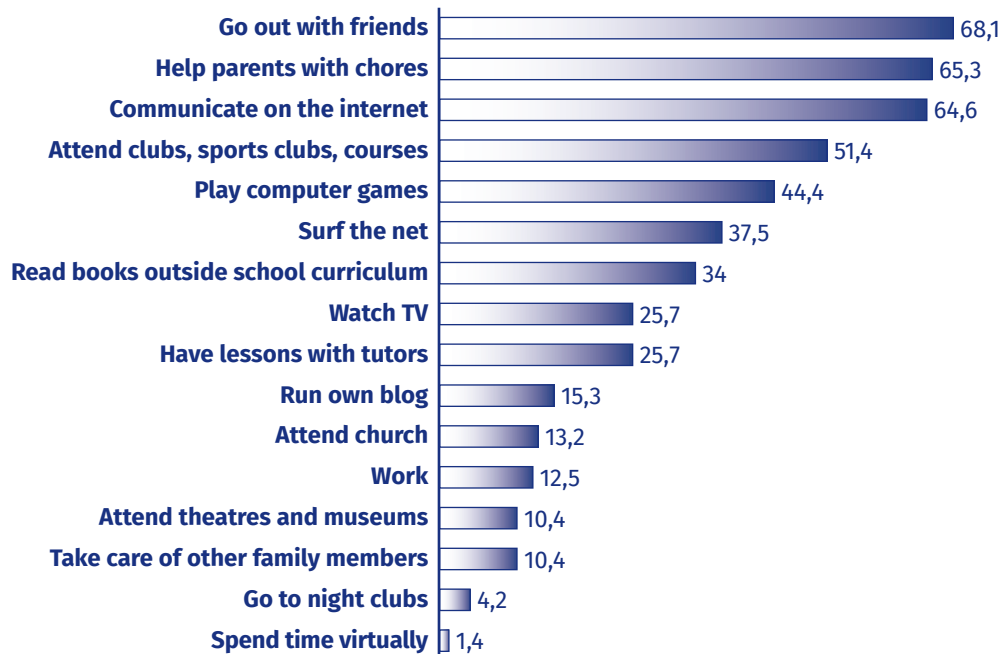


Free time and leisure activities

Leisure communities. The main companions of students' free time activities are peers and family members. Young people invest a lot of time and effort in their own development, additional training and creating the prerequisites for a successful future through education and improving the level of competences. It is noteworthy that 44.4% of the respondents confessed that they play computer games in their free time from classes and lesson preparation.

"How do you usually spend your free time from classes and preparing lessons?"

(multiple choice, %)

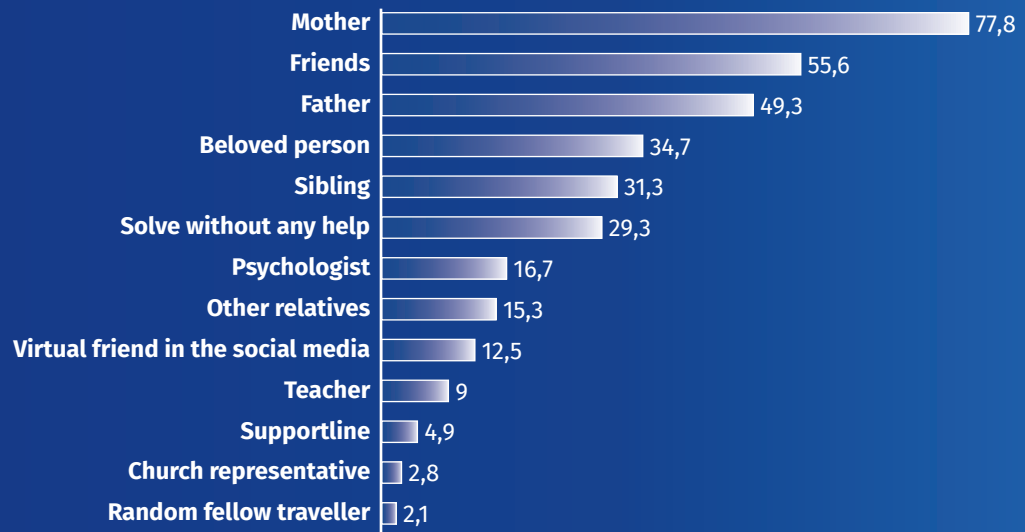


Conflicts and overcoming strategies

Trustworthy communities. The value orientations of students especially emphasize the importance of those whose help they can seek in a difficult life situation. Thus, the circle of trustworthy communities of the younger generation is formed by parents, more often by mother (77.8% of the respondents said they would turn for help to their mother), as well as other family members and friends. On the other hand, professional aid services are not used with a high frequency of choices (for example, 4.9% of the respondents would turn to a support service, 2.8% to a church representative, and almost the same number (2.1%) answered that they would turn to a random fellow traveller in a difficult life situation).

"Whose help you would rather seek in a difficult life situation?"

(multiple choice, %)



Conflicts and overcoming strategies

Bullying. The question about bullying in the student environment proves that the most common forms of confrontational behaviour among students are verbal bullying (77.8% of the surveyed students noted that name-calling, spreading offensive rumours, and mockery are common in their circle).

"What forms of bullying are most widespread in your circle?"

(multiple choice, %)

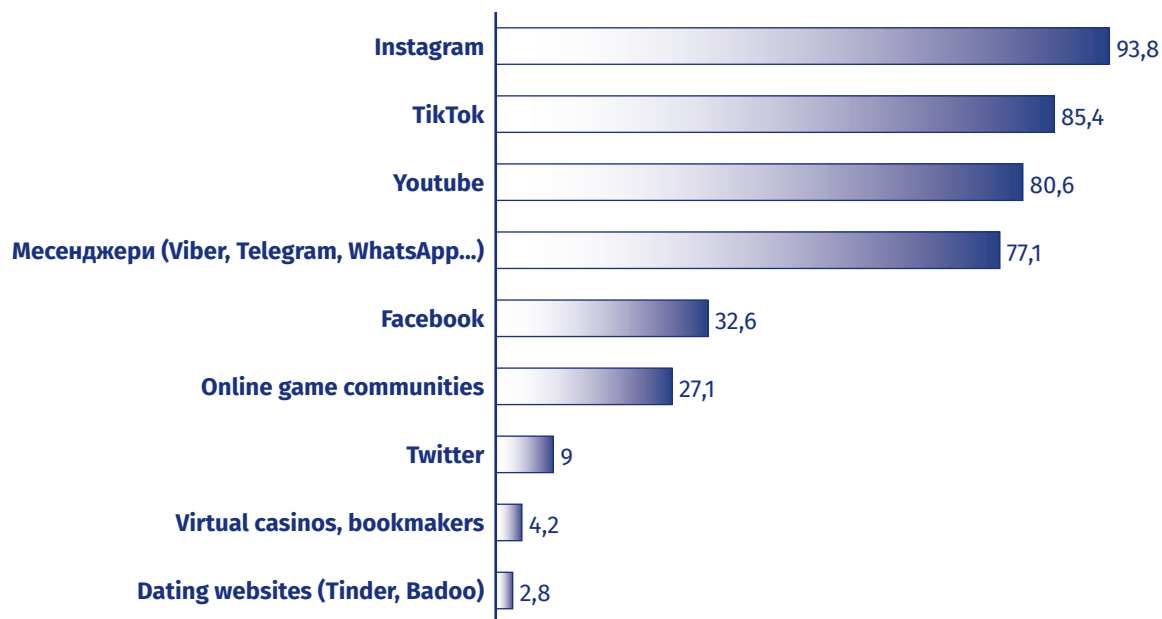


Communications: channels, tools, senses

Communication channels. The Instagram network is the leader in the communication preferences of school students (93.8% of the survey respondents indicated that they are users of this network). The question about communication channels confirms the previous conclusion that a significant part of the student community spends their free time by participating in online games, as 27.1% of the respondents indicated that they are actual participants of online gaming communities.

"What social networks and hostings do you use?"

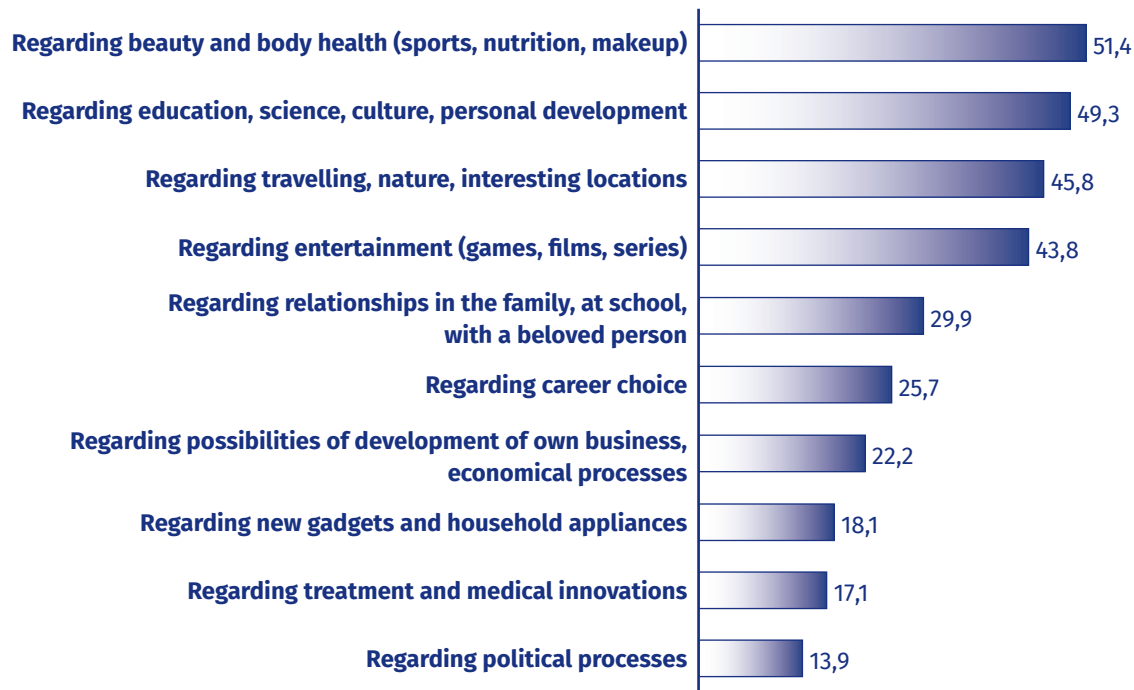
(multiple choice, %)



Influencers. Influencers of the Internet communities are important guides of life senses and preferences of teenagers. Thus, after asking students the advice and opinions of which bloggers they consider we have found out that they are mainly interested in the opinions of network influencers regarding beauty, health, education, culture, science and personal development, travel and entertainment.

"Which recommendations of bloggers do you consider?"

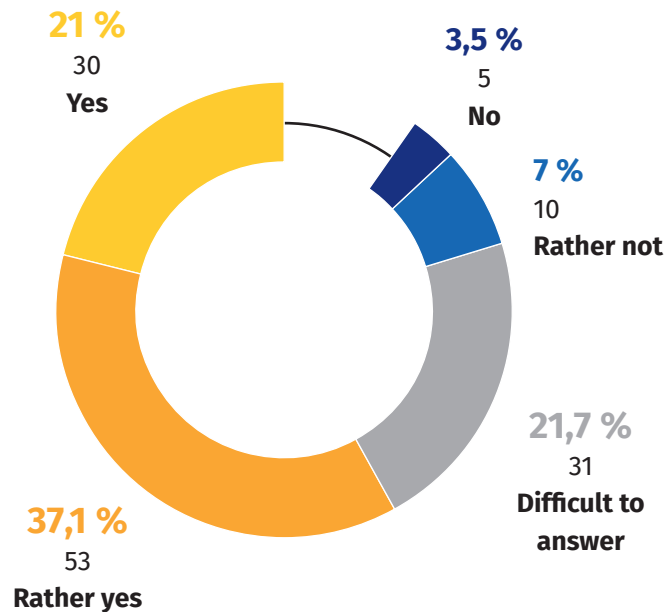
(multiple choice, %)



A vision of the future

Perception of the past. It is encouraging that at the time of the survey the young students of the Peace Schools mostly expressed satisfaction with their own lives (in total, more than half of the survey respondents are completely satisfied with their lives).

"Are you satisfied with your life?"



A vision of the future

The future vision of the surveyed students allows us to say that the students of Peace Schools are rather doubtful about the perception of the future, as 50.7% of the respondents said that they feel fear, anxiety and uncertainty when thinking about their own future. At the same time, 43.8% of the surveyed students claim that whatever happens in life, they will perceive it as a normal course of events.

"What emotions do you feel when you think about your future?"

(multiple choice, %)



Conclusions

Despite the difficult situation in Ukraine at the time of the survey, it is worth noting the sufficiently high level of students' interest in participating in the survey, both at the quantitative and qualitative stages of study. At the same time, girls responded more actively to the survey initiative at the quantitative stage, which, in our opinion, requires additional study and clarification.

Predominantly, school students have quite clear vision of the future, the basis of which is education and investment of efforts in their own future.

School students associate their professional future either with their own leadership and enthusiasm, or with professional realization outside the country, since almost a quarter of the interviewed representatives of the teenage community said that they would like to get a job abroad after graduation, which obviously indicates low confidence in the future of Ukraine. It is also confirmed in the answers regarding the emotional background of the future, where most students claim that they feel fear when thinking about the future.

The value profiles testify that the trustworthy circles for the students are family and peers, while regarding success strategies, we can observe a rather high level of subjectivism and responsibility for their own future. The gender roles of the surveyed students tend towards equality.

Conclusions

The prerequisites for conflicts in the school environment are mainly formed by the need for recognition and self-realization, because the main types of bullying are connected with declarative forms of destructive behaviour (negative connotations of the name, etc.). Instead, strategies for overcoming conflicts are mostly constructive and involve trustworthy circles (parents, friends). The study also proved that in the case of overcoming a conflict situation, turning to institutions (psychologists, church representatives, supportlines) is not a typical practice of the younger generation.

