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YOUNG PEOPLE'S INTERESTS AND ATTITUDES TOWARD THE TEACHING PROFESSION. STUDENTS' MOTIVES FOR BECOMING TEACHERS

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Abstract. This small survey was conducted to collect data on the importance and necessity of the professional qualification "teacher". The study also aims to explore the attitudes toward the teaching profession and the interest in becoming a teacher. And the other side to be explored the students' motives for choosing the occupation. All questions in this survey were carefully selected to make an adequate sample regarding interests, motivation to practice, and attitudes towards the teaching profession. Results summarize the unbiased and anonymous opinions received from questionnaires. They were completed by 33 randomly selected students from various majors at the University of Chemical Technology and Metallurgy (UCTM) in Sofia, who have enrolled in a teacher training program as a supplement to their main bachelor's degree program. Although the sample is small, it offers valuable and relevant insights into the perspectives of young people beginning their preparation for a teaching career.

Keywords: attitudes toward the teaching profession; interests in becoming a teacher; students teacher candidates

Introduction

Teaching is a noble profession essential for shaping the values and guiding principles of future generations. In today's dynamic lifestyle, many young people completing their secondary education (grades 8^{th} – 12^{th}) face uncertainty in their professional choices. They often question whether their chosen career path will meet their expectations and interests, leading to potential dissatisfaction. These observations are based on my experience as a high school teacher between 2022 and 2024. Continuous improvement of pedagogical specialists' competencies is necessary not only to foster students' motivation to learn but also to support the development and professional realization of young teachers.

Currently, the educational system in Bulgaria is facing a chronic shortage of teachers. Analyses circulating on social media highlight that this shortage has persisted for years, but by 2025 the problem has taken on a new dimension. Over

47% of teachers in primary and secondary education are over 55 years old, and the average age of teachers in some regions exceeds 58.[1] In the next five years, thousands of teachers are expected to retire, and the influx of young teachers is extremely insufficient. The problem is particularly acute in small towns and remote municipalities. In Northwestern Bulgaria, some schools operate with teachers covering several subjects at the same time, and there is often reliance on retired teachers who have returned to work on contract. In the capital and larger cities, the situation is somewhat better, but the shortage of teachers in mathematics, physics, and foreign languages remains serious.

What is the Government doing?

Over the past few years, several key measures have been taken:
– Increasing the starting salary for teachers – from BGN 920 in 2017 to over BGN 1,700 in 2025. An increase of 15%, effective from March 1, 2025, was adopted through an annex to the Collective Labor Agreement for the preschool and school education system by the Council of Ministers. The minimum base salary for teachers will reach BGN 2,131 l. For senior teachers and senior educators in kindergartens, it will be BGN 2,198, and for head teachers and head educators – BGN 2,283.[2]
– National programs for introducing young teachers and mentoring
– Additional funding for work in remote areas.

Despite this, according to an analysis by the Union of Bulgarian Teachers, salaries do not compensate for the administrative burden, bureaucracy, and lack of public prestige for the profession.[3]

Motives influencing the choice of a teaching career

Motives for choosing teaching as a career have been studied for several decades (Heinz, 2015). A study of the factors that encourage or discourage young people from pursuing a teaching career can play a crucial role in shaping effective policies to attract talented and motivated individuals to the profession.

In Fray & Gore's review (Fray & Gore, 2018) of empirical studies published between 2007 – 2016, more than half of the articles about 43 related to motivation utilising traditional conceptualisations of altruistic, intrinsic, and/or extrinsic motivation (Chandran et al., 2024). Moreover, further developed this taxonomy by distinguishing between adaptive and maladaptive extrinsic motivation (Bruinsma & Jansen, 2010).

Moreover, in Fray & Gore's review (Fray & Gore, 2018) they provide evidence of the substantial role this scholarship has played in understanding influences on the choice of teaching as a career. Altruistic motives refer to individual perceptions of teaching as a socially valuable or important job, to the desire to help children and young people succeed, and to improve society. Intrinsic motives contain reasons inherent to the job itself. Extrinsic motives are related to job characteristics not

inherent to the job itself, such as level of salary and employment opportunities (Struyven et al., 2013; Bruinsma & Jansen, 2010) divided the extrinsic motives into two subcategories: adaptive extrinsic motives and maladaptive extrinsic motives. When extrinsic motives promote lasting and effective engagement in a task (e.g., a student wants to become a teacher because it offers him good career opportunities) this extrinsic motive is considered to be adaptive. Maladaptive motives, on the other hand, promote only superficial engagement in an activity or the profession (e.g., a student wants to become a teacher because he could not get into the first choice of study), or do not promote engagement at all. To our knowledge, in studies on altruistic, intrinsic, and/or extrinsic motivation, researchers have not theoretically linked current motivational models to these three conceptualisations. Nevertheless, we believe that these motives can be understood in relation to Self-Determination Theory (Ryan & Deci, 2020). The study by (Bergmark et al., 2018) identifies internal and external motives for choosing the teaching profession focusing on the perceptions and motivations of student teachers.

External motives include factors such as the influence of family and friends, working conditions, and the profession's prestige. Internal motives involve a personal desire to work with children, a wish to help others, the opportunity to make a meaningful impact, a passion for teaching a favourite subject, and the value placed on building connections and relationships with others.

Enhancing and optimizing interest in pedagogical fields is a key objective highlighted in the educational policies and strategies of the European Union. These strategies aim to provide both immediate and long-term solutions for raising the status and appeal of the teaching profession, reducing turnover, and retaining skilled and dedicated educators. To achieve these goals, it is essential to conduct research into the motivations of students enrolled in programs that lead to teaching qualifications, as well as those of early-career teachers (Barakova, 2021).

Research shows that students pursuing pedagogical degrees for primary education are often motivated by factors related to working with children. In contrast, those preparing to teach at the middle and high school levels tend to cite different reasons and motivations for choosing the teaching profession (Weiss & Kiel, 2013). These results are also related to some gender differences (Bruinsma & Jansen, 2010). Male teachers are more commonly found working with students at the lower and upper secondary education levels, whereas primary school teaching positions are held predominantly by women in most countries (Jungert et al., 2014). On the other side (Fokkens-Bruinsma & Canrinus, 2014) explored the most important motive to become a teacher for preservice teachers in the secondary school and primary school context. Analyses indicated that expertise, difficulty and working with children and adolescents were the most important factors for the preservice secondary school. Social influence was the least important motive to become a teacher.

In another study by (Babakova, 2019) was reviewed that external motivational factors include pay, job security, work-life balance, and advice or recommendations from others. Research has shown that these factors can vary significantly depending on the country. Political systems and administrative practices play a key role, influencing aspects such as teacher salaries, working conditions, teacher-student dynamics, and workload. For instance, teacher salaries are relatively low in some Eastern European countries like Ukraine, Romania, and (until recently) Bulgaria, while they are much higher in Western countries such as Switzerland and Germany. Job security also differs in Germany and Romania, teachers are civil servants and enjoy strong job protection, making dismissal rare unless a crime is committed. In contrast, in countries like Sweden and Switzerland, teachers have employment conditions similar to other professions and can be hired or dismissed more easily (Tillmann et al., 2020). The number of hours teachers work each day is another key factor influencing young people's motivation to pursue a teaching career. In some Western European countries, teachers typically work 45–50 hours per week. In contrast, countries such as Bulgaria and Romania offer more flexible working hours for teachers (Barakova, 2021).

It can also be noted that despite its popularity, the profession has its drawbacks, with teachers from various countries reporting high work demands and the resulting stress they experience at work (Dicke et al., 2014; Richards, 2012). Studies show that stress from professional demands on teachers is perceived differently by different teachers (Lazarus, 1993, 2006). Therefore, research on factors related to teacher stress focuses on personal characteristics, such as self-efficacy, and thoughts that trigger stress (Cascio et al., 2014; Montgomery & Rupp, 2005; Schwarzer & Hallum, 2008).

It can be argued that student teachers' formulating of motives and perceptions of the teaching profession may be the first step in the development of their identity as teachers, albeit in the beginning of the process.

In Petkova's review (Petkova, 2012, p. 49) notes that although anyone with a pedagogical diploma may work as a teacher, not everyone possesses the competencies required for effective and high-quality teaching.

The University of Chemical Technology and Metallurgy (UCTM) has in its curricula courses in which skills necessary for successful professional realization are studied. These are: "Career Development and Entrepreneurship"; "Communications in Social Systems" and "Organizational Development and Staff Training"; "Business Psychology". More and more teachers of fundamental and engineering disciplines in various majors include self-assessment, teamwork, critical thinking, problem solving, and collaboration skills in the assessment of the learning outcomes demonstrated by the students (Traykova & Radev, 2024).

The study aims to identify present students and future teachers' perceptions of the teaching profession and their motives for choosing this career path, as well as

to explore attitudes toward the profession, motivation, and interest in becoming a teacher. The method was questionary and the research questions were carefully formulated to capture respondents' sentiments regarding commitment to growth, stress and burnout, incentives, work-life balance, compensation, and external influences.

Methodology

Participants: The survey included 33 students enrolled in a teacher training program at the University of Chemical Technology and Metallurgy in Sofia. Participants were randomly selected from various majors. The survey was anonymous and voluntary. Since no personal information was gathered, there was no need for extra consent forms regarding the collection and use of personal data. The survey took place exclusively at a single institution during the second semester of the 2024 – 2025 academic year. The students who participated in the survey were in their second and third years of study. The study included twenty-one women, about 63%, and twelve men, about 36% of the respondents. They are all in the age range between 20 to 29 years old and are studying various majors, as was mentioned above. Upon successful completion of their primary education at the University, individuals will be awarded a teaching qualification as an official attachment to their diploma. This qualification, 'Teacher of Chemistry and Environmental Protection,' is an additional option that each participant has chosen during a stage of their studies.

Survey Design: A 5-point Likert scale was used to assess students' statements and attitudes from "I completely disagree", "Rather not", "Neutral", "Rather yes" to "I completely agree".

Results and discussion

The research presented in this publication surveyed 33 second and third-year students at UCTM. The methodology employed was a questionnaire consisting of statements measured on a Likert scale. This study does not present a correlational analysis.

The questionnaire comprised 26 statements, organized into two tables (Table 1 and Table 2), designed to explore respondents' attitudes toward the teaching profession, their interest in becoming a teacher, and their motives for choosing this occupation. These statements and questions were carefully selected and discussed to effectively capture the sentiments of the respondents.

The 26 questions and statements are divided in two tables: Table 1 and Table 2 which summarize the results of the conducted survey.

The interpretation of the data in Table 1 and Table 2 is based on the following indicators.

Attitude towards "Commitment to Growth" and Intrinsic Motives: Statements/Questions 1, 8, 9, 12, 15, 16 explored students› attitudes towards personal growth, altruism, and other internal reasons for choosing teaching.

Attitude towards Stress and Burnout: Students› attitudes concerning stress and burnout in the teaching profession were measured by Statements/Questions 2, 19, and 20.

Attitude towards Incentives for Education Careers (Extrinsic Motives): Statements/Questions 3, 4, 13, 17, and 18 assessed students› attitudes towards extrinsic motivators and incentives in education careers.

Attitude and Interest in Work-Life Balance: The survey investigated students› attitudes and interest in work-life balance when considering a teaching career path through Statements/Questions 5, 6, 7, 10, 11, 14, 21, and 26.

Attitude towards the Influence of External Factors: Students› attitudes regarding the impact of external factors were explored via Statements/Questions 22, 23, 24, and 25.

They all are dipper discussed after the tables with the question that more correspond to them.

Table 1. Consist of firs part of the survey – from 1st to 13th statements and answears in percentages

№	Statement	I completely disagree	Rather not	Neutral	Rather yes	I completely agree
1	To be a teacher is to embrace every opportunity for personal and professional growth, and to apply that growth in the service of others. It is a commitment to cultivating potential, imparting knowledge, and inspiring future generations.	0.00%	0.00%	0.00%	18.18%	81.82%
2	The teaching profession is one of the most stressful, and this, on the other hand, is a prerequisite for burnout (emotional exhaustion).	24.24%	0.00%	18.18%	36.36%	21.21%

3	The development and implementation of a comprehensive system of incentives could encourage more young people to pursue careers in education. Such a system might include the modernization of teaching technologies, the creation of a supportive and growth-oriented work environment, financial incentives, access to internships, opportunities for accelerated professional development, and targeted programs for early-career teachers.	0.00%	0.00%	0.00%	6.06%	93.94%
4	The interests, abilities, available opportunities, values, and the influence and opinions of family and those in one's immediate environment play a pivotal role in shaping an individual's orientation toward a particular field of study and, consequently, their career path.	30.30%	0.00%	15.15%	6.06%	48.48%
5	The scheduling of teachers' working hours offers the potential for a better work-life balance, enabling more time with family.	0.00%	18.18%	15.15%	15.15%	51.52%
6	As a teacher, I will have a long vacation.	3.03%	6.06%	3.03%	33.33%	54.55%
7	As a teacher, I will have a shorter working day.	18.18%	12.12%	0.00%	9.09%	60.61%
8	Teaching is a profession that offers the opportunity to demonstrate leadership and to take responsibility for the changes you want to see in others and your environment, right from your first working day at school.	3.03%	0.00%	15.15%	6.06%	75.76%

9	Throughout your career development, you gain valuable professional and personal skills that contribute not only to success within the school environment but also serve as a strong foundation for any future career endeavors.	0.00%	0.00%	9.09%	3.03%	87.88%
10	Up to this point, I have successfully achieved the most important objectives I have pursued.	0.00%	0.00%	24.24%	33.33%	45.45%
11	I possess the competence and capability to effectively manage the matters that are important to me.	0.00%	0.00%	18.18%	21.21%	60.61%
12	The teaching profession provides a stable and sustainable career path, marked by long-term opportunities for growth and development.	0.00%	0.00%	18.18%	24.24%	57.58%
13	Engaging in the teaching profession provides a reliable and steady source of income.	3.03%	0.00%	27.27%	30.30%	39.39%

Commitment to Growth

Statement 1 articulates that "To be a teacher is to embrace every opportunity for personal and professional growth," which can be viewed either as an altruistic motivation or as an internal drive for choosing the profession. The statement continues with, "...and to apply that growth in the service of others," emphasizing a dedication to nurturing potential, sharing knowledge, and inspiring future generations. This perspective reflects individual views of teaching as a socially meaningful and valuable career, driven by a desire to help children and young people succeed and to contribute positively to society (Fray & Gore, 2018). The findings indicate that 18.18% of respondents answered "Rather yes," while 81.82% responded with complete agreement, demonstrating a strong belief in the potential for growth inherent in the teaching profession.

This can be linked to Statement 8: "Teaching is a profession that provides the opportunity to demonstrate leadership and to take responsibility for the changes you wish to see in others and ….". The results show that over 75% of respondents strongly agree with this statement, indicating a positive and confident perception of the leadership role inherent in teaching among the students.

In Statement 9, students fully agreed, with over 87% of respondents indicating that the teacher program offers only advantages for their future careers. Additionally,

regarding Statement 12, "The teaching profession provides opportunities for growth and development," more than 57% of participants expressed agreement. These results reflect a positive outlook on the teaching profession once again.

In Statement 15, more than 57% of respondents agreed, and 27% selected "Rather yes," indicating a strong belief that they can positively change lives by supporting young people from disadvantaged backgrounds to reach their full potential.

Regarding Statement 16, respondents again demonstrated their confidence in their ability to influence the next generation positively through diligent work and dedication. The results show that over 60% agreed, with an additional 33% choosing "Rather yes," highlighting their strong belief in their impact as future educators.

Stress and Burnout

Regarding Statement 2: "The teaching profession is one of the most stressful," opinions are mixed. On one hand, 24.24% disagree with the statement that the heavy weekly workload does not lead to overwork, which can be seen as a reflection of passion and dedication for the profession. On the other hand, 36.36% responded with "Rather yes," and 21.21% are more inclined to agree, indicating that they perceive the teaching environment as demanding and potentially leading to burnout.

Based on the results of Statement 19, over 51% of respondents view the teaching profession as challenging (see Table 2). Consequently, research on factors contributing to teacher stress often concentrates on personal traits, such as self-efficacy, and cognitive factors that may induce stress (Cascio et al., 2014; Montgomery & Rupp, 2005; Schwarzer & Hallum, 2008).

Similarly to Statement 2, the attitudes expressed in Question 20 are mixed. More than 15% of respondents (5 individuals) answered with "I completely disagree," and another 5 chose "Rather not," indicating that the majority of respondents view the teaching process positively and do not find their work stressful. Conversely, over 27% (9 respondents) answered with "Completely agree," and more than 24% (8 respondents) selected "Rather yes," suggesting that this group perceives the profession as emotionally taxing. Overall, it can be summarized that the prevailing sentiment among the respondents is that teaching can be emotionally exhausting.

Incentives for Education Careers

Statement 3: "A comprehensive system of incentives could encourage more young people to pursue careers in education." This statement pertains to incentives for the teaching profession. The results indicate that 93.94% of respondents agree, reflecting strong support for initiatives aimed at modernizing and incentivizing teaching careers. These incentives can be considered extrinsic motives, as they relate to job characteristics outside the inherent nature of the profession, such as salary levels and employment opportunities (Struyven et al., 2013).

Additionally, we can consider Statement 4, which addresses the influence of external factors – such as family and friends, working conditions, and the prestige of the profession – on students' attitudes toward career choice (Bergmark et al., 2018). The results reveal generally positive attitudes, with 48.48% of respondents completely agreeing and an additional 6.06% indicating "Rather yes." However, 30.30% of respondents disagreed, suggesting that other motives may also play a role in their decision to pursue the profession.

The overall mood among students is neutral to slightly positive. When looking at the percentages for Statement 13, over 39% completely agreed, 30.30% responded with "Rather yes," and 27% chose "Neutral." These responses are notably positive, especially considering that Bulgaria has experienced a significant increase in teacher salaries in recent years, although salaries still remain among the lowest in the EU.

Statement 17: "At present, teachers receive adequate and fair compensation."

Results show that 27.27% of respondents agreed, indicating concerns about the fairness of compensation in the teaching profession. Statement 17 addresses teachers' remuneration, revealing mixed attitudes among participants. While some responded with "I completely disagree" about 27% disagreed that the profession is well-paid. Additionally, 39% selected a neutral response, which does not necessarily indicate indifference but rather leaves room for further discussion on the topic.

Regarding Statement 18, the results suggest that students recognize the importance of continuous development to remain competitive in the labor market, regardless of their current proficiency in a given field. With constantly evolving technologies, new discoveries, and ongoing improvements, teachers need additional specialized knowledge and qualifications to meet the challenges of today (see Table 2).

Work-Life Balance

Statement 5: "The scheduling of teachers' working hours offers the potential for a better work-life balance." The results show that 51.52% of respondents agree, highlighting a perceived benefit of teaching hours. However, 18.18% responded with "Rather not," as teachers often need to organize their work schedules for the next day or stay longer for additional appointments with parents (see Table 1).

For Statement 6, also related to "Work-Life Balance," which states, "As a teacher, I will have a long vacation," most respondents (54%) completely agreed. Similarly, for Statement 7, over 60% of participants agreed that "As a teacher, I will have a shorter working day."

On a different note, in Statements 10 and 11, students demonstrated a strong sense of confidence in their qualities and achievements so far, indicating high levels of self-esteem. This is a positive reflection on our efforts to prepare individuals for the teaching profession with a healthy sense of self-worth. This can only make us proud that we are preparing people for the teaching profession with a high self-esteem.

In Statement 14, students express strong confidence in their choice of the teaching profession and believe it to be well-established and reputable over time. More than 93.94% of respondents fully agree with this statement.

Statement 21, posed as a question to gauge perceptions of the profession's prestige and value, reveals varied attitudes. Approximately 36% of respondents answered with "rather not" or "completely disagree," indicating some skepticism. Conversely, around 48% responded with "rather yes" or "agree," reflecting a more positive view of the profession's prestige (see Table 2).

Additionally, students generally hold a positive attitude toward the teaching profession and show interest in becoming teachers. Notably, over 57% of respondents agreed with Question 26, which states that being a teacher would make them happy.

Table 2. Consist of second part of the survey – from 14th to 26th statements/ questions and answears in percentages

№	Statement / Questions	I completely disagree	Rather not	Neutral	Rather yes	I completely agree
14	I chose to pursue this qualification because it is widely recognized and valued internationally.	0.00%	6.06%	0.00%	0.00%	93.94%
15	As a teacher, I will have the opportunity to inspire and support young people from disadvantaged backgrounds to reach their full potential.	0.00%	0.00%	15.15%	27.27%	57.58%
16	A career in teaching will enable me to shape and inspire the future generation.	0.00%	0.00%	6.06%	33.33%	60.61%
17	At present, teachers receive adequate and fair compensation for their work.	27.27%	0.00%	39.39%	6.06%	27.27%
18	In your opinion, is it necessary for teachers to acquire additional specialized knowledge and qualifications?	0.00%	0.00%	3.03%	3.03%	93.94%
19	Do you consider the work of teachers to be challenging?	24.24%	0.00%	0.00%	24.24%	51.52%

20	To what extent do you find teaching to be emotionally taxing?	15.15%	0.00%	18.18%	24.24%	42.42%
21	The teaching profession perceived as a high-status job in society.	24.24%	12.12%	15.15%	39.39%	9.09%
22	Were you encouraged to choose a profession that is not teaching-oriented?	18.18%	0.00%	24.24%	6.06%	51.52%
23	Were you encouraged to pursue training for a professional teaching qualification?.	0.00%	0.00%	18.18%	0.00%	81.82%
24	Is the decision to pursue a specialty leading to teaching qualifications primarily driven by individual motives?	18.18%	3.03%	15.15%	0.00%	63.64%
25	The choice to study for teaching qualifications is frequently driven by external influences.	54.55%	3.03%	12.12%	15.15%	15.15%
26	I believe that being a teacher will make me happy.	0.00%	0.00%	15.15%	27.27%	57.58%

Perceptions of Compensation: Influence of External Factors

Statement: "The choice to study for teaching qualifications is frequently driven by external influences." This can be summarized by combining the responses to statements 22, 23, 24, and 25, as they all explore whether external factors such as family, friends, and others influenced the decision to pursue a teaching qualification. The results indicate that respondents were indeed influenced by external factors like family and friends when choosing this career path.

Specifically, for Statement 25, 54.55% of respondents agreed, suggesting that family and societal expectations play a significant role in shaping career choices in education (see Table 2).

The results indicate that, despite a genuine interest in the teaching profession among students, further improvements are needed to attract and retain young people in this field. The responses show that students are enthusiastic about participating in the training required to become qualified teachers, but they also recognize the importance of supportive conditions to foster their development. In recent years, there has been an improvement in working conditions in this area, and efforts are being made to increase salaries in the sector, which is supported by the government. This is definitely progress in a positive direction and will lead to increased interest in the teaching profession.

Limitation

A limitation of this study is the small sample size of students surveyed over a short timeframe. The absence of a more in-depth interpretation of the survey results stems from a lack of a specific analytical method. This, in turn, is linked to the selection of questions, which did not adequately cover more specific areas of the research.

Despite these limitations, the study as conducted can serve as a foundation for future research. The scope of observation among students training for the professional qualification of Teacher can be expanded. Future studies in this area would benefit from clearer specifics and established methods for analyzing and evaluating the obtained results.

The research could also be extended to include practicing Teachers. Potential instruments for such an extension include the Teacher Self-Efficacy Scale, designed to measure self-efficacy, or measures of job stress as a workplace factor. For instance, the General Self-Efficacy (GSE) scale (Schwarzer et al., 1995) could be utilized.

Conclusion

In conclusion, the teaching profession remains essential and highly valued; however, several significant challenges must be addressed to maintain and enhance its attractiveness. The survey provides valuable insights into the attitudes, motivations, and influences shaping the perceptions of individuals considering a career in education. External factors such as family and societal expectations significantly influence the decision to pursue teaching, alongside perceptions of the profession's prestige and personal motivations like helping others, passing on knowledge, and enjoying more free time with family. Despite recognizing the importance and irreplaceable nature of teaching, many respondents expressed concerns about negative aspects such as inadequate pay and high stress levels, which serve as deterrents and highlight the need for improvements in working conditions, incentives, and professional development opportunities. Addressing these issues is crucial to attracting and retaining motivated teachers and ensuring the profession remains fulfilling and sustainable in the future. Although this study has limitations due to its small scope, the insights gained offer a meaningful glimpse into the perceptions and motivations of the younger generation, emphasizing the importance of ongoing efforts to improve the appeal and long-term viability of teaching as a career.

NOTES

1. https://burgasmedia.com/news/nedostigat-na-uchiteli-v-balgariya-vremenen-problem-ili-sistemen-sriv-v-obrazovanieto?lang=bg
2. https://www.dnevnik.bg/obrazovanie/2025/03/31/4763819_novi_zaplati_v_obrazovanieto_nai-niskata_za_uchitel/
3. https://www.dnes.bg/a/1-bulgaria/690806-vapreki-visokite-zaplati-ima-ogromen-nedostig-na-uchiteli

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