Quantitative Analysis of the Results of the Report Cards

PURPOSE OF THE STUDY AND RESEARCH METHODOLOGY

This study analyses various aspects regarding the educational process, including the satisfaction with education. The study is performed for the fourth year under the 'My School' project. The data, necessary for estimation, were collected via the report cards, filled in by respondents (students of 7-12 grades, their parents and teachers) of the 20 schools selected as a result of an open competition. The report cards are questionnaires comprising questions about the educational process. The questionnaires were divided in 5 sections that refer to: information about school activities, budget, involvement in school activities, curriculum and school environment. The students, parents and teachers were questioned in April-May 2017. The research was performed in 5 towns and 15 villages, located in 13 districts. Report cards were filled in by 2,581 students (66.7% from rural schools and 33.3% from urban schools), 2,204 parents (59.6% of parents have children in rural schools and 40.4% of parents have children in urban schools) and 457 teachers (81.4% from rural schools and 18.6% from urban schools).

Table 1. Characteristics of persons who filled in the report cards

| EDUCATIONAL INSTITUTION	LOCALITY	REPORT CARDS		
		filled in by students	filled in by parents	filled in by teachers
'Alexandru Puskin' Gymnasium	Burlaceni, Cahul district	62	59	16
'Dumitru Matcovschii' Gymnasyum	Vadul-Rașcov, Soldanesti district	73	46	13
'Elada' Gymnasium	Macaresti, Ungheni district	132	136	30
'Gheorghe Rascanu' Gymansium	Rascani	83	80	18
'Mihai Corlăteanu' Gymnasium	Glinjeni, Falesti district	86	57	24
'Mihai Eminescu' Gymnasium	Baimaclia, Cantemir district	87	109	29
'Victor Cotofana' Gymnasium	Chetrosu, Drochia district	74	74	21
Costuleni Gymnasium	Costuleni, Ungheni district	95	95	26
Floritoaia Noua Gymnasium	Floritoaia Noua, Ungheni district	46	46	15
'Simion Cibotaru' Gymnasium	Cobalea, Soldanesti district	72	75	19
'Alexei Mateevici' Theoretical Lyceum	Alexandru Ioan Cuza, Cahul district	110	112	25
'Andrei Vartic' Theoretical Lyceum	Ialoveni	238	93	15
'Constantin Stere' Theoretical Lyceum	Soroca	189	495	22
'Dimitrie Cantemir' Theoretical	Cantemir	144	112	13
'Ion Pelivan' Theoretical Lyceum	Razeni, Ialoveni district	167	25	23
'Mesterul Manole' Theoretical Lyceum	Salcuta, Căușeni district	203	118	44
'Olimp' Theoretical Lyceum	Puhaceni, Anenii Noi district	115	46	28
'Prometeu' Theoretical Lyceum	Grozesti, Nisporeni district	156	200	31
'Vasile Coroban' Theoretical Lyceum	Glodeni	206	110	17
Balatina Theoretical Lyceum	Balatina, Glodeni district	243	116	28

Source: report cards

After receiving the filled-in report cards, the responses from questionnaires were coded. This procedure consisted in assigning numerical values to responses. To identify the statistical connections between variables represented by the questions from report cards, we applied the *Ordered Probit* model.

ANALYSIS RESULTS

Quality of Education

Generally, there is a certain state of satisfaction with the educational process. Thus, about a half of students and more than 57% of parents are fully satisfied with the quality of education. At the same time, the responses that show a partial satisfaction are more common among students: about 48.4% of respondents. A share 40.7% of parents who filled in the cards expressed their partial satisfaction. The share of responses that reflect dissatisfaction is low, but the share of students who expressed their dissatisfaction is higher than the share of parents.

Chart 1. Distribution of answers to the question: 'Are you satisfied with the quality of education?', %
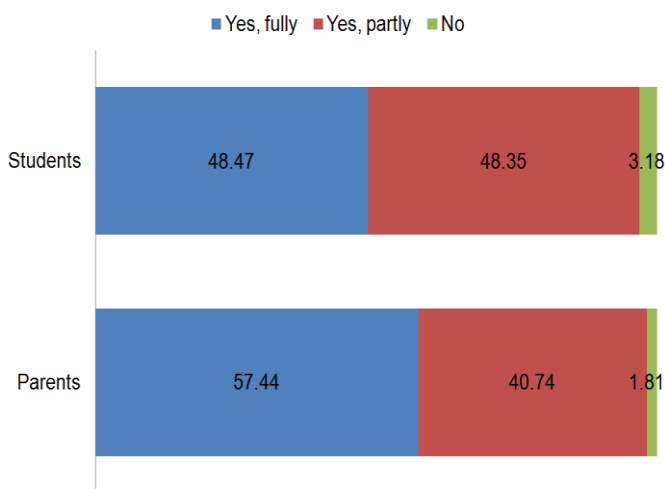
Source: report cards, EG calculations

Students from rural areas show almost the same level of satisfaction with the quality of education as students from urban areas. The situation is different in case of parents. Thus, about 2/3 of parents from urban areas are fully satisfied with the quality of education, while in rural areas, this share represents 53%.

Chart 2. Distribution of answers to the question: 'Are you satisfied with the quality of education?', %, disaggregation by residence area
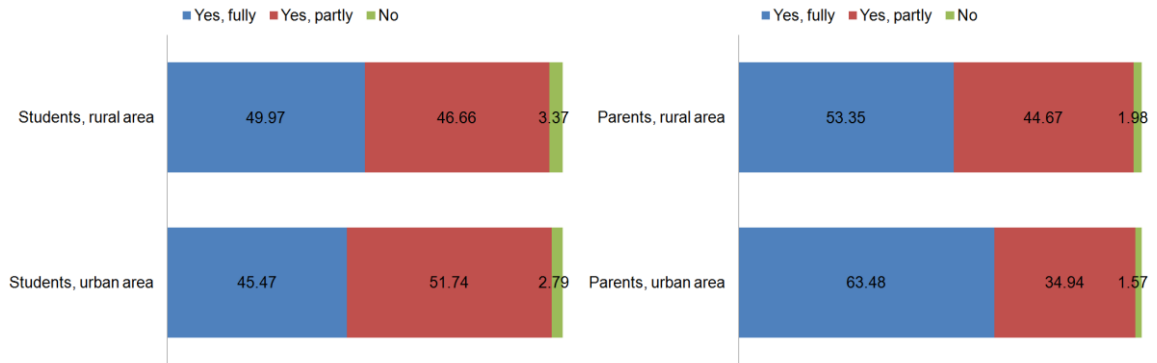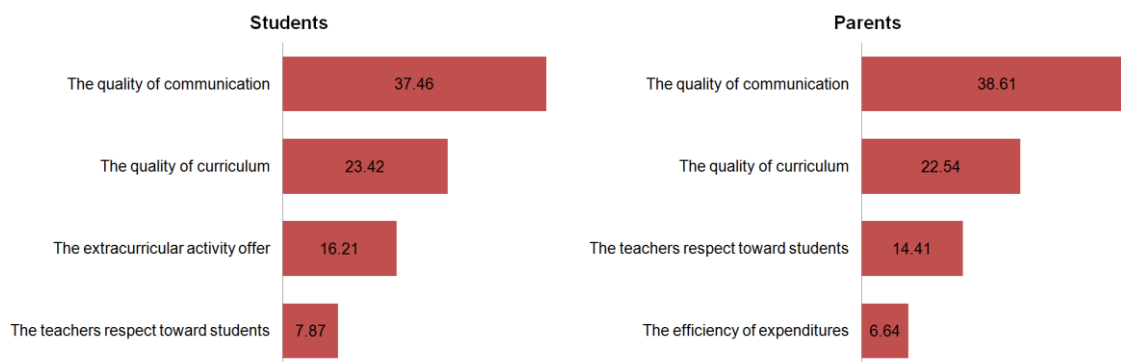

Source: report cards, EG calculations

There are three similar factors that influence the perception of parents and students regarding the quality of education: communication of information by the school, the quality of curriculum and the positive attitude of teachers towards students and parents. An efficient communication and information by the educational institution increases the probability to improve the satisfaction of parents and children by over 37.5% and 38.6%, respectively. The communication allows the users of education services to know the actual state of things that happen in the school. This enhances the relationship with the educational institution and stimulates the positive perception. The quality of the curriculum is another important determining factor that affects the satisfaction of students (by 23.4%) and parents (22.5%) with the educational process. Applying the school program is the basic activity of the school and it is obviously that the content of the curriculum and the teaching method have a direct impact on the satisfaction of students and parents. The teachers' respect for students also helps to improve the perception of children (by 7.9%) and parents (by 14.4%). The positive attitude of teachers can enhance the students' motivation, which has beneficial effects on the degree of satisfaction. The offer of extracurricular activities influences only the satisfaction of students (by 13.7%). The extracurricular activities provide the opportunity to rest actively and enhance the students' abilities, which stimulates their capacity to study and have a positive impact on their education.

Efficient spending affects the perception of parents (by 6.6%). An optimal allocation of financial resources have positive effects on the motivation of teaching staff and helps to improve the technical and material basis of the school, which improves the school activities both in terms of teaching the school program and offering extracurricular activities.

Chart 3. Factors affecting the perception of students and parents regarding the quality of education, %

Source: report cards, EG calculations

Communication

The students and parents are relatively satisfied with the way the school communicates and provides the information. Thus, more than a half of the respondents stated that they were happy with the proceedings used by the school to communicate. There is no significant difference between the degree of satisfaction with the information communication noted by students from urban and rural area. But there is a difference in case of parents' answers disaggregated by urban and rural areas. About 2/3 of tutors who live in urban areas are satisfied with the way the information is communicated by the school, while 51.3% of parents who live in rural areas expressed their satisfaction.

Table 2. How do you assess the communication of information by the school, % of respondents

	STUDENTS			PARENTS		
	Total	**Rural area**	**Urban area**	**Total**	**Rural area**	**Urban area**
Satisfied	54.09	54.50	53.26	55.9	51.32	62.70
Somewhat satisfied	42.81	42.07	44.30	41.65	45.37	36.07
Unsatisfied	3.1	3.43	2.44	2.45	3.32	1.24

Source: report cards, EG calculations

At the same time, there is a contrast between the opinions of education services users and teachers regarding the communication of information. Thus, while slightly over a half of the interviewed students and parents stated their satisfaction, about 86% of teachers (83.9% from rural areas and 92.9% from urban areas) consider that the school delivers the information to students and parents in an appropriate way. Students and parents have a quite high satisfaction thanks to the information component, which is relatively good, but at the same time there are certain gaps in terms of interaction and communication between service providers and users.

Table 3. The school provides an appropriate volume of information in an appropriate way, % of teachers' answers

	Total	Rural area	Urban area
Yes	85.56	83.87	92.94
No	5.69	6.45	2.35
I don't know	8.75	9.68	4.71

Source: report cards, EG calculations

Curriculum and Teaching Process

Curriculum. The respondents' answers revealed a medium satisfaction with the quality of curriculum. More than half of respondents (56.9% of students and 57.2% of parents) are partially satisfied with the curricular offer. However, the share of respondents associated with a higher level of satisfaction is quite high: slightly over 1/3 of them (35.2% of students and 37.4% of parents) reported that they were totally satisfied with the school curriculum.

Chart 4. Distribution of answers to the question: 'Are you satisfied with the curricular offer?', %
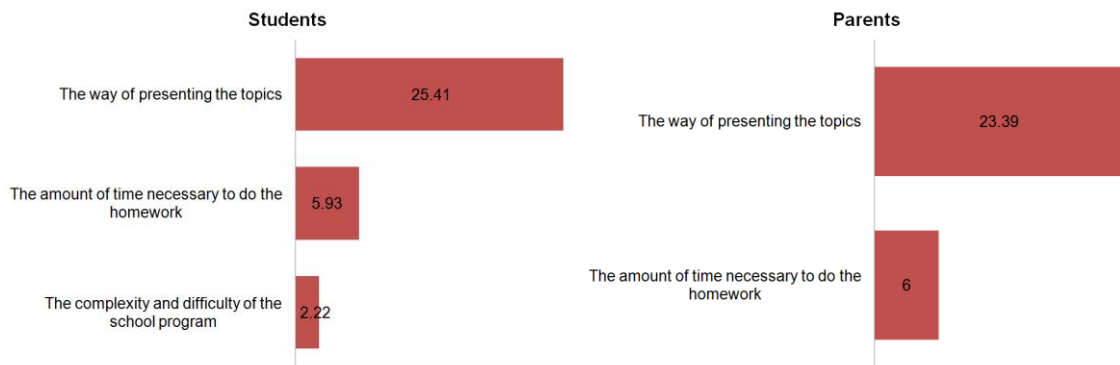

Source: report cards, EG calculations

The research revealed 3 aspects whose influence on the perception of the quality of curriculum translates into robust statistical relations:
1. *The way of presenting the topics.* A good presentation of the topics facilitates the understanding of certain difficult aspects of the topics taught, which allows to maintain the good impression on the school program.
2. *The level of students' burden, characterized by the amount of time necessary to do the homework.* A school program with too much homework, which burdens the students may have a negative effect on the perception. Children are not happy with spending too much time doing the homework as they have less time for other activities;
3. *The complexity and difficulty of the school program.* The curriculum comprises too many difficult topics that may discourage the students.

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The understandable presentation of the topics increases the probability to improve the students' and parents' perception by 25.4% and 23.4%, respectively. In addition, the program that allows to do the homework in a relaxed way and have time for other interests changes the students' and parents' perception by 5.9% and 6%, respectively. The curriculum that comprises difficult topics and requires additional help leads to the decrease of the satisfaction level in students by 2.2%.

Chart 5. Factors affecting the perception of students and parents regarding the quality of curriculum, %

Source: report cards, EG calculations

Over a half of respondents (57.3% of students and 56% of parents) think that teachers deliver the information in an accessible way. However, there are certain worrying aspects about the difficulty of the curriculum and the fact that doing the homework requires much time. Thus, over 1/4 of the respondents claim that the homework is difficult and that they always need additional help. In addition, about 2/5 of interviewed students stated that homework took too much time, and this is also the opinion of 1/3 of parents.

Table 4. Distribution of answers to the question about assessing the aspects of educational process, %

		Constantly	Occasionall	Rarely
The information is delivered in an understandable way and the homework is done independently	Students	57.34	37	5.66
	Parents	55.99	38.38	5.63
Students need additional help to do the homework because it is difficult and too complex	Students	26.77	50.52	22.7
	Parents	26.13	53.49	20.37
The homework takes too much time and students have no time for other interests	Students	39.17	39.17	21.66
	Parents	33.76	46.96	19.28

Source: report cards, EG calculations

The analysis of the perception regarding the motivational capacity of the curriculum comprises opposing information: the level of students' and parents' satisfaction is higher, while the teachers are more reticent. Almost a half of the students, (47.9% of interviewed students) think that the curriculum motivates them to study. The parents – those who have a high degree of satisfaction, represent the majority of interviewed adults, but their share is of 42.5% – less then in case of students. On the other hand, only about 1/3 of interviewed teachers stated that they were happy with the motivational capacity of the curriculum, while more than half of them said they were somewhat satisfied.

Chart 6. Distribution of answers to the question: 'Do you think that the curriculum motivates students to study?', %
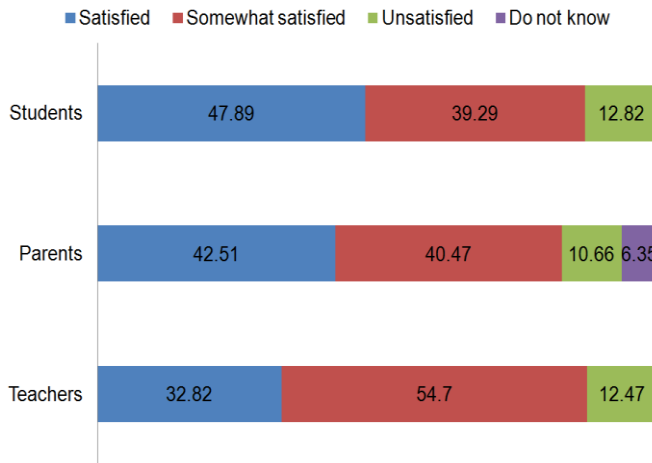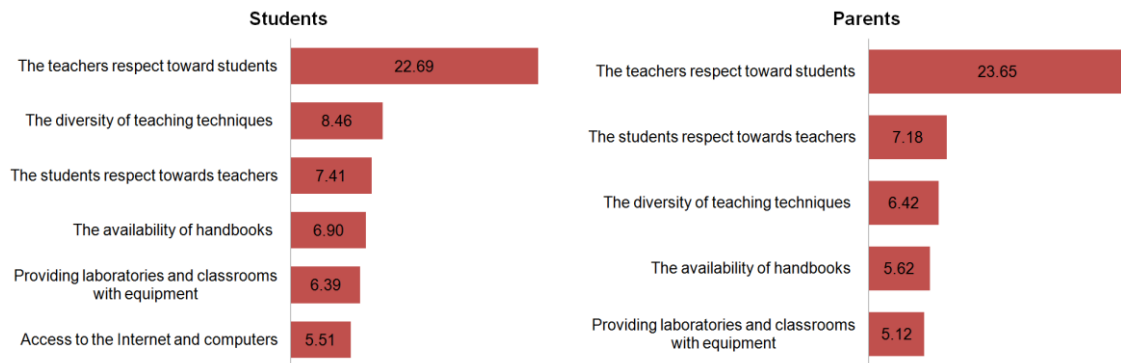

Source: report cards, EG calculations

Teaching Process. Generally, we can speak about three categories of factors that favor teaching the subjects in an understandable way:

1. *The relationship between the providers and users of educational services.* Existence of a good relationship between teaches, on the one hand, and students and parents, on the other hand, represents a vital aspect of the educational process;
2. *The diversity of teaching techniques used.* The use of different procedures can increase the students' interest to study;
3. *The availability of handbooks and of support infrastructure for the educational process (laboratory and classroom equipment, access to computers and internet).* Obviously, the teaching process cannot be realized without quality handbooks, fitted laboratories and access to computers.

The positive attitude of teachers increases the probability to assess positively the method of teaching by 22.7% in case of students and by 23.7% in case of parents. The respect of students is also an important factor, but it is less important than the attitude of teachers, accounting for 7.4% among students and 7.2% among parents. The diversity of teaching techniques modifies the assessment by 8.5% in case of students and by 6.4% in case of parents. The handbooks, the laboratory equipment and the access to computers and internet impact the assessment by 7% both in case of students and parents.

Chart 7. Factors affecting the delivery of lessons in an understandable way, %

Source: report cards, EG calculations

More than 2/3 of the respondents consider that teachers are respectful to students and parents, and they are satisfied with the attitude of the teaching staff. On the other hand, the answers about the attitude of students towards their teachers and classmates reveal a medium degree of satisfaction. This statistical picture reveals an asymmetrical relationship: a respectful behaviour of teachers and a more distant attitude of the students.

Table 5. Perception regarding the relationship between teachers and students, % of the respondents

		Satisfied	Somewhat satisfied	Unsatisfied	Do not know
Teacher's respect for students	Students	67.69	27.66	4.65	0
	Parents	69.01	24.73	2.54	3.72
	Teachers	80.74	18.38	0.88	0
Student's respect for teachers	Students	40.84	49.9	9.26	0
	Parents	43.24	42.47	8.94	5.35
	Teachers	34.14	54.49	11.38	0

Source: report cards, EG calculations

Generally, we notice a relative satisfaction with the use of different teaching techniques. Thus, about a half of students and parents, and more than 60% of teachers stated they were satisfied with the variety of teaching techniques used by the teaching staff during the lessons. At the same time, the share of students, parents and teachers satisfied with the diversity of teaching techniques is higher in urban areas than in rural areas.

Table 6. Satisfaction with the diversity of teaching techniques used for teaching, % of respondents

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Satisfied	49.63	46.25	56.40	48.73	44.29	55.10	61.49	58.06	76.47
Somewhat satisfied	42.81	46.37	35.70	35.71	39.27	30.35	33.48	36.56	20.00
Unsatisfied	7.56	7.38	7.91	7.67	8.98	5.71	5.03	5.38	3.53
No answer	0.00	0.00	0.00	7.89	7.46	8.85	0.00	0.00	0.00

Source: report cards, EG calculations

Information technologies and team work are techniques that teachers use often. More than a half of people who filled in the report cards claim that these procedures are constantly used in the learning process. Techniques like studying outside the school or inviting specialists from different domains to make presentations for students are applied less frequently. Most of respondents claim that these methods are used occasionally or rarely. The situation is similar in case of educational games applied by the teachers.

Table 7. Frequency of using teaching techniques, % of respondents

		Constantly	Occasionally	Rarely	I don't
Information technologies are used for didactic topics	Students	55.4	40.41	4.18	0
	Parents	53.45	41.06	3.68	1.81
	Teachers	55.58	43.76	0.66	0
Educational games are used for didactic topics	Students	33.82	54.44	11.74	0
	Parents	38.07	50.23	8.94	2.77
	Teachers	45.73	50.77	3.5	0
To study the topic, students visit different locations outside the school	Students	22.05	35.14	42.81	0
	Parents	18.78	40.7	38.11	2.4
	Teachers	12.47	50.55	36.98	0
Specialists form different areas are invited to make presentations for students	Students	32.39	49.09	18.52	0
	Parents	27.95	52.4	17.51	2.13
	Teachers	15.75	72.87	11.38	0
Students are encouraged to work in teams	Students	55.02	38.24	6.74	0
	Parents	54.81	39.02	4.26	1.9
	Teachers	57.55	38.95	3.5	0

Source: report cards, EG calculations

The respondents appraise the availability of handbooks, the fitting laboratories and of classrooms as being medium. About 47% of students and 50% of teachers are somewhat satisfied with the availability of teaching handbooks. More than 41% of parents and about 62% of teachers are satisfied with the laboratory equipment. Also, most of all, people are unsatisfied with the laboratory equipment (more than 12% of respondents). About a half of respondents are satisfied with the access to computers and internet - 51.7% of students, 50% of parents and more than 47% of teachers.

Table 8. Level of satisfaction with some aspects of school infrastructure, % of respondents

		Satisfied	Somewhat satisfied	Unsatisfied	No answer
Availability of teaching and learning materials	Students	46.14	46.61	7.25	0
	Parents	44.56	42.15	7.44	5.85
	Teachers	37.64	53.39	8.97	0
Laboratory and classroom equipment	Students	45.14	42.35	12.51	0
	Parents	39.34	41.06	13.48	6.13
	Teachers	24.51	61.71	13.79	0
Access to computers and internet	Students	51.72	37.35	10.93	0
	Parents	50	36.43	8.21	5.35
	Teachers	47.05	43.11	9.85	0

Source: report cards, EG calculations

Offer of Extracurricular Activities

Educational institutions offer extracurricular activities and most of students are involved in them.
About 86% of the respondents stated that their schools had extracurricular activities. More than 57% of

interviewed students stated that they practiced extracurricular activities, and 61.4% of parents said that their children attended extracurricular activities. At the same time, the extracurricular activities carried out in the school are more common in rural areas than in urban areas. Thus, 60.4% of students from villages stated that they attended extracurricular activities, while in towns this share is of 51.5%. Also, 66.4% of parents from rural areas and 54% from urban areas stated that their children attended extracurricular activities organized within school. This can be explained by the fact that in towns many activities are carried out outside the schools that the students attend, while in rural areas these clubs operate mainly within the educational institution. As a result, the share of children who attend extracurricular activities in the school is higher in villages compared with towns.

Table 9. Distribution of answers to questions about the offer of extracurricular activities, %

		Yes	No	No answer
The school has an offer of extracurricular activities	Students	85.86	8.41	5.73
	Parents	85.62	6.53	7.85
Children attend extracurricular activities	Students	57.46	42.54	0
	Parents	61.43	36.57	2

Source: report cards, EG calculations

Most of respondents, including those not attending extracurricular activities – over 40% of parents and students expressed their satisfaction with the extracurricular activities. At the same time, more than 1/4 of pupils and parents did not express any opinion regarding their satisfaction level. This is explained by the fact that the majority of parents whose children do not attend any extracurricular activities and the students who do not attend any extracurricular clubs could not answer the question: 'Are you satisfied with the extracurricular activities?'.

Chart 8. Satisfaction with extracurricular activities, % of respondents
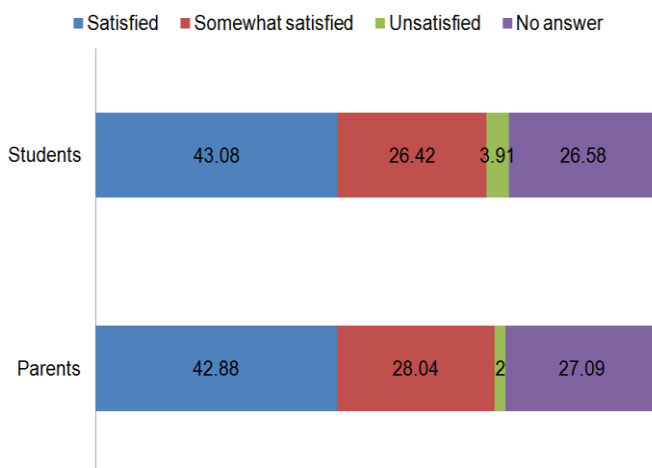
Source: report cards, EG calculations

Satisfaction with the school's offer of extracurricular activities is higher in rural area compared to urban area. Also, the share of non-answer is lower among respondents from rural areas.

Chart 9.Satisfaction with the extracurricular activities, % of respondents, disaggregation by rural/urban area
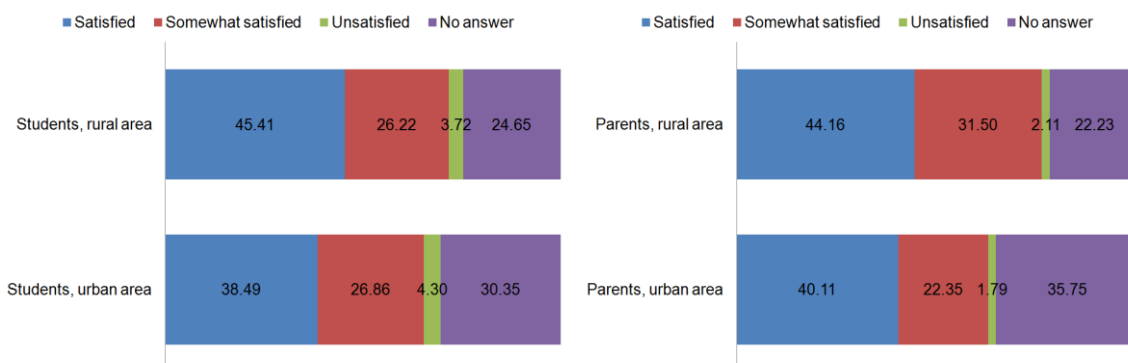
Source: report cards, EG calculations

Spending Efficiency

Most of students and parents show a medium degree of satisfaction with the transmission of the information about the school spending. At the same time, students and parents from urban areas have a higher level of satisfaction with the information communication about school finances than those from rural areas.

Table 10. Distribution of answers to the question: 'How do you access the communication of information regarding the budget and the expenses by the school?', %

	STUDENTS			PARENTS		
	Total	Rural area	Urban area	Total	Rural area	Urban area
Satisfied	28.05	26.26	31.63	37.16	31.89	44.94
Somewhat satisfied	47.38	50.90	40.35	39.84	43.84	33.93
Unsatisfied	9.61	9.30	10.23	8.12	9.28	6.40
I don't know	14.96	13.54	17.79	14.88	14.99	14.72

Source: report cards, EG calculations

The analysis of report cards in terms of using the financial resources revealed a uncommon situation, characterized by a high number of missing answers. A disinterest regarding financial information is noticed in case of the budget. The budget was not studied by 63% of parents and 53.2% of students. Also, a significant number of users of educational services: 69.9% of students, 57.8% of parents did not try to find information about the budget. Even more, respondents did not answer to the question about understanding the budget information: about 30% of students and 38% of parents. About 40-60% of respondents did not answer to the questions about finding and studying the information about the use of contributions. Also, a significant share of respondents – about 40% of students and more than a half of parents did not answer to the question about the comprehensibility of the information on contributions.

Table 11. Distribution of answers to the questions related to financial aspects, %

		Yes	No		No answer
Studying the budget information	Students	24.1	62.57		13.33
	Parents	35.66	53.18		11.16
Trying to find the budget information	Students	19.26	69.9		10.85
	Parents	17.38	57.76		24.86
		Easy	Average	Difficult	No answer
Understanding the budget information	Students	19.49	37.23	13.52	29.76
	Parents	23.96	31.22	7.08	37.75
		Yes	No		No answer
Studying the information about the parents' contribution	Students	30.61	22.28		47.11
	Parents	32.53	15.34		52.13
Trying to find the information about the use of parents' contributions	Students	22.59	37.12		40.29
	Parents	16.29	25.54		58.17
		Easy	Average	Difficult	No answer
Understanding the information about the use of parents' contributions	Students	23.67	29.37	7.32	39.64
	Parents	21.87	19.87	4.22	54.04

Source: report cards, EG calculations

The teachers' answers also reveal that a great share of teaching staff (44.6%) do not know if the information about the use of additional funds was provided to students and parents. Still, about 80% of interviewed teachers claim that the budget data are provided to students and parents, and 45.5% of teachers stated that the information on the use of additional funds were made public.

Table 12. Distribution of answers to the question on financial aspects, teachers' answers, %

	Yes	No	No answer
The school provided budget information	79.65	20.35	0
The school provided information about spending the additional	45.51	9.85	44.64

Source: report cards, EG calculations

There is certain cause determining a higher rate of non-answers concerning the use of financial resources. It seems that the answer comprises two components: on one hand, there is the low interest of users and on the other hand, the communication mechanisms are not very well defined: not all the data are made public and the information is presented in an incomprehensible way, which diminishes the interest of students and parents in the financial topics. Although there are certain gaps in terms of information, the users and the providers of educational services have their own vision on how to spend the school resources. All in all, a medium level of satisfaction with the efficiency spending is noticed and most of the respondents believe that the expenses partially match the needs of the school. This is the answer given by about majority half of teachers (54%) and parents (47%). However, majority large share of students (48%) answered that: 'the expenses fully match the institution's needs'.

Chart 10. Distribution of answers to the question: 'Do the expenses match the needs and the priorities of the school?', %
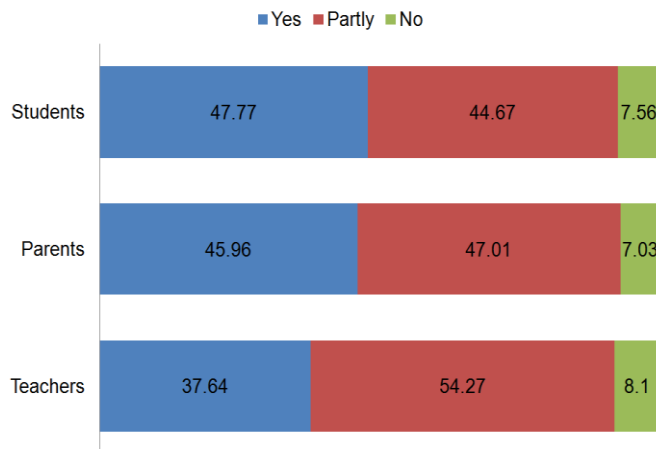
Source: report cards, EG calculations

Involving Students and Parents in the Decision-Making Process

The involvement of the users of educational services in the decision-making processes was analyzed from the perspective of three components: the activism of students and parents, the suggestion requested by the school from children and tutors and the implementation of collected suggestions. Generally, users of services are not very active. More than 63% of parents and 56% of students stated that they do not get very often involved in the decision-making process.

Table 13. Assessment of the involvement in the decision-making process, % of respondents

	Active	Moderate	No involvement
Students	26.89	56.02	17.09
Parents	20.05	63.61	16.33

Source: report cards, EG calculations

According to the opinion of the majority of students (55%) and parents (55.8%) the educational institutions did not ask them about the development needs and priorities of the school. The position of teachers is totally opposite. Thus, more than 2/3 of teachers stated that the school requests suggestions from the students and from their parents.

Table 14. Requesting the opinions about the development needs and priorities of the school, % of respondents

	Yes	No
Students	44.98	55.02
Parents	44.19	55.81
Teachers	67.83	18.38

Source: report cards, EG calculations

The opinion of educational services users on implementing the proposals of students and students is different from that of providers. Thus, less than a half of children and parents

think their suggestions are fully or partially implemented. At the same time, about 3/4 of teachers think that the desires of students and parents are accomplished. Another concerning issue is that 46.5% of students and half of parents of the interviewees do not know if their proposals were implemented or not. The situation is better in case of teachers: only about 26% of teachers do not know what happen with the proposals submitted by students and their tutors. Nonetheless, this share of 26% reflects a precarious situation. This gap may be an indicator of the lack of communication, or it is possible that the users do not have all the information regarding the implementation of proposals made by students or by parents to the school.

Table 15. Implementing the proposals of students and parents regarding the development needs and priorities of the school, %

	Students	Parents	Teachers
Yes, fully	12.01	15.02	17.72
Yes, partially	32.58	31.4	55.8
No	8.91	3.22	0.66
I don't know	46.49	50.36	25.82

Source: report cards, EG calculations

Most of students and parents believe they can somewhat influence the school activity. This is the opinion of 2/3 of children and tutors.

Chart 11. Distribution of answers to the question: 'How do you assess the possibility to influence the school activity?', %
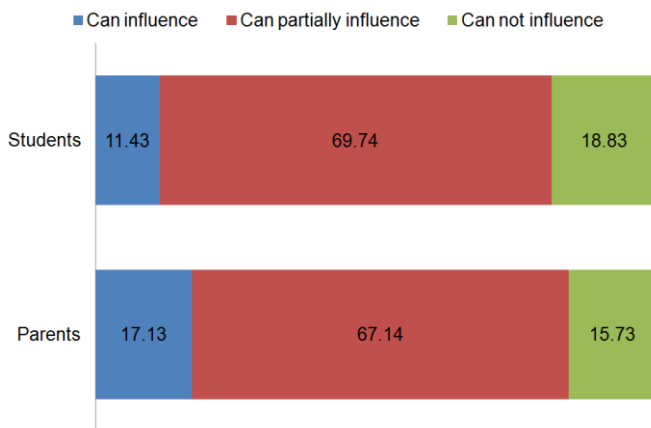
Source: report cards, EG calculations

Areas that Need to be Improved as a Matter of Priority
Generally, the majority of respondents believe that the school infrastructure needs to be prioritized. Thus, the laboratory/classroom equipment and the gym equipment are on the list of 5 top priorities of all three categories of interviewed persons: students – 48.2% and 53%, parents – 45% and 42.8%, and teachers – 62.4% and 55.4%. Most of respondents: 51.8% of students, 49% parents and 53.4% teachers consider that the correct nutrition of children is an issue that requires special attention. According to 41.8% of tutors and 57.3% teachers, the involvement of the community in the decision-

making process must be improved. Also, 48.9% of students and 53% of teachers consider that the use of information technologies in schools must be enhanced. The majority of parents (42.7%) say that ensuring the security of school is of crucial importance. 46.1% of students think that financial management has a great significance.

Table 16. Share of respondents who believe that improving this area should be prioritized, %

Students		Parents		Teachers	
Gym equipment and sport facilities	53	Ensuring correct nutrition	49.05	Laboratory/classroom equipment	62.36
Ensuring correct nutrition	51.84	Laboratory/classroom equipment	45.05	Participation of students and parents	57.33
Use of information technologies	48.9	Gym equipment and sport facilities	42.79	Gym equipment and sport facilities	55.36
Laboratory/classroom equipment	48.16	Ensuring security in the school	42.74	Ensuring correct nutrition	53.39
Management of financial resources	46.14	Participation of students and parents	41.79	Use of information technologies	52.95
Provision of school transport services	45.18	Use of information technologies	40.2	Heating, sewerage and sanitation systems	51.86
Canteen equipment	44.32	Management of financial resources	40.02	Canteen equipment	51.64
Teaching methods	44.29	Career guidance services	39.84	Ensuring security in the school	50.11
Career guidance services	43.86	Construction of sanitary blocks within the school	39.66	School building	46.39
School building	42.62	Provision of school transport services	39.47	Construction of sanitary blocks within the school	46.17
Construction of sanitary blocks within the school	42.35	Canteen equipment	39.02	Management of financial resources	45.3
Heating, sewerage and sanitation systems	41.65	School building	37.34	Methods of information communication	44.64
Ensuring security in the school	40.72	Teaching methods	37.3	Career guidance services	41.58
Participation of students and parents	37.7	Heating, sewerage and sanitation systems	36.66	Provision of school transport services	37.42
Methods of information communication	36.07	Methods of information communication	35.75	Teachers training	37.2
Teachers training	34.72	Teachers training	32.44	Teaching methods	35.45

Source: report cards, EG calculations

CONCLUSIONS AND RECOMMENDATIONS

The report cards represent a useful instrument, used to assess the satisfaction with the educational process. Given that report cards help reveal the problems, this instrument can help improve the communication between different stakeholders involved in the educational process: school administration, teachers, parents and students. Also, the report cards are a source of information that can be used by decision makers to formulate the educational policies. At the same time, this questionnaire allows assessing the implementation of educational policies at the community level.

This study conducted a detailed analysis of factors affecting the perception of educational services quality. For this purpose, the research examined several separate aspects: communication, teaching process, offer of extracurricular activities, use of financial resources by the school and the participation of students and parents in the educational process.

The performed analysis led to the following findings:

- ✓ Generally, we can state that the analysis of sampled schools revealed a certain satisfaction with the educational process. Thus, about a half of students and more than 57% of parents stated they were fully satisfied with the quality of education. The level of satisfaction with the quality of education is higher in urban areas compared to rural areas. At the same time, the satisfaction with the skills developed by the school is medium. Over a half of students and parents stated that they are 'somewhat satisfied' with the skills developed in the educational institutions. In addition, in urban areas compared with rural ones, parents are more satisfied with the skills developed by the school (52.5% of interviewed tutors form urban areas and 40.6% from rural areas expressed their satisfaction), but in case of students the difference is insignificant;

- ✓ Communication is an important factor which favors the increase in the level of satisfaction with the education. People are happy with the way the school communicates the information and over a half of the respondents are satisfied with this aspect. The level of satisfaction with the communication is higher in urban areas compared to rural areas. However, other communication components that is not related to provision of information have certain gaps;

- ✓ Over a half of students (56.9%) and parents (57.2%) are somewhat satisfied with the quality of curriculum. The burdensome curriculum for children is one of the problematic issues. As a result, they are forced to spend a lot of time on homework and they do not have time for other interests (opinion shared by 40% of students). Also, teachers believe that the motivational capacity of the school program is poor. Over a half of students and parents are satisfied with the method of teaching the lessons. At the same time, although teachers use different teaching techniques, such methods as: studying the subjects outside the school, inviting specialists from different areas to make presentations for students or using educational games are less frequent. All the categories of rural respondents: students, tutors and teachers are more satisfied with the diversity of teaching techniques applied than the rural respondents.

- ✓ The relationship between students and teachers is a bit asymmetric. The perception is that the teachers are respectful with students, while the students' attitude is less appropriate.

✓ It is still unclear how the users of educational services perceive the information about the use of financial resources. The extremely high share of non-answers from students and parents to questions about finding, studying and understanding the information about budget or about the use of contributions collected by the school, reveal an obvious gap. It seems that the issue comprises two components: on one hand, low interest of users and on the other hand, malfunctioning communication mechanisms: not all the data are made public and the information is presented in an incomprehensible way, which diminishes the interest of students and parents in financial topics.

✓ Two aspects were identified with regards to the opportunities to participate in the decision making. Over 55% of students and parents claim that the school does not ask their opinions about the development priorities. Another issue consists in the lack of information on how the school implements the suggestions coming from students and parents.

✓ The respondents claim that the school infrastructure and healthy nutrition of students are the most important issues, which must be solved as soon as possible. Also, the use of information technologies in schools, the intensification of students and teachers participation in institutional educational activities represent some aspects that need to be improved. The respondents believe that all the areas need improvement, which means that there are difficulties in all operational areas.

The following is recommended on the basis of the analysis performed:

✓ Continue to improve the quality of curriculum. This is important not only in terms of obtaining the necessary studies for a career, but also in order to facilitate and streamline the perception of knowledge by students. As regards the school curriculum, it is also necessary to continuously improve the teaching methods;

✓ It would be appropriate to extend the use of IT (website, email, etc.) with the aim to increase the awareness of educational services users. This approach would also improve the school meetings, because the participants will be notified in advance. At the same time, this method could be used to inform students about the settlement of the issues discussed during public school hearings. Also, it is important to consult the opinion of students and parents on the type of information they would like to receive regularly from the institution;

✓ At the same time, information needs to become more understandable for students and parents. To make things clearer it would be good to develop a brief information note, which should be made public and should include a brief version of the draft budget and explanations for planned expenses. It is also recommended to identify mechanisms by

which parents or students could get verbal information about the budgetary situation of the educational institution (for example, assigning a person in charge of this task);

✓ Particularly important is the information about the financial resources of the school. In this respect, besides public hearings, it would be advisable to allow free access for students and teachers to the school management meetings dedicated to budget issues. In general, it is recommended to ensure the access of users of educational services to all meetings related to the school activity;

✓ Likewise, parent's payments in the form of contributions and procurement of goods and services from these sources should be based on supporting documents and the receipt and the spending of such amounts should be accounted for;

✓ Another important aspect concerns the students' health and safety. To this end it is necessary to provide to students the access to a healthy nutrition.

Disclaimer: