



Quantitative Analysis of the Report cards Results

PURPOSE OF THE STUDY AND RESEARCH METHODOLOGY

This study analyses the satisfaction with the educational process and other aspects related to the activity of educational institutions. The study is performed for the fifth year within “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) from 20 schools. The educational institutions were 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: communication between the school and users of educational services (students and parents), budget, involvement in school activities, curriculum and school environment. The students, parents and teachers were questioned in April-May 2018. The research was performed in 7 towns and 13 villages, located in 15 administrative-territorial units. Report cards were filled in by 2,312 students (49.7% from rural schools and 50.3% from urban schools), 1,927 parents (51.5% of parents have children in rural schools and 48.5% of parents have children in urban schools) and 415 teachers (53.7% from rural schools and 46.3% 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 Ioan Cuza' Gymnasium	Balti	99	40	17
'Gheorghe Asachi' Gymnasium	Cucoara, Cahul district	34	35	8
'Savciuc Mihail' Gymnasium	Busila, Ungheni district	79	81	17
'Vasile Bejinaru' Gymnasium	Hasnasenii Noi, Drochia district	48	39	13
Chirileni Gymnasium	Chirileni, Ungheni district	60	62	15
Cusmirca Gymnasium	Cusmirca, Soldanesti district	64	67	16
Durlesti Gymnasium	Durlesti, Chisinau municipality	82	94	10
Gura Camencii Gymnasium	Gura Camencii, Floresti district:	76	64	20
Gymnasium No 7	Chisinau	55	37	25
Semeni Gymnasium	Semeni, Ungheni district	49	55	29
'Hyperion' Theoretical Lyceum	Gura Galbenei, Cimislia district	132	90	19
'Ioan Sârбу' Theoretical Lyceum	Ignatei, Rezina district	201	182	20
'Ion Creangă' Theoretical Lyceum	Harbovet, Anenii Noi district	145	103	17
'Mihail Sadoveanu' Theoretical	Ocnita	167	160	29
'Olimp' Theoretical Lyceum	Rezina	159	9	31
'Prometeu' Theoretical Lyceum	Baraboi, Donduseni district	115	110	25
'Sfântul Paisii Hilendarschi' Theoretical Lyceum	Corten, Taraclia District	46	38	4
'Stefan Voda' Theoretical Lyceum	Stefan Voda	158	147	24
'Vasile Alecsandri' Theoretical Lyceum	Calarasi	443	447	56
Horesti Theoretical Lyceum	Horesti, Ialoveni district	100	67	20

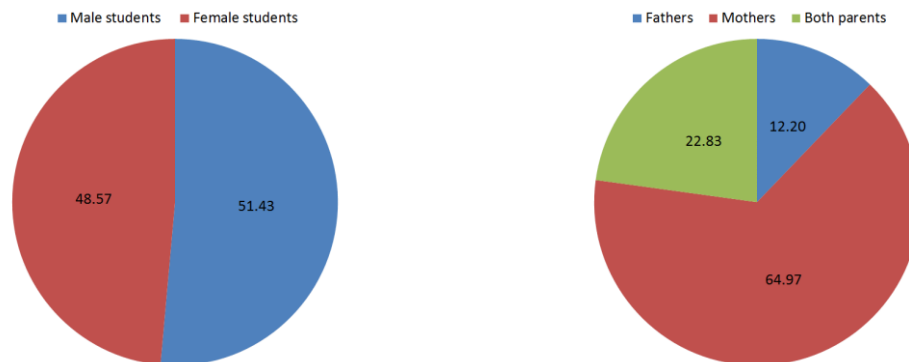
Source: report cards

The sample distribution by gender highlights two situations. The distribution is rather balanced among students. The share of interviewed boys accounted for 51.4%, while the share of girls accounted for

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48.6%. When it comes to parents, around 2/3 of respondents were mothers and only 12.2% were fathers. Also, a significant share belongs to forms filled by both parents (22.8% of adult respondents).

Figure 1. Distribution of respondents by gender, %



Source: report cards, EG calculations

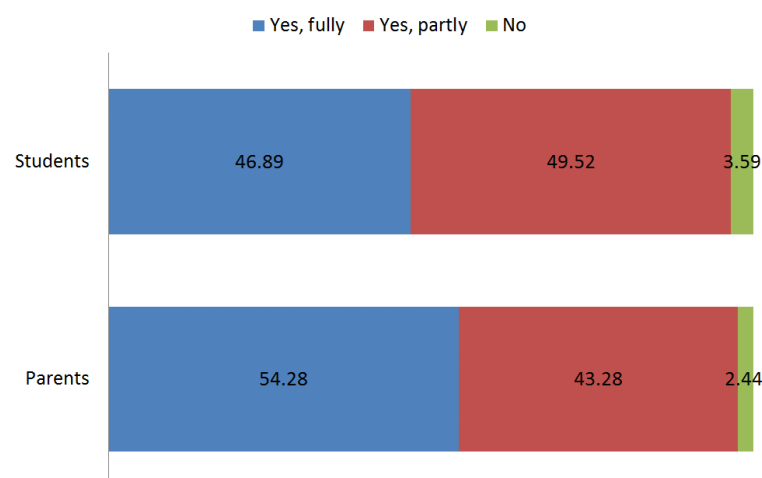
After receiving the filled report cards, the answers from questionnaires were coded. This procedure consisted of assigning numerical values to responses. To identify the statistical connections between variables represented by the questions from report cards, we applied Probit models.

ANALYSIS RESULTS

Quality of Education

Generally, there is a certain satisfaction with the educational process. Thus, about 47% of students and more than 54% 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 half of the respondents. A share 43.3% of parents expressed their partial satisfaction. The share of responses that reflect dissatisfaction is quite low: 3.6% among students and 2.4% among parents.

Figure 2. Distribution of answers to the question: "Are you satisfied with the quality of education?", %

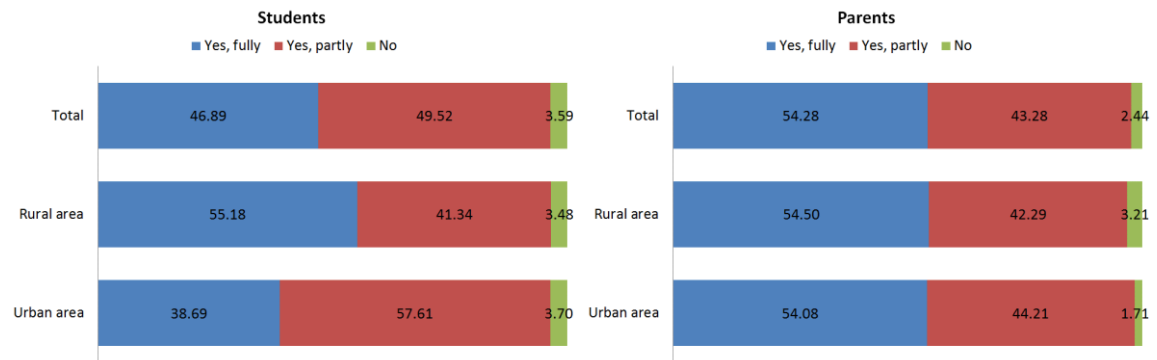


Source: report cards, EG calculations

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Students from rural areas show a higher level of satisfaction with the quality of education than students from urban areas. Over 55% of interviewed students from rural areas expressed their full satisfaction, while in cities this share is under 39%. The situation is different in case of parents. Both in rural and urban areas parents with a higher satisfaction have a relatively equal share.

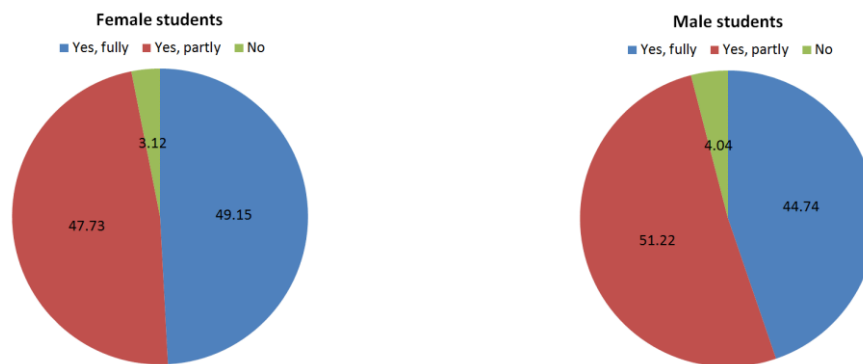
Figure 3. Distribution of answers to the question: "Are you satisfied with the quality of education?", %



Source: report cards, EG calculations

Female students have a higher level of satisfaction with the quality of education than male students, but the difference is not significant. Thus, 49.2% of girls and about 45% of boys expressed their full satisfaction with the educational process.

Figure 4. Distribution of answers to the question: "Are you satisfied with the quality of education?", %



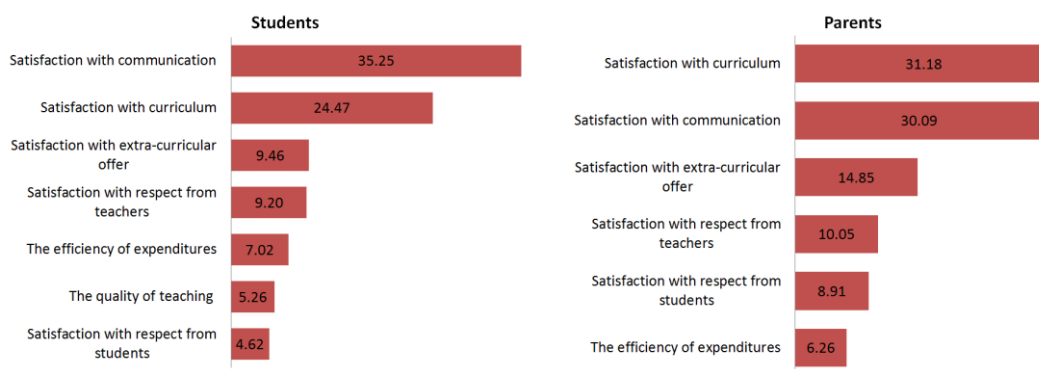
Source: report cards, EG calculations

There are several similar factors that influence the perception of parents and students regarding the quality of education. These factors are: communication of information by the school, quality of curriculum, extracurricular activities, psychological environment (teachers' respect towards students and students' respect towards colleagues and teachers) and efficiency of expenditures. The communication allows the users of education services to know better about activity of school. This enhances the relationship with the educational institution and stimulates the positive perception. Efficient communication ensured by the educational institution increases the probability to improve the satisfaction of parents and children by 35.3% and by 30.1%, respectively. The implementation of school program is the basic activity of the educational institutions and it is obviously that the content of the curriculum and the teaching method have a direct impact on the satisfaction of students and

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parents. Thus, the quality of the curriculum affects the satisfaction of students (by 24.5%) and of parents (by 31.2%), while the teaching method influences students' perception by 5.3%. A good psychological climate has a positive impact on the educational process. The teacher's respect for students helps to improve the perception of children (by 9.2%) and parents (by 10.1%). Students' good attitude leads to higher satisfaction among children (by 4.6%) and parents (by 8.9%). The extracurricular activities provide the opportunity to rest actively and enhance the students' abilities and this lead to a positive impact on their education. Offering extracurricular activities influences the satisfaction level: by 9.5% among students and by 14.9% among parents. An optimal allocation of financial resources has 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. From a statistical point of view, efficient spending affects the perception of students by 7% and of parents' satisfaction by 6.3%.

Figure 5. Factors affecting the satisfaction of students and parents with the quality of education, %



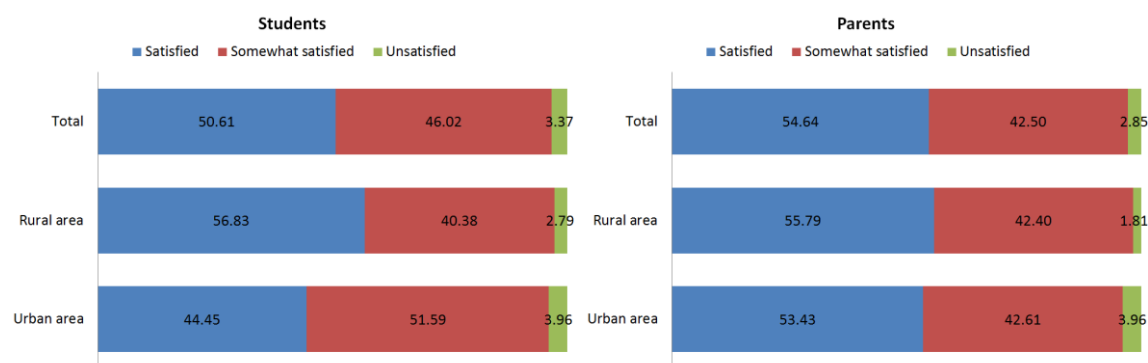
Source: report cards, EG calculations

Communication

The students and parents are relatively satisfied with the way by that school communicates and provides information. Thus, more than a half of the respondents stated that they were happy with the processes used by the school to communicate. But there is a difference between answers of students from urban and rural areas. About 57% of students who live in rural areas are satisfied with communication of information by the school, while in urban areas the satisfaction level is lower, expressed by about 44.5% of interviewed children. At the same time, there is no significant difference between the degree of satisfaction of parents from urban and rural areas.

Figure 6. Distribution of answers to the question: “How do you assess the communication of information by the school”, %

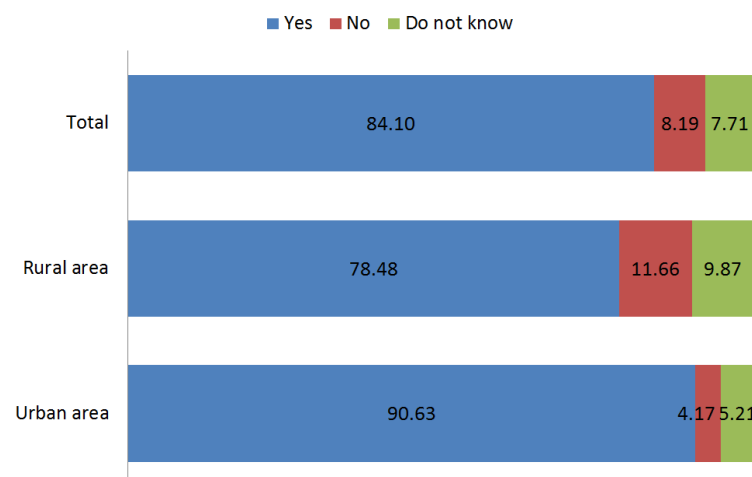
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Source: report cards, EG calculations

There is a contrast between the opinions of students and parents and teachers regarding the communication of information. Thus, while slightly over a half of the interviewed students and parents stated their satisfaction, about 84% of teachers (78.5% from rural areas and 90.6% from urban areas) consider that the school provides 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 other aspects of interaction between providers and users of educational services.

Figure 7. Distribution of teachers' answers to the question: "Does the school provide an appropriate volume of information in a proper way", %



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 (57.4% of students and 54.1% of parents) are partially satisfied with the curricular offer. Also, the share of respondents that express higher level of satisfaction is quite high: a third of interviewed persons (34.5% of students and 39.6% of parents) reported that they were totally satisfied with the school curriculum. There is also a discrepancy between the perceptions of students from rural and urban areas. Thus, slightly more than a half of the students from rural areas (51.4%) are

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partially satisfied with the quality of the curriculum, while in cities this rate accounts for 63.3%. Parents from rural and urban areas have similar perceptions about the school program.

Figure 8. Distribution of answers to the question: "Are you satisfied with the curriculum?", %



Source: report cards, EG calculations

The perception of curriculum quality is determined by the motivational capacity of the school program. The satisfaction with the curriculum increases if the school program can motivate students to study more intensively. Compared to parents, students are more satisfied with the motivational capacity of the curriculum. About 48% of interviewed students stated their satisfaction, while only around 35% of the parents expressed a similar opinion. At the same time, the teachers' satisfaction level is even lower than satisfaction of students and parents. Thus, slightly more than a quarter of the teachers stated that they were satisfied with the motivational capacity of the curriculum. At the same time, there are differences between urban and rural areas. Students from cities are more unsatisfied with the motivational capacity of the curriculum. In rural areas, 10.2% of interviewed students were unsatisfied, while in urban areas this share reached 14.4%. Similarly, parents' satisfaction is lower in urban than in rural area. In villages 44% of parents stated that they were satisfied with the motivational capacity of the curriculum, while in cities this share is about 25%.

Table 2. Distribution of answers to the question: "Do you think that the curriculum motivates students to study?", %

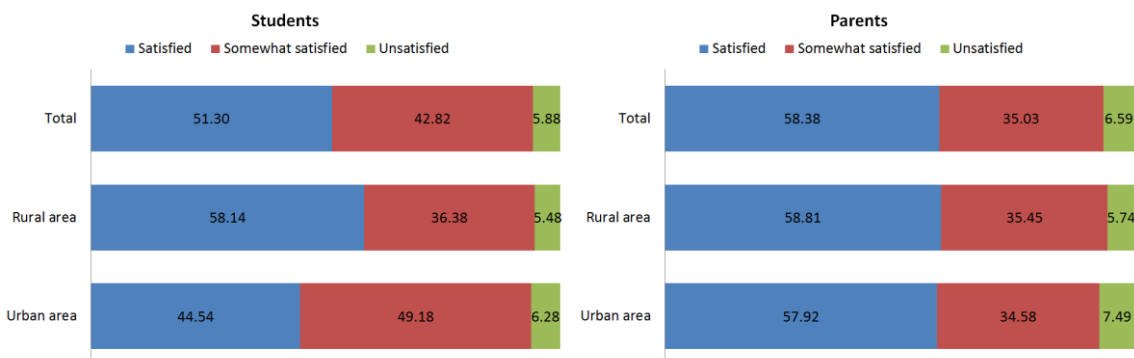
	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Satisfied	47.84	47.69	47.98	34.56	44.01	24.52	27.47	28.25	26.56
Somewhat satisfied	39.88	42.12	37.66	49.40	41.09	58.24	63.86	62.33	65.63
Unsatisfied	12.28	10.18	14.36	10.69	9.67	11.78	8.67	9.42	7.81
No answer	0.00	0.00	0.00	5.35	5.24	5.46	0.00	0.00	0.00

Source: report cards, EG calculations

Teaching Process. The majority of respondents (51.3% of students and 58.4% of parents) think that teachers deliver the information constantly in an accessible way. However, there is a discrepancy in the perceptions of students from villages and from cities. Over 58% of students from rural areas believe that information is delivered in an understandable way, while in urban areas only 44.5% of the children have the same opinion.

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Figure 9. Distribution of answers to the question: "Do you think that subjects are taught in an understandable way?'," %



Source: report cards, EG calculations

Generally, we can speak about three categories of factors that favour teaching in understandable way:

1. *Psychological environment.* Existence of a good relationship among and between teachers, students and parents, is a critical aspect of the educational process. The positive attitude of teachers increases the probability to assess positively the method of teaching by 22.7% among students and by 23.7% among parents. The students' respect has an effect that accounts for 7.4% among students and 7.2% among parents;
2. *Diversity of teaching techniques used.* The use of various procedures can increase the students' interest to study. The diversity of teaching techniques modifies the assessment by 8.5% in case of students and by 6.4% in case of parents;
3. *Availability of handbooks.* It is obvious that the teaching process cannot be realized without high-quality handbooks. Thus, a higher quality of textbooks has an affects the assessment by less than 7% both in case of students and parents.

Figure 10. Factors affecting the delivery of information in an understandable way, %



Source: report cards, EG calculations

About two-thirds of students and parents, and more than 84% of teachers stated they were satisfied with teachers' respect towards them. The satisfaction with attitude of students towards their teachers and colleagues is lower. To be precise, 43.3% of students, 46.3% of parents and 40.7% of teachers stated that they were satisfied. At the same time, there is a lower level of satisfaction with the

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students' attitudes in cities compared to villages. In rural areas, about half of the interviewed students expressed their satisfaction, while in urban areas just over a third of respondents expressed the same attitude.

Table 3. Distribution of answers to questions about the psychological climate in school, %

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Satisfaction with being respected by teachers									
Satisfied	68.30	69.54	67.07	63.10	65.16	60.92	84.34	82.06	86.98
Somewhat satisfied	27.77	27.42	28.12	29.22	31.42	26.87	15.18	17.49	12.50
Unsatisfied	3.94	3.05	4.82	4.62	1.81	7.60	0.48	0.45	0.52
No answer	0.00	0.00	0.00	3.06	1.61	4.60	0.00	0.00	0.00
Satisfaction with being respected by students									
Satisfied	43.30	49.35	37.32	46.29	46.93	45.61	40.72	40.36	41.15
Somewhat satisfied	48.62	43.26	53.91	41.36	43.71	38.87	52.77	55.16	50.00
Unsatisfied	8.09	7.40	8.77	7.89	5.64	10.28	6.51	4.48	8.85
No answer	0.00	0.00	0.00	4.46	3.73	5.25	0.00	0.00	0.00

Source: report cards, EG calculations

Altogether, there is a relative satisfaction with use of various teaching methods: about a half of students and parents, and over 60% of teachers expressed their satisfaction in this respect. At the same time, the share of students satisfied with the diversity of teaching techniques is lower in urban areas than in rural areas.

Table 4. Distribution of answers to the question: "How do you evaluate teachers' possibility to use various teaching techniques?", %

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Satisfied	47.58	57.18	38.09	49.66	50.96	48.29	63.13	63.23	63.02
Somewhat satisfied	45.07	36.90	53.14	39.44	41.29	37.47	33.25	33.63	32.81
Unsatisfied	7.35	5.92	8.77	6.54	4.03	9.21	3.61	3.14	4.17
No answer	0.00	0.00	0.00	4.36	3.73	5.03	0.00	0.00	0.00

Source: report cards, EG calculations

The respondents appraise the availability of textbooks as being medium. To be precise, 50.7% of students, 43.1% of parents and 48.9% of teachers stated that they were somewhat satisfied with the availability of textbooks. At the same time, students from rural areas have a higher satisfaction level compared to children from urban areas. Around half of rural respondents stated that they were satisfied, while in cities the share of students that expressed high satisfaction was only 34.3%.

Table 5. Distribution of answers to the question: "How do you evaluate the availability of textbooks?", %

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Satisfied	42.04	49.87	34.31	43.44	41.89	45.07	42.89	44.39	41.15
Somewhat satisfied	50.74	42.82	58.56	43.07	44.81	41.22	48.92	47.53	50.52
Unsatisfied	7.22	7.31	7.14	8.30	7.45	9.21	8.19	8.07	8.33

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No answer	0.00	0.00	0.00	5.19	5.84	4.50	0.00	0.00	0.00
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Source: report cards, EG calculations

Extra-curricular activities

Educational institutions offer extracurricular activities and most of students are involved in them. About 86.3% of students and 78.8% of parents stated that their schools had extracurricular activities. Also, more than 55% of interviewed students stated that they practiced extracurricular activities, and 61.1% 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, 67.9% of students from villages stated that they attended extracurricular activities, while in towns this share is of 42.1%. Also, 66.8% of parents from rural areas stated that their children attended extracurricular activities in the school, while in urban areas this was stated by 55% of the parents. This can be explained by the fact that in towns many activities are carried out outside the schools that is attended by students, 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 to towns.

Table 6. Distribution of answers to questions about the offer of extracurricular activities, %

	STUDENTS			PARENTS		
	Total	Rural area	Urban area	Total	Rural area	Urban area
The school has an offer of extracurricular activities						
Yes	86.25	89.03	83.49	78.78	86.51	70.56
No	7.87	7.75	8.00	8.56	7.75	9.42
No answer	5.88	3.22	8.51	12.66	5.74	20.02
Children attend extracurricular activities						
Yes	54.89	67.89	42.05	61.08	66.77	55.03
No	45.11	32.11	57.95	32.07	31.42	32.76
No answer	0.00	0.00	0.00	6.85	1.81	12.21

Source: report cards, EG calculations

Most of the respondents, including people that do not attend extracurricular activities (over 40% of parents and students), expressed their satisfaction with the extracurricular activities. Satisfaction with extracurricular activities is higher in rural area compared to urban area. At the same time, more than 1/4 of children and parents did not express any opinion regarding their satisfaction level. In rural areas, the share of non-answers is 20.8% among students and 23.4% among parents. The share of non-answers is higher in cities and accounts for 41.2% among students and 34.7% among parents. This situation 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?".

Figure 11. Distribution of answers to the question: "Are you satisfied with the options of extracurricular activities in your school?", %

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Source: report cards, EG calculations

The efficiency of expenditures

Questions related to understanding financial information got a high non-answer rate. Thus, about 35% of students and more than 38% of parents did not express their opinion regarding the comprehensibility of information about the use of budgetary resources. Also, 42.3% of students and over 55% of parents did not answer if they understood the information about the use of contributions. It seems that the high non-answer rate is determined by two factors: (i) the low interest of users towards financial topics and (ii) the communication mechanisms are not well established and some information is presented in an incomprehensible way, which only increases the students' and parents' lack of interest.

Table 6. Distribution of answers to questions about the comprehensibility of financial information, %

	STUDENTS			PARENTS		
	Total	Rural area	Urban area	Total	Rural area	Urban area
Did you understand the information on the use of budgetary resources?						
Easily	18.51	20.19	16.85	25.53	31.32	19.38
On the	34.34	37.16	31.56	28.39	30.51	26.12
Hardly	12.37	11.92	12.81	5.71	5.84	5.57
No answer	34.78	30.72	38.78	40.37	32.33	48.93
Did you understand the information about the use of parents' contributions?						
Easily	21.97	24.19	19.78	21.85	24.97	18.52
On the	28.37	29.42	27.34	20.03	24.47	15.31
Hardly	7.31	7.31	7.31	3.11	2.42	3.85
No answer	42.34	39.08	45.57	55.01	48.14	62.31

Source: report cards, EG calculations

Although we do not know exactly how students and parents understand the financial information, they have a vision about the spending of financial resources by school. Thus, the question about spending efficiency ended up with two major opinions with relatively equal shares. Namely, 45% of respondents believe that the school manages the money in an efficient manner, while other 45% of respondents believe that the expenses correspond partially to the needs of the educational institution. However, there are discrepancies between rural and urban areas. Majority of students from rural areas think that money is spent efficiently (50.3% of respondents), while in cities the largest share is represented by answers that reflect a partial efficiency of expenses (54.6% of respondents). The situation is similar among teachers, though the discrepancy between rural and urban area is much smaller. When it comes

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to parents, the situation is just the opposite. To be precise, 61.7% of parents from rural areas believe that spending is partially aligned to the school needs, while in cities the majority's opinion (46.3% of the respondents) is that expenses are managed efficiently.

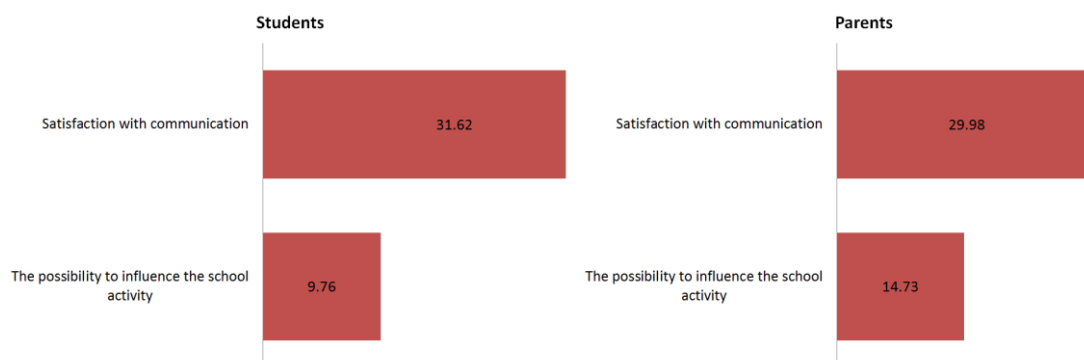
Table 7. Distribution of answers to the question: "Do you think that expenses match the needs of the school?", %

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Yes	44.38	50.30	38.52	48.78	25.18	46.25	45.30	47.09	43.23
Partially	47.84	40.99	54.60	43.23	61.73	43.90	41.93	38.57	45.83
No	7.79	8.70	6.88	7.99	13.09	9.85	12.77	14.35	10.94

Source: report cards, EG calculations

Communication is one of the factors that affects students' and parents' perception of how efficiently the school uses resources. If students and parents know about the conditions of school activity then they better understand how financial resources are spent. Smooth communication helps increasing the perception by 31.6% among students and by 30% among parents. Another factor is the possibility for students and parents to influence the school's activity. If the decision-making process in the school can be influenced, then the likelihood of improving students' and parents' perception will increase by 9.8% and by 14.7%, respectively.

Figure 12. Factors that influence the perception related to the efficiently use of financial resources by the school, %



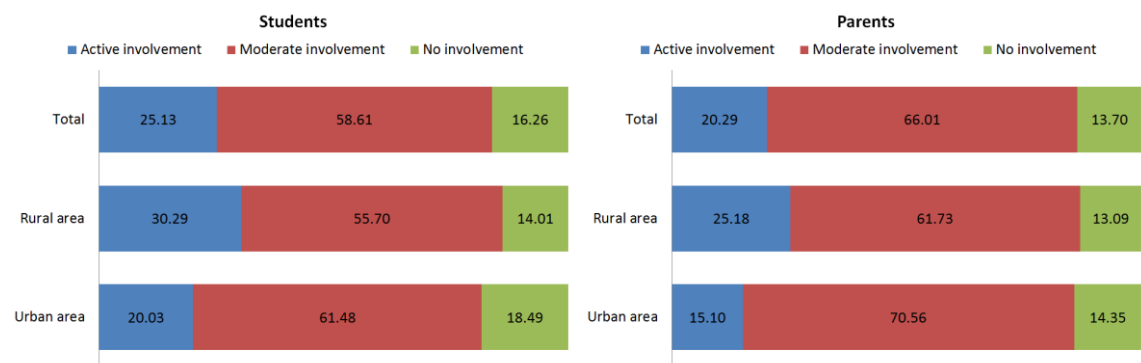
Source: report cards, EG calculations

Involving Students and Parents in the Decision-Making Process

The involvement of the users of services in the decision-making processes was analysed from the perspective of three components: the activism of students and parents, the school asking for suggestions from children and parents and the implementation of collected suggestions. Generally, users of services are not very active. More than 58% of students and 2/3 of parents stated that they have moderate involvement in the decision-making process. At the same time, there is a more active involvement in rural areas for both students and parents.

Figure 13. Distribution of answers to the question: "How do you assess your involvement in the school's decision-making processes?", %

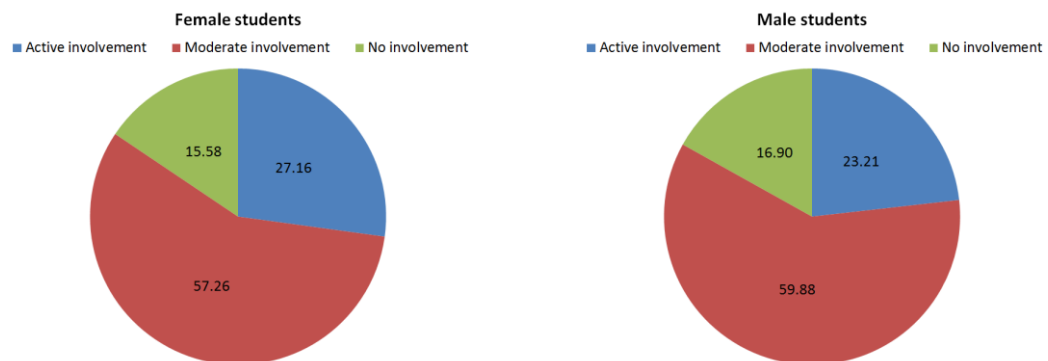
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Source: report cards, EG calculations

In terms of gender distribution, there are no major differences when it comes to involvement in decision-making processes. The majority of children (57.3% of girls and 59.9% of boys) have moderate involvement. However, activism is slightly higher among girls than boys. Namely, over 27% of female students are actively involved, while among male students this rate reaches 23.2%.

Figure 14. Distribution of answers to the question: "How do you assess your involvement in the school's decision-making processes?", %



Source: report cards, EG calculations

According to the opinion of the majority of students (60,1%) and parents (62.4%) the educational institutions did not ask them about the development needs and priorities of the school. The position of teachers is totally opposite. Thus, 58.3% of teachers stated that the school requests suggestions from the students and from their parents. At the same time, requesting students' and parents' opinion is more widespread in rural areas than in urban ones.

Table 8. Requesting the opinions about the development needs and priorities of the school, % of respondents

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Yes	39.01	46.04	32.07	37.62	44.61	30.19	58.31	68.16	46.88
No	60.99	53.96	67.93	62.38	55.39	69.81	25.06	19.28	31.77
No answer	0.00	0.00	0.00	0.00	0.00	0.00	16.63	12.56	21.35

Source: report cards, EG calculations

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The opinion of educational services users on implementing the proposals of students and parents is different from that of providers. Thus, less than a half of children and parents think that their suggestions are fully or partially implemented. At the same time, about 2/3 of teachers think that the desires of students and parents are accomplished. The extent of implementing students' and parents' proposals is larger in rural areas compared to urban areas. Another concerning issue is that a very large share of the respondents – more than a half of students and parents do not know if their proposals were implemented or not. In case of teachers, the situation is not good either, but only around 1/3 of teachers do not know what happen with the proposals submitted by students and their guardians. The huge share of non-answers may be an indicator of the lack of communication: the users do not have all the information regarding the implementation by the school of proposals made by students or by parents.

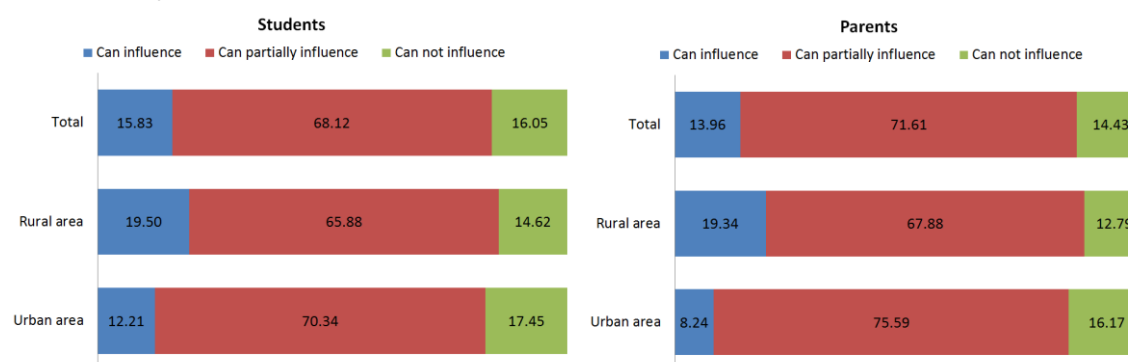
Table 9. Implementation of proposals from students and parents, %

	STUDENTS			PARENTS			TEACHERS		
	Total	Rural area	Urban area	Total	Rural area	Urban area	Total	Rural area	Urban area
Yes, fully	13.28	18.10	8.51	12.97	17.02	8.67	14.94	18.83	10.42
Yes, partially	25.95	28.02	23.90	26.57	30.72	22.16	51.08	54.71	46.88
No	7.61	7.75	7.48	2.96	2.92	3.00	1.20	1.35	1.04
No answer	53.16	46.13	60.10	57.50	49.35	66.17	32.77	25.11	41.67

Source: report cards, EG calculations

Most of students and parents believe they can influence the school activity to some extent. This is the opinion of 2/3 of children and parents. At the same time, respondents believe that in rural areas the possibility to influence the school activity is higher than in urban areas.

Figure 15. Distribution of answers to the question: 'How do you assess the possibility to influence the school activity?', %



Source: report cards, EG calculations

The areas for improvement

Generally, most of the respondents state that school infrastructure is a top priority. Therefore, 51.8% of students believe that reparation of school building is a priority, while 61.7% of teachers and 44.1% of parents believe that the proper equipment for laboratories and classrooms is important. As well, gym equipment is on the list of top 5 priorities of all three categories of interviewed persons: students – 56.7%, parents – 44.2%, and teachers – 57.1%. Most of respondents: 58.7% of students, 45.8% of parents and 61% of teachers believe that correct nutrition of children is an issue that requires special attention. Also, 51.3% of students and 48.4% of teachers consider that the use of information technologies in schools must be enhanced. For most of the

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parents, other two aspects are critical: ensuring school safety (41.3% of respondents) and good canteen equipment (40.6% of respondents). According to 55.9% of teachers, the involvement of the community in the decision-making process must be improved. Besides, 51.9% of students think that high-quality provision of transport services has a great significance.

Table 16. Top 5 areas that must be improved, %

Students		Parents		Teachers	
Ensuring correct nutrition	58.65	Ensuring correct nutrition	45.82	Equipment of classrooms/laboratories	61.69
Equipment of the gym	56.66	Equipment of the gym	44.16	Ensuring correct nutrition	60.96
Provision of transport services	51.86	Equipment of classrooms/laboratories	44.11	Equipment of the gym	57.11
School premises	51.82	Ensuring school safety	41.31	Participation of students and parents	55.90
Use of information technologies	51.25	Canteen equipment	40.58	Use of information technologies	48.43

Source: report cards, EG calculations

CONCLUSIONS AND RECOMMENDATIONS

The report cards represent an useful tool, that can be used to assess the satisfaction with the educational process. Report cards reveal the problems and can help to 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 develop and evaluate the implementation of educational policies.

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, the 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 stated they were partially satisfied with the quality of education. On the other hand, most parents (54.3% of respondents) expressed their satisfaction with the quality of education. The level of satisfaction with the quality of education is higher in urban areas compared to rural areas;
- ✓ Communication is an important factor that favours to increase the level of satisfaction with the education. Over a half of the respondents are satisfied with communication of information by the school. The level of satisfaction with the communication is higher in urban areas compared to rural areas. However, there are gaps related to other communication components except the provision of information;
- ✓ Most of students (57.4%) and parents (53.5%) are somewhat satisfied with the quality of curriculum. The level of satisfaction is higher in rural areas than in urban areas. About half of the parents and 2/3 of the teachers believe that the motivational capacity of the school program is mediocre. At the same time, respondents from rural area are more satisfied than

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respondents from urban area with the factors that influence the quality of teaching: psychological climate, diversity of teaching techniques and availability of textbooks;

- ✓ It is still unclear how the users of educational services perceive the information about the use of financial resources. The high share of non-answers from students and parents to questions about 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 delivered to public and the information is presented in an incomprehensible way, which diminishes the interest of students and parents for financial subjects;
- ✓ Two aspects were identified with regards to the opportunities to participate in the decision making. Over 60% 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;
- ✓ Another important finding relates to the fact that, in rural areas compared to urban areas, there is a higher level of satisfaction with various aspects of the educational process. This might be because in cities, compared to villages, the people have higher requirements towards education;
- ✓ 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, strengthening students' and teachers' participation in institutional educational activities, transportation and safety of students are among the aspects that need to be improved. The respondents believe that all the areas need improvement, which means that there are difficulties in all operational aspects of the school.

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 the learning process. At the same time, teaching materials need continuous improvement;
- ✓ 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 contribute to a better organization of school meetings, because the participants will be notified in advance. At the same time, this way could be used to inform students and parents 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. In order to raise the comprehensibility of financial information, it would be good to develop a brief information note. It should be delivered to public and should include financial information: 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);

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- ✓ It is particularly important to provide 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 parents to the school management meetings dedicated to budget issues. Generally, it is recommended to ensure the access of users of educational services to all meetings related to the activity of the school;
- ✓ Parents' payments in the form of contributions, as well as the procurement of goods and services from these sources should be based on supporting documents and the receipt and the spending of this money should be accounted for;
- ✓ Another important aspect concerns the students' health and safety. To this end it is necessary to provide access to a healthy nutrition for students and teachers, too.