



OBRAZOVANJE PROTIV KORUPCIJE

Research report

The Perception of Petty Corruption and Unethical Behaviour in Secondary Schools in Croatia

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2014



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The anonymity of respondents is protected, where not explicitly agreed otherwise. All questions / variables that contain information that could be used to identify respondents are removed from the report and the final database(s). This means that the answers given by respondents are physically separate from data that relates to their identity. Any attempt by any party to identify respondents will be rejected.



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Executive summary

The project “Corruption in Education”, funded by the European Union, and co-funded by the Office for Cooperation with NGOs the Croatian Government, aims to reveal and map out the forms and scope of unethical behaviour and corruptive practices in secondary schools in Croatia.

It is being implemented by “Forum za slobodu odgoja” (www.fso.hr) and “Network of Education Policy Centers” (www.edupolicy.net) and runs from 5 April 2013 to 4 October 2014.

This research project consists of two parts: 1) gathering qualitative information from secondary school pupils, parents of secondary school pupils, secondary school teachers and university students; 2) gathering quantitative data from a representative sample of parents of secondary school pupils and teachers and principals working in secondary schools. Geographical focus is on Split-Dalmatia and Zagreb county as typical developed counties and Sisak-Moslavina and Osijek-Baranja counties as typical less developed counties.

Qualitative research has shown the presence of certain forms of corruption and unethical behaviour in secondary schools, the most prominent among them being:

- favouritism or discrimination of pupils;
- pressures on teachers to improve poor and/or correct negative marks exerted by parents, pupils and other teachers;
- pupils copying and cheating on tests;
- teachers delegating administrative jobs and private errands to pupils.

Topics characterised as unethical behaviour and corruption that were somewhat less frequently mentioned during focus groups are:

- non-transparent employment of teachers;
- non-transparent enrolment of pupils in secondary schools;
- teachers recommending private tutoring with other teachers to pupils.

The respondents generally believe the motives for unethical and corruptive patterns of behaviour are easier achievement of goals, mutual benefit within the teacher-pupil or teacher-parent relationship, knowledge that such behaviour will not be sanctioned, a distorted system of values reflected in denigrating knowledge, and the opinion that such patterns of behaviour have become normal in society at large.

The quantitative research whose findings are presented in this document has shown:

- pupils enrolled into extracurricular activities are the ones who are most commonly given different treatment and are treated better in the City of Zagreb than in other counties, and in gymnasias when compared to other types of schools;
- gift giving is most common at the end of the school year when gifts given to teachers are not so “innocent”, and it seems that it is more common in the more developed counties and in gymnasias;
- most intensive pressure on teachers to improve marks is coming from parents. It seems that half of secondary school parents in counties that are in focus are familiar with the existence of such pressures, while 60% of teachers and over 90% of principals who took part in research are personally familiar with the existence of such pressures by parents;

- teachers do recommend private tutoring for their subjects, where 15% of parents have personally witnessed such cases and almost a third of teachers and principals have stated that they are personally familiar with such cases.
- 30% of teachers and 30% of principals are personally familiar with cases of non-transparent enrolment of children in secondary schools;
- one third of principals and teachers are personally familiar with cases of non-transparent employment of teachers in secondary schools;
- pupils perform various administrative tasks, and sometimes even personal errands for teachers, as confirmed by almost a third of teachers and principals;
- 15% parents personally cover for unjustified absences and mostly because their children were not prepared for tests or verbal assessment, due to fatigue and exhaustion, and for being late for school;
- 62% of teachers and parents and 68% of principals believe the reasons for corruption in secondary schools are rooted in society;
- all the protagonists in the secondary school system are familiar with various forms of petty corruption and unethical behaviours, but only a negligible number decide to file a complaint.

About the project

The project “Corruption in Education” aims to reveal and map out the forms and scope of unethical behaviour and corruptive practices in secondary schools in Croatia.

Its implementation runs from 5 April 2013 to 4 October 2014 and is being funded by the European Union, and co-funded by the Office for Cooperation with NGOs the Croatian Government. Implementers of this project are “Forum za slobodu odgoja” (www.fso.hr) and “Network of Education Policy Centers” (www.edupolicy.net)

The research was carried out in two parts. The first part included focus group discussions with secondary school pupils, parents of secondary school pupils, secondary school teachers and university students in order to gain a better understanding about the forms of corruption and unethical behaviour in secondary schools in the Split-Dalmatia, Sisak-Moslavina, Zagreb and Osijek-Baranja counties. At the end of this preliminary research, collected data was analysed, and a report focusing on the main aspects of the analyses has been written and it includes conclusions on the main forms of existing corruption practices.

The second phase involved gathering quantitative data from a representative sample of parents of secondary school pupils and teachers working in secondary schools in the selected counties. Apart from this, a survey was conducted on a convenient sample of secondary school principals.

The instruments employed in the second phase were developed in view of the findings of qualitative research from the first part of the project.

This document presents an analysis of quantitative data gathered during the second part of the project.

Method

This research is purely exploratory research and it has no theoretical model in the background that is leaning against. The instruments employed in order to gather quantitative data were developed in view of the findings of qualitative research from the first part of the project.

Sample of parents

An opinion poll of parents on petty corruption and unethical behaviour in secondary schools was conducted on a representative sample of parents of secondary school pupils in the City of Zagreb, the Split-Dalmatia, Osijek-Baranja and Sisak-Moslavina counties using CATI (Computer Assisted Telephone Interview).

Each county was represented in proportion to its share in the population according to the 2011 census. Even though the census does not provide exact figures on the number of children of secondary school age in each household, it does provide data on the number of children by age group. This is why it was relied on the share of households with secondary school age children (from 14 to 18) to establish quotas, i.e. the representation of each county in the overall sample.

The households were selected randomly using the telephone directory.

The survey was conducted from 8 to 16 October 2013.

Therefore, the sample is made up of parents of secondary school pupils from the Split-Dalmatia, Osijek-Baranja, and Sisak-Moslavina counties and the City of Zagreb, 501 parents in total.

| | n | % |
|-----------------|-----|--------|
| City of Zagreb | 178 | 35.53% |
| Split-Dalmatia | 126 | 25.15% |
| Osijek-Baranja | 132 | 26.35% |
| Sisak-Moslavina | 65 | 12.97% |

Table 1: Sample of parents of secondary school pupils

In our sample, some 20% of surveyed parents had two or more children enrolled in secondary school at the time of the survey.

| | n | % |
|-----------------------|-----|--------|
| One child | 396 | 79.04% |
| Two children | 96 | 19.16% |
| Three children | 7 | 1.40% |
| Four children | 0 | 0.00% |
| Five or more children | 2 | 0.40% |
| No response | 0 | 0.00% |

Table 2: How many children enrolled in secondary school do you have?

Given the small number of parents in our sample with more than two children, a new variable was made with two levels: "One child" and "Two or more children" that was used as an independent variable in further analysis

| | n | % |
|----------------------|-----|--------|
| One child | 396 | 79.04% |
| Two or more children | 105 | 20.96% |

Table 3: How many children enrolled in secondary school do you have - one or more than one

More than half the sample is made up of parents whose children are enrolled in vocational schools, some 40% are parents of gymnasium pupils, and slightly over 7% are parents of more than two children enrolled in different types of school.

| | n | % |
|-------------------|-----|--------|
| Gymnasium | 195 | 38.92% |
| Different schools | 38 | 7.58% |
| Vocational school | 266 | 53.09% |
| Art school | 2 | 0.40% |

Table 4: What type of school are your children enrolled in?

Sample of teachers

A survey of teachers was conducted from 15 October to 8 November 2013.

Schools in these counties were selected randomly. School principals in the selected schools have informed all their teachers about the implementation of the study and its objectives. In this study, those teachers who agreed to take part have participated.

The sample of teachers in this survey was made up of 329 teachers from twenty schools. Five schools were from the Split-Dalmatia county, three from the Osijek-Baranja county, two from the Sisak-Moslavina county, and ten from the City of Zagreb. The greatest number of teachers came from the City of Zagreb, 39%, and the Split-Dalmatia county, also 39%. 15% of the teachers were from the Osijek-Baranja county and 7% from the Sisak-Moslavina county.

| | Number of teachers | % of teachers | Number of schools | % of schools |
|-----------------|--------------------|---------------|-------------------|--------------|
| Osijek-Baranja | 51 | 15.50% | 3 | 15% |
| Split-Dalmatia | 127 | 38.60% | 5 | 25% |
| Sisak-Moslavina | 22 | 6.69% | 2 | 10% |
| City of Zagreb | 129 | 39.21% | 10 | 50% |

Table 5: Sample of teachers by county

40% of the teachers from the sample are gymnasium teacher, 39% teach at vocational schools, while 20% are employed at other types of schools.

However, given that in the Osijek-Baranja and Sisak-Moslavina county as a result of random selection there are only vocational schools, these counties were disregarded in the analysis of opinions of teachers depending on the type of school they come from.

Therefore, when we talk about the difference between teachers depending on the type of school they come from, we are only taking into account the opinions of 128 teachers from the City of Zagreb and the Split-Dalmatia county.

| | n | % |
|------------|----|--------|
| Gymnasium | 67 | 52.34% |
| Other | 33 | 25.78% |
| Vocational | 28 | 21.87% |

Table 6: Sample of teachers from the City of Zagreb and the Split-Dalmatia county by type of school

The average age of the teachers in our sample was 44, and about 80% of our sample were female respondents. The respondents in our sample have an average of 16 years experience working as teachers, with women having somewhat longer periods of teaching experience than men.

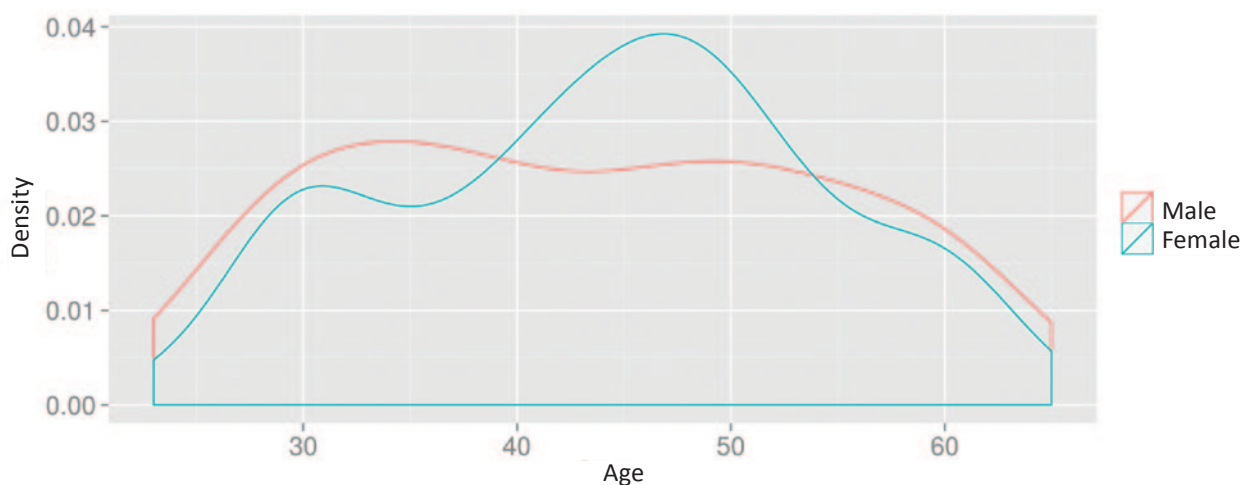


Illustration 1: Age of teachers disaggregated by sex

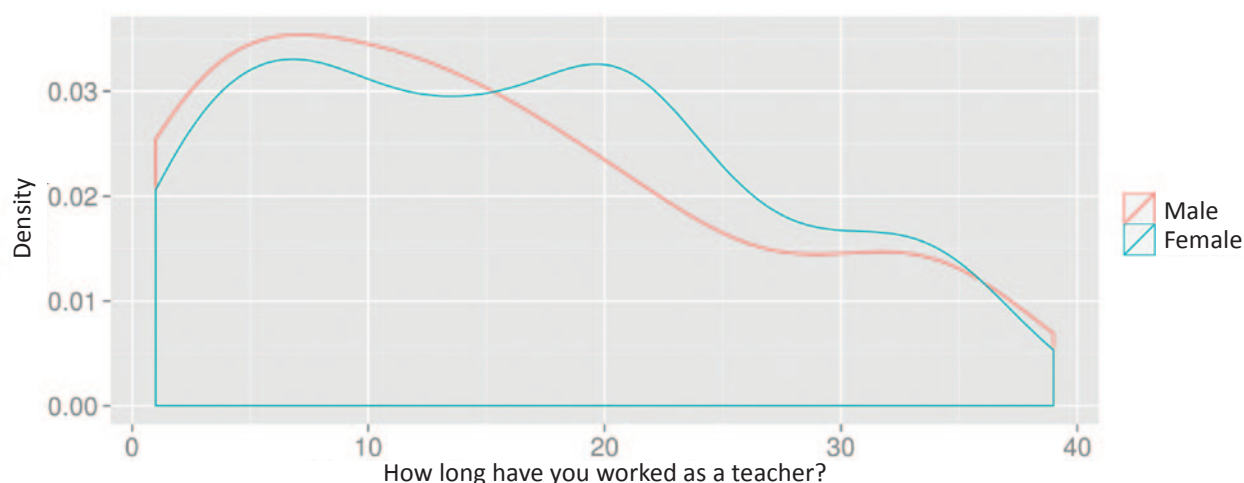


Illustration 2: Duration of school teaching experience of respondents disaggregated by sex

Sample of principals

The survey of principals was conducted during their professional meeting titled “Principals of educational institutions and the media” held in Rovinj, from 28 to 30 October 2013, where more than 300 secondary school principals gathered. All participants were asked to take part in the survey and 101 responded positively. Thus, the opinion survey of principals on corruption and non-ethical forms of behaviour in secondary schools in Croatia was conducted on a convenient sample of 101 principals from 16 counties.

| County | n |
|-----------------------|----|
| Bjelovar-Bilogora | 8 |
| Brod-Posavina | 3 |
| City of Zagreb | 18 |
| Istria | 9 |
| Karlovac | 5 |
| Koprivnica-Križevci | 3 |
| Međimurje | 2 |
| Osijek-Baranja | 12 |
| Požega-Slavonia | 1 |
| Primorje-Gorski Kotar | 10 |
| Šibenik-Knin | 5 |
| Sisak-Moslavina | 5 |
| Split-Dalmatia | 7 |
| Vukovar-Syrmia | 2 |
| Zadar | 6 |
| Zagreb | 4 |

Table 7: School principals by county

Over half of the principals in our sample work in vocational schools, while a quarter are employed at gymnasiums.

| Type of school | n | % |
|----------------------------------|----|--------|
| No data | 3 | 2.97% |
| Gymnasium | 26 | 25.74% |
| Mixed (vocational/ gymnasium) | 12 | 11.88% |
| Private school | 1 | 0.99% |
| Vocational school | 55 | 54.46% |
| Boarding school | 2 | 1.98% |
| Art school | 2 | 1.98% |

Table 8: Principals by type of school

Given the small number of principals of art schools, private schools and boarding schools in our sample, we decided to group them together into the category of “Other schools”. We thus had a new “Type of school” variable with four levels: “Gymnasium”, “Vocational school”, “Mixed school (gymnasium/vocational school)” and “Other schools” that we used as an independent variable for further analysis.

| Type of school | n | % |
|--|----|--------|
| Other schools | 8 | 7.92% |
| Gymnasium | 26 | 25.74% |
| Mixed school (Gymnasium /vocational school) | 12 | 11.88% |
| Vocational school | 55 | 54.46% |

Table 9: Principals by type of school - new variable

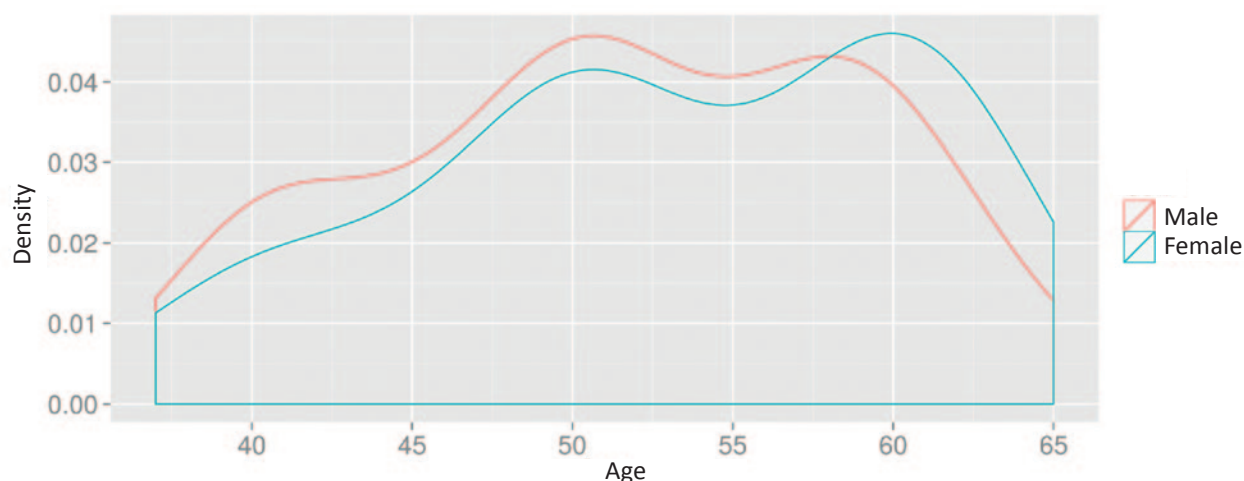


Illustration 3: Age of principals disaggregated by sex

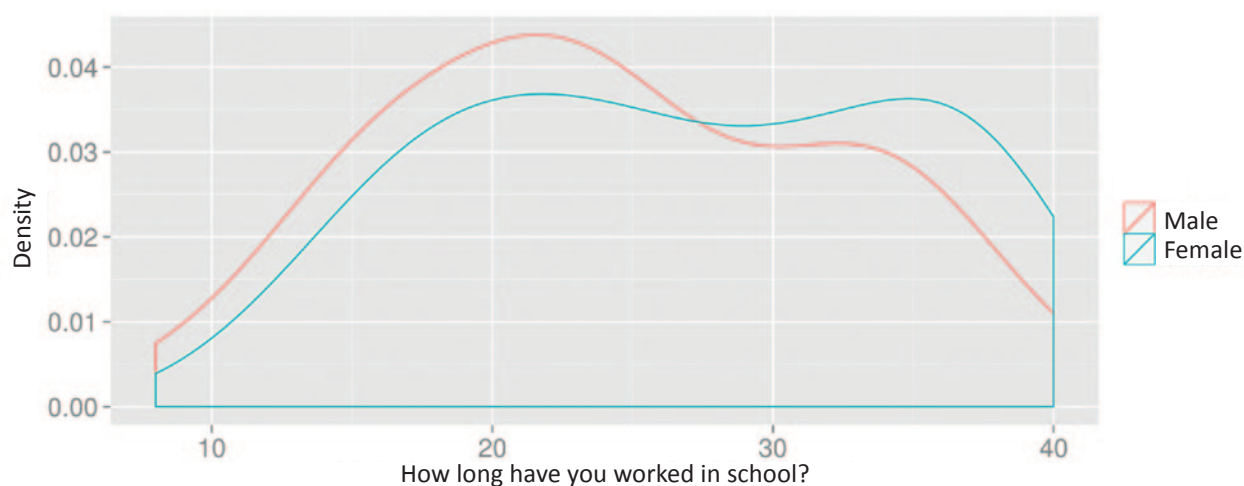


Illustration 4: Duration of work experience in schools of respondents disaggregated by sex

The majority of principals fall within the 50 to 60 age group, and female principals from the survey are on average slightly older than their male counterparts. There are more male principals and they make up 55% of the sample.

The principals in our sample have been working in schools for an average of 25 years, where the duration of work experience in school for female principals is slightly longer than that for male principals.

The respondents in our survey have worked as principals for an average of 8 years, but the experience of working as a principal is on average longer for male respondents. The majority of the respondents have worked as principals for one year, 23% of them. Generally speaking, the longer

the work experience, the smaller the number of principals with that experience in our sample.

Weaknesses and limitations of this research

Nature of researching corruption

Most research concerned with corruption practices has a common problem: the impossibility of an impartial observer directly observing corruption practices.

Asking respondents direct questions about having participated in corruption practices has evident shortcomings in terms of eliciting socially acceptable responses and the anonymity of the respondent.

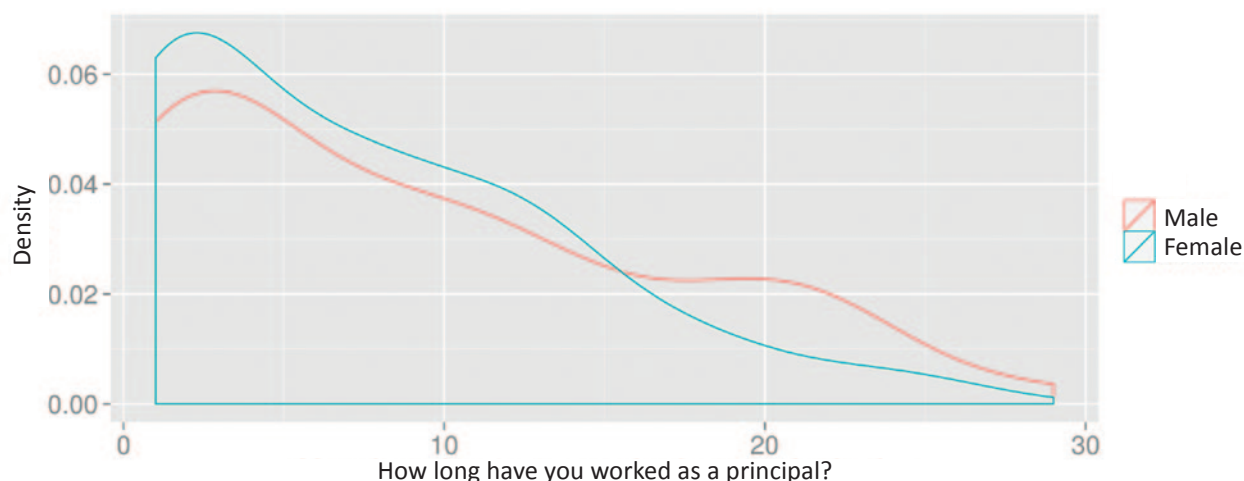


Illustration 5: Duration of work experience as principal of respondents disaggregated by sex

Therefore, most research on corruption is based on indirect data or the perception of respondents regarding the prevalence of corruption.

Within this survey, respondents were asked whether they had personally witnessed forms of corruption or have only heard of such practices, so as to try to delineate between real experiences of the respondent and rumours about certain activities. Unfortunately, this approach also has its weaknesses. When it comes to teachers, for example, a number of teachers from a school may report having personally witnessed a corruption practice where they are all actually referring to the same event.

Problem with generalising the findings of this research

There is also a problem with the samples of teachers and principals that were not selected randomly and that, therefore, do not allow for generalisations about all teachers and principals in the selected counties covered by the research.

The schools included in the survey were selected randomly, but the teachers interviewed at these schools were not; instead, their participation was based on their interest. Still, the findings provide a good cross-section of experiences and opinions of teachers and petty corruption and unethical behaviour.

The sample of principals was also convenience sample. Despite this, it is important to take into account that it was made up of almost a quarter

of all Croatian principals, which certainly provides a rich insight into their experience regarding petty corruption and unethical practices.

Findings

At this point, we describe in detail the results of the analysis of data collected in this study.

Parents

Parents knowledge of various forms of unethical behaviour and corruption

Two thirds of the parents have either heard about or personally witnessed cases where secondary school pupils cheated on tests, book reports, etc. 20% of parents personally witnessed their children cheating at school in some way.

About one half of the parents have either heard or personally witnessed teachers recommending private tutoring to parents or pupils, secondary school teachers being pressured to improve marks, and non-transparent or suspect enrolment practices at secondary schools. 15% have personally witnessed teachers recommending private tutoring to parents or pupils.

A somewhat smaller portion of parents of secondary school pupils, about 40% of them, are familiar with cases of favouritism in secondary schools.

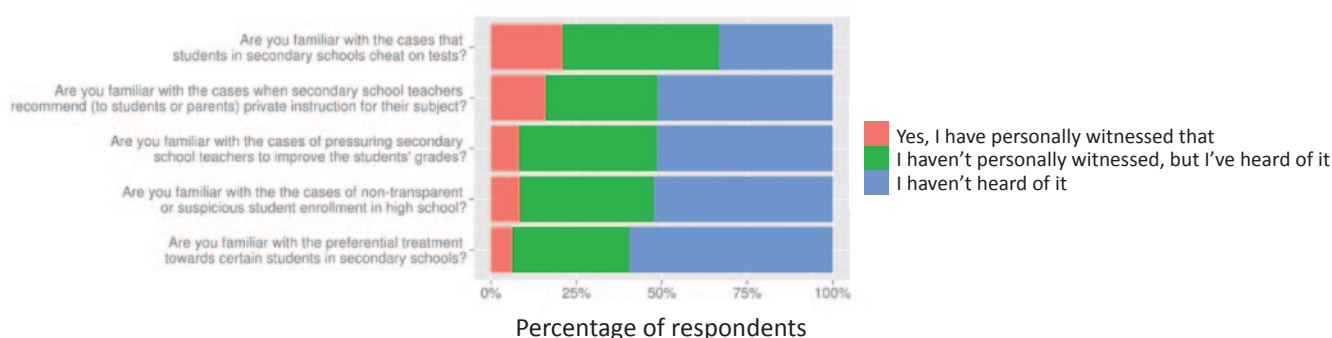


Illustration 6: How familiar are parents with various forms of unethical behaviour and corruption

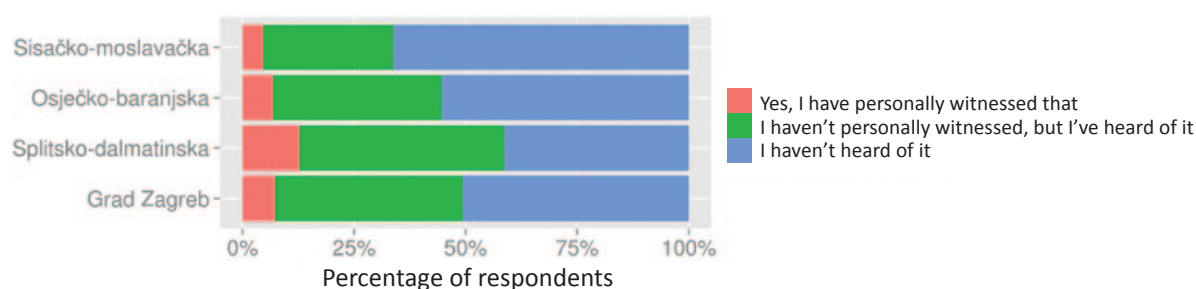


Illustration 7: Familiarity of parents from various counties with cases of secondary school teachers being pressured to improve marks

There is a difference between counties in terms of parents' knowledge of cases where secondary school teachers are pressured to improve a pupil's marks¹. The findings show that the greatest number of parents in the Split-Dalmatia county, almost 60% of them, have heard about or personally witnessed teachers being pressured to improve marks. In the Sisak-Moslavina county, there seems to be the least number of cases of teachers being pressured to improve marks. Two thirds of parents from this county have never encountered such practices.

Gift giving

Gift giving is most common at the end of the school year. About a third of the parents stated they had heard of or personally witnessed gifts being given to teachers at the end of the year. 15% of parents have stated they personally witnessed gifts being given to teachers.

A quarter of the parents in the survey have knowledge of gifts being given to teachers for holidays and for the purpose of improving marks.

Still, only a small portion of the parents personally witnessed gifts being given to teachers for the purpose of improving marks, only 3%.

Parents are least familiar with cases of gift giving for the purpose of postponing marking, testing or exams. When asked "Apart from the situations we mentioned (for holidays, at the end of the school year, to improve marks or postpone exams), are you familiar with any other situation when secondary school teachers were given gifts?", 23 parents answered "Yes, I am". Fourteen of them stated that teachers are given gifts when going into retirement or for graduation, and three of the parents stated they were familiar with gift giving for the teacher's birthday. The remainder stated the following reasons: gifts to show appreciation and gratitude, gifts in return for receiving answers to state external final exams, gifts for excursions and summer vacations.

There is a statistically significant difference between parents in different counties in terms of their familiarity with cases of giving gifts to teachers at the end of the school year². Parents in the City

¹ X-squared = 13.63, df = 6, p-value = 0.03401

² X-squared = 14.1, df = 6, p-value = 0.0285

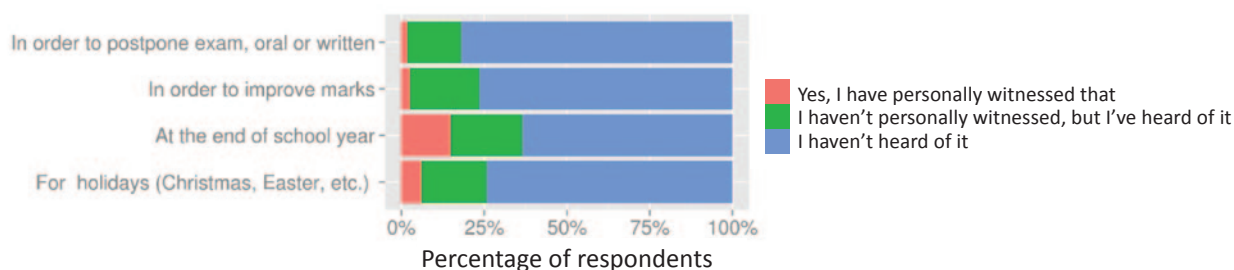


Illustration 8: Familiarity of parents with cases of gifts being given to teachers in secondary schools

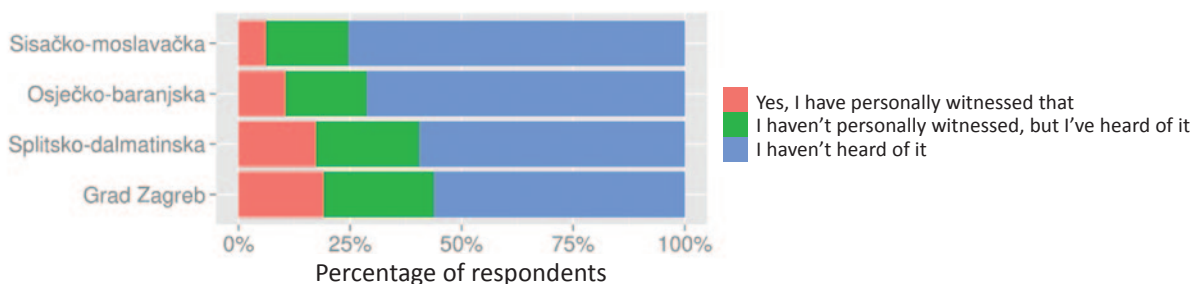


Illustration 9: Familiarity of parents from various counties with cases of giving gifts to teachers at the end of the school year

of Zagreb, some 45% of them, and in the Split-Dalmatia county, almost 40% of them, are familiar with cases of giving gifts to teachers at the end of the school year. In the City of Zagreb, every fifth parent of a secondary school pupil has personally witnessed such cases of gift giving. It seems that there is considerably less gift giving at the end of the school year in the Sisak-Moslavina and Osijek-Baranja counties, where some 75% have never encountered such practices.

What kinds of gifts are given to teachers?

30 parents, or 6%, stated they were personally familiar with teachers being given gifts for holidays. We asked these parents what was given to the teachers. Their answers are shown in the table below (some of the parents listed more than one gift).

| gifts | frequency |
|-----------------|-----------|
| Flowers | 9 |
| Chocolates | 6 |
| Trinkets | 6 |
| I don't know | 5 |
| Chocolate | 4 |
| Candy | 2 |
| Coffee | 2 |
| Jewellery, gold | 2 |
| Watch | 2 |
| Drink | 2 |
| Painting | 2 |
| Perfume | 2 |
| Envelope, money | 2 |

Table 10: What is given as a gift for holidays (Christmas, Easter)

74 parents, or almost 15% of our sample, stated they had personally witnessed teachers being given gifts at the end of the school year. We asked these parents what was given to the teachers. Their answers are shown in the table below (some of the parents listed more than one gift).

| gifts | frequency |
|-----------------|-----------|
| Jewellery, gold | 29 |
| Flowers | 28 |
| Chocolates | 13 |
| Watch | 13 |
| Painting | 9 |
| Trinkets | 8 |
| I don't know | 8 |
| Coffee | 5 |
| Drink | 5 |
| Chocolate | 3 |
| Perfume | 3 |
| Other | 3 |
| Candy | 2 |
| Bicycle | 2 |
| Envelope, money | 1 |
| Trip | 1 |

Table 11: What gifts are given at the end of the school year?

13 parents, or only 2.5% of our sample, stated they had personally witnessed teachers being given gifts in order to improve marks. We asked these parents what was given to the teachers. Their answers are shown in the table below (some of the parents listed more than one gift).

| gifts | frequency |
|-----------------|-----------|
| I don't know | 6 |
| Envelope, money | 4 |
| Favour in kind | 2 |
| Other | 2 |
| Trip | 1 |

Table 12: What gifts are given for improving marks?

9 parents, or slightly less than 2% of our sample, stated they had personally witnessed teachers being given gifts to postpone exams or tests. We asked these parents what was given to the teachers. Their answers are shown in the table below (some of the parents listed more than one gift).

| gifts | frequency |
|-----------------|-----------|
| I don't know | 5 |
| Chocolate | 2 |
| Envelope, money | 2 |

Table 13: What gifts are given to postpone exams or tests?

Covering for unjustified absences

Over 15% of parents taking part in the survey have covered for unjustified absences of their children.

| | n | % |
|--|-----|--------|
| Yes, I have personally covered for the unjustified absences of my child | 77 | 15.37% |
| I have not personally covered for unjustified absences, but I have heard of such things being done | 233 | 46.51% |
| Not familiar with this practice | 191 | 38.12% |

Table 14: Familiarity of parents with cases of covering for unjustified absences of pupils in secondary schools

Parents who have covered for unjustified absences of their children were asked to list the situations when they did so. Most frequently, they stated their children had not been prepared for tests that were to take place in school that day. Furthermore, parents cover for unjustified absences even when their children are late for start of school. The other reasons are shown in the table below.

| situation | frequency |
|--|-----------|
| Child not prepared for test, verbal assessment | 33 |
| Being late for class | 13 |
| For extracurricular activities | 8 |
| Truancy | 7 |
| Fatigue, exhaustion | 6 |
| Trip | 5 |
| Refuses to answer | 5 |
| Child does not want to go to school, class | 4 |
| Extending holidays, weekends | 3 |
| Don't know, not sure | 3 |
| Assisting parents | 2 |
| Something else | 2 |

Table 15: In what situations do parents cover for unjustified absences of their children?

Parents' opinions on causes of corruption and unethical behaviour

Parents were asked to give their opinion on what gives rise to corruption and unethical behaviour in secondary schools. They were offered three closed answers and the possibility of stating something else as the reason. The table below shows their responses (the respondents were allowed to give more than one response). The majority, over 60%, believe the reasons behind corruption in secondary schools are rooted in society.

| | n | % |
|---|-----|--------|
| Rooted in society | 309 | 61.67% |
| Bad education system allows something like that | 175 | 34.93% |
| Easier to reach goals | 129 | 25.75% |
| Other | 106 | 21.15% |

Table 16: Parents' opinions on reasons for the rise of corruption and unethical behaviour in secondary schools

Over a fifth of the parents surveyed mentioned other reasons, apart from those provided, to explain the rise of corruption and unethical behaviour in secondary schools. They most often mentioned poor upbringing in terms of parents neglecting children, low income of teachers and the generally dismal financial situation.

Parents were also asked whether they had ever complained about corruption or unethical forms of behaviour exhibited by anyone (teachers, principals, pupils, parents, or other schools staff) in secondary schools. Only 6.6% of them said they had, while the other parents said they had never made a single complaint.

Teachers and principals

Treating pupils differently

Teachers and principals confirm that certain pupils are treated differently than others. Thus, almost one out of five teachers and one out of four principals are personally familiar with cases where pupils who are children of persons with high social status, pupils who are children of other teachers, and pupils who received good or poor marks at the beginning of the school year are treated differently than the other children.

More than half the teachers, as well as over 60% of the principals have stated that pupils involved in extracurricular activities (sports, music, etc.) are treated differently than other pupils.

There is a difference between teachers in different counties included in the survey in terms of how many of them were familiar with cases of different treatment

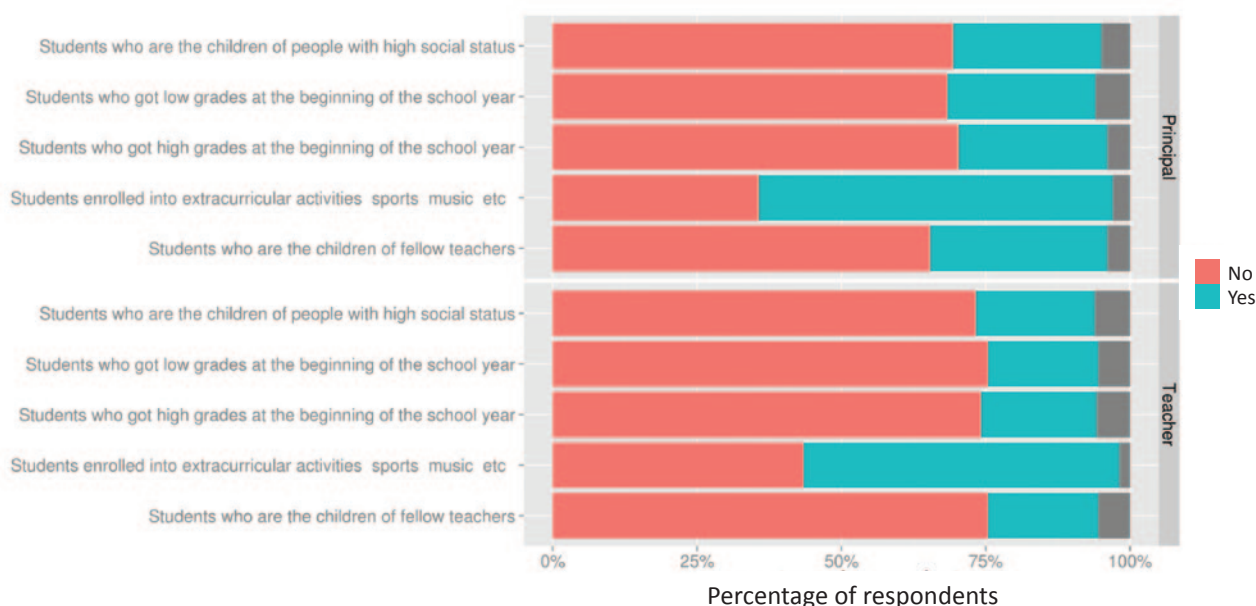


Illustration 10: Familiarity of principals and teachers with cases of different treatment for certain pupils

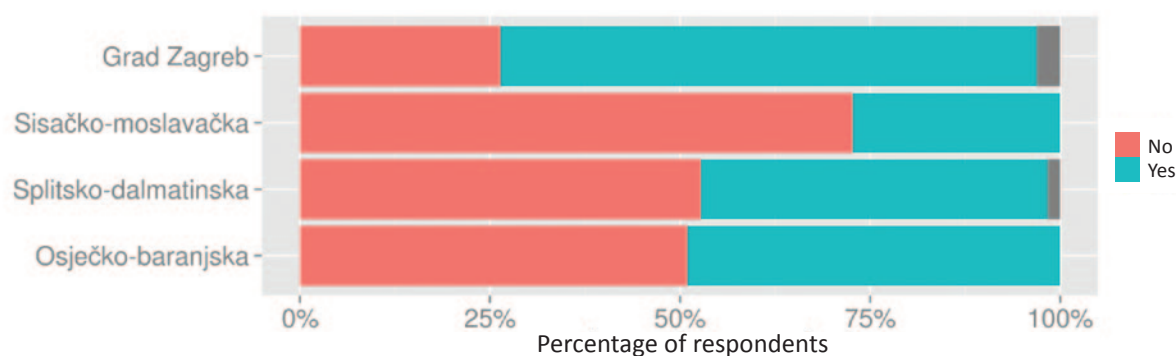


Illustration 11: Familiarity of teachers from different counties with different treatment of pupils involved in extracurricular activities

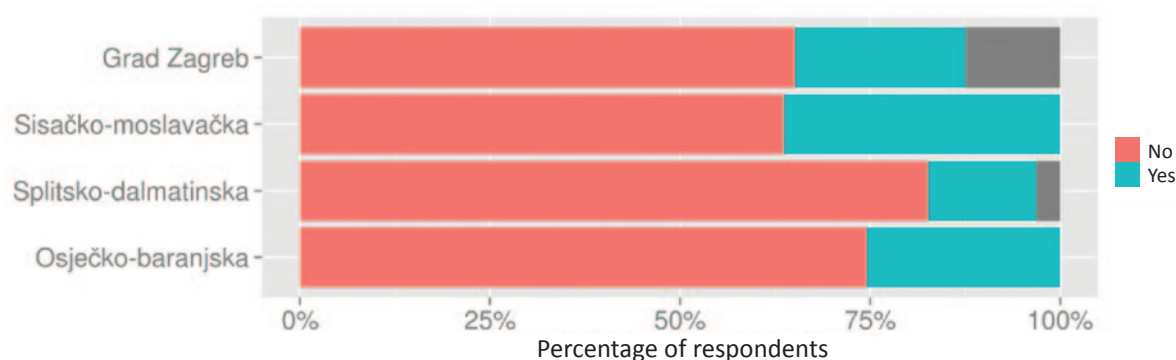


Illustration 12: Familiarity of teachers from different counties with different treatment of pupils who are children of persons with high social status

of pupils involved in extracurricular activities³, and pupils who were children of persons with high social status⁴. The illustration below shows that almost three quarters of teachers in the City of Zagreb, and almost every second teacher in the Split-Dalmatia and Osijek-Baranja county has stated that children involved in an extracurricular activity are treated differently. It seems that in the Sisak-Moslavina county such pupils are not treated differently as much as in the other counties. There, only one out of four teachers is personally familiar with different treatment of such pupils.

Compared with the City of Zagreb and the Split-Dalmatia county, teachers in the Sisak-Moslavina and Osijek-Baranja counties notice different treatment more in connection with pupils who are children of persons with high social status.

The findings of the survey also indicate that teachers working in gymnasias are more familiar with different treatment of pupils who are children of other teachers compared to other types of secondary schools⁵. Thus, in the gymnasias, 30% of teachers, as opposed to 7% in vocational and 6% in other schools, personally encountered different treatment of such pupils.

In gymnasias, there is also the greatest number of teachers familiar with different treatment of pupils involved in extracurricular activities, where 68% of teachers heard of such practices, compared to 46% of teachers in vocational schools and 40% of teachers in other types of schools⁶.

There is also a difference between principals from different types of schools in terms of their familiarity

³ X-squared = 27.3252, df = 3, p-value = 0.000005032

⁴ X-squared = 7.7783, df = 3, p-value = 0.05082

⁵ X-squared = 10.8982, df = 2, p-value = 0.0043

⁶ X-squared = 8.0939, df = 2, p-value = 0.01748

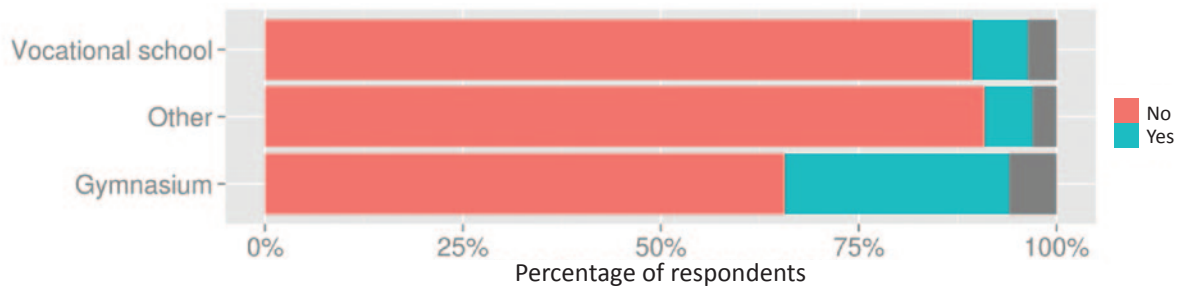


Illustration 13: Familiarity of teachers from different type of schools with different treatment of pupils who are children of other teachers

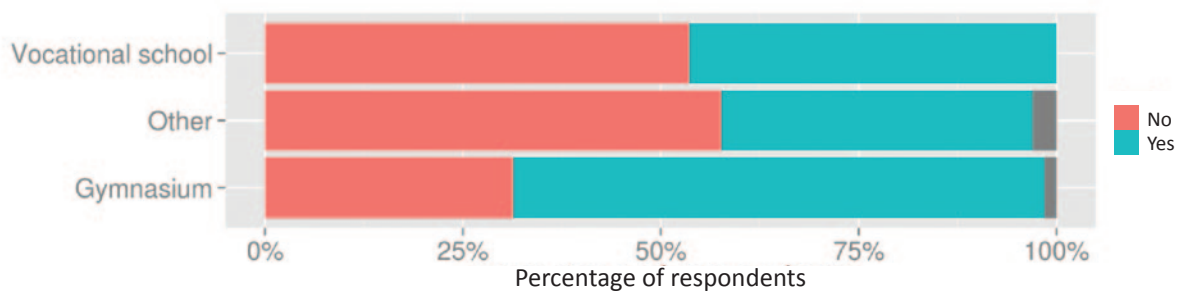


Illustration 14: Familiarity of teachers from different types of schools with different treatment of pupils involved in extracurricular activities

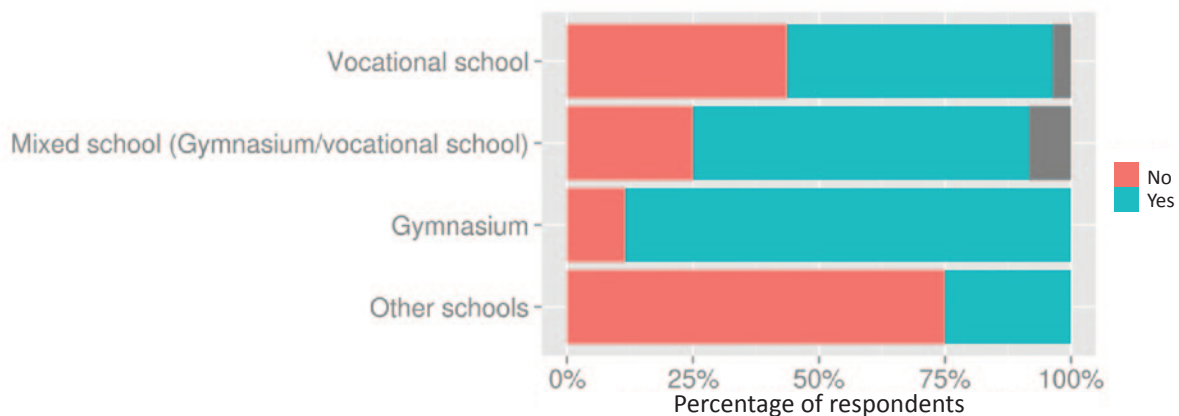


Illustration 15: Familiarity of principals from different types of schools with different treatment of pupils involved in extracurricular activities

with cases of different treatment of pupils involved in extracurricular activities, where almost 90% of principals from gymnasia stated that they were personally familiar with different treatment of such pupils⁷. In schools that are neither gymnasia nor vocational schools, one out of four principals stated that such pupils are treated differently.

Male and female principals view the treatment of pupils who received poor marks at the beginning of the school year differently, where 40% of the male principals believe that such pupils are treated differently, compared to only 13% of female principals⁸.

⁷ X-squared = 14.2329, df = 3, p-value = 0.002605

⁸ X-squared = 8.6599, df = 2, p-value = 0.01317

Gift giving

Teachers and principals are familiar with cases of gifts being given to teachers, and just like the parents, they are most familiar with gift giving occurring at the end of the school year. More than two thirds or principals and half of the teachers in this survey have encountered gift giving to teachers at the end of the school year.

Both are considerably familiar with gift giving for the holidays, to exert pressure for improving marks and to postpone exams or tests. Although cases of giving gifts to teachers in these situations are quite rare, they do happen.

There is a difference between teachers from different counties in terms of their familiarity with gift giving practices. Thus, in the City of Zagreb, teachers are given gifts more frequently for holidays than in other counties, where 20% of teachers are familiar with such cases⁹. In the Split-Dalmatia and Osijek-Baranja counties, about 10% of teachers know that their colleagues receive gifts for the holidays, while in the Sisak-Moslavina county this portion is only 4%.

Teachers from the City of Zagreb and the Split-Dalmatia county also receive the most gifts at

⁹ X-squared = 7.768, df = 3, p-value = 0.0510

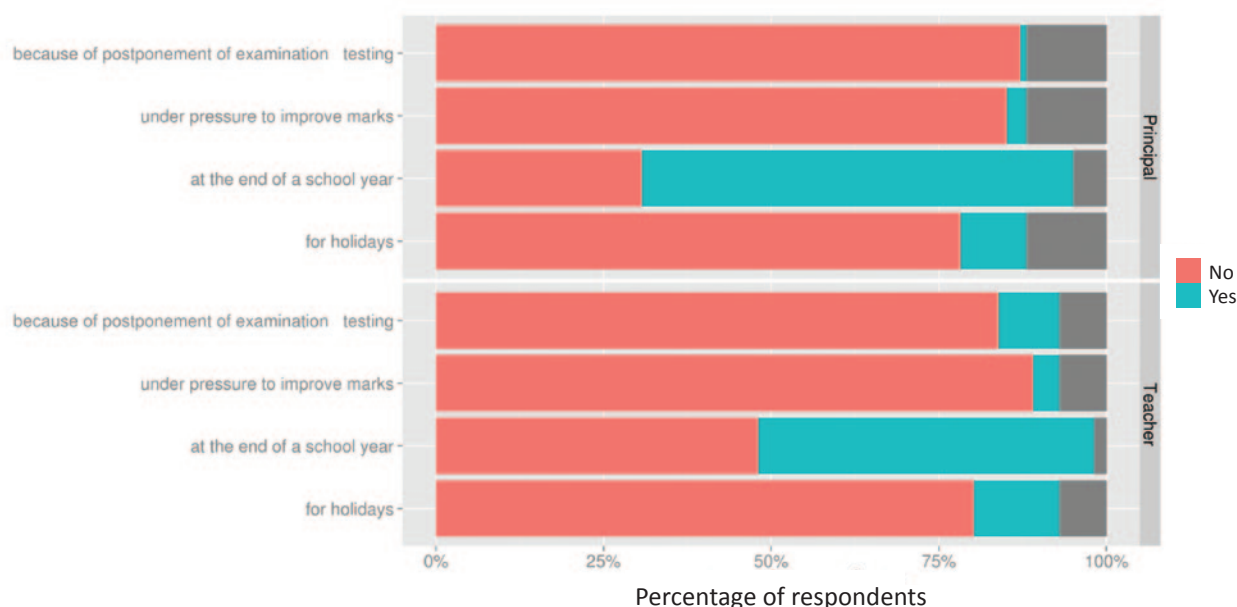


Illustration 16: Familiarity of teachers and principals with cases of gifts being given to teachers in secondary schools

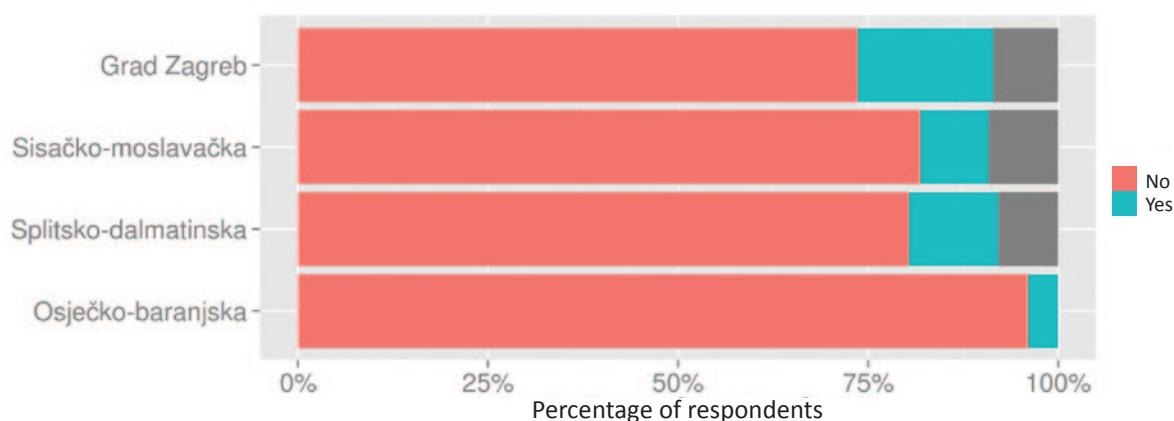


Illustration 17: Familiarity of teachers from different counties with cases of gift giving for the holidays

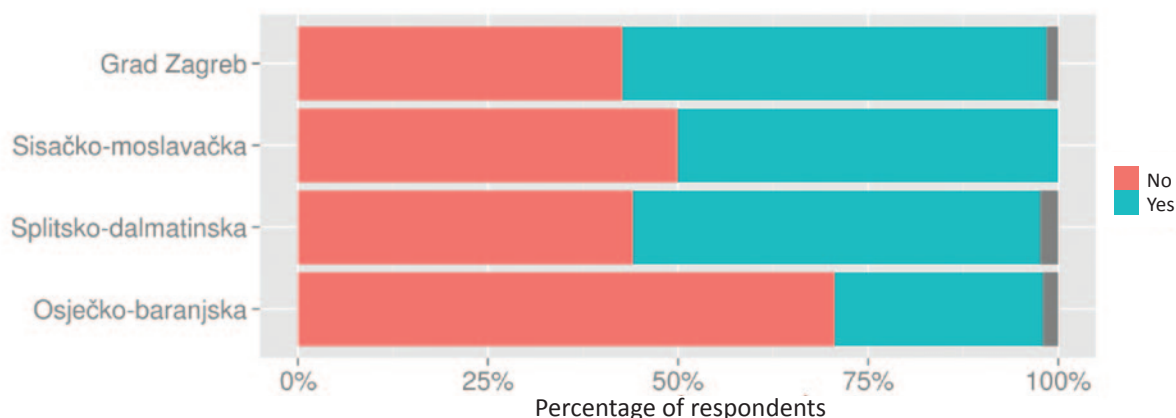


Illustration 18: Familiarity of teachers from various counties with cases of giving gifts to teachers at the end of the school year

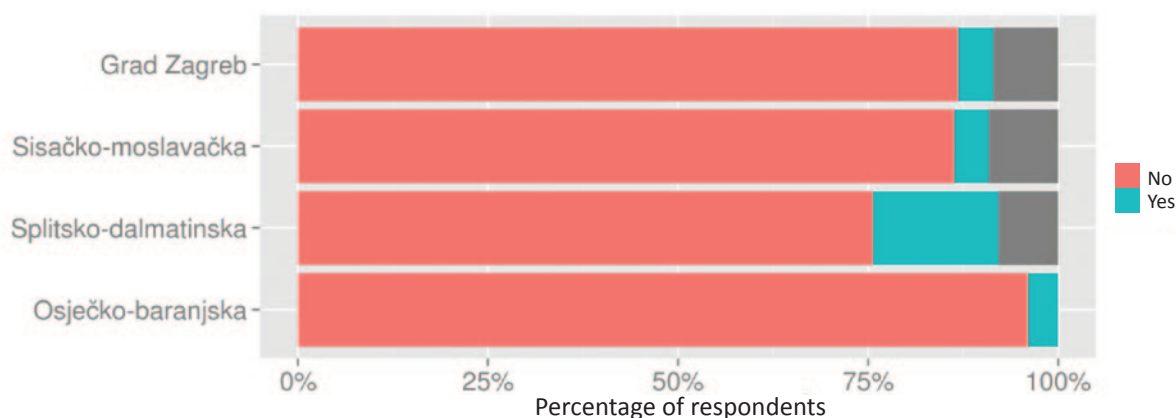


Illustration 19: Familiarity of teachers from various counties with cases of gift giving for the purpose of postponing verbal assessment

the end of the school year, where over half the respondents are familiar with such practices. The practice is somewhat less common in the Osijek-Baranja county, while it is least common in the Sisak-Moslavina county where it was attested to by 28% of teachers¹⁰.

It could be said that, in general, the practice of giving teachers gifts for the purpose of postponing testing/verbal assessment is quite uncommon. Such gift-giving is somewhat more common in the Split-Dalmatia county where almost 18% of the teachers have witnessed it, compared to 5% of surveyed teachers from the other counties.¹¹

Gift giving also differs depending on the type of school. Thus, teachers from gymnasias are more familiar with gift giving practices for the holidays¹² and at the end of the school year¹³ compared to their colleagues from other types of schools.

There is a difference between male and female teachers in our survey in terms of their familiarity with gift giving practices at the end of the school year¹⁴, where over 55% of female teachers is familiar with gift giving at the end of the school year compared to 30% of male teachers who are familiar with this practice.

¹⁰ X-squared = 12.9713, df = 3, p-value = 0.004699

¹¹ X-squared = 14.2667, df = 3, p-value = 0.002564

¹² X-squared = 10.8982, df = 2, p-value = 0.0043

¹³ X-squared = 8.0939, df = 2, p-value = 0.01748

¹⁴ X-squared = 17.009, df = 2, p-value = 0.0002026

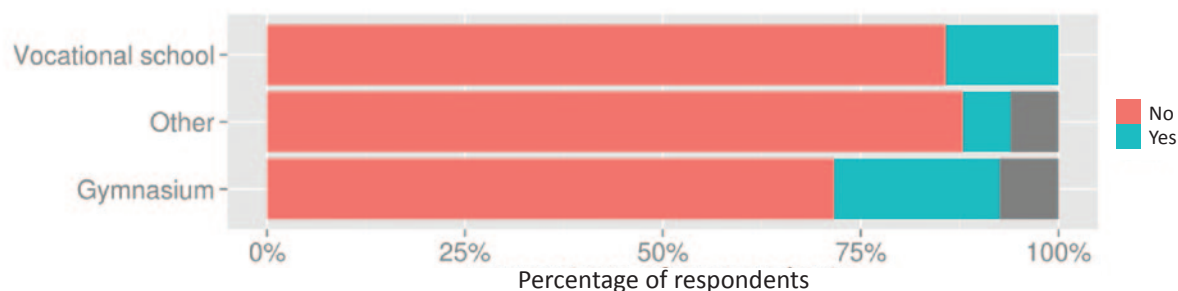


Illustration 20: Familiarity of teachers from different types of schools with cases of gift giving for the holidays

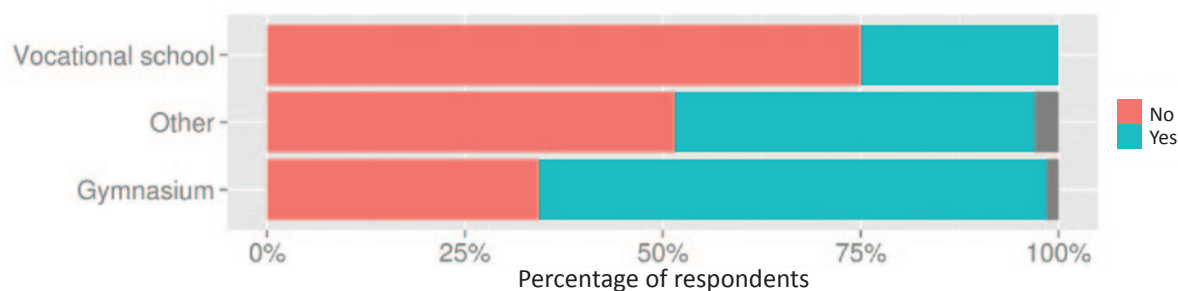


Illustration 21: Familiarity of teachers from various types of schools with cases of gift giving at the end of the school year

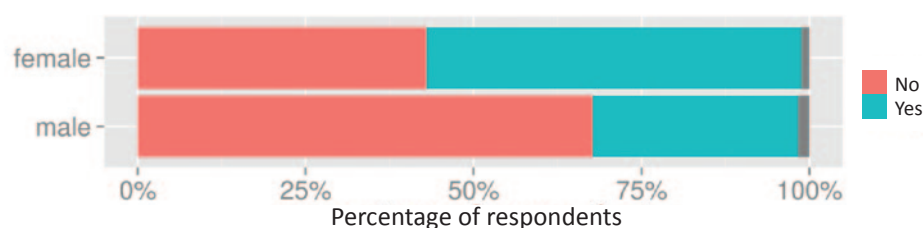


Illustration 22: Familiarity of male and female teachers with cases of gift giving at the end of the school year

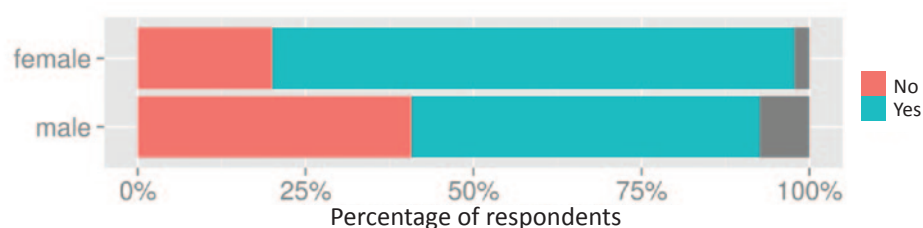


Illustration 23: Familiarity of male and female principals with cases of gift giving to teachers at the end of the school year

Principals also differ in terms of familiarity with gift giving to teachers. Female principals are more familiar with the practice of gift giving at the end of the school year, 80% of them, compared to 56% of male principals.¹⁵

The longer principals have worked at the school, the more familiar they are likely to be with the practice of gift giving at the end of the school year.

Pressure to improve marks

We asked our respondents whether they were

¹⁵ X-squared = 6.9085, df = 2, p-value = 0.03161

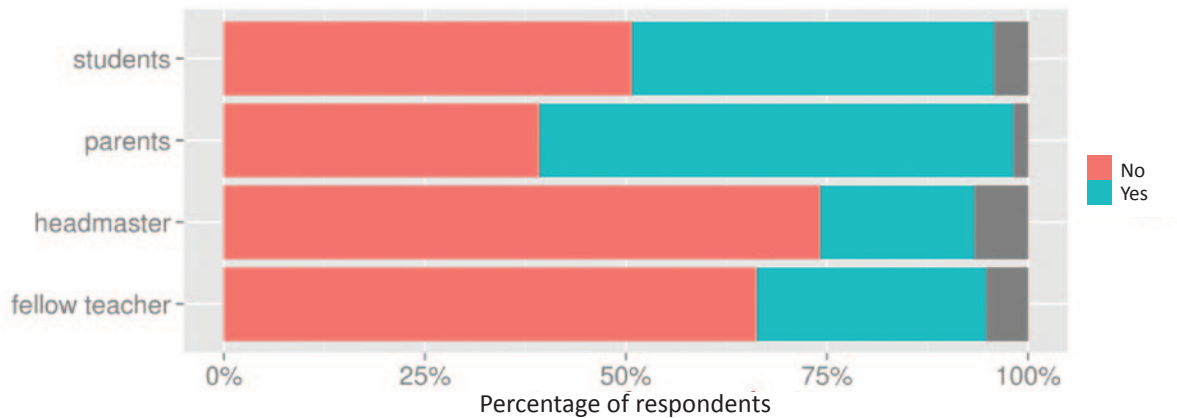


Illustration 24: Familiarity of teachers with pressure to improve marks by...

familiar with cases of teachers being pressured to improve marks of pupils.

The teachers responded that they were familiar with pressures to improve poor or correct failing marks. The majority, or 60% of them stated that the pressure comes from parents, while almost half are familiar with such pressures from pupils. The

findings show how such pressure can also come from other teachers and even from the school principal.

Almost 90% of principals said that they were aware of teachers being pressured by parents, and almost 70% are aware of pressure coming from pupils.

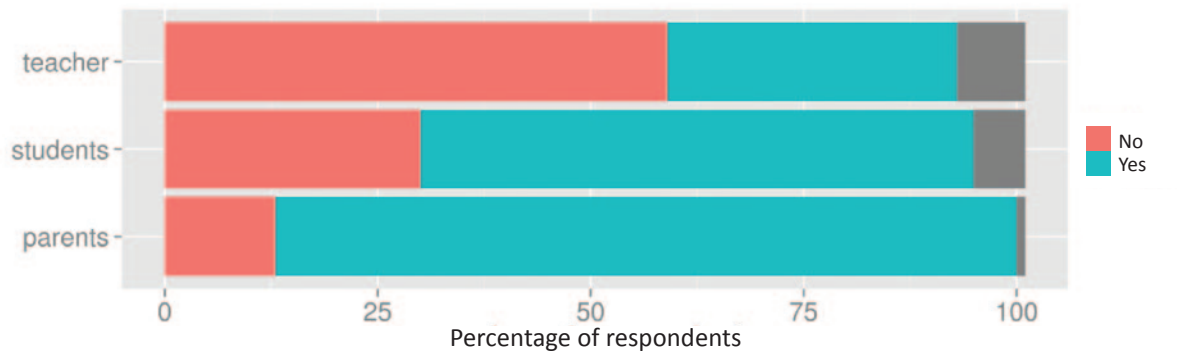


Illustration 25: Familiarity of principals with pressure to improve marks by...

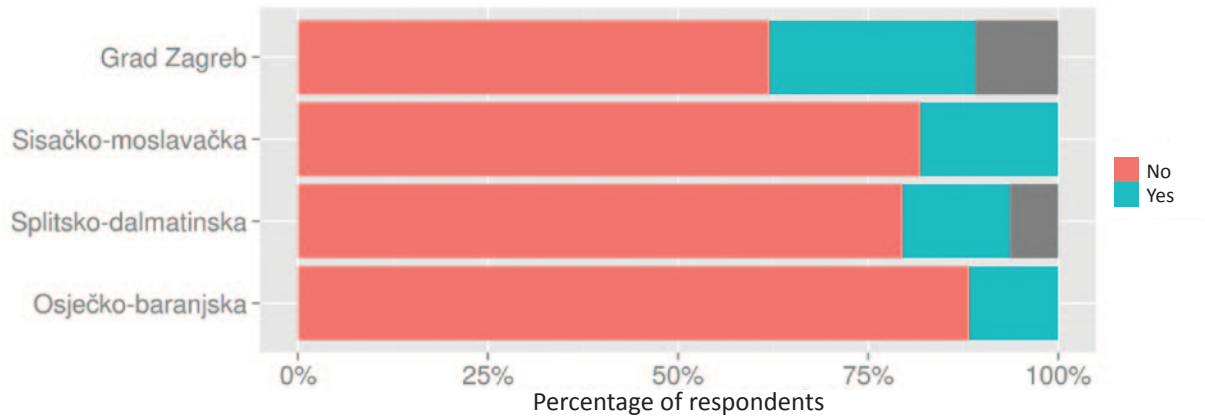


Illustration 26: Familiarity of teachers from different counties with the existence of pressure to improve marks from principals

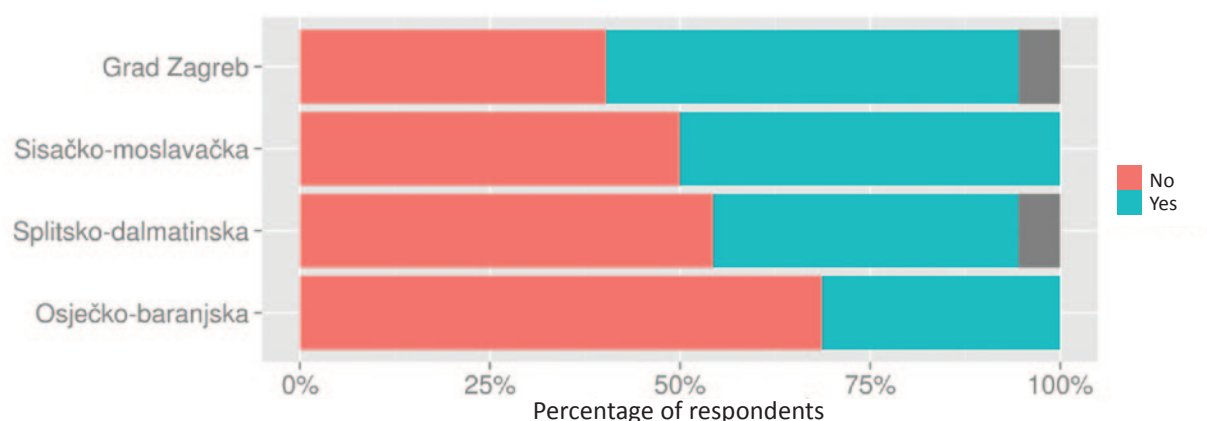


Illustration 27: Familiarity of teachers from different counties with the existence of pressure to improve marks from pupils

There is a difference between teachers from different counties in terms of their familiarity with such pressures from principals¹⁶. 30% of teachers from the City of Zagreb stated they were familiar with the existence of such pressures, while this proportion in other counties is less than 20%.

Also in the City of Zagreb, there is the greatest number of teachers who have stated they were familiar with pressure to improve marks from pupils, 57% of them.¹⁷

Both teachers and principals agree that pressure to improve marks is most common at the end of the school year.

Private tutoring

The respondents from the survey were asked about their familiarity with cases of teachers recommending private tutoring for their subjects. Some 30% of principals and a slightly lesser percentage of teachers stated they were familiar with such cases.

| | Teachers | Principals |
|-----|--------------|------------|
| | n (%) | n (%) |
| No | 235 (72.09%) | 69 (70%) |
| Yes | 91 (27.91%) | 30 (30%) |

Table 17: Familiarity of teachers and principals with cases of teachers recommending private tutoring for their subjects

Non-transparent enrolment of children and employment of teachers at secondary schools

Teachers and principals are familiar with cases of non-transparent enrolment of children at secondary schools, where some 30% have stated they were personally familiar with such practices.

| | Teachers | Principals |
|-----|--------------|------------|
| | n (%) | n (%) |
| No | 228 (70.15%) | 68 (70%) |
| Yes | 97 (29.85%) | 32 (30%) |

Table 18: Familiarity of teachers and principals with cases of non-transparent enrolment of children at secondary schools

30% of principals and 35% of teachers are familiar with cases of non-transparent employment of teachers at secondary schools.

| | Teachers | Principals |
|-----|--------------|------------|
| | n (%) | n (%) |
| No | 211 (64.92%) | 70 (70%) |
| Yes | 114 (35.08%) | 30 (30%) |

Table 19: Familiarity of teachers and principals with cases of non-transparent employment of teachers at secondary schools

Teachers delegating administrative and private errands to pupils

Some 30% of teachers and 34% of principals are familiar with teachers delegating their administrative chores to pupils.

¹⁶ X-squared = 11.5247, df = 3, p-value = 0.009202

¹⁷ X-squared = 11.3294, df = 3, p-value = 0.01007

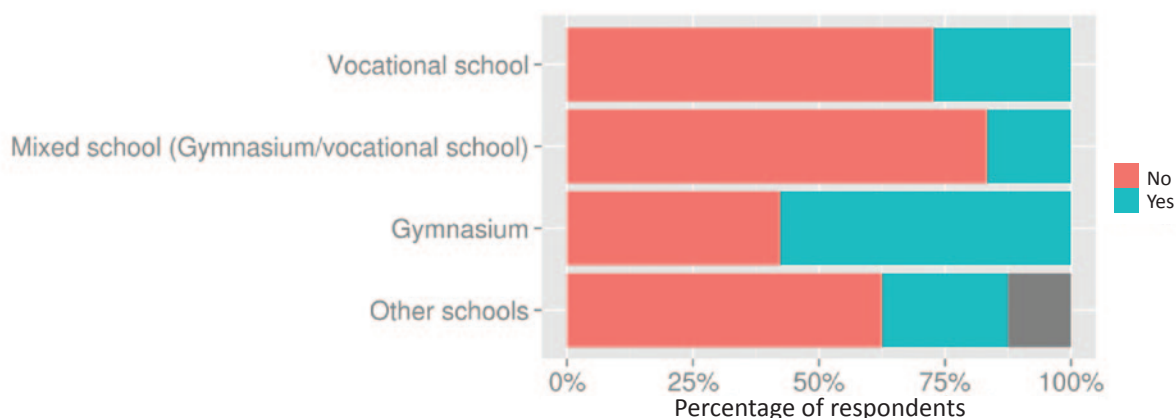


Illustration 28: Familiarity of principals from different types of schools with cases of teachers delegating administrative chores to pupils

| | Teachers | Principals |
|-----|--------------|------------|
| | n (%) | n (%) |
| No | 238 (71.04%) | 66 (66%) |
| Yes | 95 (28.96%) | 34 (34%) |

Table 20: Familiarity of teachers and principals with cases of teachers delegating administrative chores to pupils

Respondents familiar with this practice in secondary schools were asked to list the types of chores teachers delegate to pupils. The most common were adding up absences, entering data into class logs, entering marks into tables for teachers' meetings, drawing up tables of performance at the end of the school year, calculating average marks, etc. Apart from that, a significant number of respondents mentioned help inputting data into the e-matrix and entering data into the logbook. Principals from different type of schools differ in terms of familiarity with cases of teachers delegating administrative chores to pupils, where almost 60% of gymnasia principals stated they were familiar with this practice¹⁸. In all other schools, the number of principals familiar with this practice does not exceed 30%.

Only a small number of teachers and principals in this survey stated they were familiar with cases of teachers delegating private errands to pupils, some 5% of teachers and 3% of principals. Still, it should be noted that this practice does exist.

| | Teachers | Principals |
|-----|--------------|------------|
| | n (%) | n (%) |
| No | 310 (95.09%) | 97 (97%) |
| Yes | 16 (4.91%) | 3 (3%) |

Table 21: Familiarity of teachers and principals with cases of teachers delegating private errands to pupils

Respondents familiar with cases of teachers delegating private errands to pupils were asked to list such errands. The most common errands include paying bills and grocery shopping. Apart from that, pupils are asked by teachers to go to betting offices, help them with moving house, laying tile, setting up the lawn, and picking grapes.

Covering for unjustified absences

Almost all principals and over 90% of teachers in the survey stated they were familiar with parents covering for unjustified absences of their children.

| | Teachers | Principals |
|-----|-----------|------------|
| | n (%) | n (%) |
| No | 26 (8%) | 3 (3%) |
| Yes | 299 (92%) | 97 (97%) |

Table 22: Familiarity of teachers and principals with cases of covering for unjustified absences of pupils in secondary schools

¹⁸ X-squared = 9.3116, df = 3, p-value = 0.02542

Complaints about corruption or unethical behaviour in secondary schools

Although the majority of respondents from our survey have heard or are personally familiar with some type of corruption or unethical behaviour, only a small number decide to do something about it. Thus, only 2% of teachers, 6% of principals, and 7% of parents have complained about corruption or unethical behaviour at secondary schools.

| | Teachers | Principals | Parents |
|-----|----------|------------|---------|
| Yes | 2% | 6% | 7% |
| No | 98% | 94% | 93% |

Table 23: 4.2.8 Have you ever complained about corruption or unethical behaviour in the school system?

Opinions of teachers and pupils on the causes of corruption and unethical behaviour

The teachers and principals from the survey were asked to state their opinions on the reasons behind the corruption and unethical behaviour in secondary schools. They were offered three closed answers and the possibility to state something else as a reason. Their responses are shown in the table below. 62% of teachers and 68% of principals believe the reasons for corruption in secondary schools are rooted in society. On the other hand, 26% of teachers and 31% of principals indicated "easier to reach goals" as one of the reasons behind corruption and unethical behaviour in secondary schools. It is interesting that no single principal was of the opinion that a bad education system allowed for such behaviours.

| | Teachers | Principals |
|---|----------|------------|
| Such is the society | 62% | 68% |
| Bad education system allows something like that | 10% | 0% |
| Easier to reach goals | 26% | 31% |

Table 24: Teachers' and principals' opinions on reasons for the rise of corruption and unethical behaviour in secondary schools

Twenty-nine teachers stated different opinions saying they believe another cause of corruption,

apart from those given, is the twisted system of values, inadequacy of penalties or their inconsistent implementation, nepotism, systemic destruction of moral and ethical social values, domination and power of political elites, unemployment, lack of empathy and altruism, pressure from superiors, poor moral upbringing of corruption perpetrators, as well as their generally low material position in society.

Two principals also stated other reasons behind corruption and unethical behaviour in secondary schools. They believe that the corruption participants' lack of professionalism and ethics as well as the perception of education as insignificant in today's circumstances leads to the rise of corruptive forms of behaviour.

Copying and cheating in class

Over 90% of teachers in our survey stated they had caught a pupil copying in their class.

Of the remaining 8%, or 27 teachers, who said there was no copying or cheating going on in their classes, nine are teachers of physical and health education, while eight of them teach music, religion, ethics and practical classes.

| | n | % |
|--|-----|--------|
| No, there is no cheating in my classes | 27 | 8.33% |
| Yes, but rarely | 127 | 39.20% |
| Sometimes | 133 | 41.05% |
| Yes, very often | 37 | 11.42% |

Table 25: Have you ever caught a pupil copying in your class?

Attitudes of teachers and principals about corruption

Teachers and principals participating in the survey were asked to indicate their level of agreement with five statements about corruption. They assessed their agreement on a five-point scale where 1 denoted complete disagreement and 5 denoted complete agreement with the statement.

The illustration below shows the average findings on the five-point scale for each statement.

Both mostly disagree with the statement that corruption is a fact of life, a normal way of doing things, and that corruption can be useful if you don't get caught.

Teachers and principals express a degree of disagreement with the statement that most corruption is too petty to be worth reporting.

While the majority of principals believe that there is no point in reporting corruption because nothing will be done about it, the opinion of teachers is divided on this issue.

The majority of both teachers and principals agree with the statement that persons who report corruption are likely to suffer for it in some way.

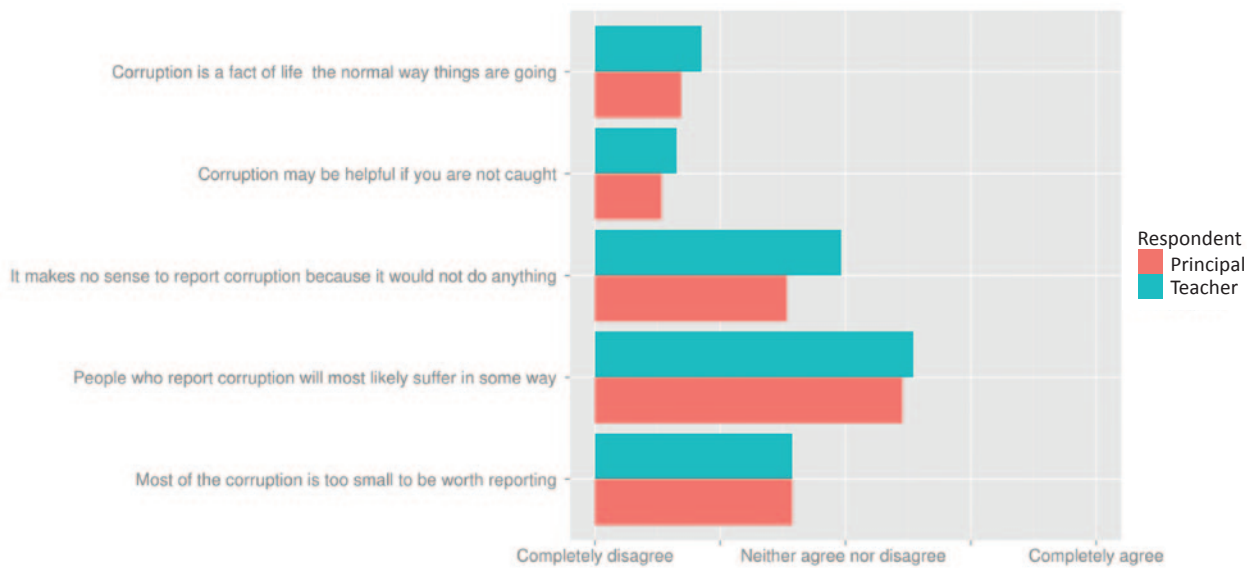


Illustration 29: Degree of agreement of teachers and principals with statements on corruption

Conclusions

The findings presented in the previous chapter confirm the findings of the qualitative study conducted in the first part of this project: certain forms of petty corruption and unethical behaviour do exist in secondary school in Croatia.

Treating pupils differently

In secondary schools in Croatia, different treatment is afforded to pupils who are children of persons with high social status, children of other teachers, and pupils who receive good or poor marks at the beginning of the school year. Still, it is pupils enrolled into extracurricular activities who are most commonly given different treatment. Such pupils usually have privileges and are treated better in the City of Zagreb than in other counties, and in gymnasias when compared to other types of schools. Teachers from less developed counties notice more how pupils whose parents are persons of high social status receive different treatment in school.

Only a small number of parents personally witnessed favouritism of certain pupils in secondary schools, only 6% of them.

Gift giving

The practice of giving teachers gifts is quite common in Croatian secondary schools. Gift giving is most common at the end of the school year. More than two thirds of principals and half of the teachers in this survey have personally encountered gift giving to teachers at the end of the school year. 15% of parents of secondary school pupils have also personally witnessed this practice.

Gifts given to teachers at the end of the school year are not so “innocent”. Almost 40% of parents who have personally witnessed gifts being given to teachers at the end of the school year stated the teachers were given jewellery or gold.

The findings suggest that gift giving to teachers at the end of the school year is more common in

the more developed counties. It also seems that teachers in gymnasias receive more gifts at the end of the school year than their colleagues in other types of schools.

Although cases of teachers being given gifts for the holidays, to exert pressure to improve poor or failing marks, or to postpone testing or verbal assessment are quite rare, they do happen and are present as a phenomenon in Croatian secondary schools. The practice of giving teachers gifts for the purpose of postponing verbal assessment/testing in the Split-Dalmatia county is somewhat more pronounced than in the City of Zagreb, the Osijek-Baranja and Sisak-Moslavina counties.

Pressure to improve marks

Teachers in Croatian secondary schools are pressured to improve poor and failing grades and these pressures coming from parents are most intensive. Half of all surveyed parents are familiar with the existence of such pressures, while 60% of teachers and over 90% of principals are personally familiar with the existence of such pressures by parents.

Teachers are not pressured only by parents. Pupils, other teachers, and even principals exert pressure on teachers to improve marks.

For example, in the City of Zagreb, almost one out of three teachers is familiar with such pressures from the principal. In the other counties, almost one in five teachers, on average, is familiar with such practices.

Judging by the opinions of the teachers, it seems that of the four counties covered by the survey, the most pressure from pupils is seen in the City of Zagreb.

Both teachers and principals agree that pressure to improve marks is most common at the end of the school year.

Private tutoring

Teachers recommend private tutoring for their subjects. Half the parents surveyed are aware that teachers recommend private tutoring for their subjects, while 15% of them have personally witnessed such cases. Teachers and principals have also confirmed the existence of such practices, where almost a third of both categories have stated that they are personally familiar with such cases. This finding supports earlier research indicating the teacher as a significant factor contributing to the decision to undertake private tutoring (Jokić et al. 2013).

Non transparent enrolment of children and employment of teachers in secondary schools

Although there is a general perception that enrolment has become much more transparent since the introduction of e-enrolment, there is still a problem of non-transparent or suspect enrolment into secondary schools. Thus, almost half of the parents surveyed stated that they were familiar with non-transparent enrolment in secondary schools. The findings of the qualitative research conducted in the first part of this project indicate that teachers believe parents do not have the right picture, because they are not sufficiently informed about additional points during enrolment, and that corruption is unlikely during enrolment given that the procedure involves three teachers. On the other hand, the findings of this survey indicate that some 30% of teachers and 30% of principals are personally familiar with cases of non-transparent enrolment of children in secondary schools.

There is also a problem with non-transparent employment of teachers in secondary schools in Croatia where about a third of principals and teachers are personally familiar with such cases.

Delegating administrative and private errands to pupils

Pupils perform various administrative tasks, and sometimes even personal errands for teachers,

as confirmed by almost a third of teachers and principals.

The most common administrative tasks include adding up absences, entering data into class logs, entering marks into tables for teachers' meetings, drawing up tables of performance at the end of the school year, calculating average marks, etc. Pupils perform administrative tasks for teachers twice as much in gymnasias compared to other types of schools. Findings from qualitative research indicate that students feel uncomfortable refusing such tasks from the teacher and are afraid of making a mistake, especially when it comes to entering marks into the logbook.

Pupils sometimes perform personal errands for teachers. The most common errands include paying bills and grocery shopping. Apart from that, pupils are asked by teachers to go to betting offices, help them with moving house, laying tile, setting up the lawn, and picking grapes. The pupils agree that this is unethical, but did so at the time because it was a way to get out of class.

Covering for pupils' unjustified absences

Parents cover for unjustified absences of their children, and this seems to be a very widespread practice in secondary schools in Croatia, where almost all teachers and principals are personally familiar with such cases. 15% parents personally cover for unjustified absences and mostly because their children were not prepared for tests or verbal assessment, due to fatigue and exhaustion, and for being late for school. Some parents cover for their children even when the children were playing truant.

Opinion on the causes of corruption and unethical behaviour

The majority of teachers and principals believe that the causes behind corruption in secondary schools lie primarily in society itself, or rather, that corruption is rooted in society. The majority of parents share this opinion.

Although 10% of teachers and almost one in three parents believe corruption in secondary schools is also caused by a poor education system that allows for such practices, this opinion is not shared by a single principal.

Complaints about corruption and unethical behaviour

Although the results of this analysis unequivocally show that there are cases of petty corruption and unethical behaviour in Croatian schools, that all the protagonists in the secondary school system are familiar with their various forms, and that both teachers and principals, parents and pupils participate in corruption and unethical activities, only a negligible number decide to complain. The most likely explanation for this finding is that people are afraid that if they report corruption, they will probably be made to suffer for it.

Recommendations

General

1. The research shows a definite existence of unethical and corrupt behavior in Croatian secondary schools therefore it would be advisable to conduct in-depth research on the representative national sample of this issue in order to get detailed data on the topic. It would be especially important to explore possible systemic corruption in education which was not done in the current research.
2. Evaluation of school governance policy system is advisable in order to assess and critically examine the implementation of it, as current research shows a systemic gap between the policy and practices of governance at school level.
3. It would be desirable to have a bottom up formed teachers association with a goal of consolidation of the teacher's profession, assuring teacher dignity and setting standards in teacher's profession. Such association would in the first place be concerned with professional (expert) aspects of teaching and would support teachers in that regard.

Systemic Level

1. To ensure teachers' autonomy and independence enhancement of the informatization of the whole school process (enrollment, truancy & absenteeism, grading system etc.) should be continued. This would decrease the possibilities of manipulations and relieve teachers from pressures over improving grades and approving unjustified absenteeism which as the research shows they are currently under.
2. In order to have more efficient and effective school leaders, who could deal with corrupt and unethical behavior, a "school for principals" that would build the capacity of current school principals and prepare future ones should be introduced. Such school would provide school

leaders with necessary management and governance skills which as educators they do not receive in their pre-service education.

3. Civic education as a compulsory subject should be introduced in schools, this would include necessary values for students to recognize corrupt and unethical behavior and have necessary skills to take an active role in preventing and resisting corruption in school and in society.

School Level

1. Ethic codex should be made mandatory in all schools. They should be developed through a participatory process involving school staff, students and parents. Corrupt and unethical behavior should be specifically dealt with in such documents. As research shows it should also include specific policies on private tutoring in order to clearly state who and under which conditions may tutor students if employed in school.
2. Schools should ensure that all students and parents are fully informed and aware of all school policies and school's ethics codex as well as their rights in order for them to be able to participate actively in the school life.
3. Each newly appointed member of school board should go through training where one would be introduced to school policies and school governance in order to be more effective during one's mandate.

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OBRAZOVANJE PROTIV KORUPCIJE



Project leader



Partner



Partner



Partner



Cofinancing GOVERNMENT OF
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