

Preliminary descriptive results of international questionnaires among teachers and outside of the school professionals

Attitudes, data gathering policies and opinions on tackling school dropout – Hungarian, Serbian and Slovenian results

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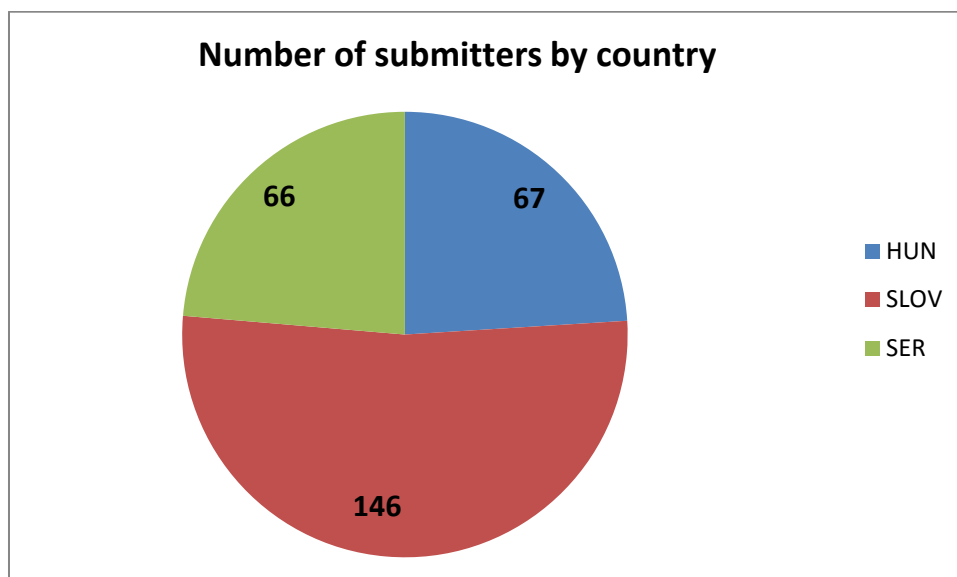
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International survey among teachers

An international survey was conducted among Hungarian, Serbian and Slovenian teachers. All together 279 persons submitted, with 67 Hungarian, 146 Slovenian and 66 Serbian answers. This non-representative survey was advertised differently in each countries.

The Hungarian survey was promoted by the newsletter of Tempus Public Foundation, the Slovenian one by the partner organization's network, Institute of the Republic of Slovenia for Vocational Education and Training, and the Serbian was sent out to all VET schools in the regions involved in the pilot project.

The aim of this non-representative survey is to involve wider public and raise awareness of different types of practitioners. Furthermore the results can mean an input for the local piloting. For this purpose a further and deeper analysis by the local partners is needed based on their expertise.

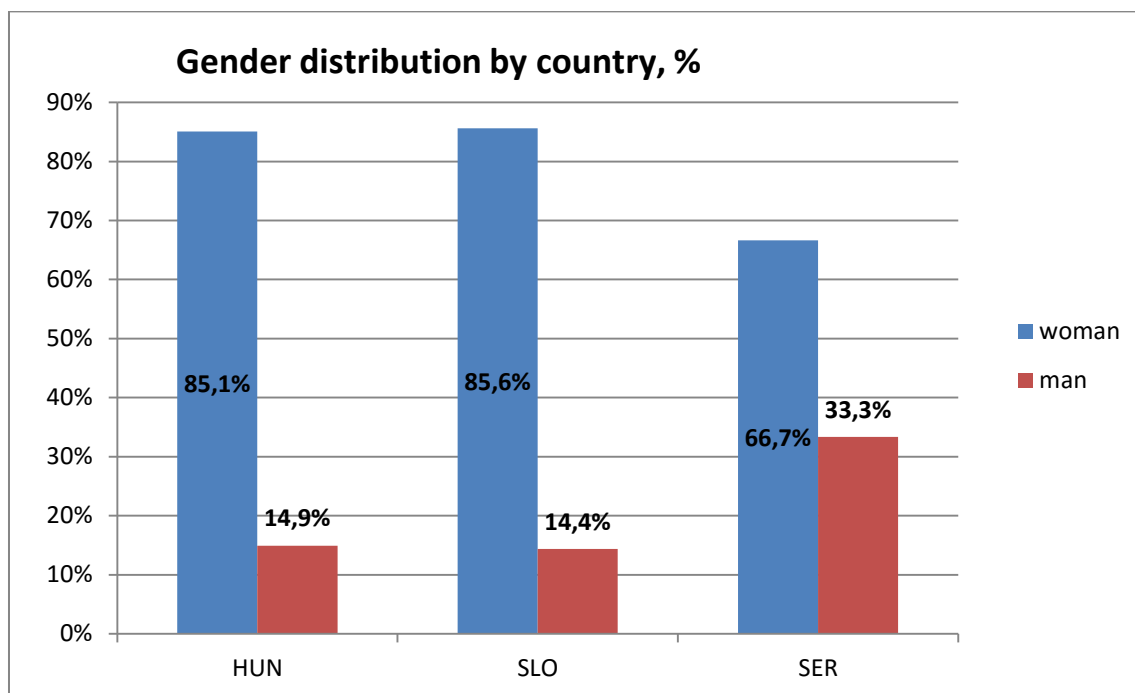


N=279

Regarding the small scale the results can only highlight some major and robust differences between each country and this must be interpreted only as something needs more analysis. Its role on spreading this issue and putting it to discourse is however more important.

Basic features of the sample

Concerning gender distribution Slovenian and Hungarian samples follow the stereotypes, with a robust majority of women, while the Serbian one is more balanced.

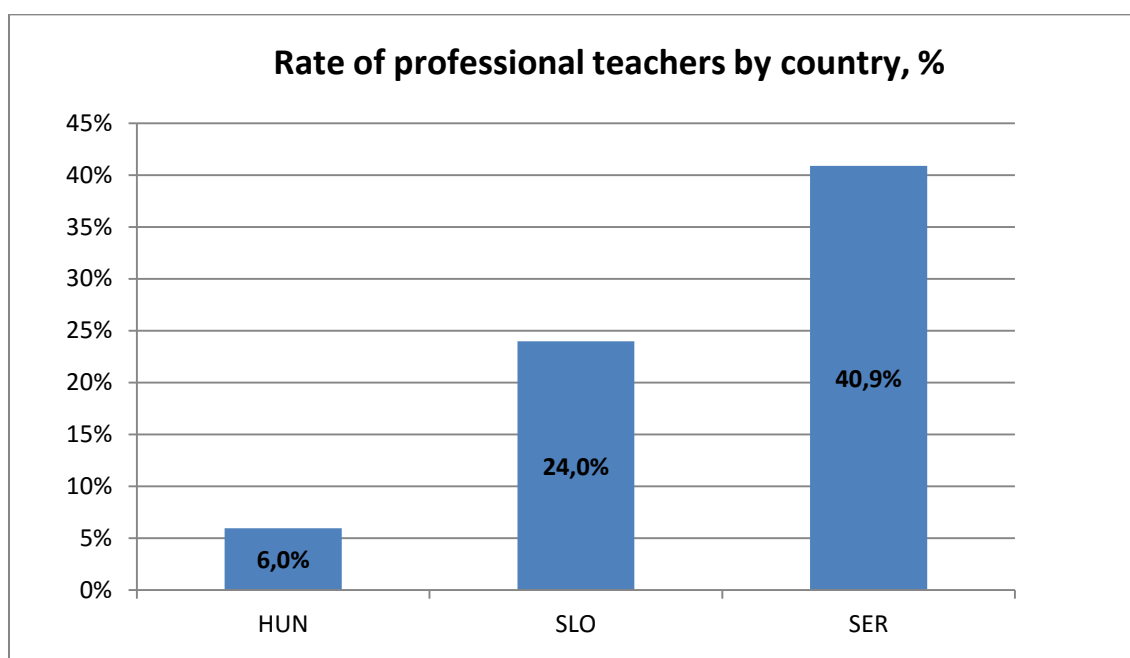


In terms of professional experience Serbians have the least years on the field.

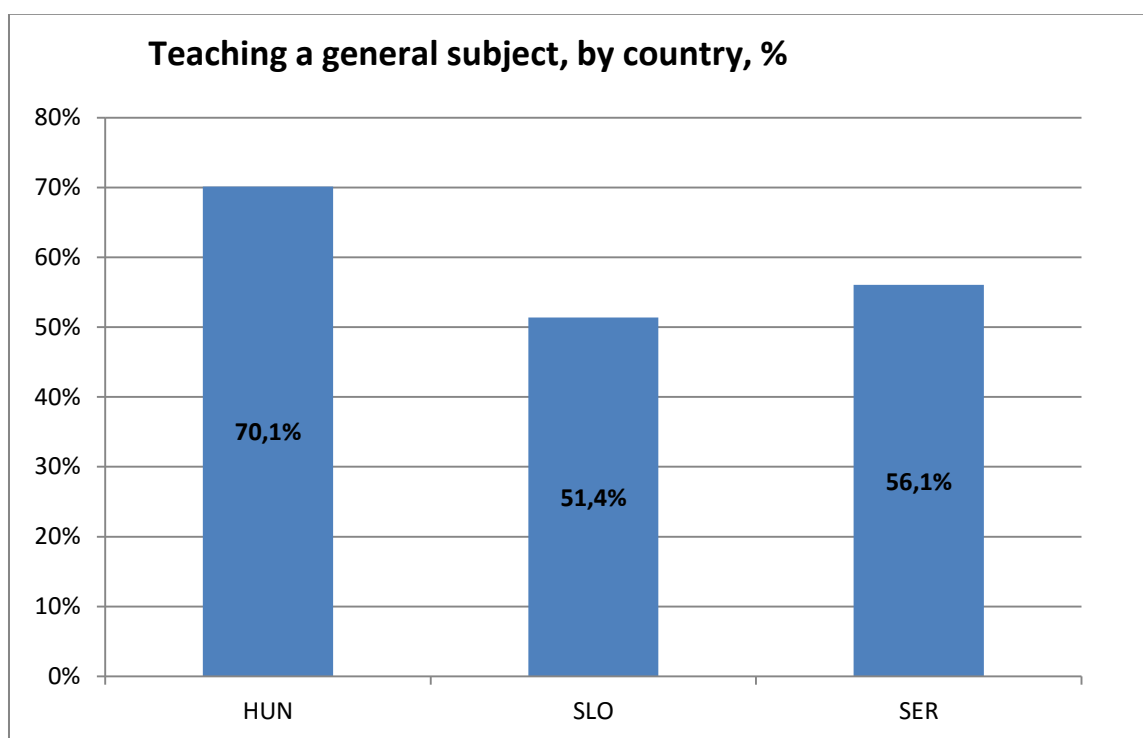


The lower the number of years on the field, the lower the age group: Serbian answerers are the youngest, Slovenians in the middle, and Hungarians are the oldest on median. The average submitter is between 44-50 years old and all together it is a homogenous sample in this sense.

What is important in the understanding of the results is the position of the answerers. Considering professional teachers their rate is far higher in the Serbian sample.



On the contrary, general subject teachers are overrepresented in the Hungarian sample.

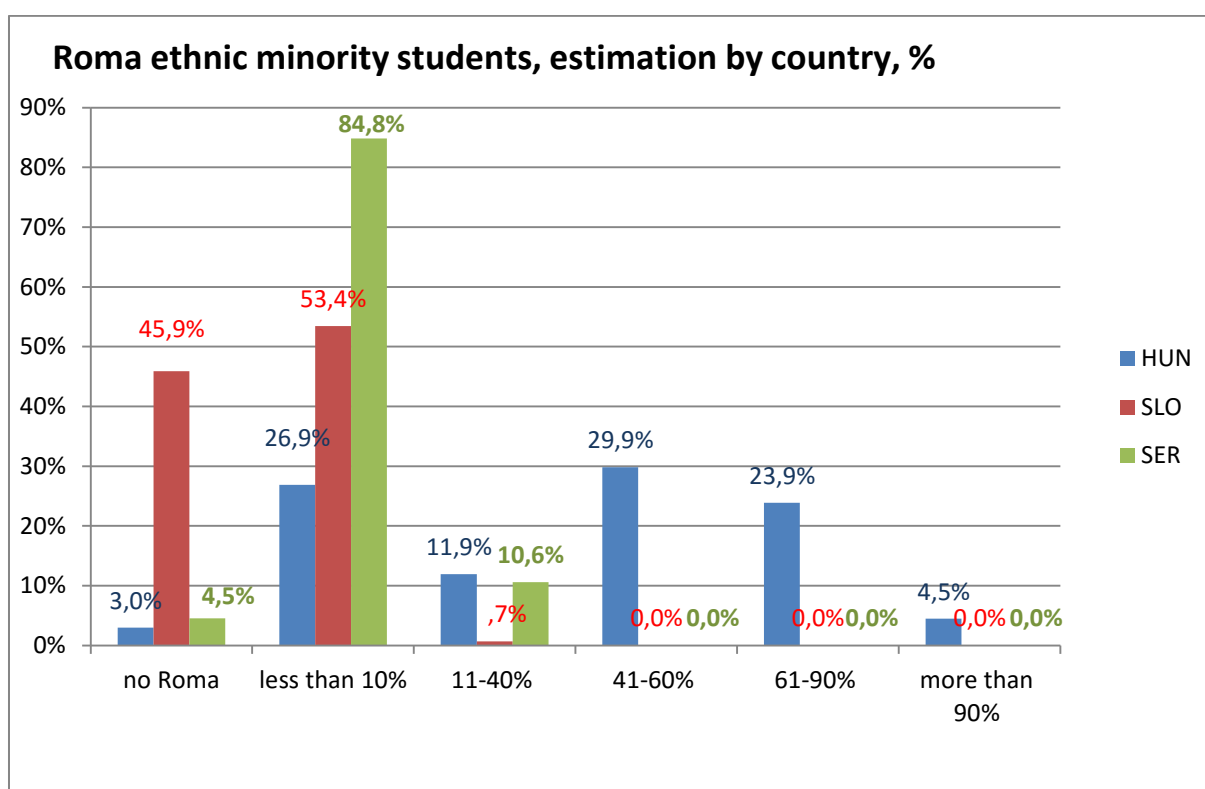
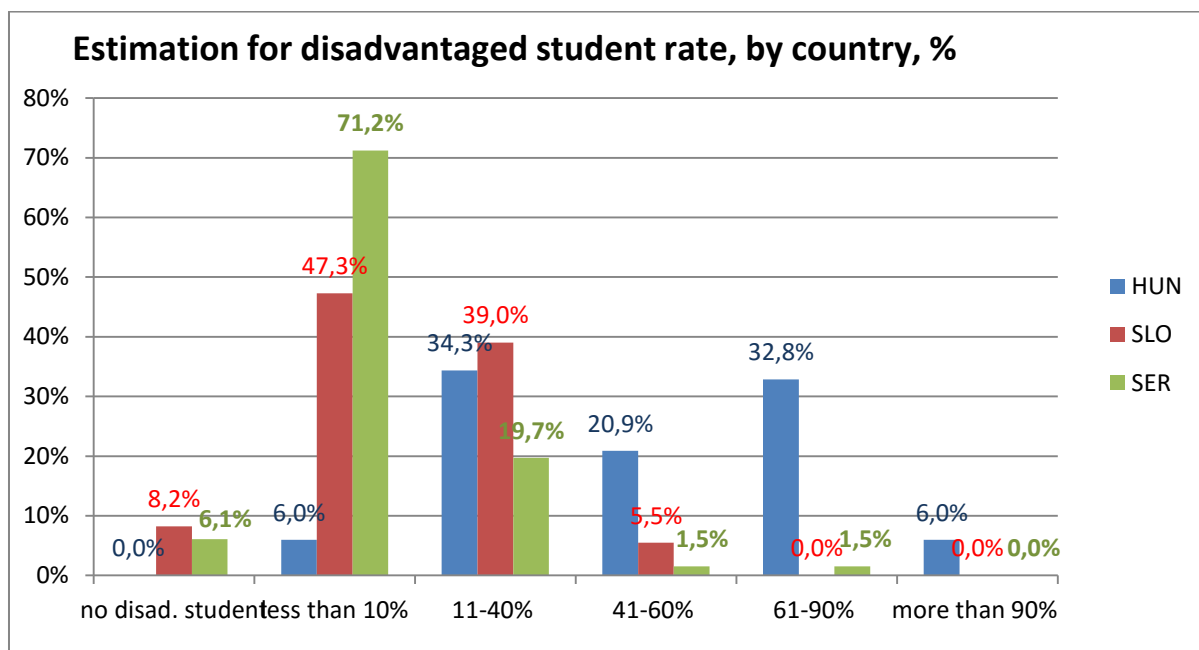


N=279 (HUN:47 ; SLO:75 ; SER:37 SUM: 159)

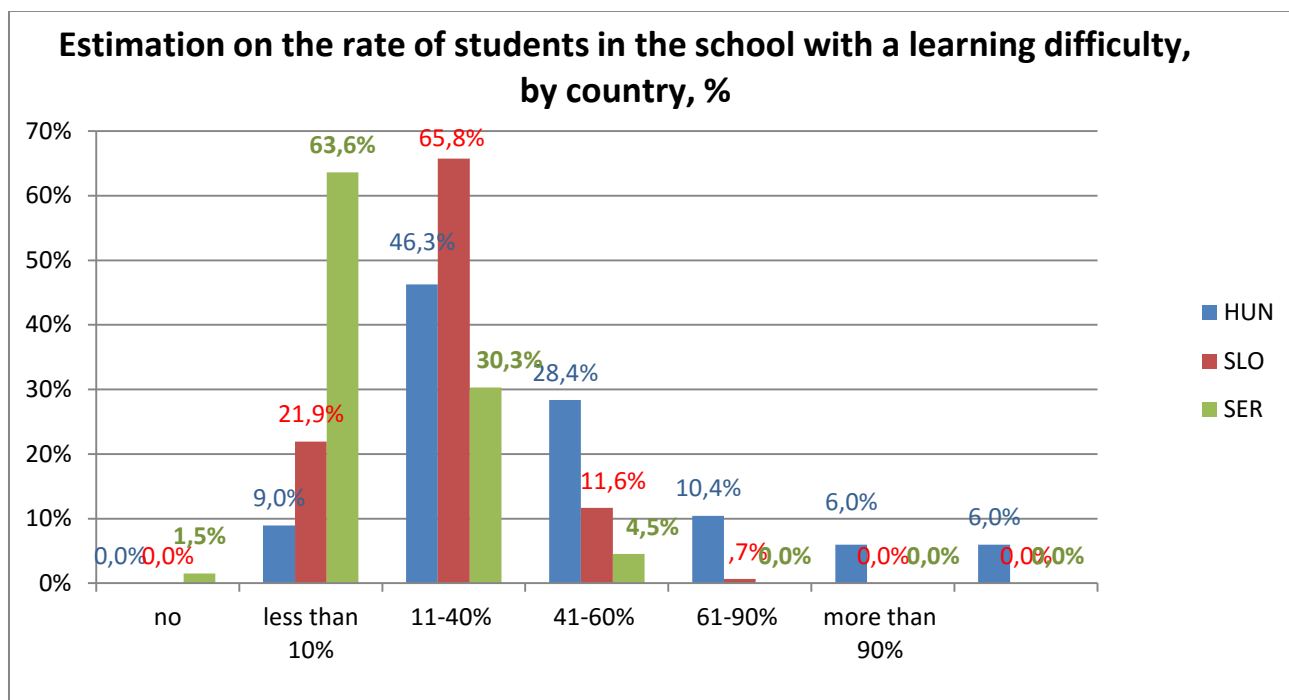
Half of the answerers are class teachers in all the countries, mentors are overrepresented in the Slovenian sample, mentor as a position can mean different things in each country though.

Special pedagogue appears only in the Hungarian sample with 4 people.

The position of the teachers is not obviously indicative for the situation of the school: Hungarian sample has the most general teachers that suppose us to think they might work in higher prestigious high schools than lots of vocational school professional teachers. Despite the stereotype the Hungarian teacher estimations show the highest disadvantaged rate and Roma ethnic background for students. The socio-economic situation of the school is important in the understanding of the collected data.

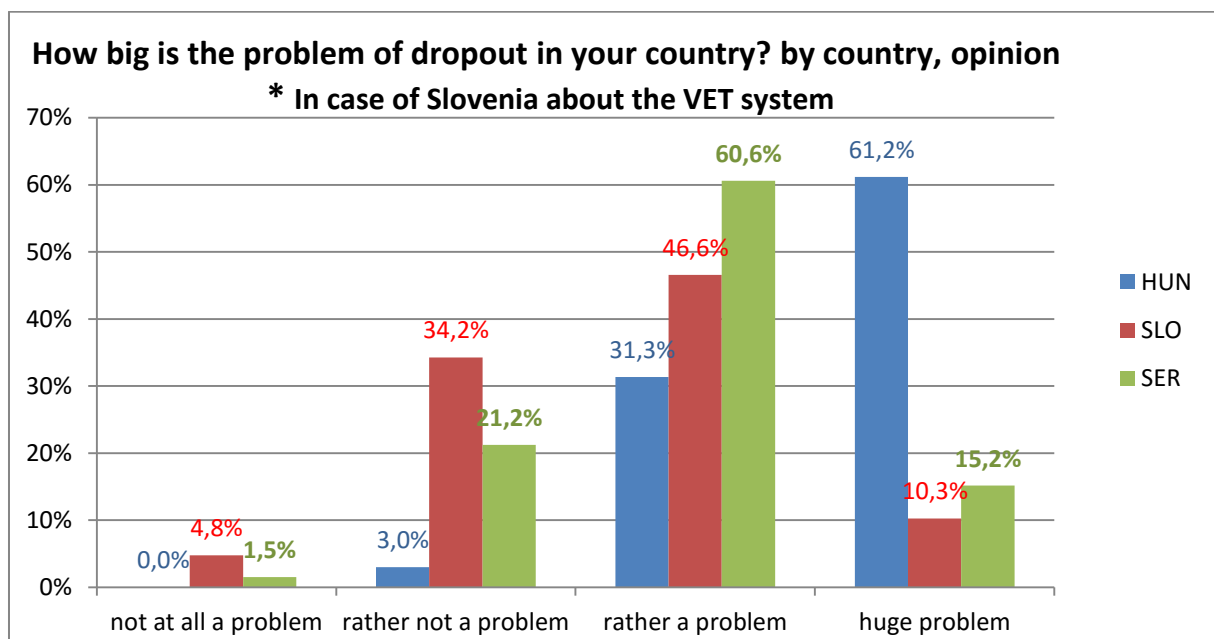
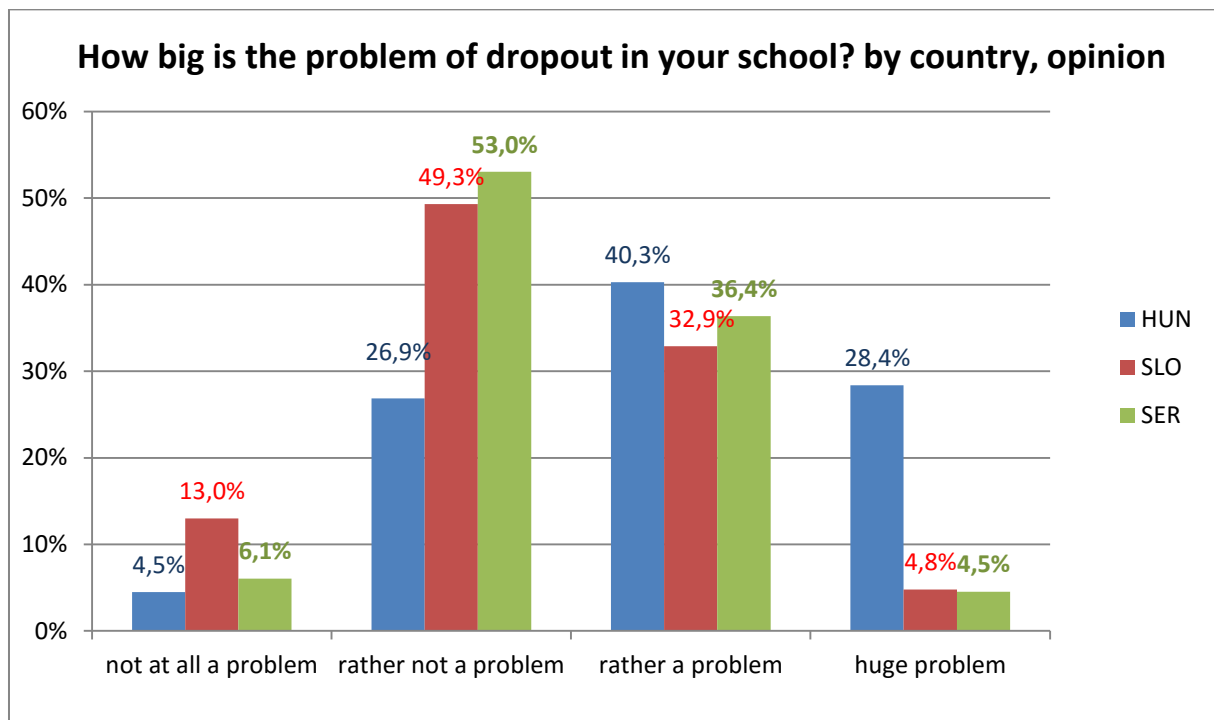


Considering students with learning difficulties, Hungarian gave the highest rate, however Slovenians are as well quite involved. Serbian schools seem to be the better situation ones, derived from the fact that the mostly disadvantaged regions were left out of the survey.



Considering school dropout we can see trends that follow the estimations detailed above. According the Hungarian answerers 70% believes that it is a huge or rather big problem in the school, while only 40% belongs to the same category from the two other countries. Regarding the country, the opinions are even sharper: 90% believes it is a huge or rather big problem in Hungary, while 75% of Serbians and 56% of Slovenians, specifically about Slovenian VET system in this case.

Regarding differences between types of school we cannot give any insight before the consultation with local experts.



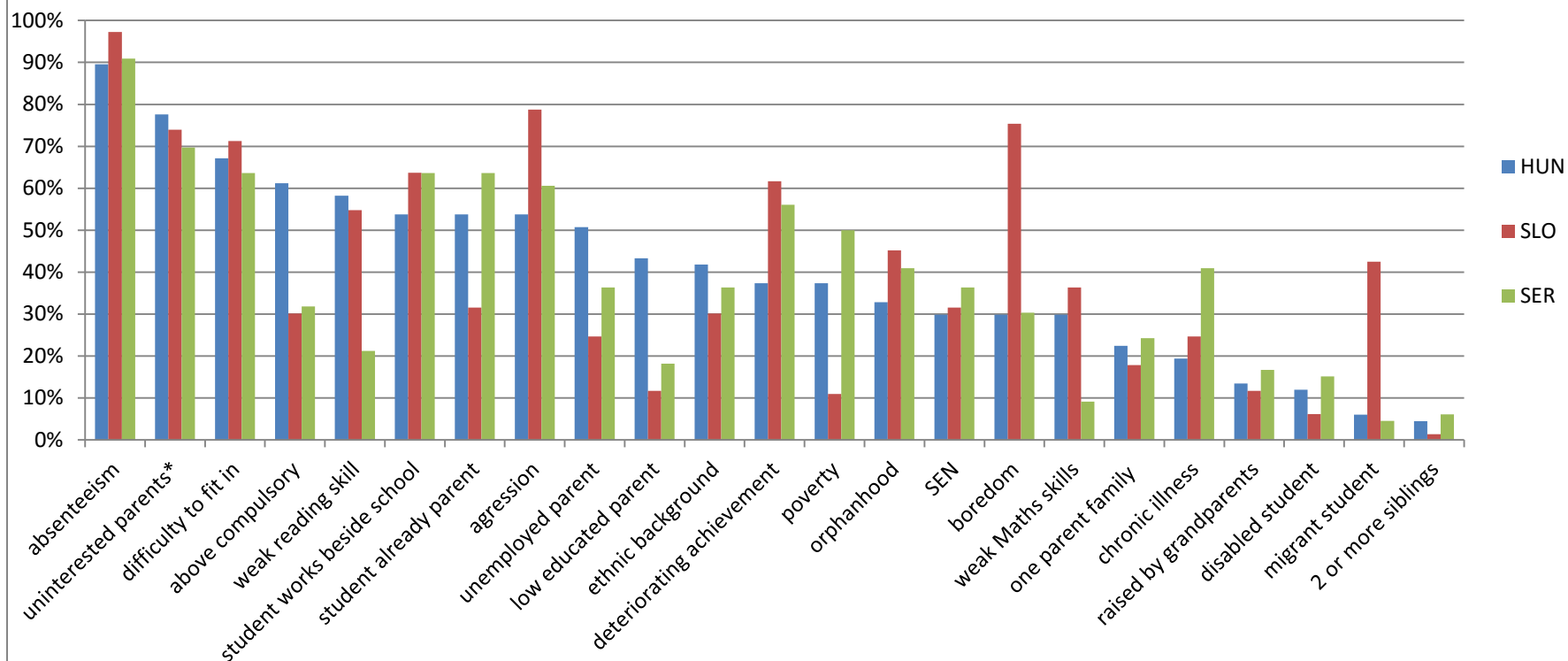
A remarkable difference between the countries comes up with the entrance tests to get into high school. More than 70% of Serbians, more than half of the Slovenians and only one third of Hungarians answered not to have any kind of entrance exam. Evidently this can be influenced by the regulatory environment in the country, and we do not really know what they exactly mean by these tests. However it can be useful to know in the given context whether these schools apply or not the tests and with this practice do they belong to the average schools. According to more than half of the Hungarian answers there is most commonly a Mathematics and Literature test while this rate is about 20% in the other countries.

Early distress signals importance according to teachers

Teachers were asked to choose the 10 most indicative early distress signals from a list according to their experiences and opinions. After choosing the signals they had to mark whether the sign is followed up officially by the school, or if they use the specific data in any school processes. Furthermore they had to mark whether there is a specific person or role directly dedicated to deal with this signal.

As a result the principal role of absenteeism is again proved, as all answerers found it important. Parents uninterested in school career of their child was the second most common choice of Hungarian and Serbian teachers. An outstanding result at the Slovenians is the high importance of aggression, bored student and migrant origin while the compulsory education age, the unemployed or low educated parents and student as a parent were marked by fewer people than in the two other countries. In the Hungarian list difficulties in fitting in, older than compulsory, weak reading skills, working student, aggression, unemployed and low educated parents were in the most important 10. Besides the already mentioned ones, Slovenian marked orphanhood among the most important ones as well. Serbian marked poverty and chronic illnesses besides the others. For them compulsory age, weak reading skills and unemployed parents were not chosen.

The most important early distress signals, following the HUN answers order, %



parents and guardians in all cases

N=279

Follow up and targeted interventions. What can be seen?

Concerning the follow up of early distress signals, the usage of this information and the specific roles in the school we found some important differences between the countries.

Ethnic background is definitely followed up by the Serbians, and more than half of Slovenians marked that too. Student already a parent is important according to SLOV and 80% of them marked that they follow it up, and 70% that they apply targeted programs to help the difficulties. For the same issue SER have a specific role or person to deal with.

For a working student half of the SER and SLO answerers marked that they follow it up. Unemployed parents are followed up by 2/3rd of SER. Follow up of poor students is as well highlighted by SER and SLO teachers.

Uninterested parents considered crucial in dropout problem, however only 13% of HUN marked to have a follow up system while it is 80% at the other two. More than half of the SLO marked to have a specific program for the parents' issue. 80% of SER think to have a specific person or role for this problem.

Regarding achievement we can see the following: weak Maths skills are followed up by the 80% of SLO. Deteriorating achievement is followed up by 50% of HUN and 70% of the 2 others.

For weak reading and Maths skills 2/3rd of HUN believes to have a specific program.

Opinions about behaviour type of signals offer some observable differences too: aggression follow up is realized according to 40% of HUN while it is 90% at the other two.

Bullying is followed up according to 72% of SLO and 90% of SER while the HUN think there is no real follow up for this signal. In the two other countries there are targeted programs and in SER even a specific role for bullying.

Boredom was solely marked by SLO as an important signal. More than half of them thinks it is followed up and. Aggression is followed up according to 80% of SER answerers.

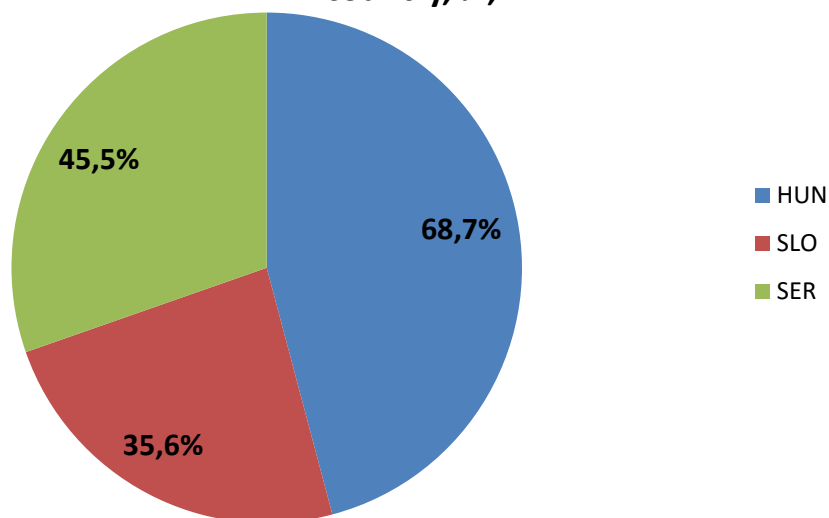
Migrant background was marked by SLO the most and half of them thinks there is a special program for that, 70% believes there is a specific role.

For supporting ethnic minorities 50% of all answerers believe to have a special program, 80% of SER thinks there is a specific person or role as well.

Cooperation and spreading the information

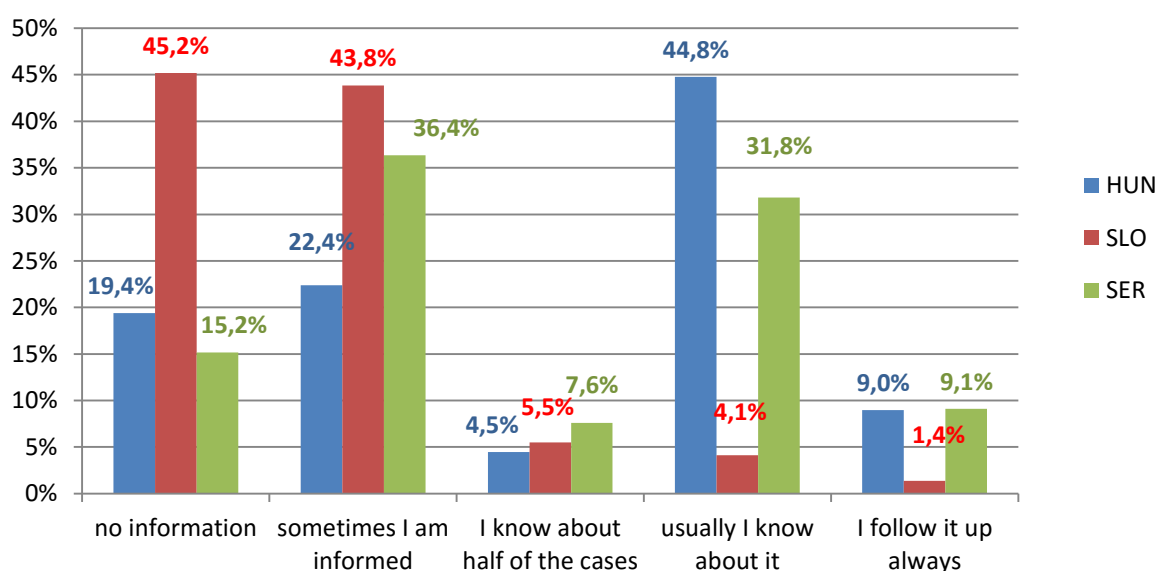
We can see different patterns considering personal connections and involvement. According to the answers, Hungarian teachers are the mostly involved in cases dealing with at risk students. Reasons behind this phenomenon can be informative about the locally available professionals and the division of labour among them.

Your are officially informed about at riks students, by country, %,



We can observe significant differences by the follow up systems of each country. In line with the above diagram we can see that, most of the Slovenian answerers are not informed officially about the further school career of a dropout student. In this sense Hungarians seem to be the most competent: 45% of them usually know about this. Serbians are in between just like on the above diagram. Half of them somewhat informed, another half not at all or rather not.

Follow up of students after dropout, %, by country



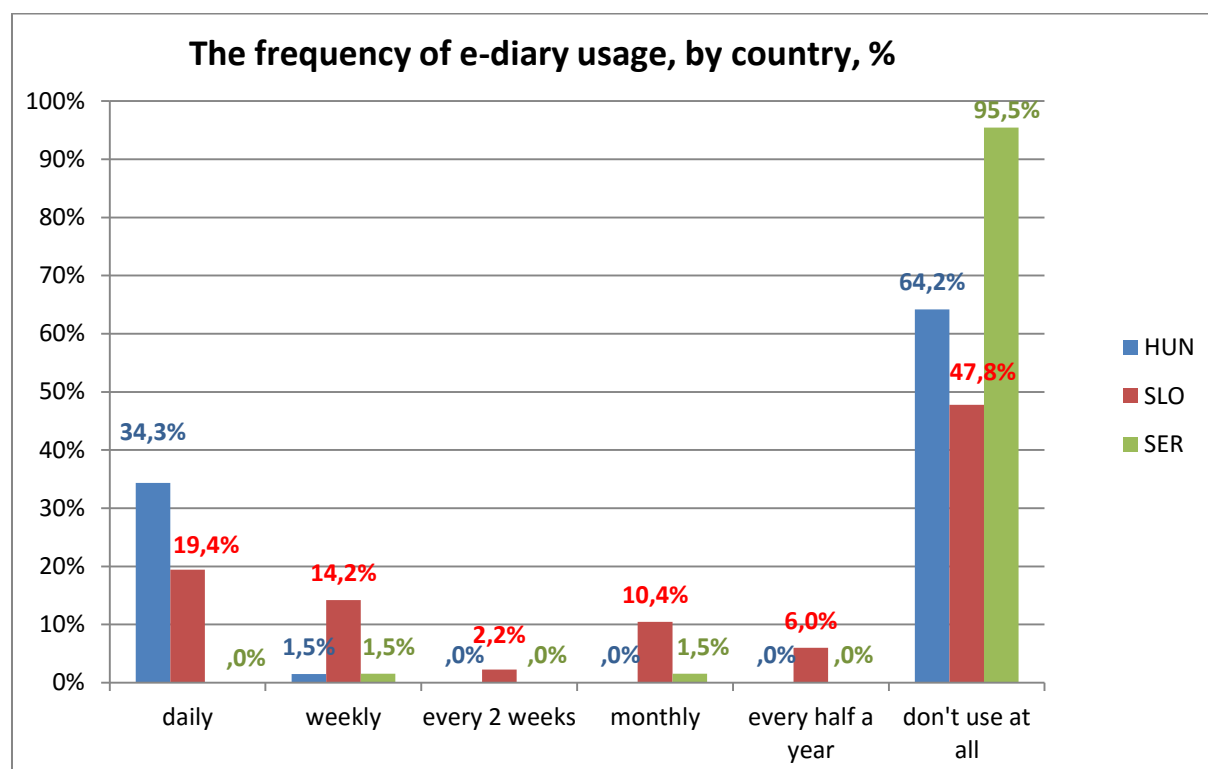
Considering follow up and spreading of information it is important to see how central role do different actors have in the process. (Some answers are only available for 2 countries). According to

the data the inevitable role of parents, class teachers and the school headmaster is so in all the countries. Municipality on the contrary seems to be not important in this process.

Special pedagogues are important for Serbians and one third is in a regular connection with them. HUN answerers find the role of youth care specialist significant, 70% has a connection with the person. School psychologist is important for the HUN also, however 90% of SER marked it and they keep a regular contact. This shows that in Serbia there is a dedicated role to this professional and they work in all schools. In HUN they have a narrower role and one cannot find them full time in one place. 50% of HUN and SER find school doctor and home visitor important, while 30% of SLO. Trend of contact is similar. Family and child care institutions are stressed in every country but they are even more significant in HUN. Labour office seems to be out of attention everywhere, with no contact at all. 30% of SER find police and health institutions important and they keep contact, while these rates are about 10-18% in the other two countries. Pedagogical advisory and guardianship authority is especially important according to SLO answerers.

Tools

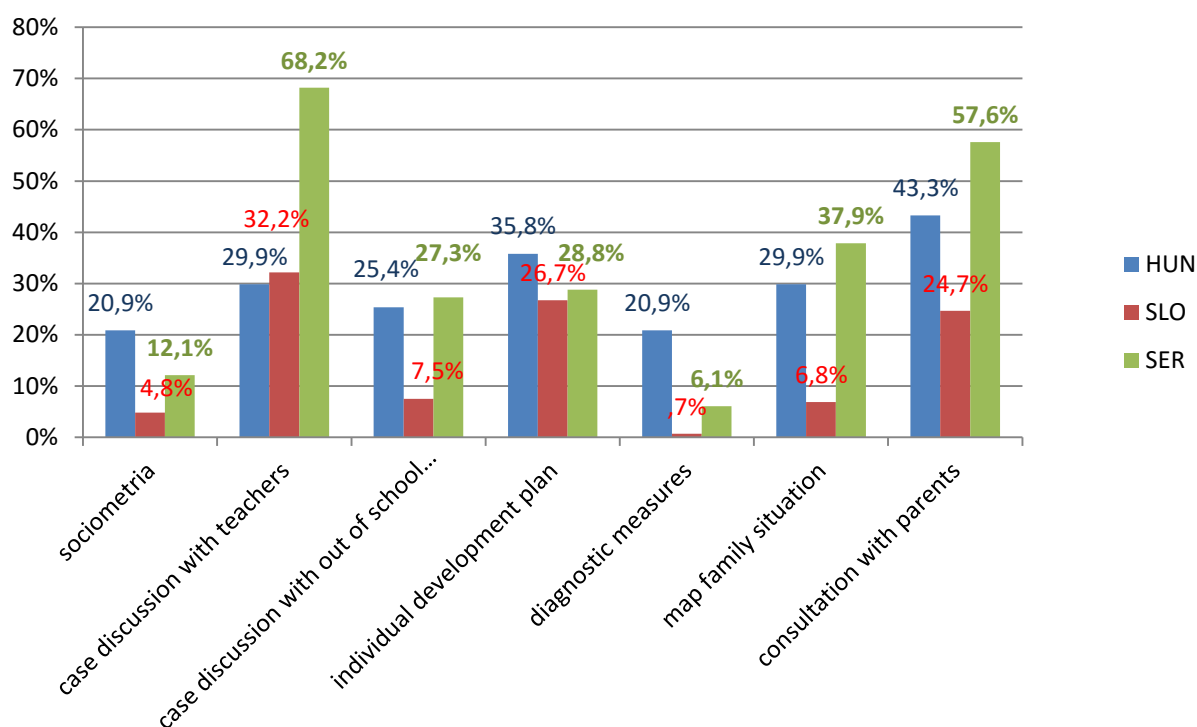
Regarding tools we can observe a major difference in usage of e-diary. It is used much more by HUN answerers.



As oppose to e-diary SER are the most active in using their own, non-obligatory tools to follow up. This rate at the HUN and SLO answerers is only about 50%.

There was a list as well with possible other tools. The given answers might give some input for the pilot. Individual development plan seems to be general in all the countries, while case discussion with colleagues and consultation with parents is significant at the SER case. SLO did not give a significant answer; in their case it seems they don't really build their system on these tools.

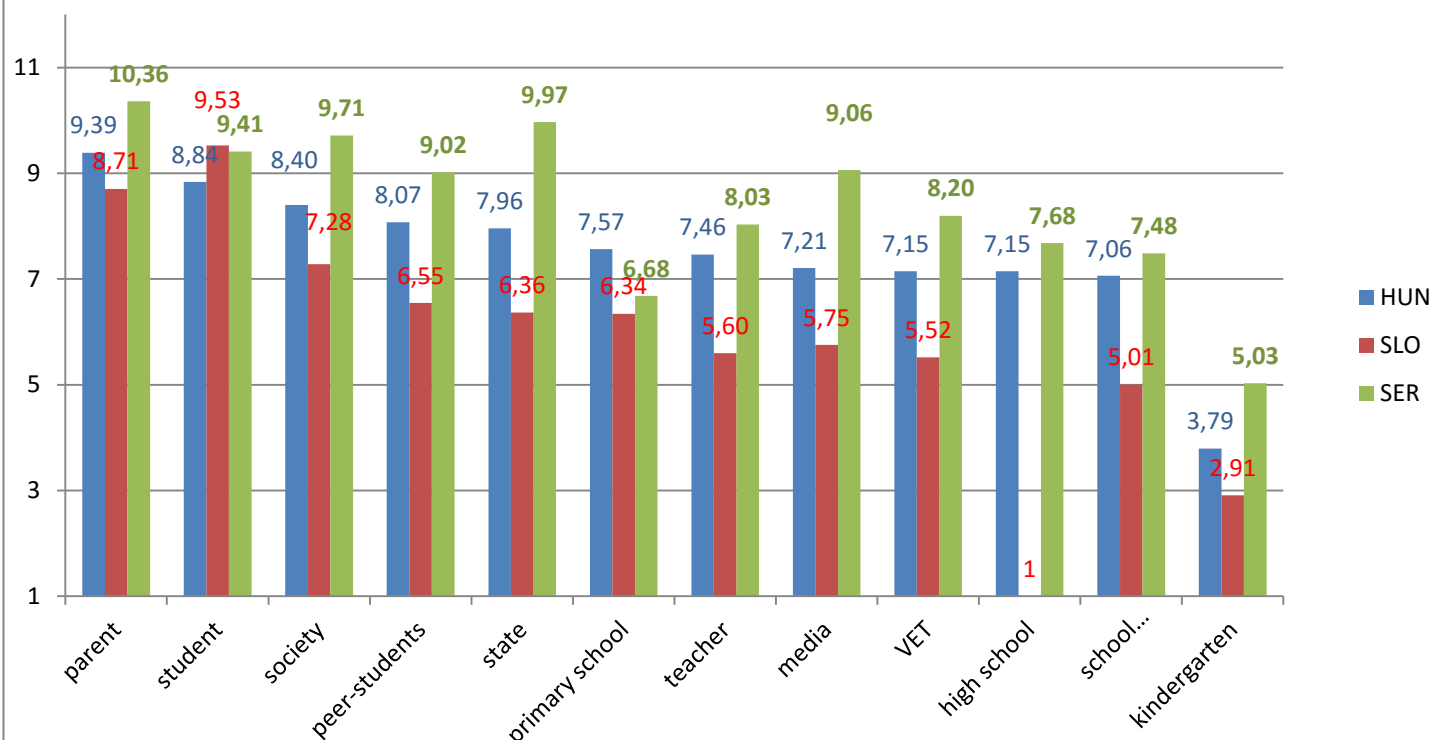
Used tools by country, %



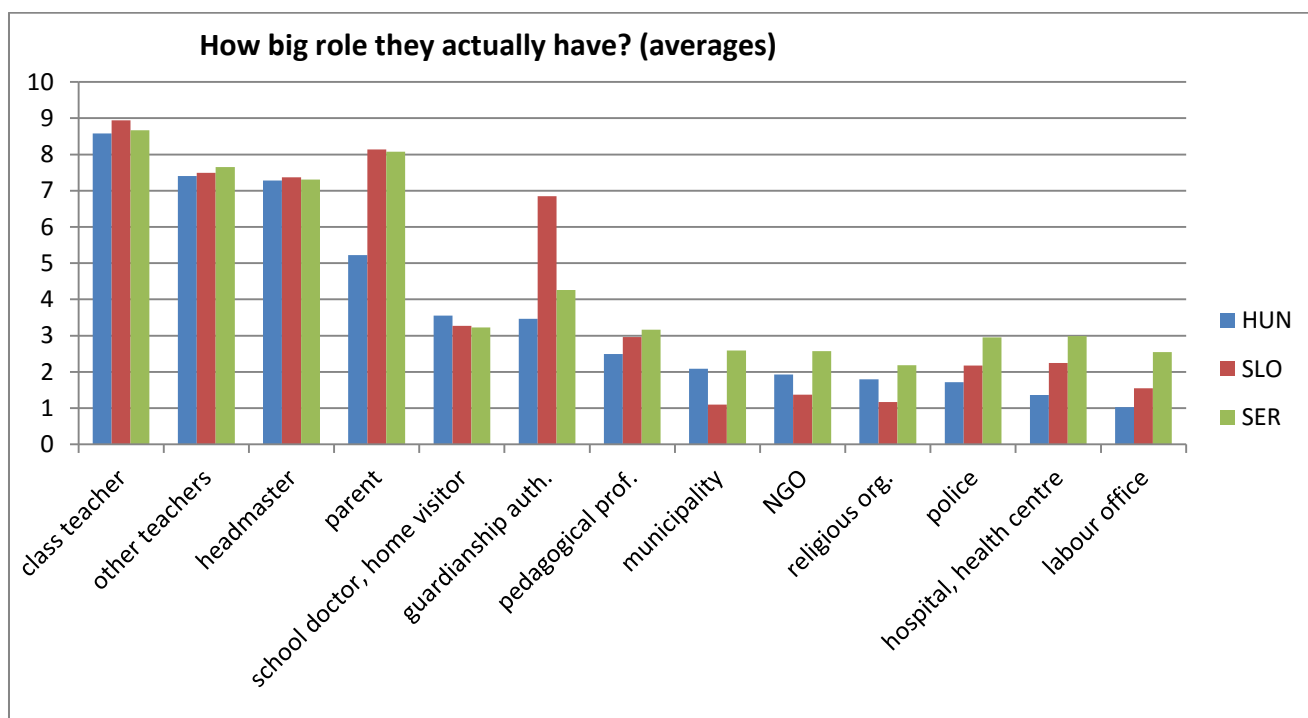
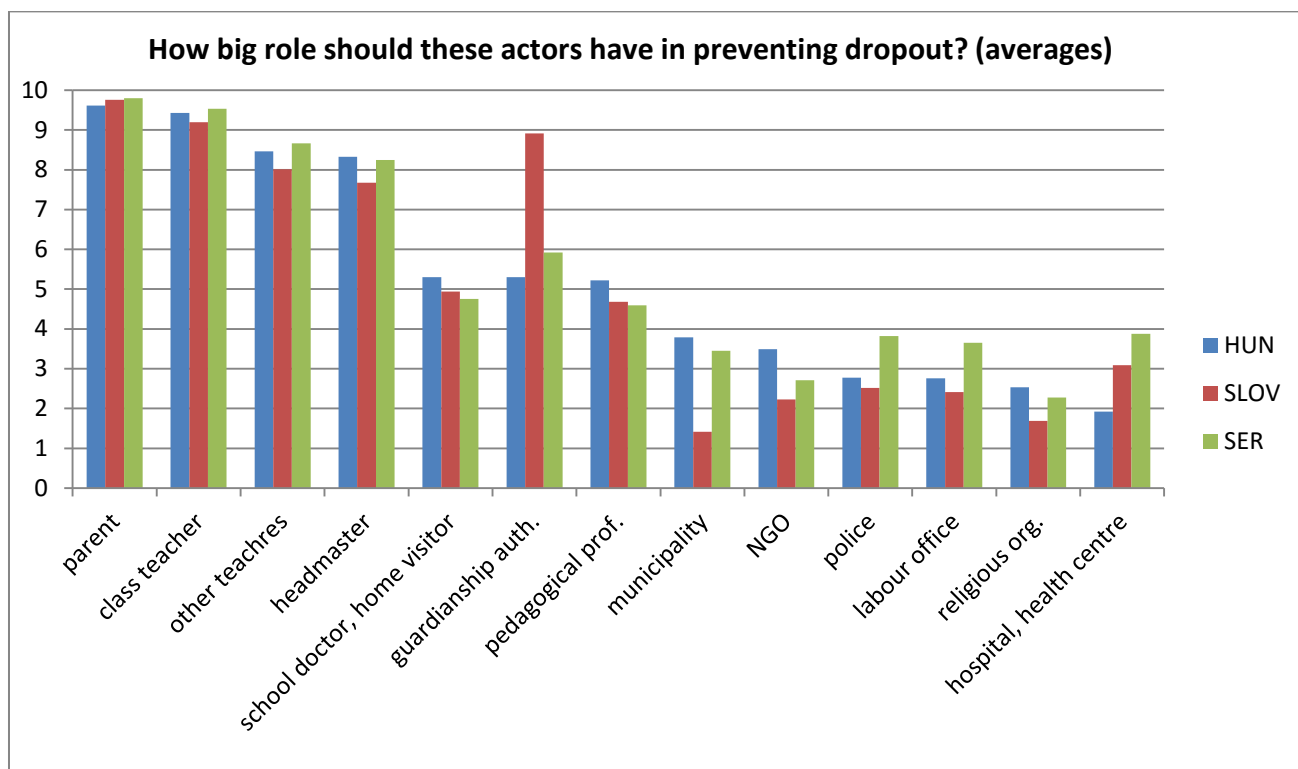
Responsibility

Parent and student lead the list concerning the most responsible ones for a school dropout. At the SER answers state and media are as well important, at the SLO student is the first. Of course the sample do not represent the whole population, however it might worth to be considered for building the pilot.

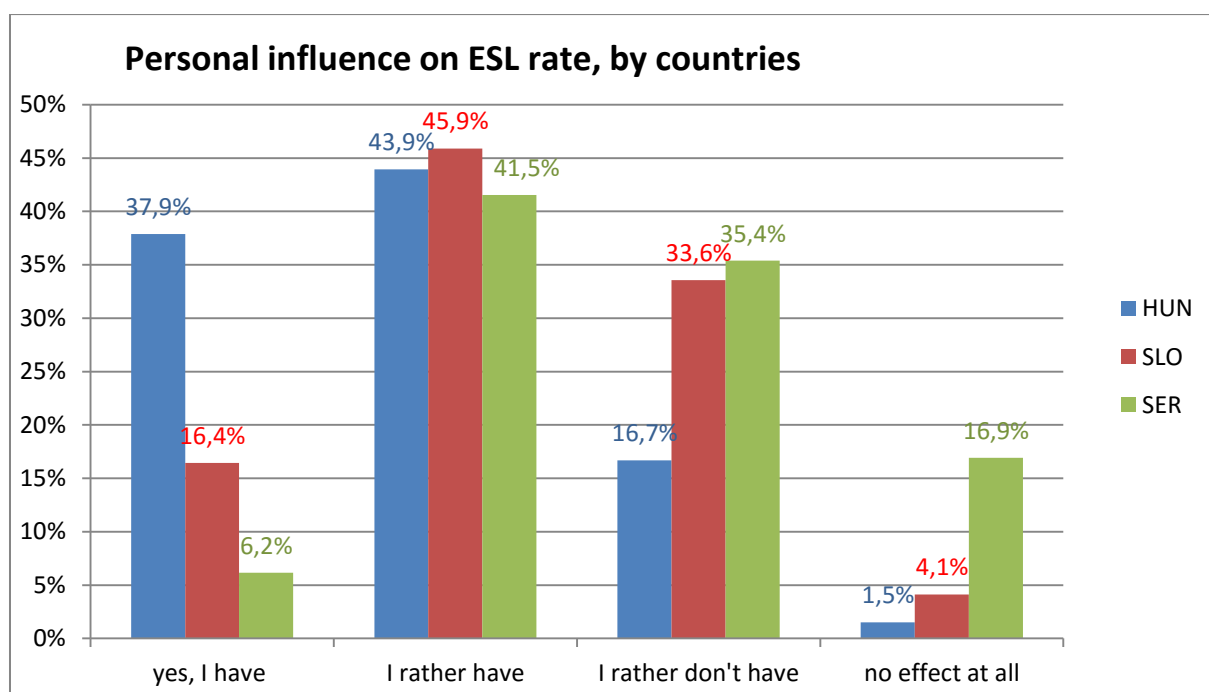
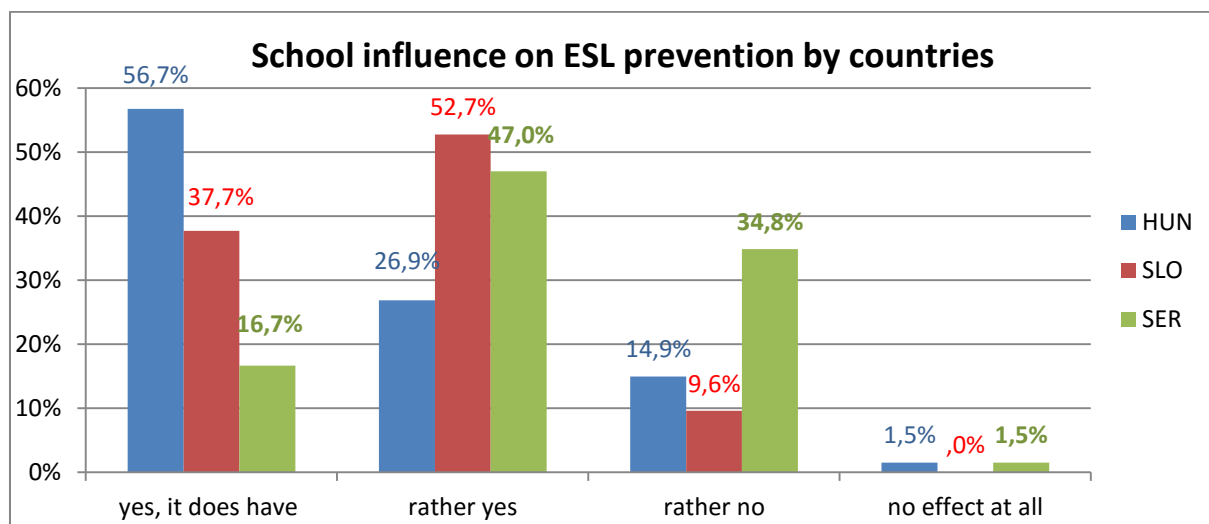
Level of responsibility on a 1-11 scale, by country, %



We asked them about the real and wished role of each actor. We can see similar trends in the countries considering the wished role; the guardianship authority is more significant at the SLO sample, just like before. The most important would be parents, class teachers, other teachers and headmaster. Regarding actual role, parent low engagement seems conspicuous at the HUN sample.

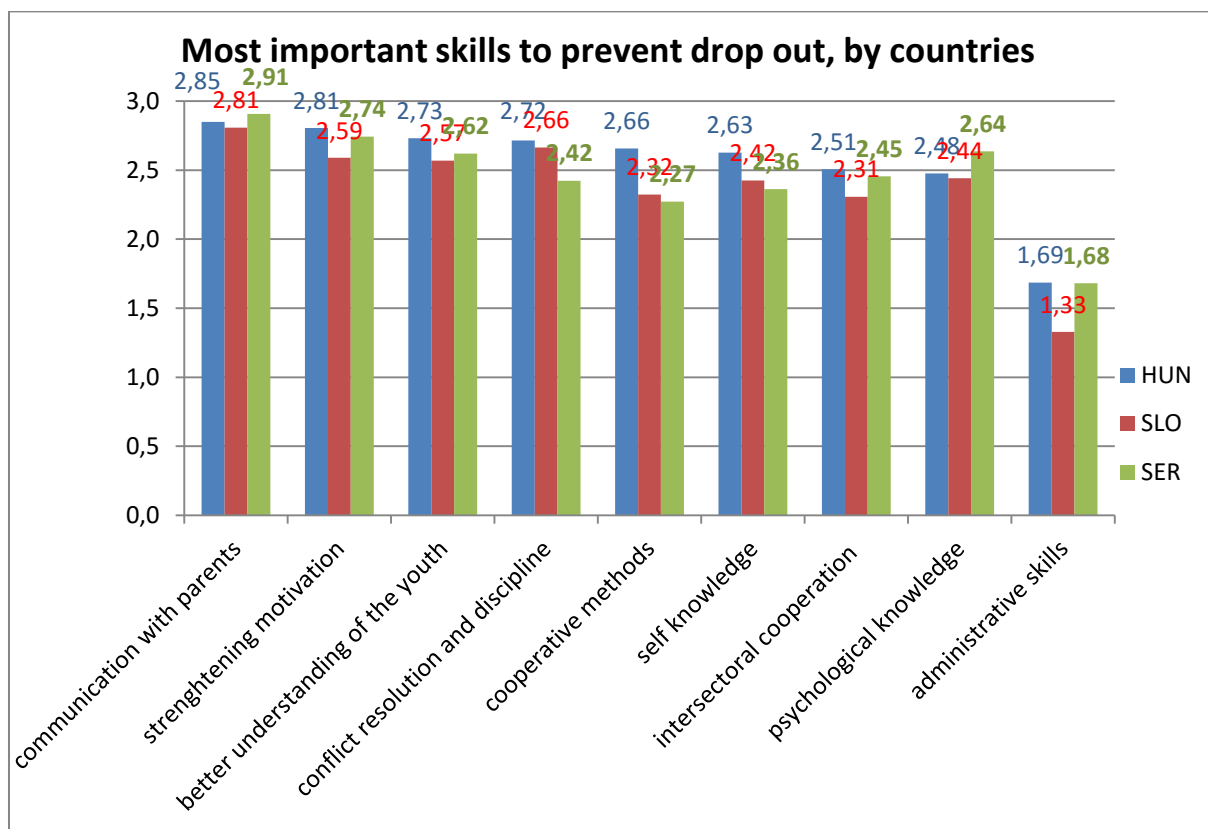


Most of the answers believe that they or their school do have an influence on the rate of ESL, Serbians are the least optimist in this respect. 17% of them think not to have any effect on it. Considering personal influence, Hungarians are the most optimistic.

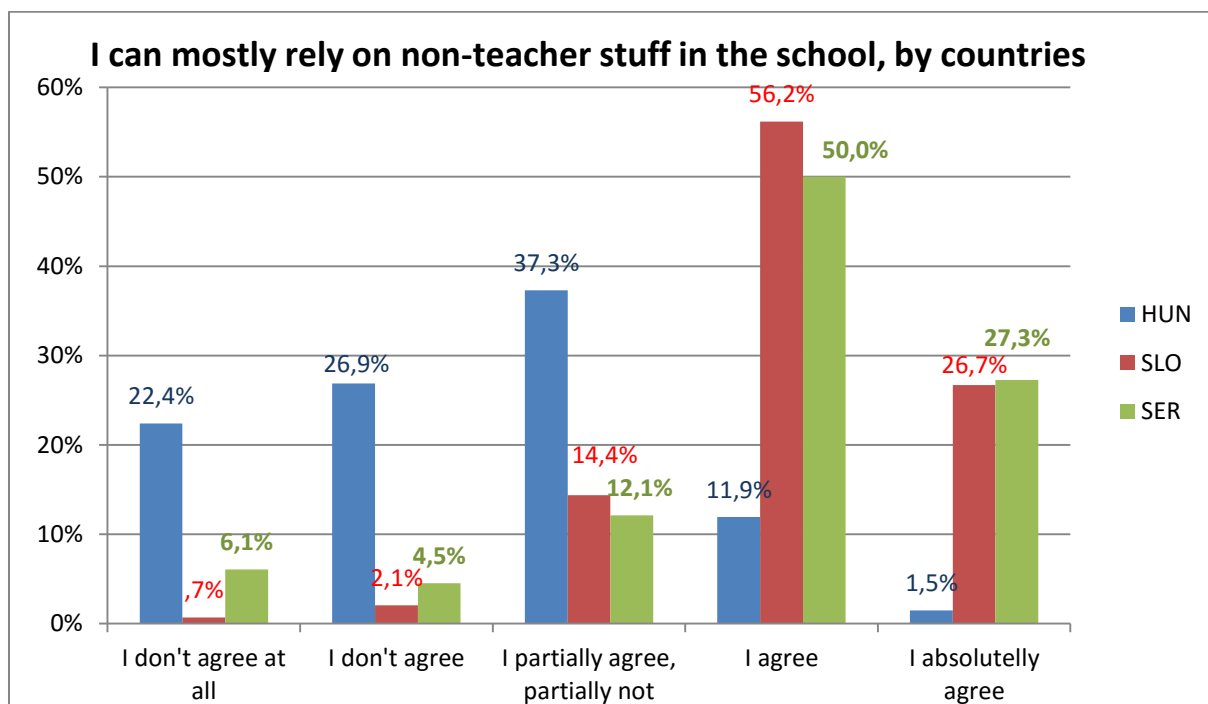


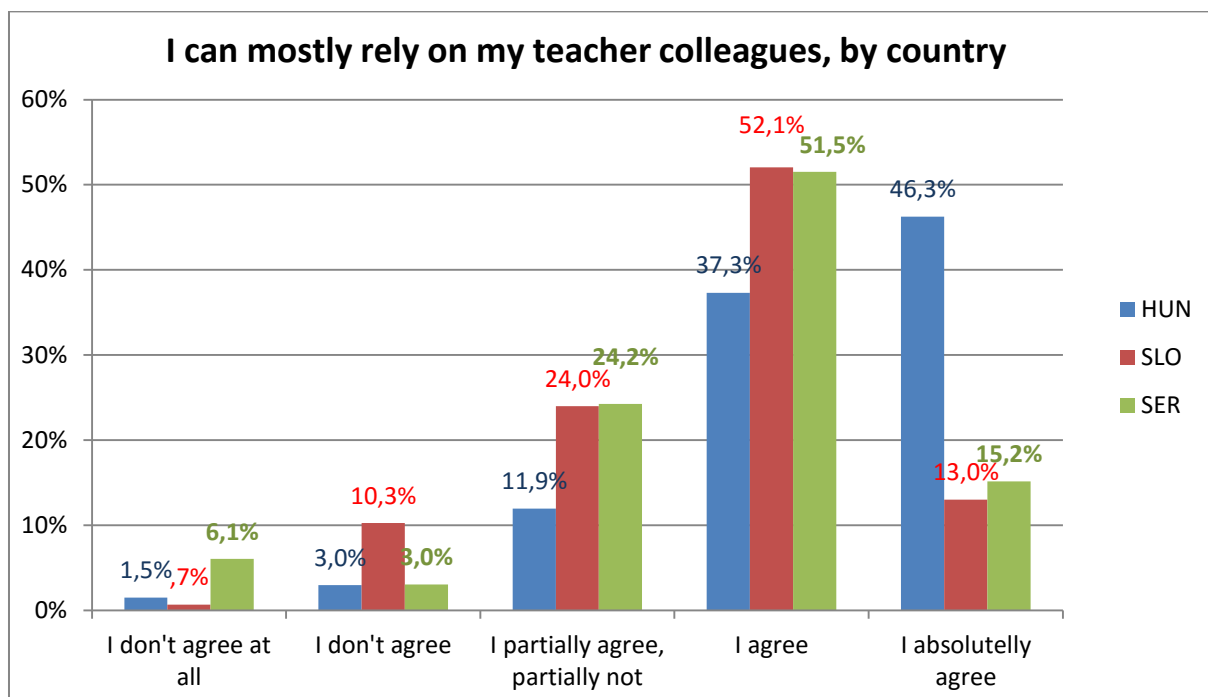
Values and skills

Results considering main pedagogical skills follow a rather balanced pattern: communication with the parents and strengthening motivation are on the front; however all other skills got at least a rather important evaluation. Psychological knowledge is outstanding by the Serbian answers, which correlates with the fact that psychologist are much more involved there in the whole process.

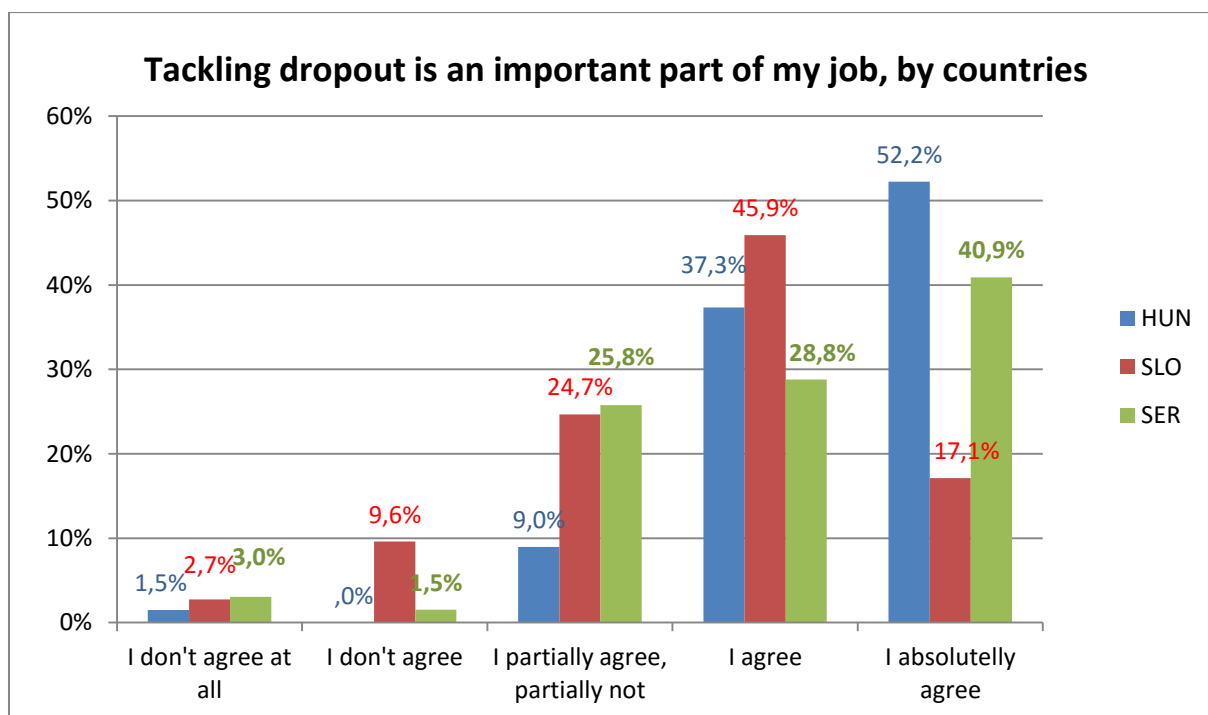


Regarding attitudes the work with the family seems to be central element of this process in all the countries. Nevertheless there is a difference in the involved professionals' field. Remarkably, working with non-teacher stuff together in the school to prevent dropout is much less evitable for Hungarians than for the two other countries. The table below shows that they rely especially on their teacher colleagues, while Serbian and Slovenian answers rely on them too.





Not everybody sees dropout prevention as a central part of their job. While only 2/3 of Serbian and Slovenian answerers think so, almost 90% of Hungarians agree.



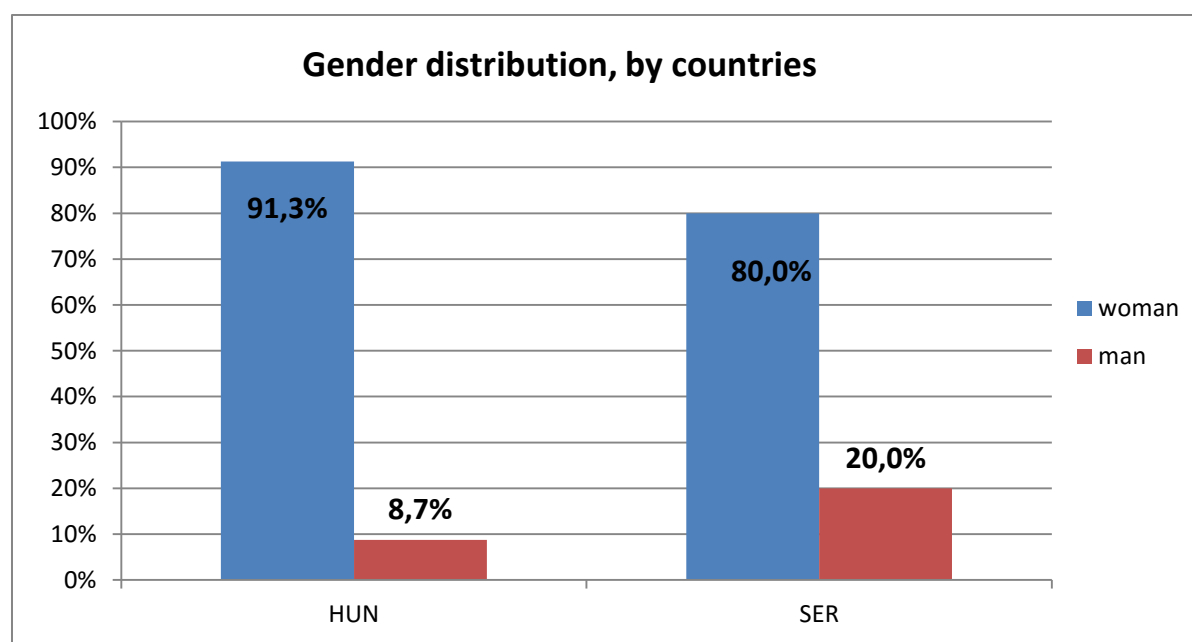
International survey among outside of the school professionals

A survey was launched among outside of the school professionals to strengthen inter-sectoral approach in the project. This survey is a non-representative one, conducted in Hungary and Serbia which enables as to conclude on very soft conclusions regarding the differences of the countries. Results have to be further analysed with the involvement of the Serbian partner.

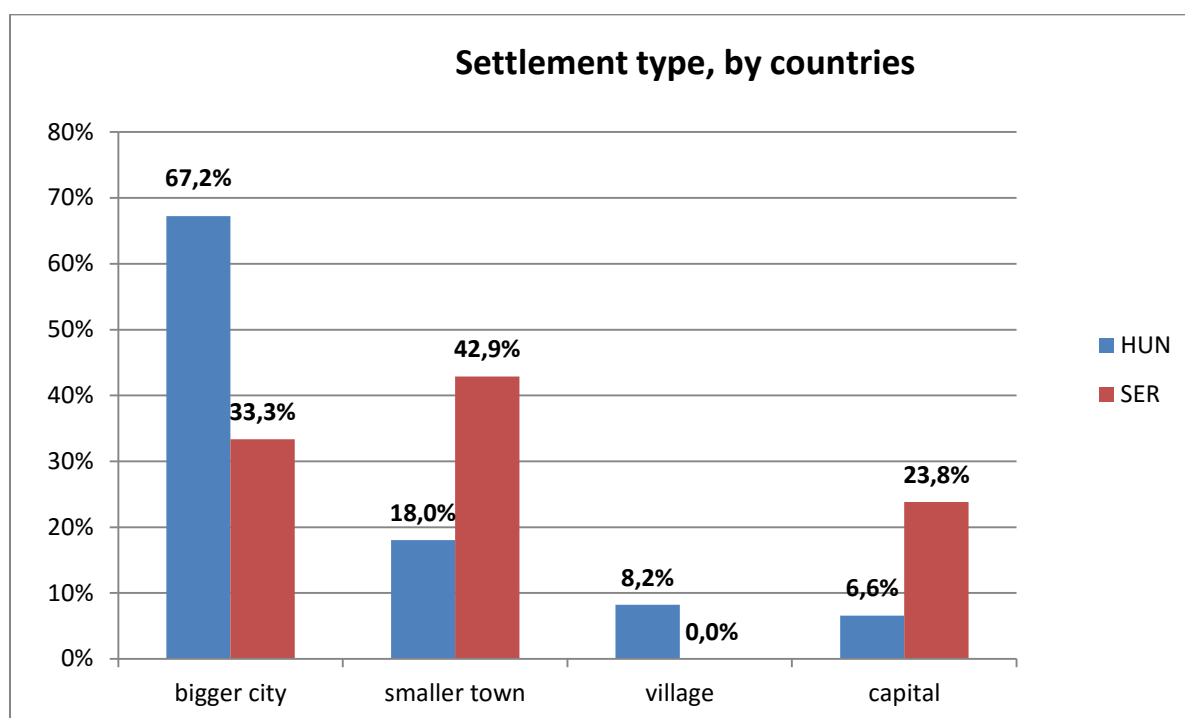
All together 187 answers arrived however, after the data cleansing we could deal with 153 individual cases: 50 Serbian and 103 Hungarian responders. In case of some questions there are even less numbers to be considered. Due to the fact that our sample is small and non-representative the most important focus is not on the exact percent-level differences but on the trends and qualitative information can be gained from the data. The current text is a first draft on the descriptive results to base a more elaborated analysis.

Descriptive data

Regarding gender distribution the Hungarian sample is rather homogenous: more than 90% of answers are female. In the Serbian sample almost one quarter of them are male.



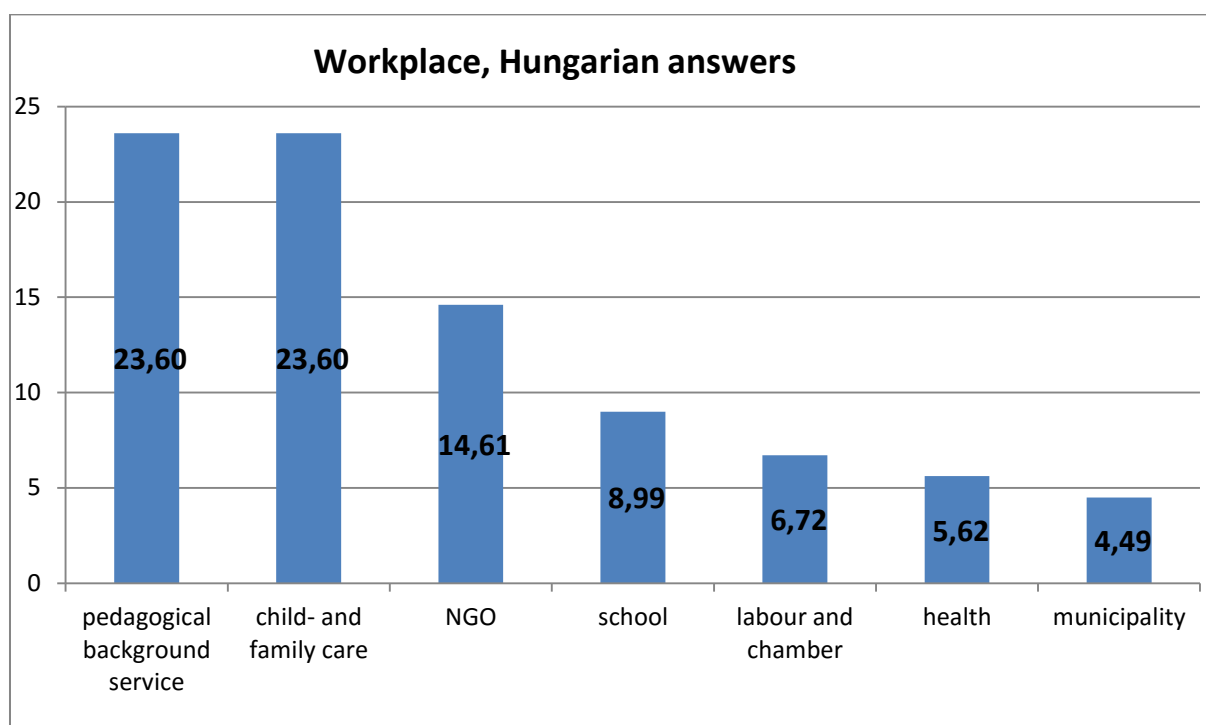
Considering settlement type, Budapest, the capital of Hungary is below represented which can be derived from our extensive, country wide network among different sectors. In the Serbian sample there is a significant rate of smaller towners.



Considering age distribution also the median and the average are about 45 in both countries, with a 12-15 years of a working experience. Years spent in education related job is also about 14, however for a minority of answerers this was not a relevant question.

More than 90% of Serbians works in a school, the rest is employed either by an NGO or a social service provider. This information is crucial when it comes to the interpretation of their answers.

Hungarian sample is more heterogeneous in this respect: the majority works for any pedagogical background service or child- or family care service such as the temporary home for families. 15% is employed by NGOs, 10% by schools, 7% by employment office, 6% by some health centre and a further 5% by the municipality. Some responders work at the police, custodian bureau, and religious organization however these are lower than 1%. In a later phase of the analysis their opinions might be useful for a broader picture though.



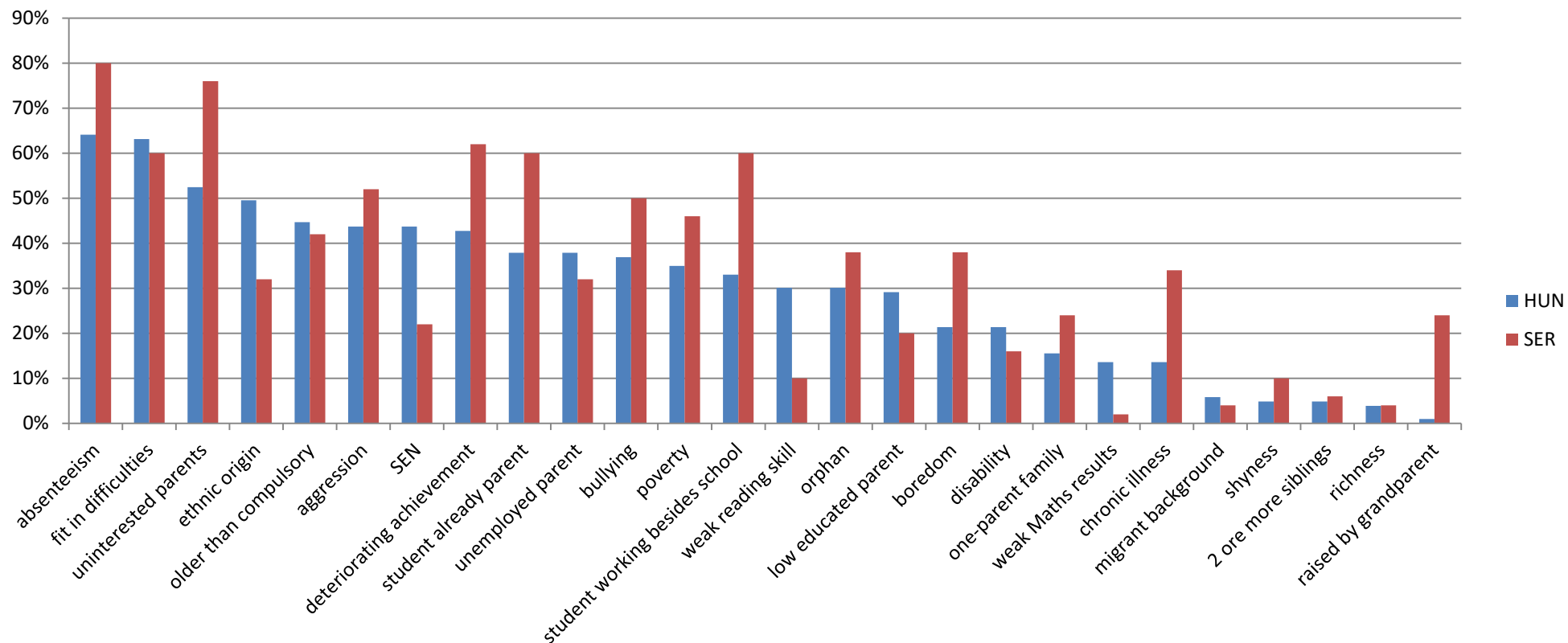
N=89

Regarding position more than one third of Serbians are psychologist, 20% of Hungarians are social workers, 15% are special pedagogues, 12% psychologists. Among the answerers there are school doctor, health visitor, NGO member and career orientation advisor too. Nevertheless extracurricular-school leader, pedagogical expert, researcher, custodian and youth helper have filled the HUN survey too. Most of the Serbians are so called pedagog, which position is dedicated to a special school support. Many Serbians are school headmasters.

Distress signals

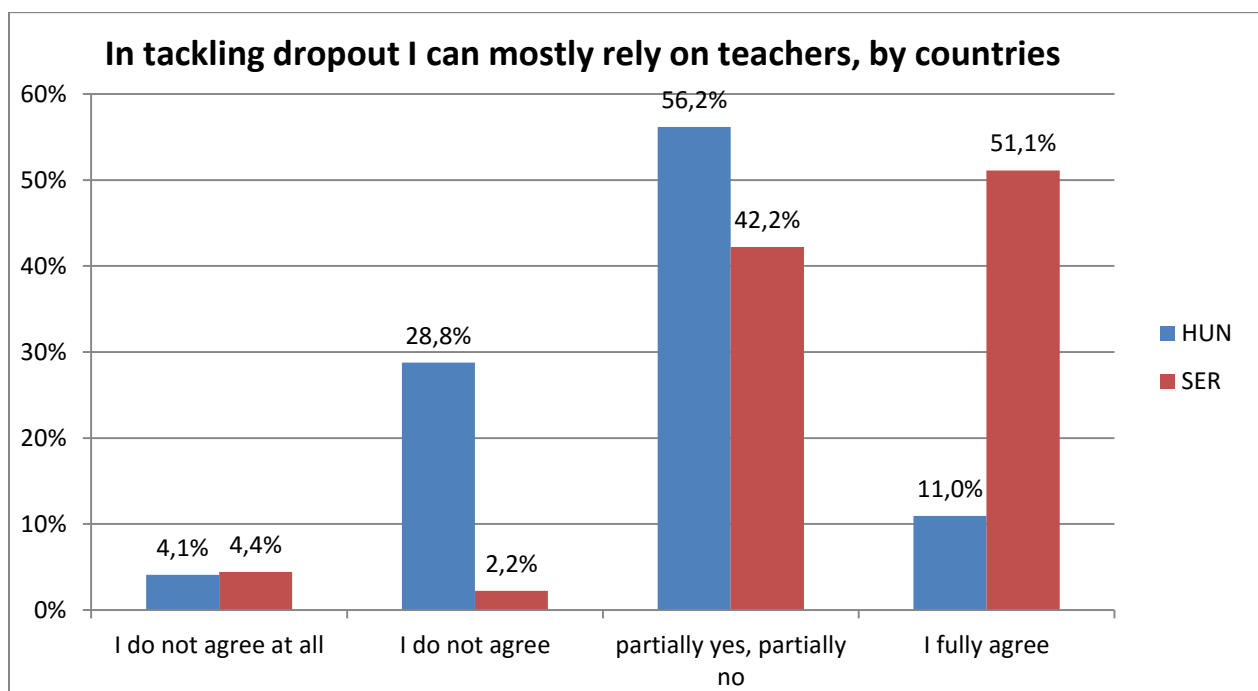
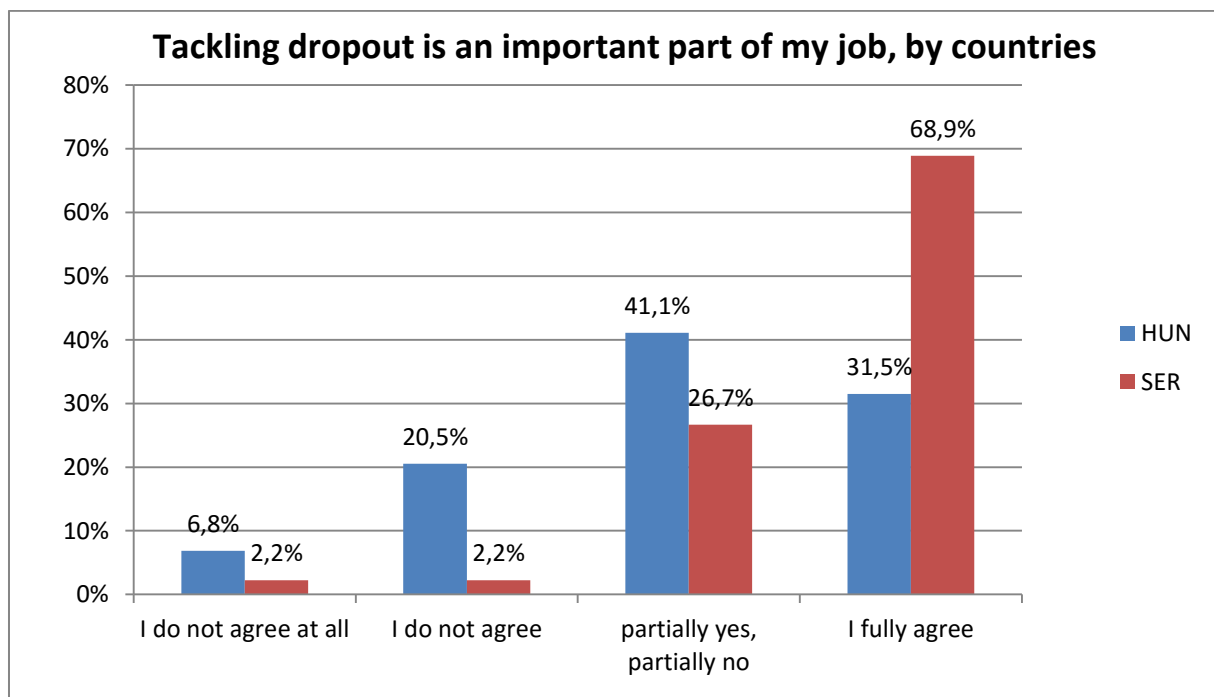
Regarding most important early distress signals, there are remarkable differences between the countries, however absenteeism is always on the first place. According to Hungarian professionals fitting in the class, uninterested parents and ethnic background are the most important after absenteeism, Serbians, on the contrary, marked deteriorating achievement, students already parents and students working besides school are the mostly endangered. Much more Serbians marked furthermore bullying, poverty, boredom, chronic illness and student raised by a grandparent than Hungarians. They seem to see special education need, low educated parents and weak Maths and literature performance much more indicative.

Most important early distress signals, by countries

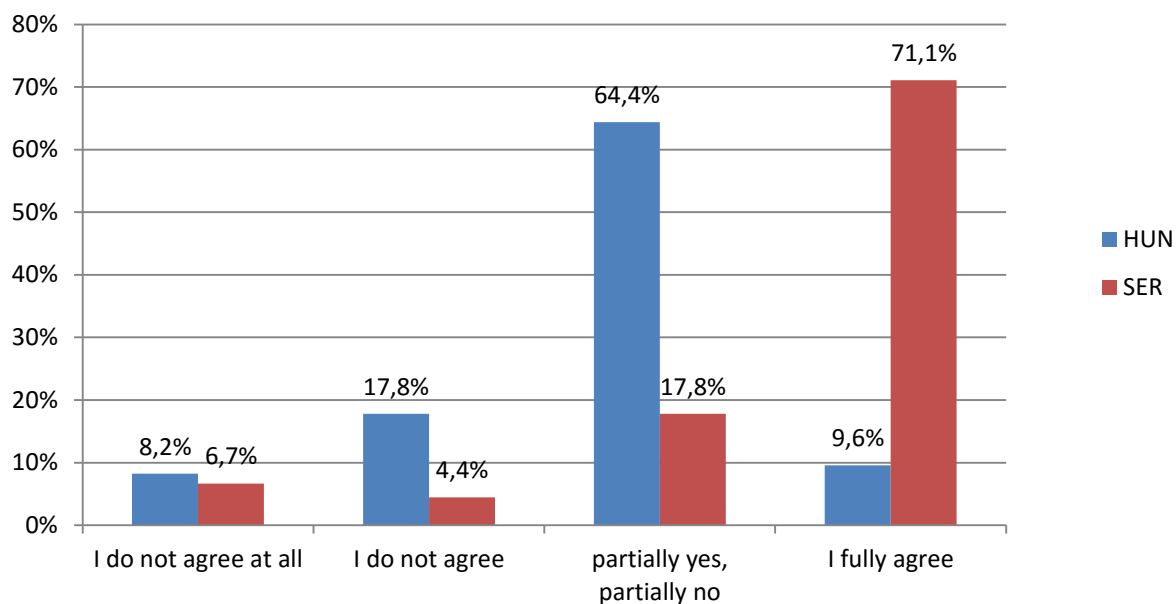


Attitudes

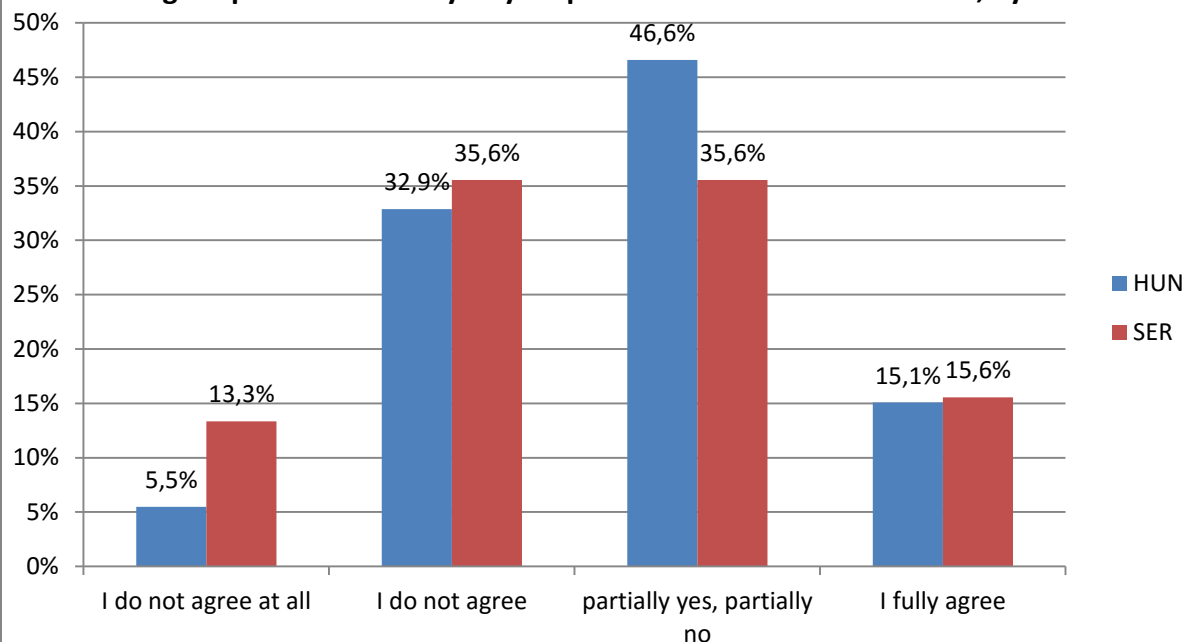
Attitudes are as well different considering how important part of the person's job is tackling dropout. In general, Hungarian answerers see it much less of their competence which can be derived from the fact that, they mostly work outside of the school, and this issue is just one of their duties. Regarding partnerships, Serbians are mostly work with teachers and non-teacher school stuff. Hungarians are slightly rather work with outside of the school professionals, this is not a very strong correlation though. Working with the family to tackle this problem is highlighted everywhere, however it is much more in the Serbian answers, which feature appears in other answers too.

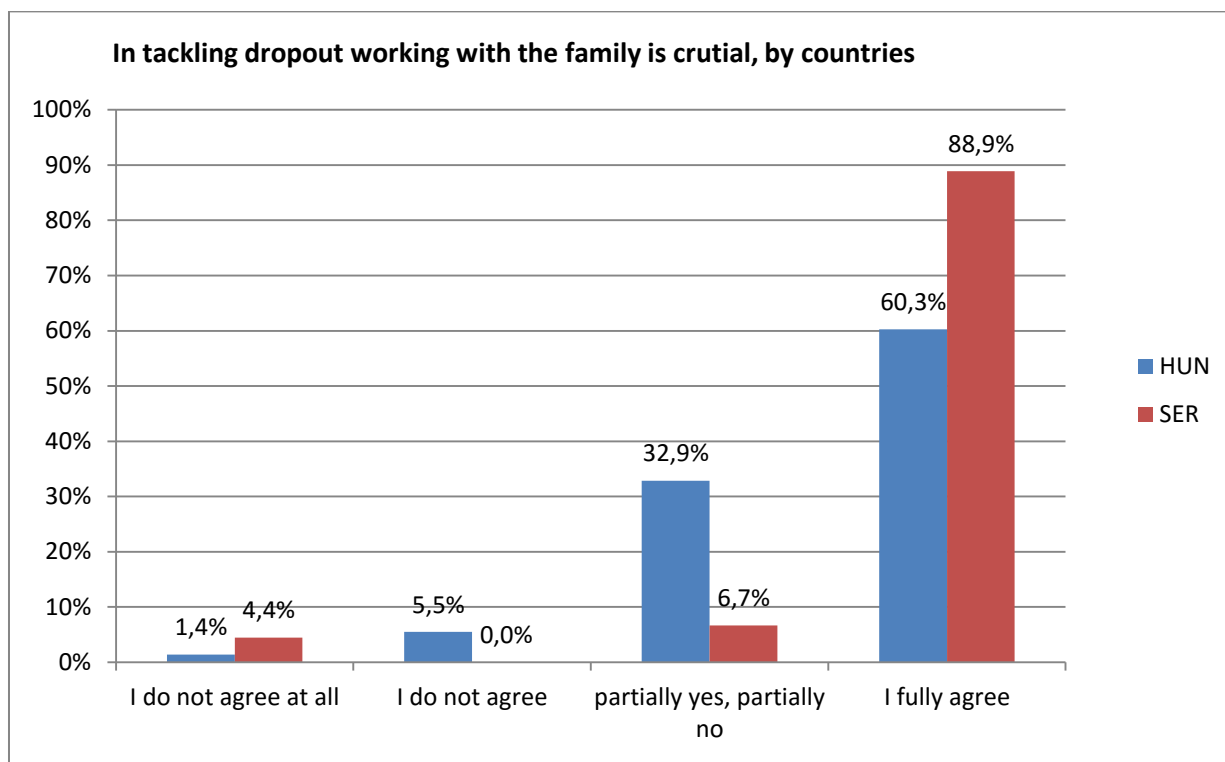


In tackling dropout I can mostly rely on non-teacher stuff in school, by countries



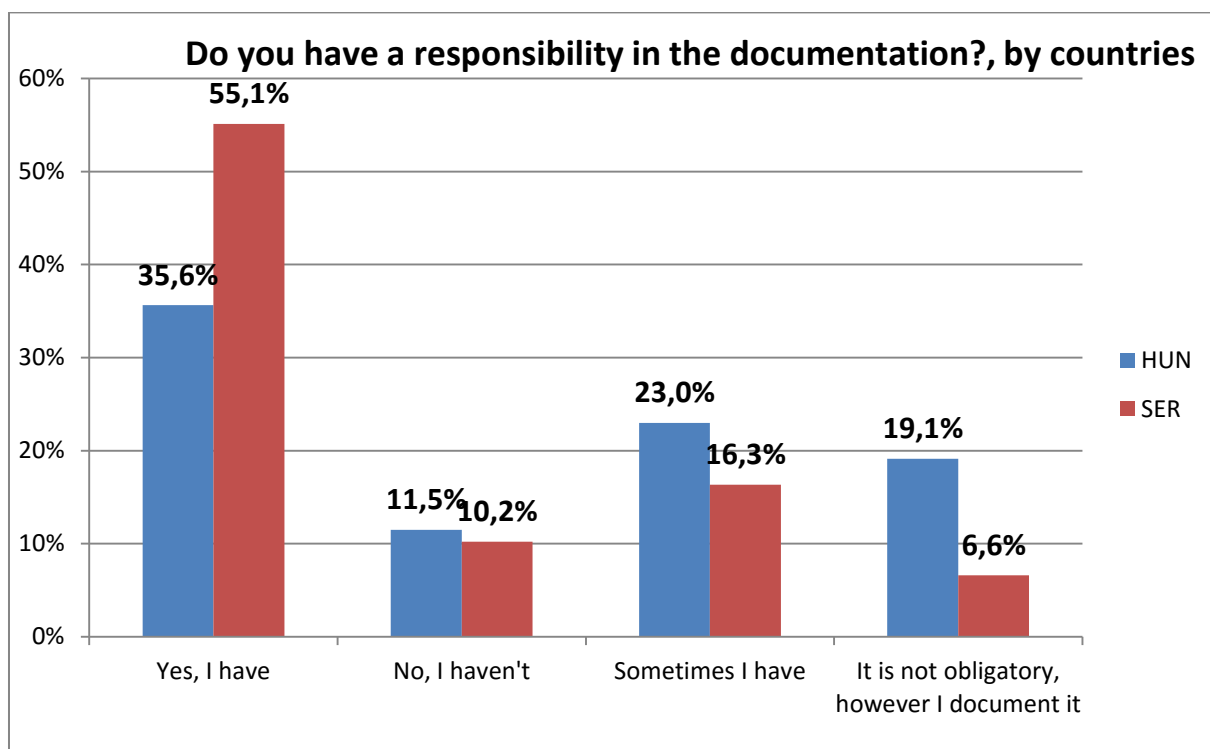
In tackling dropout I can mostly rely on professionals outside of school, by countries



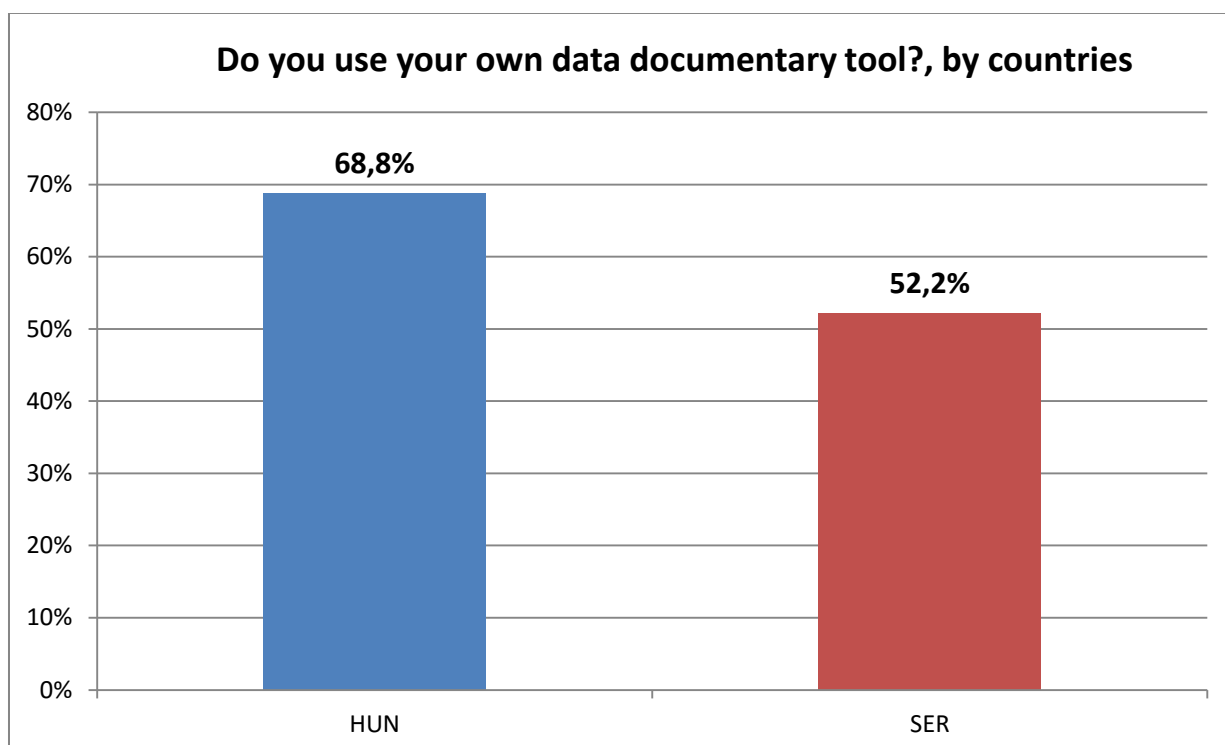
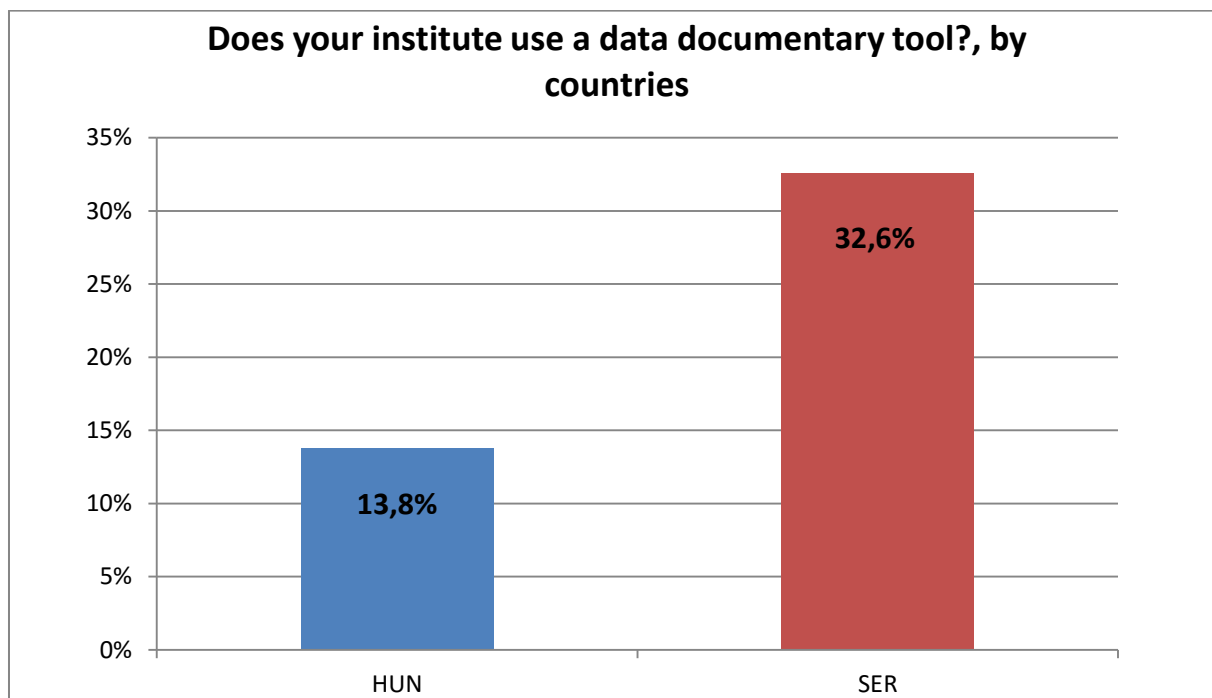


Data gathering

The answerer's responsibility is a crucial question in data gathering. It seems Serbian school professionals have it indeed, while many Hungarian outside of the school profs are ready to follow up some data without a direct obligation.



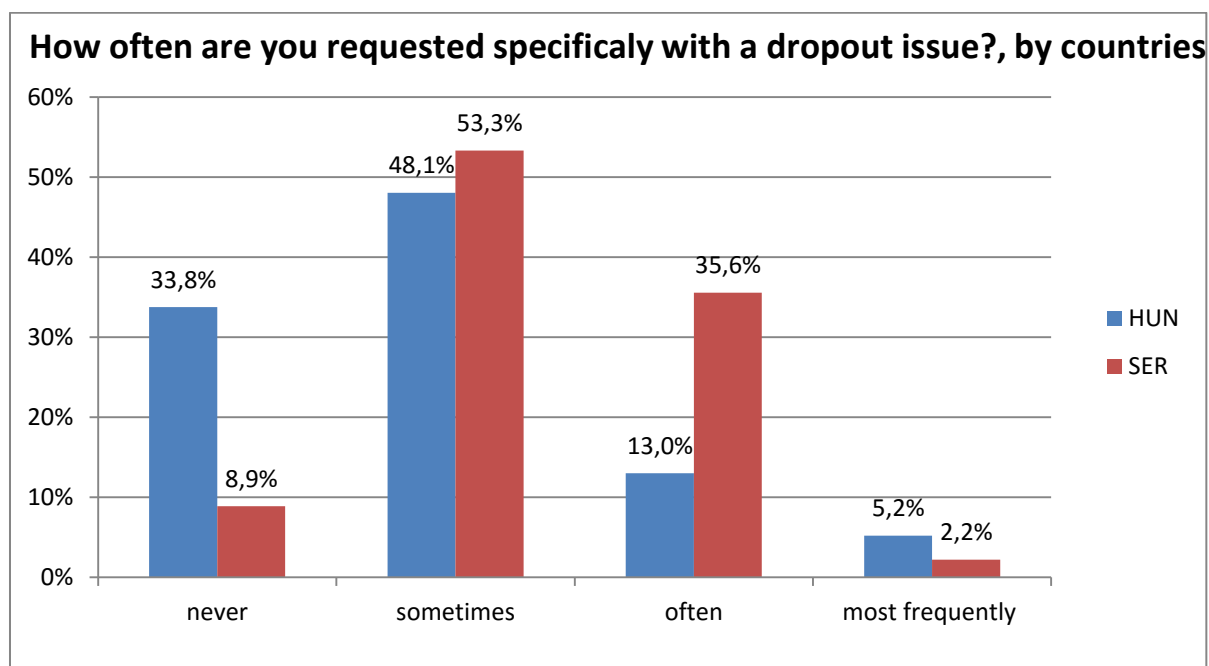
It is strengthened by the institutional level too. Obviously, it is more expected from school-employee Serbians than the non-school Huns. Nevertheless, the next figure reveals the non-official documentary custom of Hungarians, so as to compensate the lack of this requirement.



Cooperation

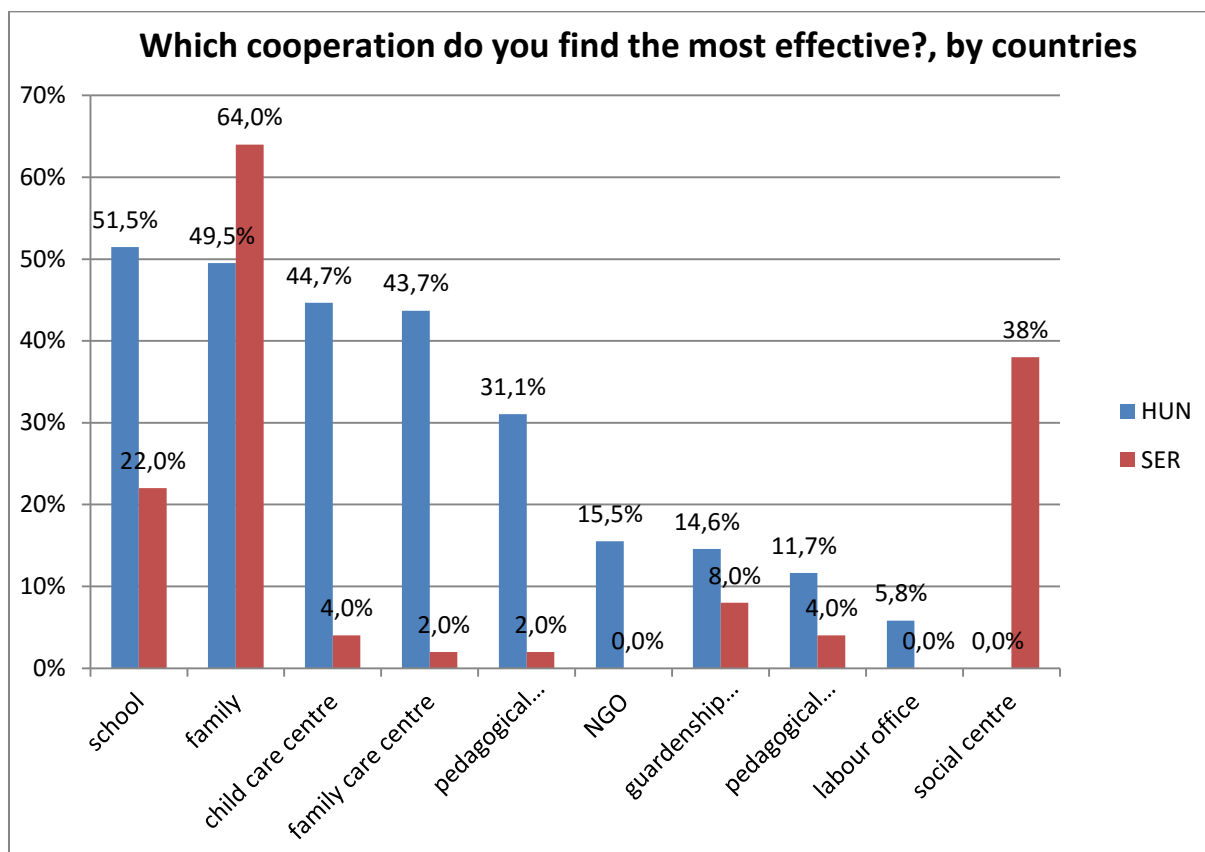
More than 2/3rd of Serbians chose parents, class teacher, school doctor or the social worker of child care centre as an actor that turns to them with the problem. In contrast, only 1/3rd of Hungarians marked parents or class teachers, the others got an even lower result. Interestingly, many of them named the student themselves as the requesting party.

About the frequency of these kinds of requests Serbians are more often involved, however none of the countries on average feel that this topic would be the most important one. This is in line with the answers considering the importance of dropout issue in their work.



They were asked about the age group that they are informed about. 32% of HUNs and 40% of SERs are informed about cases above the compulsory school age. About students under compulsory age information is carried by custody bureau especially in the HUN case. The second most important source of information is definitely the class teacher, however 11% of HUNs are not at all informed about such cases. This rate is 4,5% by the SERs. About 15% claimed to be informed by the school headmaster. 28% of HUNs are informed by the child care centre, by the SERs social centres have an important role too.

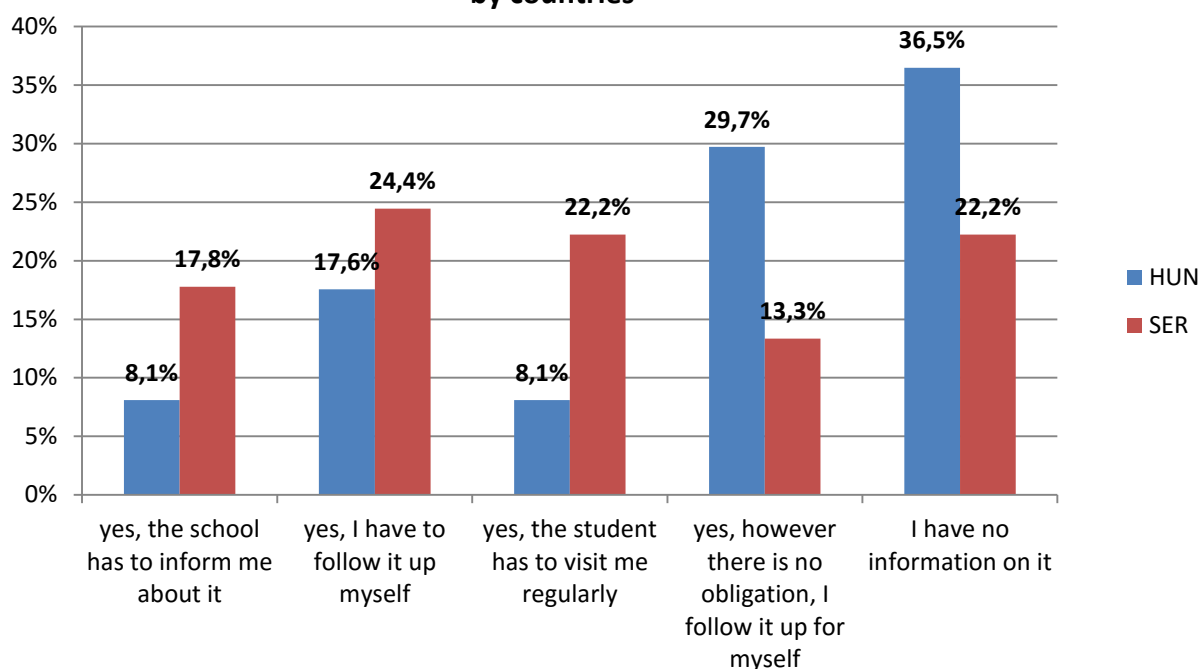
They were finally asked about the actor they find the most successful to cooperate with especially with dropout prevention cases. Main partner for HUNs is definitely the school while family it is for the SERs. This is easily understandable by knowing their position.



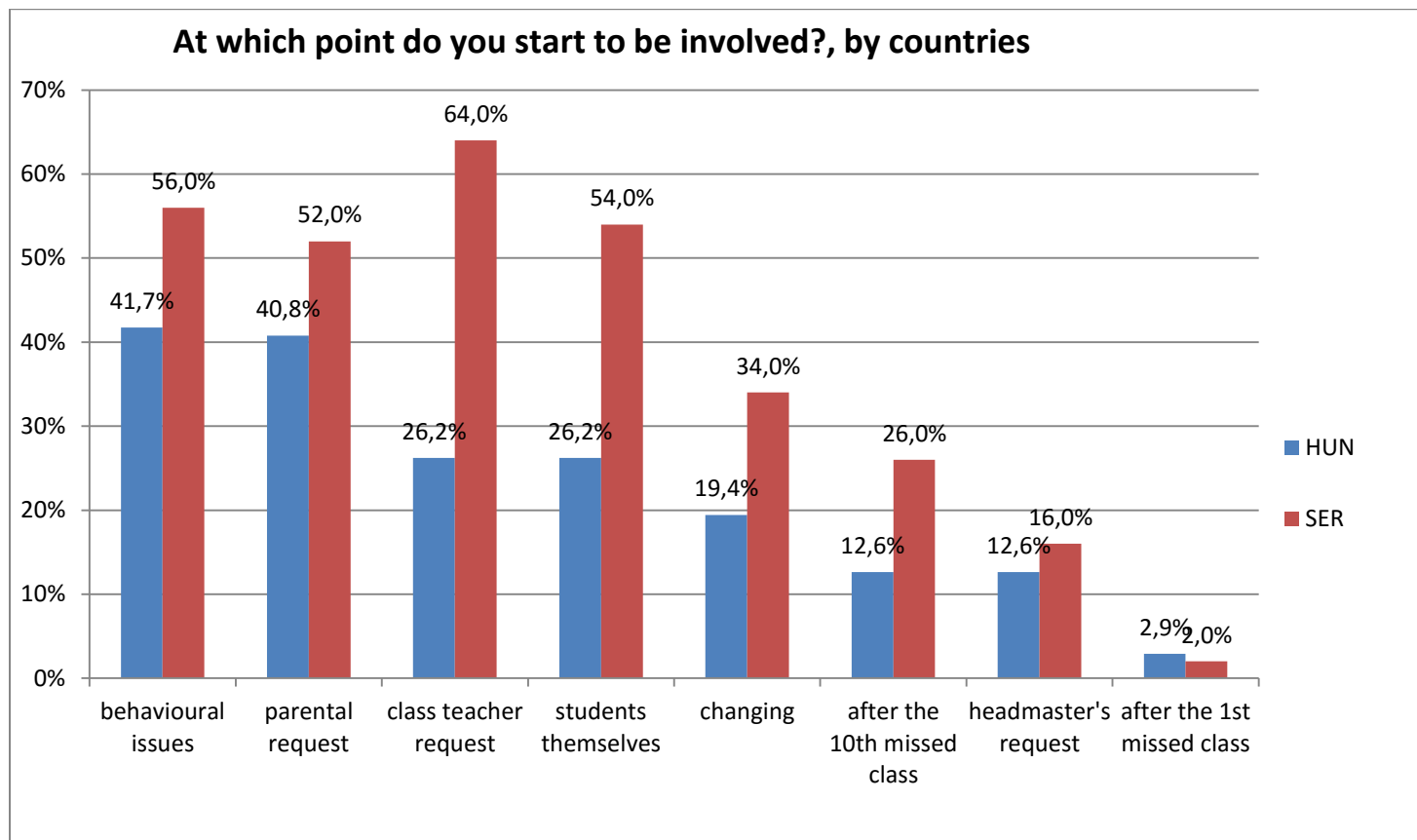
Information flow

Professionals were asked about the actual usage of the method or tool that they suggested for the student. According to the answers, Serbian in-school professionals are more likely to be informed about the usage of their suggestions, while Hungarians are less informed which can be a consequence of their position.

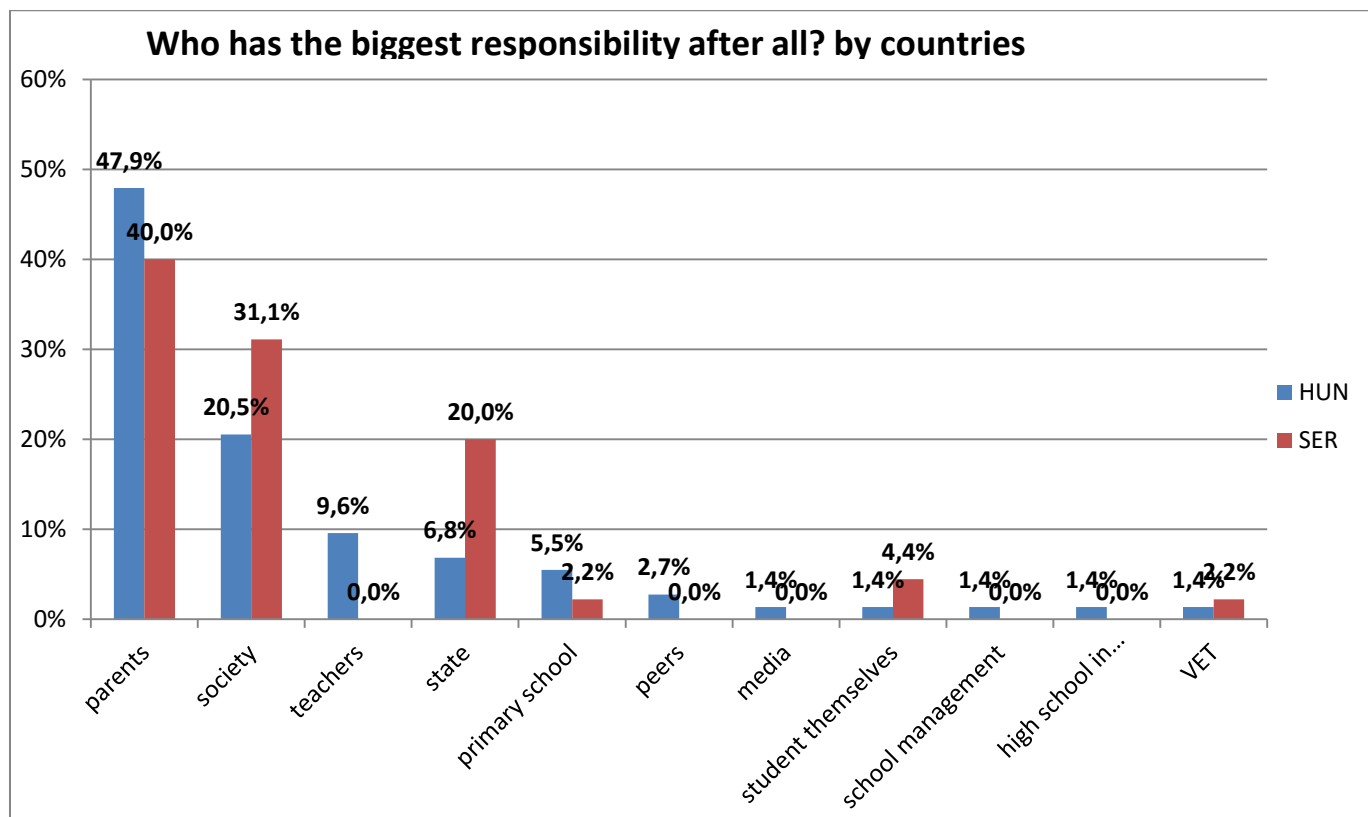
Are you informed about the usage of the methode or tool that you suggested for the student by countries



The survey asked about the specific point when the asked professionals are involved in the case typically. Regarding HUNs behavioural issues are on the first place, than parents' or class teachers' request come. By the SERs class teachers are the first parties especially cause the 'pedagogs' work in close collaboration with them. Than behavioural issues and students themselves can as well start the involvement.

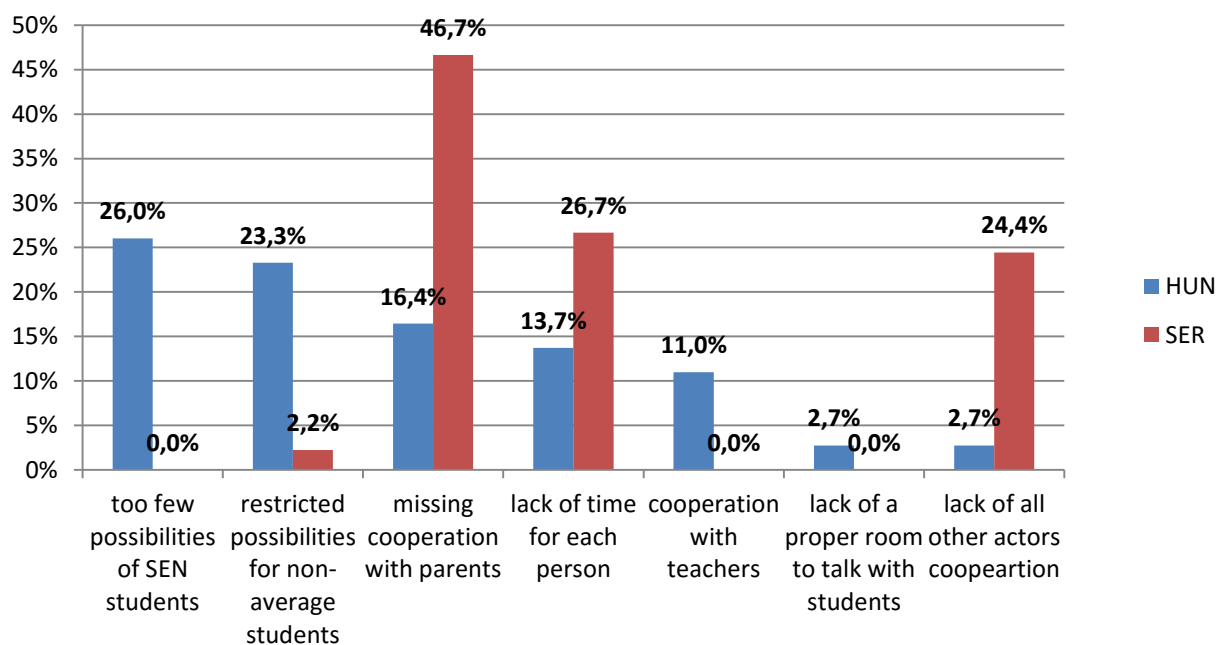


Considering responsibility they were asked about the most relevant responsible actor. The order strengthened the answers have been given earlier: parents and society is on the top of the list for both countries, while state is especially highlighted by SER.



The most difficult challenge for the professionals are the restricted possibilities of non-average students in case of HUN, and the cooperation with parents and lack of time, furthermore the involvement of other professionals according to SER.

Which one is the biggest challenge in tackling dropout?, by countries



Some significant differences between the teacher and outside of the school professional results, HUN and SER

In general teacher and non-teacher samples gave basically very similar results in each country considering attitudes and opinions on school dropout. There are however some remarkable differences by the position that can as well be compared due to the same question structure in both surveys. Below these significant differences are highlighted without repeating the figures.

Both HUN groups find many student related qualities especially important as a distress signal, such as capability to fit in, age or attainment, however ethnicity as a risk factor seems to be more evident for the outside of the school professionals: this feature get 10% higher importance at the non-school professionals as at the teachers.

The Hungarian teachers see tackling dropout as an important part of their job in contrast with non-school professionals: about 90% agrees or totally agrees with this while only 1/3rd of outside of school answerers are totally agree and another 40% partially do so. Interestingly, Serbian non-teacher answerers, mostly 'pedagogs' are very much engaged in dealing with dropout related cases, according to the answers: 70% of them totally agrees that is an important part of their jobs, while only 41% of SER teachers shares the same opinion, and another 30% simple agrees. In this respect, HUN and SER results are just the opposite, which is certainly derived from the different roles of each professional in the countries.

About the most responsible actor there are basically the same actors on the top of both teacher-non-teacher lists, however the question was raised a bit differently. One significant difference is that student appears on the top only by the teachers; outside of the school professionals seemingly put the focus more on other actors. Another significant result is that SERs seem to put more focus on state as a responsible actor regardless of their position.

Considering cooperation family seem to be an inevitable important partner for all the actors. HUN answers highlight the segmentation of the different sectors in Hungary and the limited cooperation of actors: teachers tend to rely on their teacher colleagues in the school, while outside of school professionals only partially agree with the statement that their main partners are teachers, and rather engaged with non-teacher stuff in the school. However their main partner to tackle dropout is still the school. SER non-teachers on the contrary find teachers totally important. This of course comes from their 'pedagog' position which is dedicated to support teachers' work.

Only the HUN outside of school professionals were asked about their opinion considering the magnitude of early school leaving problem in the country. Interestingly teachers judge it bigger, about 60% chose huge problem for an answer, while only 40% did this from the non-teachers. Naturally, teachers face school dropout as an everyday problem and one of the most difficult issues to deal with which obviously influences their perception.