

## ETHNOLOGICAL ANALYSIS: MIGRATION OF UZBEKISTAN STUDENTS TO THE REPUBLIC OF KOREA

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### Abstract

The main objective of this study is to identify Uzbek students migrating to the Republic of Korea for education and the factors that attract them. In the process of research, a literature review was used to collect information about the education systems of the two countries, the achievements made in the education system, the achievements and shortcomings of corruption-free education. The result shows that corruption-free education is the most influential factor that influenced their decision. Students also decide to choose their specialty and study in the language they want. Scholarships awarded to students based on their ability in their major and any opportunities available will influence their decision to choose an educational destination.

**Keywords:** Public Education, Anti-corruption policy, Educational (academic) corruption.

### Introduction

Education is a tool that gives people knowledge, skills, methods, and information, allowing them to know their rights and responsibilities concerning their family, society, and nation. It improves the ability to fight injustice, corruption, and many other bad elements in society. The education system is considered as one of the fundamental human rights and the basis for personal and social development.

Why do we need an education system that is free of corruption? A corruption-free system means access to educational opportunities. The education system provides fairness and transparency in the distribution of educational curricula and the criteria for selection to specialized training. Fairness appears in the accreditation of all institutions, acquisition of educational services, and administration of the education system. This is why governments must take the lead in combating educational corruption. Otherwise, it destabilizes the basic moral foundations of people and violates the principles of social equality. Societies lose faith in justice. In addition, corruption negatively affects the status of any educational institution in the system. Education is one of the most important factors determining the quality of life (Frolova, 2010). Therefore, this study explores the causes, effects, consequences, and measurements of corruption in the system by comparing the education policies of Uzbekistan with the Republic of Korea.

The reason for choosing this topic for research is that educational corruption is a great risk to the entire education system. The education system is vulnerable to corruption in Uzbekistan and post-Soviet Union countries. It is hindering the economic prosperity of the country.



Besides, academic corruption is a potential danger to the nation. The real damage to society occurs when entire Uzbekistan students believe that personal success comes not through merit and hard work, but through favoritism and bribery. It erodes social trust and worsens inequality threatening the well-being of society. Corruption negatively affects development by undermining the formation of educated, competent, and ethical individuals for the future labor force. Consequences of academic corruption include cheating, bribery, nepotism, bid-rigging in the procurement of textbooks, diversion of funds, and teacher absenteeism. Furthermore, it contributes to poor educational outcomes (Kirya, 2019, p.3).

The purpose of this study is to discover potential measures by conducting a comparative analysis of two educational cases. Therefore, this research highlights the efforts of the Republic of Korea to reduce corruption through the awarding of educational opportunities, greater transparency, and effective use of anti-corruption organizations. Research questions of the study are:

1. What is the concept of corruption?
2. What is the relationship between education and corruption?
3. What effect does corruption have on education?
4. What impact does this comparative analysis have on the prevention of educational corruption?
5. What are the most effective procedures for reducing academic corruption in Uzbekistan?
6. What are the similarities and differences in the education cases of Uzbekistan and South Korea?
7. How can Uzbekistan Anti-corruption Agency develop its implementations to be more efficient?
8. How have economic, ethical, and anti-corruption factors affected educational corruption in Uzbekistan over the years?

For this study, the literature review is chosen as a research method. A literature review is a more or less systematic way of gathering and synthesizing previous research. An effective literature review method creates a firm foundation for advancing knowledge. By integrating findings and perspectives, a literature review can address research questions with power (Snyder, 2019, p.333). This method plays an important role as a foundation for all research forms. It can serve as a basis for knowledge development in conducting a research. Besides, it serves as a ground for future research.

### OBJECTIVES OF THE STUDY

The long-term goal of the research is to create a healthy educational environment which is non-corrupted. Corruption-free education system is defined here in as the process of protecting and saving future of our generations from educational crisis. The objectives of the research is to provide a comprehensive review of literature and corruption cases relation to education and outline a conceptual framework for a good educational field where there is no any kind of corruption actions.

The result of this research is valuable to the anticorruption agency practitioner. When it comes to future perspectives, the main lines of development of the education are associated with:



-Ensuring stability, order and clarity in the secondary education shape -approximating and identifying national standards with the best European and world standards.

- Enhancing the quality of education involving an universal access to the education system, achievement of a high extent of participation and keeping students at school; applicability of the instruction, comparability of the achievements in the light of the comprehensive educational process.

- Improving the funding of education - by increasing the budget funds and stabilizing the latter, seeking financial independence of schools and raising the upkeep of students schooling, teachers' remuneration, training and development.

- Efficient management, oriented towards strategic planning, organization, coordination and control over the comprehensive educational activity, decentralization and autonomy of the managing bodies.<sup>1</sup> This study provides a clear presentation of corruption-free and corrupted education policies, giving them insights into which anti-corruption policy is more appropriate and useful.

Specifically, this study gives awareness to society on how education corruption might affect the current development of the country. Moreover, through the literature review made by this study, the Uzbekistan government and educational institutions have a new approach to how to deal with educational corruption by learning about its influence. Furthermore, the literature reviews that are presented in this study convey valuable information for future studies that explores the various benefits of corruption-free education.

## STATEMENT OF THE PROBLEM

1. To provide a comprehensive review of nature and causes of criminal offenses in public educational sector.
2. To develop defining and solving method of bribery cases in educating.
3. To review corruption cases of public educating system in South Korea and Uzbekistan.
4. To find anticorruption procedure.
5. To outline conceptual framework for transparent education in it.

## METHODOLOGY

In this research, some varied literature review methods were used as research methodology. A variety of current literature review procedures are in use. All forms can be useful and suitable to meet a given objective based on the approach required to achieve the purpose of the analysis (Snyder, 2019). Finally, reviews attempt to objectively examine and evaluate the current literature in a given field of emphasis to report relevant conclusions, shortcomings, discrepancies, conflicts, anomalies, and/or other problems related to the study's ideas, assumptions, processes, or findings.

Critical evaluations, unlike other forms of analysis, seek to take into account the study carried out in a given field of interest and determine its revision through critical evaluation methods or

<sup>1</sup> Jordan Deliversky, Preventing corruption in the education system, Journal of educational and instructional studies in the world, vol-6, issue-1, 2016, p.1.



techniques. Comparison and discussion of methods - each review method discussed various types of analysis questions or objectives and then stipulated and determined the strategies that need to be used to achieve the overall objectives of the review. There is greater flexibility, for example, in discovering and synchronizing articles in narrative reviews. Researchers also have relative flexibility in using many research approaches, defining and selecting applicable scientific articles, describing their organizational features, explaining how each analysis works, and formulating questions.

### **HYPOTHESES OF THE STUDY**

The software of the analysis is to process the youth into the education system and produce/identify an attractive educational program that is free from corruption. Transparency of education, opportunities created, educational grants and diversity of specializations affect the chosen educational destination of students.

### **RESULTS AND DISCUSSION**

Preventing corruption is one of the most important areas of modern state policy of the Republic of Uzbekistan. Therefore, the state has undertaken a complex of legal and organizational measures to prevent corruption. For instance, on May 27, 2019, a Decree of the President of the Republic of Uzbekistan "On measures to further improve the anti-corruption system in the Republic of Uzbekistan" was adopted. However, the major efforts are focused on corruption prevention in the healthcare system and law enforcement agencies. In education, corruption prevention activities are carried out randomly (ETICO, 2020).

Measures for dealing with educational corruption include a learning environment. The learning environment consists of values of integrity, well-designed governance, transparency and accountability in management, and proper social control. When dealing with educational malpractices, citizens' attitudes are essential in building a responsive public education. In education, weak points are observed in the personnel sector, financial system, and procurement system (Mirzaev, 2022). Possible measures to overcome weak points include the establishment of efficient codes of conduct, introducing transparent procedures, and integrated monitoring systems (Deliverskiy, 2016).

#### **Salary increment**

The main factor leading to corruption is poverty and low salaries. Thus, it appears that the poorer a country is, the higher the level of small corruption. In developing countries, petty corruption is considered a normal pattern of buying services (Deliverskiy, 2016). Rising salaries can worsen corruption in all spheres of society (World Bank, 2015). It is obvious from the literature reviews that the main reason for academic corruption in Uzbekistan is underpaying employees. The linkage between low salaries and the intention of corruption is one of the main issues in Uzbekistan's educational development. The non-asymmetric between the increases in public employees' salaries compare to the inflation rate and dramatically increased commodities' prices make teachers poorly paid and resulted in widespread corruption. The low-salary public sector provides a strong motive for employees to abuse their positions to generate



additional benefits through corruption. Civil servants are more vulnerable to corruption as their salaries are not enough. It is impossible to expect them to work honestly. Therefore, low salaries in the education system constitute an important cause of corruption in the country. According to Korm (2011), low payments provide a breeding ground for academic corruption. At the same time, it is a leading cause of Uzbekistan's relatively poor standing in public education.

The Republic of Korea provides us with a significant example where high remuneration works well in the deterrence of academic corruption. The majority of employees in the system are satisfied with the salary they get paid (Seo, Kim, & Jeon, 2005). Based on individuals' competencies and performances, Korean education staffs have more chances to receive bonuses rather than fixed annual increments (Salary explorer, 2022). Ultimately, the Korean government has targeted only one intention which is making the education system a well-paid and corruption-free public sector. Increments in government wages can result in the efficiency and productivity of employees. It creates anti-corruption opportunities. Most studies believe that increasing salaries without effective monitoring systems as well as enforcement of sanctions have an impact on corruption (Transparency International, 2009). Reforming the salary system can lead to job satisfaction among employees and reduce receiving bribery. Higher incomes in the public sector are associated with lower corruption (Kweon, 2017). However, others find no significant effect (Panizza, 2001; Treisman, 2000). Besides, there is reverse causation that high levels of corruption lead to low wages in the public sector (Ackerman and Soreide, 2012).

"Efficiency wage" has the power to reduce corruption (Rijkeghem and Weder, 2001). In other words, it makes engaging in corruption more costly due to the fear of losing a well-paid occupation. Officials can engage in corruption if they consider themselves as not receiving a "fair" income (Mahmood, 2005). The practice of raising salaries increases the cost of corruption. What is more, it reduces the incentive for corruption (Bond, 2006). Sometimes, employees compare their wages to others. The lower-paid public servants compared to others are less satisfied with their pay and workplace. Such comparisons could be made in the same workplace (Brown, 2008).

### **Ethical improvement**

Ethical behavior in the education system should be the norm. From this perspective, the Uzbekistan education policy should seek to recognize and reward high standards among teachers or any employee of the system. Ethics starts with attitudes and morals at the top of the administration. However, ethics in public education are not just the exercise of personal morality. Integrity policies should be codified as standards for the ethics of teachers in the system for all employees. In Uzbekistan, students are used to giving gifts to teachers. However, in other societies, it is strictly forbidden for employees of education to accept gifts. This should be regarded as corruption and punished by law. It is a sign of violation of ethical norms (Education sector plan, 2019). The Law of the Republic of Uzbekistan "On Education" includes ethical norms of teachers. They must take the norms into account in their activities.

Currently, in the Republic of Korea, there are two different laws against corruption. They are the Anticorruption Act and the Public Service Ethics Act. The first of them includes a code of conduct for public employees. The second consists of the registration and disclosure of personal





assets which is related to public officials. It is seen as a blind-trust system, and a restriction on the employment of senior public bureaucrats (Berman, Moon, and Choi, 2010). Meanwhile, in Uzbekistan, expensive gifts are accepted by the employee and used for their intended purpose in the educational process (if this is equipment for training). Gifts include flowers, sweets, stationery, and postcards. Therefore, there must a regulation that indicates a clear list of gifts that an employee can receive as mentioned in the Kim Young Run Act. Furthermore, the Code of Ethics should be an important tool in creating a culture of gift-giving for all teachers in the system (Mirzaev, 2022).

In this regard, the ethics of teachers are considered a moral and legal category. Thus, educational institutions should develop ethical standards for teachers. In ethical codes, regulatory documents are quite loyal. They do not contain specific strict requirements and harsh sanctions. The ethical code of teachers is focused on the formation of a culture of fair trusting relationships. It supports a high level of professional teaching and protects professional honor and human dignity (Ernazarov, 2022).

Structurally, the code of ethics for teachers should be divided into several main sections. However, essence expresses the same thing. For example, section I consist of the main norms of the legislation of Uzbekistan. Section II includes requirements for the behavior and professional activities of employees in the system. In section III, there are peculiarities of the professional relationship of a teacher with students, fellow teachers, parents, and the administration. Section IV contains control over obedience with the provisions of the code of ethics and responsibility (Mirzaev, 2022).

The scientific community has developed and applied many effective mechanisms against academic corruption. These mechanisms are based on monitoring, prevention, control, and the use of legal instruments. However, at present, there are no effective codes of ethics for teachers in educational institutions. Reforming the ethical codes of teachers allows education to regulate all aspects of the professional ethics of teachers. It ensures the conciseness of the information. The development of ethics of workers in education is a serious matter. It is important to provide teachers with ethical behavior in their professional activities. Improving ethical codes will become a new effective mechanism for anti-corruption policy in Uzbekistan (Makarova, 2019).

### **Enhancing anti-corruption policy**

In Uzbekistan, the establishment of an Anti-Corruption Agency could be a positive step in preventing corruption. To increase the effectiveness of the anti-corruption policy, the Agency should be permitted to carry out an inquiry or investigation. To ensure the effective functioning of the anti-corruption agency, it is also important that the ACA's powers are clearly defined, including law enforcement. The ACA's effective functioning will be ensured when its powers do not overlap with the powers of other public bodies.

Additionally, to achieve the overall objective of prevention, effectiveness, and efficiency of law enforcement bodies, judiciary, and other governmental structures should be increased. Concerning the preventative function of the Anti-Corruption Agency, an investment in training and the development of integrity platforms and tools should be considered. From this aspect, Anti-Corruption training and integrity platforms are important to raise public awareness of

corruption (Grata international, 2020). For example, in the Republic of Korea, there is an Anti-Corruption Training Institute. It was established under the ACRC on 25 October 2012. This training institute is responsible for changing public officials' attitudes toward corruption and integrity. Also, its goals include improving its ethical standards (Anti-Corruption and Civil Rights Commission, 2013). Detection and punishment are needed to prevent corruption and enhance integrity in Uzbekistan. However, a more fundamental solution to corruption problems is to improve a culture of integrity (Mirzaev, 2022).

In Korea, Anti-Corruption Training Institute designs programs to enhance sensitivity to integrity. These types of programs have positive impacts on anti-corruption activities. The first is teaching the necessary ethics of regulations and the practical ways. The letter is to improve ethical standards for public employees (Anti-Corruption and Civil Rights Commission, 2013). Furthermore, the Agency should be authorized to receive and inspect materials related to the usage of budget, the state of corruption, criminal materials, salary, and gift-giving.

In addition, the integrity Assessment of public agencies is carried out by the ACRC every year. Also, it provides public officials with integrity education through the Internet and the Anti-Corruption Training Institute. Integrity Assessment includes three different sources. They are the evaluation of public services (by citizens), surveys (among public officials), and opinions of selected professionals. Public agencies can make efforts to prevent corruption by relying on Integrity Assessment results (Anti-Corruption and Civil Rights Commission, 2013). Implementation of Anti-Corruption and Integrity Policy Guidelines are developed by the ACRC at the beginning of each year (Anti-Corruption and Civil Rights Commission, 2020).

According to UN Convention against Corruption, it is important to create the criteria and procedure for selecting a candidate for the position of director. What is more, the independence and autonomy of the Agency should be ensured. The President of the Republic can approve the regulation of the Agency's activities (OSCE, 2020). Adopting a law and procedural rules on achieving the goals is efficient in implementing an anti-corruption policy. Therefore, cooperative and collaborative activities with other bodies are demanded.

### **Anti-corruption legislation**

Legal methods of anti-corruption should begin with the improvement of regulation. Judicial provision for fighting corruption is important for successfully preventing corruption. The government of Uzbekistan ratified the United Nations Convention against Corruption in 2008. Besides, in 2010, the state joined the Istanbul Action Plan against Corruption. Implementing the provisions of the Convention into national legislation is considered the first step to improving anti-corruption legislation. The Anti-Corruption Act entered into force on January 4, 2017. It is a legal basis for taking comprehensive measures in the prevention of corruption. This law is the legislative basis of the anti-corruption policy and includes 6 chapters and 34 articles. However, it is not sufficient enough for the functioning of the Anti-corruption policy effectively (Rakhmonov, 2019).

Implementing more than fifty anti-corruption measures is provided by the government in five directions. In this regard, more than sixty ministries and departments are responsible for developing and approving anti-corruption plans. However, these efforts have been insufficient.



Therefore, adopting another anti-corruption act as in South Korea would be useful for anti-corruption policy. In the process of further improvement, legal regulation should relate to the prevention and control of corruption. Furthermore, measures to eliminate and compensate for the harm of corruption should be involved (Education sector plan, 2019). The Improper Solicitation and Graft Act can be regarded as a case for creating or reforming the Uzbekistan anti-corruption act. The Improper Solicitation and Graft Act ensures the fair performance of public duties of public servants in the Republic of Korea. What is more, it secures the trust of the people in public offices by restricting corruption (Shin and Kim, 2017). The reason for adopting more effective acts is to establish common principles and rules of moral behavior. Other reasons are creating an efficient performance of official duties and preventing abuse by public employees (Rakhmonov, 2019).

There must be a minimum value of gifts that employees of educational institutions can accept as mentioned in the Kim Young Run Act (Improper Solicitation and Graft Act). Corruption under gift-giving is regulated by the Improper Solicitation and Graft Act. The creation of such an act fills the gap in the existing legal system.

Table 1: The Improper Solicitation and Graft Act fill the gap of the existing legal system  
(Handbook of the Improper Solicitation and Graft Act, 2017)

	Limitations of the existing legal system	Improper Solicitation and Graft Act
Criminal Act	<ul style="list-style-type: none"> <li>➤ Impossible to punish for bribery when it is hard to verify that the bribe was in exchange for a favour or related to the duties of the public official</li> <li>➤ Members of public service-related organizations are punishable only when they are treated as civil servants in the relevant laws</li> <li>➤ Only traditional types of corruption such as bribery can be regulated. New types of corruption are hard to regulate</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sanctions are possible in the form of criminal punishment or administrative fine even when the benefit offering was not in exchange for a favour and was unrelated to public duties</li> <li>➤ Those subject to the Act include members of public service-related organizations, teachers and employees of private schools, members of educational corporations and media companies</li> <li>➤ Improper solicitation without involving money, goods, etc. is also regulated</li> </ul>
Public Service Ethics Act	<ul style="list-style-type: none"> <li>➤ Only regulates asset declaration and employment of retired persons</li> <li>➤ Only applied to persons liable for asset registration (Grade 4 or higher)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Legislate control devices for banning improper solicitation and acceptance of graft</li> <li>➤ Those subjects to the Act extend to members of public service-related organizations, teachers and employees of private schools, members of educational corporations and media companies.</li> </ul>
Code of Conduct for Public Officials	<ul style="list-style-type: none"> <li>➤ Impossible to add penalty provisions on punishment, administrative fines, etc. as it is a presidential decree.</li> <li>➤ Hard to guarantee effectiveness with discretionary sanctions</li> <li>➤ Constitutional institutions are left to follow their internal rules</li> </ul>	<ul style="list-style-type: none"> <li>➤ Includes provisions on punishment and administrative fines.</li> <li>➤ Strengthened effectiveness with mandatory sanctions</li> <li>➤ Obliges all public institutions to comply with the Act</li> </ul>
ACRC Act	<ul style="list-style-type: none"> <li>➤ Focused on procedural issues such as establishment and management of the ACRC and reporting of corruption cases</li> </ul>	<ul style="list-style-type: none"> <li>➤ Functions as a substantial law to prevent corruption by specifying obligations and sanctions</li> </ul>



Preventing corruption is a complicated matter. Increasing salaries is not the only way to cope with corruption. The material support of civil servants is important. The adoption of new laws will help to create conditions for the formation of stable civil service personnel (Yusupov, 2019). Besides, ensuring the transparency of governance and administration is necessary that provide maximum availability of information. For that reason, "On the openness of state authorities and administration" was adopted by the government. This Law is seen provision for the organization of ministries and departments. The corruption level draws the overall level of development of the state (Rakhmonov, 2019). Hence, it is not surprising that effective practices in this area could be found in the Republic of Korea. The government of South Korea is providing open information on corruption. It monitors and controls the activities of individuals who may be subject to corruption. Besides, the ACRC organizes educational seminars, and integrity conferences (Anti-corruption and Civil Rights Commission, 2016). The purpose of these activities is to raise awareness among public employees.

In conclusion, the world's experience in preventing corruption reveals that there are no universal methods yet to fight them in public education. In this context, "much depends on the level of development of a country, its freedom, traditions, and completeness of information, the existing political system and other factors" (Rakhmonov, 2019, p.11). Thus, a systematized regulation, effective anti-corruption policy, salary improvement, and ethical behavior can guarantee the main ways to reduce corruption.

### Policy implications

Hallak and Poisson (Bray, 2003) reveal that corruption is a major constraint on the effective use of resources for education and is expected to be significantly reduced. An important contribution of the research should be not only to describe the features of corruption in Uzbekistan's public education but also to provide useful information to policymakers. One of the topics mentioned in the literature is describing the causes and consequences of education corruption. Although these findings are influenced by methodological approaches, available information provides fundamental evidence. It can contribute to the design and implementation of anti-corruption policies.

Although the type and quality of findings vary across the reviewed studies, it is possible to identify common suggestions in both areas. Parts III and IV describe the principal causes and effects of academic corruption. As for solutions, several authors suggest various anti-corruption interventions. Some of them emphasize the need to improve anti-corruption agencies, to reform legislation as a means of controlling officials. Other authors emphasize the role of codes of ethics, the increase in salaries of civil servants, and even the modification of integrity programs. Among these, the code of ethics, the improvement of the anti-corruption policy, legislation, and the salary increase are the most cited recommendations.

Beyond the specific recommendations in the literature, there is a lack of research that could effectively assess the impact of interventions. Indeed, Mirzaev (2022) and Deliverskiy (2016) provided valuable insights on how to combat educational misconduct. From the reviewed literature on the different components, it is possible to identify key aspects that could be used as guiding factors in the implementation of anti-corruption policies in education.

There are economic and ethical conditions for educational corruption which could be the most difficult barriers. These circumstances may result in costly interventions. However, some ethical behaviors could be transformed. Reforms to ethical standards for civil servants could reduce corruption in the system. Furthermore, higher wages would change employees' attitudes toward the profession. These last conditions seem promising in the implementation of the reforms.

The literature identifies the major issue as the vulnerability of the judicial system and the resulting impunity. In addition to transforming regulations, the literature suggests adapting new anti-corruption laws like the Kim Young-Run Act. That would be an effective way to deal with codes of ethics and conduct. Adopting anti-corruption legislation is a widely accepted practice in many foreign countries. Therefore, the focus has been on preventing corruption, which is implemented through anti-corruption laws (Rakhmonov, 2019).

Lastly, there are factors related to openness and transparency. These are seen as key aspects of corruption reduction. In the fight against corruption, it is necessary to guarantee the transparency of governance and administration, because it offers maximum availability of information. The effectiveness of most interventions proposed in the literature needs to be demonstrated in various contexts. There is a need to implement comprehensive interventions that not only reflect changes in formal regulations but also address informal rules and personal values.

Initial research on academic corruption has been conducted by academics representing a moralistic approach based on the study of individual behavior. Disappointment with this approach promoted the emergence of a pragmatic studying of corruption, which expected that scientific approaches should be used in the study of education corruption instead of moral perceptions and ethical codes. Research on education corruption has become a more complex area. While some of the discussions reported in the early part of the century were always based on ideological debate rather than on specific interventions to reduce corruption. It is also useful to understand its implications.

Table 2: The results of the comparative analysis

	The Republic of Korea	Uzbekistan
Public Education	Corruption-free	Corrupted <ul style="list-style-type: none"> <li>• Examination</li> <li>• Accreditation</li> <li>• Teacher absenteeism</li> </ul>
Administration in the education	Effective	Ineffective
Teaching as a profession	Desirable	Undesirable
Attracting and retaining high-quality teachers	Satisfactory	Unsatisfactory
Salaries of teachers	Satisfied	Dissatisfied
Professional development	In-service training <ul style="list-style-type: none"> <li>• Pre-employment training</li> <li>• Post-employment training</li> <li>• Harvest training</li> </ul>	In-service teacher training <ul style="list-style-type: none"> <li>• Avloni Teacher Training Institute</li> </ul>
Ethics for teachers	Satisfactory	Unsatisfactory
Job satisfaction	Yes	No
Anti-corruption policy	Effective policy <ul style="list-style-type: none"> <li>• Anti-Corruption and Civil Rights Commission (2008)</li> <li>• The Improper Solicitation and Graft Act (2016)</li> </ul>	Ineffective policy <ul style="list-style-type: none"> <li>• The Anti-Corruption Agency (2020)</li> </ul>
Anti-corruption regulation	Satisfactory	Unsatisfactory

## CONCLUSION

In conclusion, the urgency for improving the effectiveness of educational systems demands the study of any situation that may be an obstacle to achieving an equal distribution of educational opportunities. However, studying educational corruption is a complicated matter because of the limited information and complexity associated with evaluating the performance of educational policies in the Republic of Korea and Uzbekistan.

This research reviewed the limited literature on educational corruption by comparing the public education policies of both countries. It described the main characteristics of academic corruption practices studied from several perspectives. Besides, it organized practices and suggested reasonable effects. What is more, it provided some measures for educational corruption, particularly in Uzbekistan (a developing country). It also outlined the policy implications in light of the limited information available. Finally, it explained some common aspects that could contribute to informing not only future research but also anti-corruption policy design and implementation.

Prevention of corruption in education should be considered a necessary step for reforming educational systems. Developing countries (Uzbekistan) depend on their capacities to successfully implement reforms to improve salary systems, ethical behavior, and anti-corruption policy, given their need for reducing social inequalities and increasing economic development. Although the consequences of education corruption are difficult to be measured, inefficient education systems in Central Asia might be linked to prevailing issues of social inequalities. We must consider education corruption as a determinant factor in the establishment of sustainable development. For that reason, research in this field is required to guide future interventions. Furthermore, we should remember that corruption-free education is a natural setting for social transformation. Fighting corruption in the systems should be a priority because education is still the main existent institution for the development of the country and the elimination of public abuse.

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