

NATIONAL RESEARCH REPORT Czech Republic

CZECH NATIONAL EDUCATION SYSTEM AND EFFECTIVE SCHOOL INDICATORS



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Abstract

This National Report is an output from the Research on School Management organized in partner countries of the project PRO-SCHOOL. The research was undertaken at selected secondary schools in all partners' countries from May to June 2008.

Through questionnaires the perception of parents, teachers and school managers was to be measured to define achievement indicators. Second aim of the research was to investigate the in-service training needs of managers. In the first part of this report the educational system of the Czech Republic is presented, special attention is paid to the secondary education. The second part of this report is devoted to the results from the research and their analysis.

The results of the Czech Report are compared with the results from the other partner countries. These results and the comparative analysis are described in the International Research Report prepared by the international team of researchers.

Also, it shows the best practices at national and trans-national level to obtain a clearer picture of the target-groups' needs and expectations.

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PART 1

GENERAL STRUCTURE OF THE CZECH EDUCATION SYSTEM

I. General Information

In the Czech Republic, there are these following types of school institutions:

a) Free of charge

- 1 State schools (Military Universities and Police Academy)
- 2 Public schools

b) Tuition fees

- 1 Private schools

Both private and public schools are working under the authority of the Ministry of Education, Youth and Sports.

Vocational schools provide courses for 4 years and graduates finish with leaving exams (maturita). Maturita consists of :

- 2 **written examination in Czech language, in some kinds of school in mathematics or foreign language**
- 3 **oral examination – 4 subjects**

Obligatory – Czech language, one foreign language

Nine years of schooling is compulsory for all, usually from the age of 6 to 15.

The important acts regulating Czech education are following:

- 1 Education Act No. 561/2004
- 2 Teaching Staff Act No. 563/2004
- 3 Act No. 111/1998 Coll. on Higher Education Institutions
- 4 The Decree on Tertiary Professional Education No. 10/2005 Coll.
- 5 The Decree No. 139/1997 Coll. On Conditions of Pedagogical Competence of Teaching Staff

II. Secondary Education in the Czech Republic

52 % of children continue in vocational schools

- 1 DURATION: 3 – 4 years

48 % move on secondary schools

- 2 DURATION: 4 - 5 years

7,2 % of Czechs graduates from University

(Source: the Ministry of Education, Youth and Sports, 2009)

Successful graduates can apply for University studies or go to work as technicians. There are different kinds of secondary vocational schools (machinery, building, electronics, economic and management) and important parts of them are agricultural, forestry, horticulture, and veterinary schools. Nowadays the integral part of agricultural and related branches education is environmental education focused on the sustainable rural development. Majority of the Agricultural secondary schools provide study program "Agro-businesses".

The second types of the vocational schools are apprentice school with 1, 2 or mainly

3-year courses. Graduates finish with final exam and they can find a job like qualified or high-qualified workers. Both of the types of agricultural secondary schools they have long tradition dated from the second half of the nineteen's century.

School: organization, hierarchy, responsibilities

The top of school management is the headmaster with his/her deputies. Commonly one is for teaching and second one for practical training. The teachers are grouped according to their specialization to the subject related groups; at the head of which a senior teacher is nominated.

Most of the agricultural secondary schools have their own school farms for the basic practical training. Students do their practical training also at private farms and agricultural cooperatives or companies on bases of agreement between school and agricultural enterprise.

Teachers: recruitment, training, schedule and duties

Full-qualified teachers of vocational subjects at agricultural secondary schools are agricultural Engineers (Masters in Agriculture) and they have to pass the Additional pedagogical training (usually 4 semesters). It is obligatory. During their carrier they have to attend some of updating courses, which are organized mainly by Department of Education of the Czech University of Agriculture but also by other institutions.

Pupils and students: status, rights and duties, relationship with teachers, daily life

The teachers treat students as partners and teachers are also trained in this way. School is no longer the only source of information and therefore students' information should be and are taken into the consideration as a relevant source. It helps teachers in their teaching process and also student to develop their self-confidence. This aspect is one of the most important issues in the teaching process.

Students of the schools are recruited from the 9th year of basic education. They often have to pass the enter exams, which are organized by the particular school. Majority of Agricultural schools are governmental schools and students do not pay fees. Students are from farm families from the rural areas and towns as well. A lot of schools have their students' dormitories and school dining halls. Students pay for the accommodation and their food but the providers are subsidised, it means the students do not pay the full price.

Daily life is organised according to the teaching schedule. Classes begin at 8.00 and finish usually before 15.00 except the time when student does his / her practical training. After school lessons students go or travel to their homes and students from the dormitories have organized sports, entertainment, studying activities by the preceptors of the dormitory. They often visit theatre performances or concerts. They also have their own free time.

Teaching

a) Contents: programs, subjects

The Ministry of Education, Youth and Sports approves study programs for all kind of secondary vocational schools. The curricula are designed and specified by the particular school. Teacher has a right or is allowed to make 30 % of change according the innovation and also local speciality. It has to be approved by the headmaster.

Main group of subjects, which are interdisciplinary linked are: a/ general subject and b/vocational subjects.

Examples are followed:

Ad a/ Czech language and literature, foreign language, mathematics, physics, chemistry, biology, history, physical education

Ad b/ Plant production, Plant protection, Animal husbandry, Veterinary science, Agricultural mechanization, Economy, Accountancy, Practical training

b) Methods: courses, practical exercises, training periods, study trip, farms

Education is focused on the developing students' competency and producing high-qualified graduates for agriculture, food processing and related businesses. There is a very wide range of methods used at the schools but most welcome are dialog-oriented methods like heuristic dialog, problem-solving method with the main goal to develop students' self-responsible learning style and improve students' self-confidence. Special attention is devoted to the environmental and nature protection aspects.

The education at agricultural secondary school consists of theoretical classes and important part is practical training (about 1/3 from the total). For this a school farm is used mainly in the first two years and students attend excursions to visit farms, agricultural enterprises like cooperatives, companies and also factories producing farm machines. A very important part of education is also holiday practice at farms first of all during the harvest seasons.

c) New technologies and documentation

The educational, teaching and learning process is well supported by ICT tools. Fully common is to use teaching equipment like overhead projectors, slide projectors, DVD player, PC and data projectors and interactive board. Schools have one, two or more computer rooms and more and less every school has the access to Internet. Schools have their own libraries with textbooks, journals, which provide sources of information not only for teachers but also students commonly use them.

Assessment

Students' assessment is done continuously in the theoretical and practical subjects. For the assessment oral examination is used as well as written didactic tests.

The school year is divided into two half terms, at the end of which students receive a report. To continue in the next year they have to pass all subjects with no fail. In the Czech Republic 1 – 5 scale is used (1 means excellent, 5 failed).

Students in the last year have to pass leaving exam ("Maturita"), which consists of a theoretical and practical part. Successful graduates obtain certificate of the final exam and they can apply for university studies or are fully qualified for the job of technicians.

Help to pupils with learning difficulties, Integration of disabled persons

In some of the agricultural apprentice schools students with learning difficulties are enrolled. It is mainly at the gardening apprentice schools where students who are not completely intellectually gifted can use their manual abilities and reach well developed skills. Teachers for these schools are trained also in the so-called special pedagogy. Largely in the last years a special interest has been focused also on integration of students with special needs.

III. Tertiary Education in the Czech Republic – General Data

Higher education institutions (HEIs) compose the major part (91%) of the tertiary educational system. They are structured in accordance with the Bologna process system and they provide Bachelor's (3-year study) and Master's (2-year study) as well as doctoral programmes (3-year study).

Master's degrees

Mgr. – Master of humanities, sciences, law, education, pharmacy and theology

MgA. – Master of Arts

Ing. – Engineer in the field of economics, technical sciences and engineering, agriculture, forestry and military branches

Ing. arch. – Architect in the field of architecture

MuDr. – Doctor of Human Medicine
MDDr. – Doctor of Dental Medicine
MVDr. – Doctor of Veterinary Medicine
JuDr. – in the field of law
RNDr. – in the field of natural sciences
PharmDr. – in the field of Pharmacy

HEIs are subject to legal norms regulating both education, and research and development, since they are active in both areas. The Ministry has the primary responsibility of the development of the tertiary education system; it also allocates state financial support from the state budget and controls its issue. The majority of public HEIs receive about 85 % of their financing from public sources. The important bodies responsible for quality assurance of tertiary education are the Accreditation Commission for Higher Education and the Accreditation Commission for Tertiary Professional Schools. The representative bodies of the higher education institutions at the state level are the Council of HEIs and the Czech Rectors' Conference. The Council of HEIs also has a Student Chamber. The institutional governing bodies of public HEIs are the Rector, Academic senate, Scientific Board, Bursar, Disciplinary Committee and Board of Trustees.

With regard to personnel policy and salaries, public HEIs are very autonomous. The academic and other staff are employees of the HEIs, i. e. their salaries and work conditions are regulated primarily by the internal regulations of the institutions. One of the biggest problems of many HEIs is that many qualified academic staff left academia in the early 1990s. The average age of senior academic staff members is quite high (63 in case of professors). Many HEIs have problems in finding enough senior academic staff to meet the requirements of the accreditation process. On the other hand, the demands made on junior academic staff are high and the salaries of young teachers are lower than in the private sector of economy, which tends to discourage many young people from pursuing academic careers.

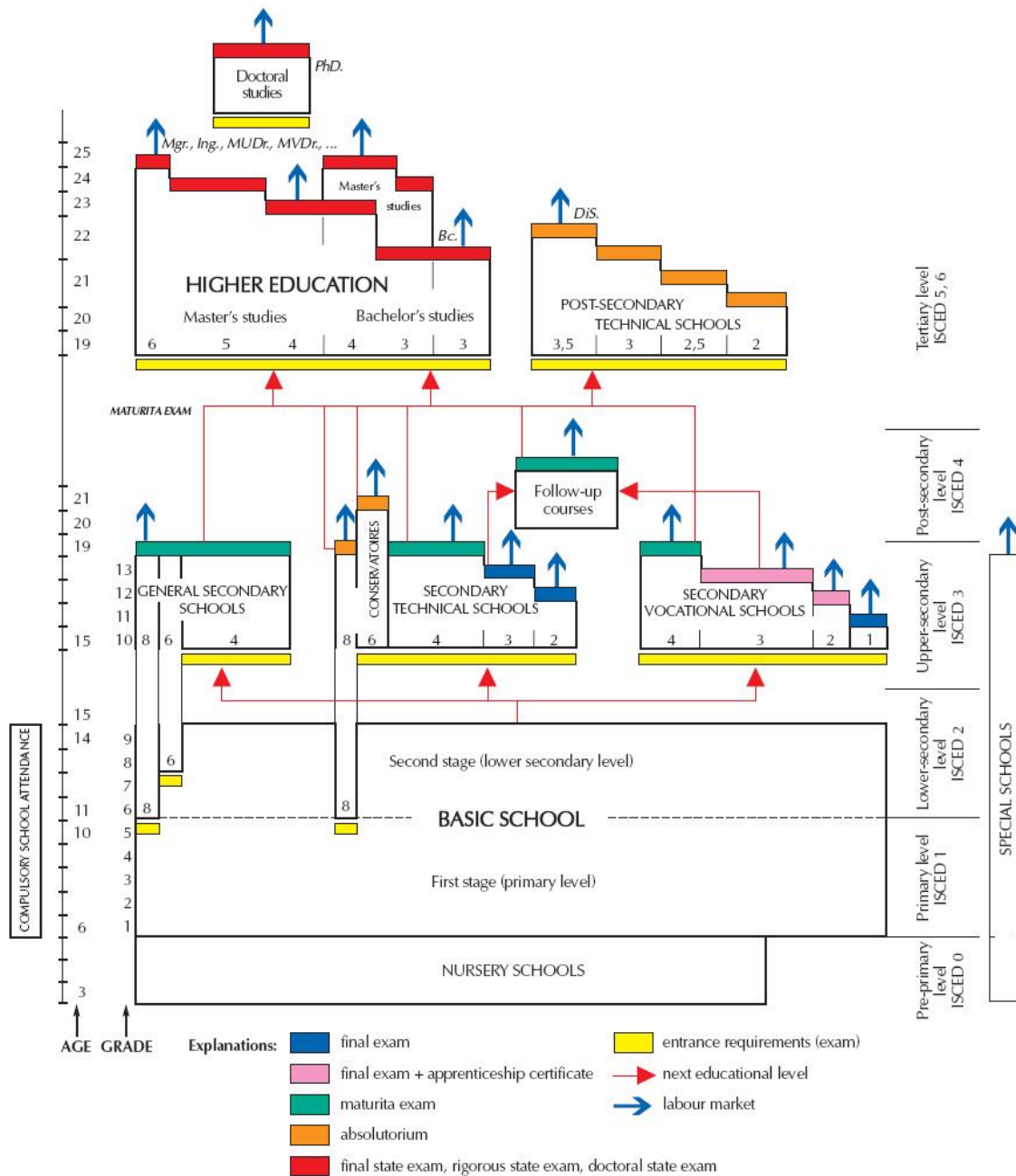
In the course of more than fifteen years of development that have taken place since the end of the communist regime, the Czech tertiary system has experienced a number of swift, extensive policy-driven changes, changing from a strictly uniform, highly centralized and ideologically-bound system under the communist regime into a much more diversified and decentralized system, with full academic freedom and self-governing bodies. Despite this largely favourable system development, marked by quantitative institutional expansion and the implementation of a three-cycle degree system, formula-funding, quality assurance provisions, Lisbon recognition principles and student and academic staff mobility, the Czech tertiary education system still faces considerable policy challenges.

III. Important Websites

The Ministry of Education, Youth and Sports: <http://www.msmt.cz/>
The National Training Fund <http://www.nvf.cz/>
The National Agency for European Educational Programmes: <http://www.naep.cz/>
Czech School Inspection www.csicr.cz
Centre of School Management, Charles University in Prague:
<http://mpolecho.pedf.cuni.cz/csm/index.php> (English version does not exist)
Higher Education Reform Policy
http://www.csvs.cz/projekty/2006_OECD/annex/HE_reformpolicy.zip

1. a. National Education System

Education System of the Czech Republic



1.b. School Effectiveness Studies in the Czech Republic

In the Czech Republic, the evaluation of school conditions and needs, processes, outputs and results of the Czech secondary schools are observed by the Czech School Inspection. This inspection was established in accordance with the Education Act in year 2005 after the Czech curriculum reform. This institution is a governmental agency and it consist of one centralized department and many centralized inspectorates in each region. The main goals of the Czech School Inspection are evaluation of services and education results of schools and monitoring of the financing school processes (school budget), monitoring research and development programmes and checking if the schools observe the Education Act.

Apart from monitoring activities, the inspection focuses on extension work for teachers and parents of students and collaboration with schools within the European projects.

The Czech School Inspection introduced twenty-two criteria for evaluation to measure the school effectiveness and they are presented on the next pages.

Table 1: The Criteria for Evaluation of Conditions, Progress and Results of Education and School Services

Main evaluation areas	Evaluation criteria ¹ • Subcriteria for evaluation
A: Equal opportunities in education	<p>1. Equal opportunities in admission to education</p> <ul style="list-style-type: none"> • A school/school facility informs about its education offer and admission process. The information shall be accessible to all applicants • A school/school facility creates equal conditions for admission of all applicants and takes measures towards eliminating social, health and safety barriers <p>2. Emphasis on individual needs</p> <ul style="list-style-type: none"> • A school/school facility identifies and registers children, pupils, students with special educational needs and the talented in the school register • A school/school facility organizes education in forms tailored to children, pupils, students with special educational needs and the talented • A school/school facility identifies and records children, pupils and students with risks of school failure and provides them with timely support in education • Preventive strategies of school/school facility focus on precautions to avoid accidents and socialpathological phenomena, in particular bullying <p>3. An equal approach during completing education</p> <ul style="list-style-type: none"> • A school/school facility takes measures towards eliminating barriers in an equal approach during completing education • A school/school facility provides all pupils with equal opportunities during completing education <p>4. School counselling</p> <ul style="list-style-type: none"> • School/school counselling facilities provide information and counselling in matters of education • School/school counselling facilities provide help in case of changing the Education Programme

B: Management of a school/school facility	<p>5. The School Education Programme (hereinafter SEP) /Content of education</p> <ul style="list-style-type: none"> • The offer of school/school facility fulfils the conditions under which it was included into the school register • The SEP is elaborated and meets the requirements of the Education Act. It is in accordance with the principles of the Framework Education Programme (hereinafter FEP), if the FEP was issued • Innovations of the education content correspond to the principles and aims of the current Education Act and to the graduate's profile • The SEP takes into account the external environment (social, regional), real conditions and possibilities of the school/school facility which may affect education of children, pupils and students <p>6. Strategies and Planning</p> <ul style="list-style-type: none"> • The management of a school/school facility continuously evaluates and innovates strategies and plans for the implementation of the SEP • Accepted procedures are based on the school's self-evaluation, principles and aims of the Education Act and on priorities emphasized in the Long-Term Aim and the Long-Term Aim of the Region • The Educational Board and other employees of school/school facility participate in strategic planning and the school's self-evaluation <p>7. A head teacher of a school/school facility</p> <ul style="list-style-type: none"> • Meets the requirements for holding the office • Fulfils the legal duties resulting from holding the office according to the Education Act and other legal provisions • Creates conditions for further education of pedagogical workers and further activities of the school council, if it was established as stipulated by the Education Act • Exploits funds from the state budget efficiently, economically and effectively • Pays attention to opinions of self-governing pupils' and students' bodies • Takes consequential steps on the basis of the CSI findings
C: Requirements for the proper functioning of a school/school facility	<p>8. Personnel conditions</p> <ul style="list-style-type: none"> • A school/school facility makes arrangements to minimize personnel risks (presumption of qualifications, age structure, substitutability) • A school/school facility systematically supports pedagogical workers - beginners (up to 3 years of experience) • The Further Education of Pedagogical Workers (FEPW) corresponds to the school/school facility needs related to implementation of the SEP • A school/school facility exploits funds allocated for the FEPW from the state budget efficiently, economically and effectively <p>9. Material and financial conditions</p> <ul style="list-style-type: none"> • A school/school facility ensures safe environment for education and the sound social, mental and physical development of children, pupils and students during all activities organized by the school/school facility • A school/school facility has potential for advancement of material resources needed for the implementation of the SEP • A school/school facility exploits the funds allocated from the

	state budget in accordance with the purposes for which they were assigned
D: Course of education	<p>10. Organization of education</p> <ul style="list-style-type: none"> • Forms of education enable innovations of the educational process based on the results achieved in the scientific research • Efficient modern pedagogical methods and approaches are applied in the course of education • A school/school facility fulfils the syllabus (compulsory subjects of the curriculum, utilisation of available lessons and scale of optional and voluntary subjects) in accordance with the approved teaching documents or according to the SEP linked with the FEP, or it follows its education schedule • Education is organized in order to support good achievement of a child, pupil or student <p>11. Pedagogical worker's support for children's, pupils', and students' personality development</p> <ul style="list-style-type: none"> • A pedagogical worker applies pedagogical diagnostics in performing self-evaluation • A pedagogical worker provides opportunities for an individual approach in education and differentiated activities • A pedagogical worker stimulates children, pupils and students towards participation in various educational and spare-time activities • Pedagogical workers' evaluation is well founded and stimulates children, pupils and students towards improving their personal achievements <p>12. Evaluation of children, pupils and students in the course of education</p> <ul style="list-style-type: none"> • Children, pupils and students express themselves independently. They can freely choose from the educational offer • Children, pupils and students solve problems. They think in a logical and creative way • Children, pupils and students cooperate and respect work of others • Children, pupils and students openly communicate corresponding to their age and their education. They express themselves in a cultivated way • Children, pupils and students are actively engaged in activities • Children, pupils and students use self-reflection and self-evaluation
E: Partnership)²	<p>13. Development of relations between schools/school facilities and partners</p> <ul style="list-style-type: none"> • A school/school facility cooperates with legitimate representatives of minor children and pupils, with parents of major pupils and students, eventually with people who have a maintenance duty towards aforementioned • A school/school facility takes action based on the evaluation of its founder • A school/school facility cooperates with the School Board (it concerns basic, secondary and tertiary professional schools), if the School Board was established under the Education Act. It also takes action based on its suggestions • A school/school facility supports formation of pupils or students body and allows it to participate in the administration of schools/school facility • A school/school facility organizes events for children, pupils, students and parents (school concerts etc.)

	<ul style="list-style-type: none"> • A school/school facility cooperates also with other partners in drawing up an offer of spare-time Activities
F: Level of key competencies achieved through the educational content	<p>14. Evaluation of support for the development of functional literacy (knowledge, skills, attitudes) of children, pupils and students in the following areas:</p> <ul style="list-style-type: none"> • Reading literacy • Mathematical literacy • Foreign language communication skills • Information literacy • Social literacy • Science studies literacy <p>15. Evaluating the level of knowledge and skills in selected subjects according to the FEP curriculum</p> <ul style="list-style-type: none"> • The level of preparedness of children and pupils during the transition to a higher level of education • Appropriate level of mastery concerning expected outcomes identified in the FEP during the SEP implementation
G: Educational outcomes of children, pupils and students on the school/school facility level	<p>16. Successfulness of children, pupils and students</p> <ul style="list-style-type: none"> • Successfulness of children, pupils and students in realized the school's/school facility's programmes • Successfulness of children, pupils and students in self-evaluation • Successfulness of children, pupils and students in external evaluation
H: Overall evaluation of school/school facility	<p>17. Compliance with the school/school facility's inclusion in the register of schools and school facilities</p> <p>18. Ensuring the safety and health protection of children, pupils and students</p> <p>19. Effective use of resources and funds for implementation of the SEP</p> <p>20. Adherence to principles and objectives of the Education Act, in particular equal access to education during implementation of the SEP</p> <p>21. Adherence to set rules for the assessment of learning outcomes of children, pupils and students</p> <p>22. Level of educational results in relation to the requirements of the FEP</p>

1 Individual criteria and subcriteria for evaluation are used in content of character of evaluated school and school facility

2 According to the Education Act partnership includes not only school partners, but also other bodies such as informal parental organization, "partner schools", sponsors, etc.

Source: Czech School Inspection

1.c. National School Effectiveness Indicators

Standards and performance indicators for quality assurance indicators in secondary educational system

Table 2: Indicators of School Effectiveness

Dimension	Indicators
1. Physical conditions	<ol style="list-style-type: none">1. Classrooms and laboratories and other school premises are in good conditions, laboratories are well equipped, and the number and capacity of classes are accurate with number of enrolled students.2. Outdoor educational facilities for practical training such as farms, small holdings, training fields, botanical gardens and arboretum are important parts of the school3. Existence of activity rooms, large and well equipped gymnasium4. Existence of store rooms for educational tools and other material for functioning the whole school5. Schools meet requirements of the health and safety rules in accordance with the EU criteria, regular checks by the hygienic commission6. Existence of alarm system, full time school porter, reception desk, fire-extinguishers are placed in visible and accessible place, three of the staff are members of school fire brigade and they are trained for this purpose7. Placing of obligatory safety marking, security lighting of schools corridors8. Existing, organizing and equipping administrative offices9. Existence and development of the school library, stock of quality and modern publications (ISBN) in Czech, English and other languages, good access to the library database, helpdesk and all information available in English too10. Existence of dormitory, canteen, kitchen, cloak-rooms and their capacity appropriate with number of enrolled students, teachers and other staff11. Existence of ICT equipment in classrooms and offices, special teaching tools and internet connection, ICT rooms are available for both teachers and students
2. Management and planning	<ol style="list-style-type: none">1. Accurate number of quality and experienced teachers, having masters degree, equal distribution of teachers of general education subjects and vocational subjects, no gender and age discrimination2. Director is voted by objective selection procedure, he is obliged to complete functional training for management staff at the Centre of School Management, Charles University in Prague3. Existence of school regulations, "job descriptions" for every position, salary allotment in accordance with the Czech Labour Code4. Carrying out the annual management plan, SWOT analysis and evaluation assessment in written form.5. Database of current staff and students and their personal data, existence of database of graduates and other databases which are established for managerial purposes6. Effective transfer of information to teachers and students from the management, organizing regular staff meeting, meeting with parents of students

	<ol style="list-style-type: none"> 7. Teachers and students take part in the decision process, influence of the student committee 8. Information is available on the school internet and on notice boards in classrooms, offices and corridors 9. Providing medical care for students, one of the staff play a role as a medic (he or she passed examinations in health service)
3. Education and Training	<ol style="list-style-type: none"> 1. Existence of up to date school code, and every student has to be acquainted with its content 2. Disciplinary provisions 3. The rate of absenteeism of students is recorded 4. Objective entrance tests and objective leaving examinations 5. One of the staff works as advisory counsellor for students, existence of study and career guidance for students 6. Offering after school and leisure activities and courses to students 7. Cooperation with the schools from other countries, organizing study exchanges and mobility for students and teachers 8. Organizing the courses for teachers (aimed at development of their teacher competences, ICT training and other seminars) 9. In accordance with schedule of the inspection procedures, managers and teachers are evaluated by regular assessments done by school inspectors
4. Social Life	<ol style="list-style-type: none"> 1. Involvement in educational and community activities 2. Organizing of the School anniversary 3. Organizing of the cultural activities, exhibitions, excursions not only for students 4. Participation in different school competitions, aimed at the education, cultural and sport disciplines 5. Providing the gymnasium, classes or other premises for election, meetings, competitions, cultural and sport activities and other public activities
5. Financial Aspects	<ol style="list-style-type: none"> 1. Optimal planning and controlling and effective using school budget 2. Ability of using the alternative finance resources (grants from the ministries and grant agencies, EU funding, sponsoring, etc.) 3. Accountancy, taxes and financial management in accordance with the law for non-profit organizations and tax code 4. Well organized administrative processes in accordance with finance management (up to date database, storage of contracts, invoices and other financial documents) 5. Internal and external audit
6. Relations with Environment	<ol style="list-style-type: none"> 1. Leading all school activities with the respect of the environment, taking care of the environment (recycling of waste, effective energy conservation), organizing voluntary work in order to clean school environment (forest and countryside near school) 2. Cooperation with parents and graduates, organizing events for them 3. Good relationship with the other local and international institutions 4. Looking after good school image, building unique school identity, promotion activities, publication activities, organizing of the "Day of the open door"

The in-service training opportunities provided for school managers in the Czech Republic

Table 3 : The in-service training opportunities provided for school managers in the Czech Republic

Name of Course	Providing organization
Courses for advisors in cooperation with ministries	Institute of Education and Communication CULS Prague
Courses for instructors who supervise practice training of students in school enterprises	Institute of Education and Communication CULS Prague
School Management	Centre of School Management, Charles University in Prague
Successful Director	Centre of School Management, Charles University in Prague
In-service training courses on school management	European training centres from the Comenius-Grundtvig data base

PART 2

RESEARCH ON SCHOOL EFFECTIVENESS

2.a. Definition of the Problem

The purpose of the research study is to identify school efficiency indicators at the Czech high schools from the perspective of school managers, teachers and parents, and also the requirements of the school managers for in-service training needs.

2.b. Research Methodology

We organized Questionnaire research within the PRO-SCHOOL project at eight different Czech high schools and we interviewed:

8 Managers

76 Teachers

78 Parents

The target secondary schools were schools located in the Bohemia region. Bohemia is the largest region of the Czech Republic, which makes 70 % of whole area. The other regions in the Czech Republic are: Moravia a Silesia.

The interviews were carried out in these secondary schools:

- 1. Secondary school Rakovník**
- 2. Secondary agricultural school in Písek**
- 3. Higher and secondary forestry school in Písek**
- 4. Secondary school in Brandýs nad Labem**
- 5. Secondary school in Čáslav**
- 6. Secondary school in Písek**
- 7. Business academy in Louny**
- 8. Higher and secondary school in Chrudim**

Altogether we obtained results from **162 respondents**.

The questionnaires contained the list of specific indicators of the school efficiency and the target groups were asked to quantify the importance of each indicator in the scale from 1 to 5 establishing personal priorities in each area.

The respondents profile as presented above referred to age, gender, experience, education and field of activity.

The questionnaires were distributed by teachers from the IEC during the training of student teachers and analyzed by research team at the IEC. The results are presented in detail in the next chapter.

We faced only one problem during the research - some respondents did not deliver the complete data (some answers were missing) and it is shown in the next chapter.

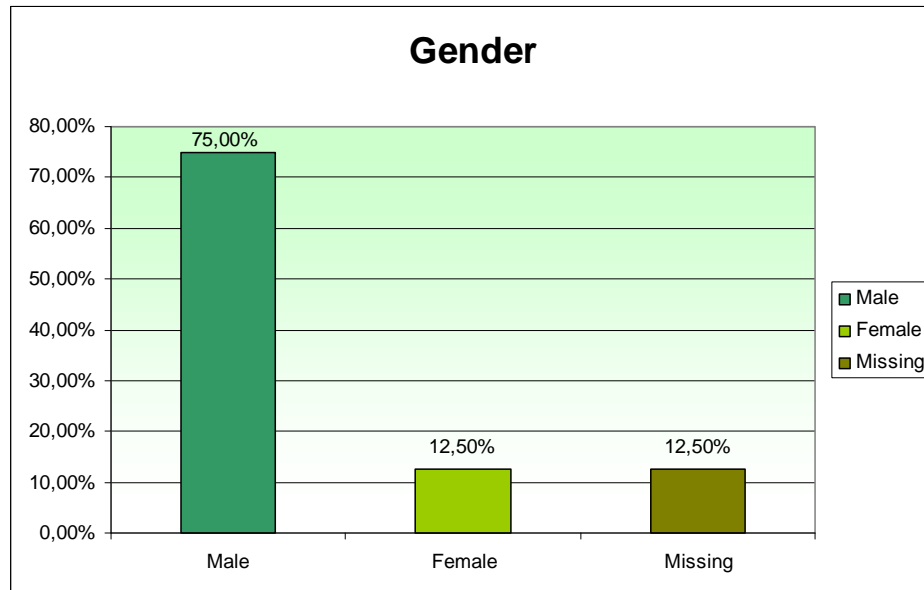
2.c. Results and Discussion

I. Results and Graphs

I.a Personal Data - Managers

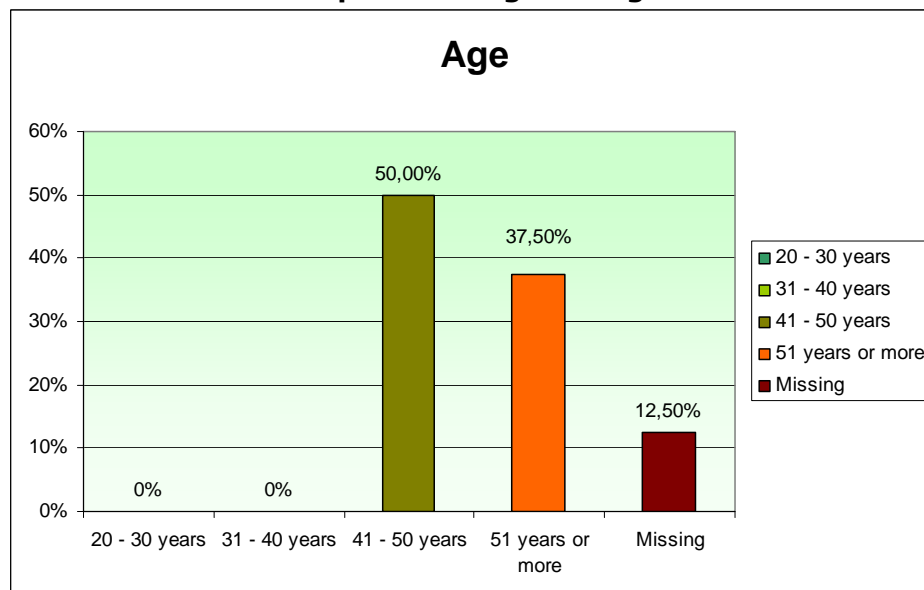
From research results we found out that the rate of the males and females of the questioned managers was 6:1 (one interviewed person did not fill in the gender information), it shows the professional situation in the Czech Republic as a general that the men are more common in leading position.

Graph 1: Managers - Gender



The interviewed managers ticked their age 41 and more (50 % of them stated the age in the scale 41 -50 years, 37,5 % more than 51 years and 12,5 % did not answer this question).

Graph 2: Managers – Age



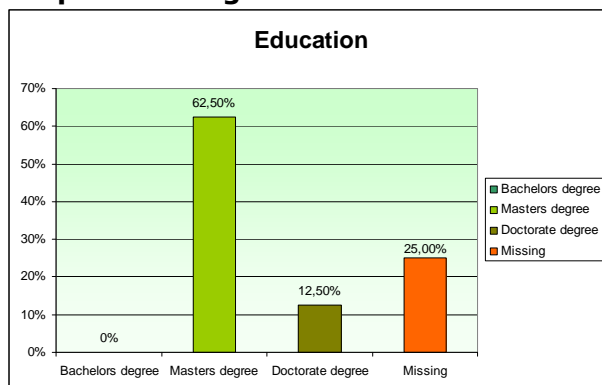
The graph 4 shows working experience of respondents in the managerial position, all the questioned managers have experience in this position for more than 16 years. Our research results shows that the 37,5 % of school managers have 16-20 years experience

and 37,5 % of them have 20 or more years experience. Two managers left the question regarding work experience blank.

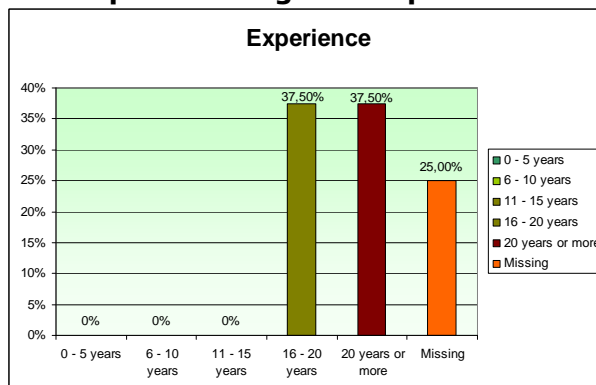
It shows that person with longer working experience is more likely to be a director of particular institution in the Czech Republic. In the Czech Republic, it is not crucial to have Ph.D. degree in order to become manager of secondary school and it is demonstrated in the graph 3.

For conclusion the figures obtained from the research do not break common situation in the Czech Republic.

Graph 3: Managers - Education



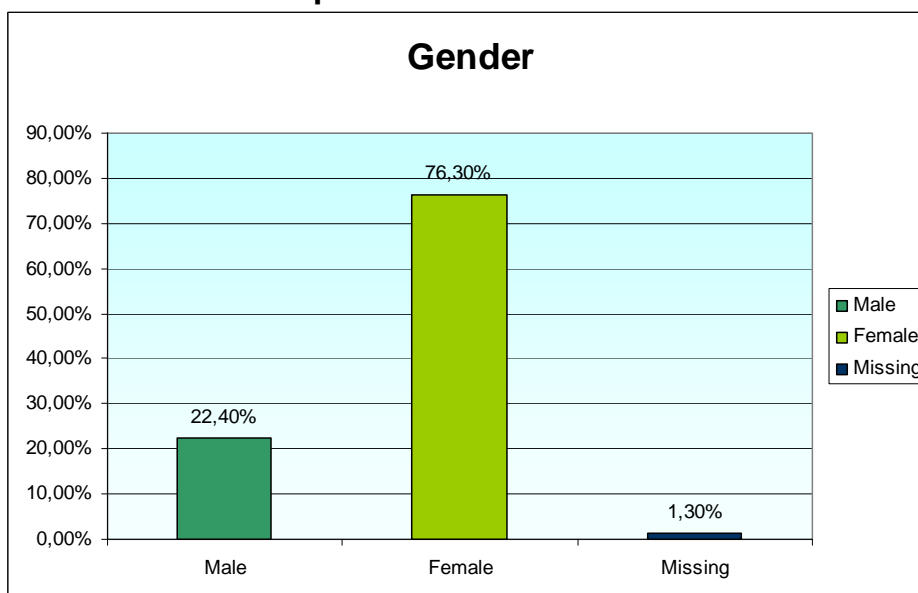
Graph 4: Managers - Experience



I.b Personal Data – Teachers

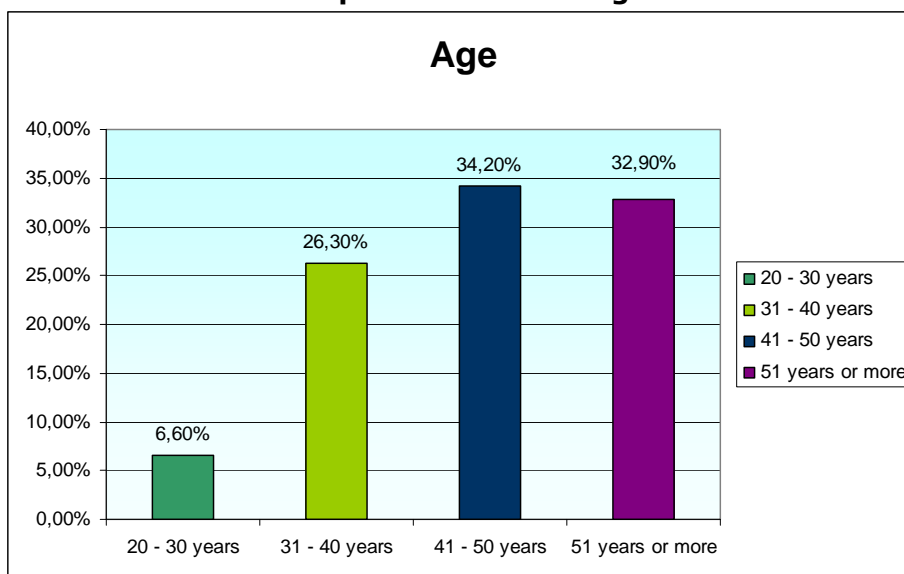
The respondents consisted of both male and female teachers and from the total number of 76 questioned teachers, 76,3 % were females (58 teachers). It is in accordance with the general trend in the Czech Republic that women decide to take up the teaching profession more often than men; the number of females is always larger in the pedagogic profession.

Graph 5: Teachers - Gender



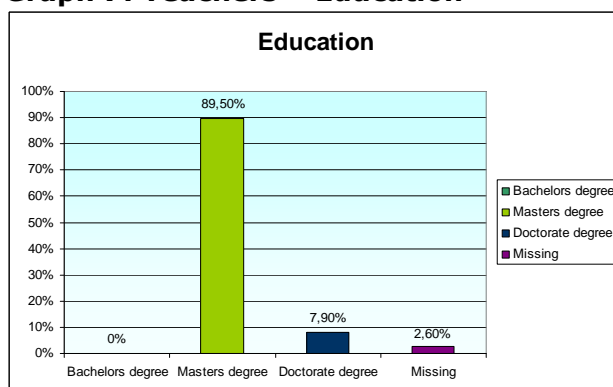
In the graph 6 you can see the age structure of questioned teachers: 93,4 % of respondents represented teachers older than 30 years. The biggest part of the target group - 34,2 % respondents - were teachers at the age 41 to 50 years. In the Czech Republic, the teachers normally complete their master's degree in the year of 25 – 27 year and after that they start with their professional career. The demands made on junior teachers are high and the salaries of young teachers are lower than in the private sector of the economy, which tends to encourage many young people from pursuing academic careers.

Graph 6: Teachers - Age

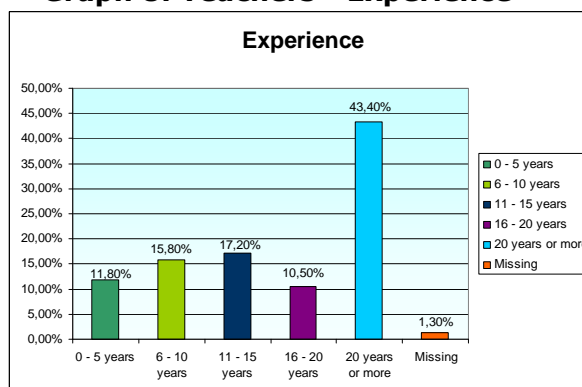


The graph 7 shows that majority of questioned teachers complete the Masters degree, only 7,9 % achieved the Ph.D. academic title. This corresponds with the situation in the Czech Republic that the teachers at the secondary school need to be fully qualified and they are obliged to complete master's degree. Ph.D. graduates mostly search for position at the universities or research centers.

Graph 7: Teachers - Education



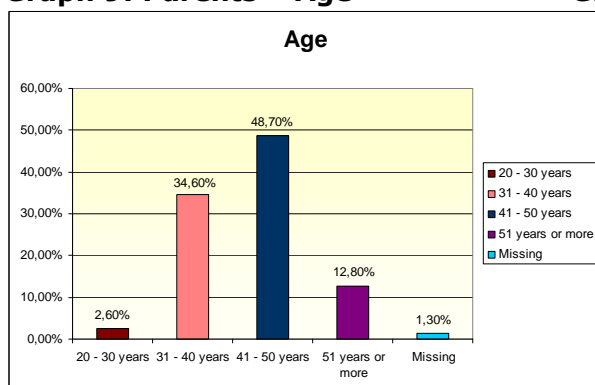
Graph 8: Teachers - Experience



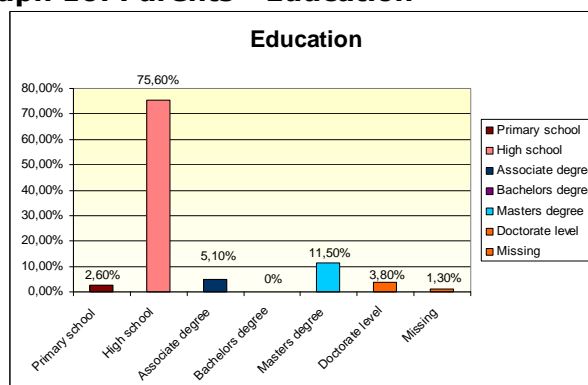
I.c Personal Data – Parents

66,7 % of questioned parents of the students from selected secondary schools were females. The most common age was in the level from 41 – 50 years (48,7 %). 59 parents from the target group of 78 respondents completed secondary education (75,6 %).

Graph 9: Parents - Age



Graph 10: Parents - Education



II. Results and Comments on Research Questions

The first research question was "What are the effective school indicators according to school managers, teachers and parents?" In order to answer this question, school managers, teachers and parents asked to fill out the questionnaire. Arithmetic means of the results of the questionnaires are listed starting from most important to less important. Listed results can be seen below according to three groups.

Table 4: Comparative Table of Highly Ranked Indicators for School Managers, Teachers and Parents

	MANAGERS	Mean	TEACHERS	Mean	PARENTS	Mean
1	1.4 Hygiene, safety and security system	4,87	1.4 Hygiene, safety and security	4,21	2.4 Effectiveness of school operations	3,70
2	2.4 Effectiveness of school operations	4,5	2.4 Effectiveness of school operations	4,13	1.4 Hygiene, safety and security	3,68
3	5.1 Effective use of budget	4,38	1.2 ICT and the Internet	3,99	1.2 ICT and the Internet	3,63
4	2.2 Curricular offer	4,12	2.1 Quality system	3,93	2.5 Staff and human resources management	3,57
5	3.4 School results in terms of outcome	4	2.9 School climate	3,92	2.6 Absenteeism of teachers and staff	3,50
6	6.2 Relations with community	4	2.2 Curricular offer	3,89	2.8 Guidance	3,48
7	2.7 Management style and participated decision making	3,87	5.1 Effective use of budget	3,84	5.1 Effective use of budget	3,44
8	1.2 ICT and the Internet	3,75	6.2 Relations with community	3,83	6.2 Relations with community	3,43
9	2.5 Staff and human resources management	3,75	3.1 Teaching activities	3,79	5.2 Ability to attract financial resources	3,43
10	2.9 School climate	3,62	2.5 Staff and human resources management	3,76	2.1 Quality system	3,43
11	2.8 Guidance	3,5	3.4 School results in terms of outcome	3,7	3.1 Teaching activities	3,39
12	3.1 Teaching activities	3,5	2.8 Guidance	3,61	4.1 Participation in social life	3,39
13	3.2 Students' behavior coherent with student's role	3,5	2.7 Management style and participated decision making	3,59	2.2 Curricular offer	3,38
14	1.1 Infrastructure, classes and laboratories	3,38	2.3 Extra-curricular offer	3,58	1.1 Infrastructure, classes and laboratories	3,36
15	2.1 Quality system	3,38	1.1 Infrastructure, classes and laboratories	3,53	2.9 School climate	3,35
16	3.3 School results in terms of output	3,38	3.2 Students' behavior coherent with student's role	3,53	6.1 Parents involvement	3,30
17	4.1 Participation in social life	3,38	3.3 School results in terms of output	3,53	3.2 Students' behavior coherent with student's role	3,28
18	1.3 Documentation	3,25	6.1 Parents involvement	3,53	3.3 School results in terms of output	3,27
19	2.3 Extra-curricular offer	3,25	4.1 Participation in social life	3,49	3.4 School results in terms of outcome	3,24
20	6.1 Parents involvement	3,25	5.2 Ability to attract financial resources	3,44	2.7 Management style and participated decision	3,21

	MANAGERS	Mean	TEACHERS	Mean	PARENTS	Mean
					making	
21	6.3 Other services to community	3,25	1.3 Documentation	3,36	6.3 Other services to community	3,08
22	5.2 Ability to attract financial resources	3,13	6.3 Other services to community	3,17	2.3 Extra-curricular offer	3,04
23	2.6 Absenteeism of teachers and staff	2,88	2.6 Absenteeism of teachers and staff	3,14	1.3 1.3 Documentation	3,03

We can see in the table 4, that managers, teachers and also parents share the biggest importance in the two indicators: **Q 1.4** "Hygiene, safety and security system" and **Q 2.4** "Effectiveness of schools operations". Parents evaluated the "Effectiveness of school operations" (**Q 2.4** - mean 3,70) as the most important for them. This is different result in comparison with managers and teachers (they both voted more for indicator **Q 1.4** - "Hygiene, safety and security system"). The indicator **Q 5.1** «Effective use of budget» is the third most important factor for managers but less important for teachers and parents (7th place).

For teachers, the third most important indicator is same as for parents and it is represented by the "ICT and the Internet" (**Q 1.2**).

Both managers and teachers evaluated the same indicator "Absenteeism of teachers and staff" (**Q 2.6**) as the least important. Parents do not share the lowest importance with teachers and managers. For them, the "Documentation" (**Q. 1.3** – mean 3,03) is the least crucial. We would like to emphasise, that Indicator **Q 2.6** (Absenteeism of teachers and staff) is for the parents on the fourth order (so relatively rather important), so there is a big difference in answers between parents on one side and managers and teachers on the other side.

Before the research, we expected that the indicator **Q 2.5** "Staff and human resources management" will be evaluated as a one of the most important for teachers and managers. The real results are that for parents it is placed on the fourth order but for managers on the ninth order and for the teachers even on the tenth order.

The bigger differences in the places of importance were found out in these indicators:

Q 2.2 "Curricular offer" – **fourth** order for managers, **sixth** order for teachers and **thirteenth** order for parents

Q 2.9 "School climate" - **tenth** order for managers, **fifth** order for teachers and **fifteenth** place for parents

Q 3.4 "School results in terms of outcome" - **fifth** order for managers, **eleventh** order for teachers and **nineteenth** order for parents

Q 2.1 "Quality system" - **fifteenth** order for managers, **fourth** order for teachers and **tenth** order for parents

Q 2.3 "Extra-curricular offer" - **nineteenth** order for managers, **fourteenth** order for teachers and **twenty-second** order for parents, so quite less important.

The order of the maximum and minimum means obtained during questioning the parents were remarkably different from managers and teachers.

On the contrary, there were not a big difference in means between managers and teachers considering the indicators. Only one difference was in the third most important indicator, for managers, it was **Q 5.1** – "Effective use of the budget" but teachers preferred indicator **Q 1.2** "ICT and Internet". For managers, the ICT and Internet is at the 8th place.

What is interesting is that managers and teachers used higher points of the scale 1-5 (5 = maximum importance) than parents so they have seen a bigger importance in indicators as total. Table 4 shows that all the means of indicators regarding parents answers range

the scale from 3,04 to 3,70, it indicates that the means of the indicators have a very low data variance in this case.

The following table 5 shows the arithmetic means of the importance of the indicators according to managers, teachers and parents ranked from higher to lower.

Table 5: Most Important Indicators According to Managers, Teachers and Parents

Indicator	Mean
1.4 Hygiene, safety and security system	3,94
2.4 Effectiveness of school operations	3,94
1.2 ICT and the Internet	3,81
2.1 Quality system	3,67
5.1 Effective use of budget	3,67
2.5 Staff and human resources management	3,66
2.2 Curricular offer	3,66
6.2 Relations with community	3,64
2.9 School climate	3,63
3.1 Teaching activities	3,59
2.8 Guidance	3,54
3.4 School results in terms of outcome	3,49
1.1 Infrastructure, classes and laboratories	3,44
4.1 Participation in social life	3,44
2.7 Management style and participated decision making	3,42
5.2 Ability to attract financial resources	3,42
3.2 Students' behavior coherent with student's role	3,41
3.3 School results in terms of output	3,40
6.1 Parents involvement	3,40
2.3 Extra-curricular offer	3,31
2.6 Absenteeism of teachers and staff	3,30
1.3 Documentation	3,19
6.3 Other services to community	3,13

From the table 5 it is obvious that the most important effective school indicators for all target groups together are **Q 1.4** "Hygiene, safety and security system" and **Q 2.4**

"Effectiveness of school operations" with the mean 3,94. The indicator **Q 1.2** "ICT and the Internet" is with the mean 3,81 on the second order.

From the research we found out that the less Important Indicators According to all the target groups are Q 6.3 «Other services to community» (mean 3,13), Q 1.3 «Documentation» (mean 3,19), Q 2.6 «Absenteeism of teachers and staff» (mean 3,30) and Q 2.3 «Extra-curricular offer»(mean 3,31).

III. Training needs for Czech Managers

The second question of the research was "In which areas the managers need in-service training?" In the table 6 in-service training needs of school managers are presented.

Table 6: Training Needs for Czech Managers

Areas	Answers	Frequency	Percent %
1. Physical conditions	YES	6	75
	NO	2	25
2. Management and planning	YES	5	62,5
	NO	3	37,5
3. Education and training	YES	1	12,5
	NO	7	87,5
4. Social life	YES	4	50
	NO	4	50
5. Financial aspect	YES	0	0
	NO	8	100
6. Relations with environment	YES	6	75
	NO	2	25

In the PRO-SCHOOL research, we realized that the biggest demand from Czech managers is for the course aimed at **Physical conditions** and **Relations with environment**.

This corresponds with the results from the questionnaire research, where managers evaluated the indicator Hygiene, safety and security system, which belongs to the area of the Physical conditions, as the most important topic. The topics Relations with environment obtained the same number of positive answers as the topic Physical conditions. The reason is an issue for discussion. One of the explanations can be that in the Czech Republic, there is not offer of courses aimed at this problematic.

From the research, we found out that directors are not interested in the topics of the Finance; none from questioned directors marked this topic in the questionnaire. The reason is following - directors of the secondary schools in the Czech Republic are obliged to pass a course of the manager training. This training is compulsory and managers must complete this course up to two years since they are delegated into this manager position. The above course is not aimed only at the finance management and economics; this topic is only an important part of such a course.

Many financial processes of the secondary school are also supported (or supervised) by the finance department of the municipality responsible for the region, where the particular school is situated.

PART 3

GENERAL CONCLUSION

The main problems of the research process was that many respondents (especially several teachers and parents) did not deliver their filled in questionnaires although they were asked for it. In the end, we received questionnaires from 162 respondents. The total number of respondents is appropriate in accordance with the rules of the PRO-SCHOOL project but not representative enough to generalize the results for the whole Czech Republic and its secondary education.

Another problem was caused that some respondents did not answer all the questions. We hope that it was not caused by accident but because they were not able to answer particular question or they did not understand the question. For the next research, we would suggest the method of interviews (face to face questioning the respondents).

For conclusion, the research was very important for identifying the preferences in terms of the school effectiveness indicators among school managers, teachers and parents and also for finding out the training needs among managers. After the research, we realised that there is a big demand for courses aimed at the issues mentioned in the previous chapter.

Reference and Further Reading

More information about the project itself, about the research results and the National Reports of the other partners are available on the project website: <http://www.pro-school.eu/> in the section "Outputs". They are available in English and in the local language.

You can search more data about the Institute of the Education and Communication on its website: <http://www.ivp.czu.cz>, in the section "International Relations Office", subsection "News".

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