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ERIES Journal, Czech University of Life Sciences Prague, CZ 165 21 Prague 6 - Suchdol, Czech Republic,
email: editor@eriesjournal.com,
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EDITORIAL

With this first issue of the year 2017 (vol. 10, no. 1), all members of the Editorial board would like to wish you success in both personal and professional life. We all hope that this year would serve you many research opportunities, challenges and achievements that would shape your ongoing research. Moreover, we all hope that ERIES Journal may be a part of these achievements and help to publish results of a conducted research.

With this first issue, which you hold in your hands, we are glad to introduce four articles from University of Economics, Prague and Tomas Bata University in Zlín. We are grateful that ERIES Journal has again attracted diverse authors from different higher education institutions. It is a commitment for the Editorial board to keep improving the journal quality and being the leading journal in the education research in the Czech Republic. For continuous quality improvements, new editorial system for ERIES Journal is being prepared these days. We wish to announce its completion, as well as wider indexation of ERIES Journal, in the next published issue.

In the first article "Language needs analysis of students of Economics", authors Halka Čapková and Jarmila Kroupová present results of a needs analysis regarding a suitability of English for Economics studies I and II courses taught at University of Economics, Prague. The main objective of the analysis was to determine what language knowledge and skills are required at labour market, and, consequently, to modify course books of the courses. For this purpose, the authors analysed responses from 1,372 students, 139 graduate students and 54 biggest employers. The most needed skills relate to Finance and Banking, Management and Marketing skills. These findings were used as a basis in the course books modification. Students are mostly satisfied with the modified course books and evaluate their difficulty as adequate.

The second article "Mentoring in the professional development of primary and secondary school teachers" from authors Eliška Suchánkova and Karla Hrbáčková present results of research focused on analysing methodical support for primary and secondary school teacher education via mentoring. The research was conducted during 9 months at 10 schools from Zlín region. Training of mentors was conceived in the form of contact teaching and practical exercises. In addition, concrete examples of pedagogical situations and case studies from participants' practise were a part of the training. The research shows that teachers' evaluation of their own professional coaching competencies plays an important role in the perception of the mentoring's efficiency. The higher the level of mastery of these competencies that the teachers attain in their own opinion, the better mentors they feel they are, the more they perceive mentoring as beneficial, and the more they use it in practice.

The third article "Quality control and improvements mechanism of study field – Focused on professional study field" from Zdeněk Vondra presents a concept of quality control mechanism of a study field. The aim of the article is to explain the importance of gathering information from contacts with stakeholders of Multimedia in Economics Practice study field. As this study field was launched 5 years ago, gathered information should lead to a formation of appropriate improvements and modifications. The author presents a case study involving examples of gathered findings and how to manage them. The research investigated subjective opinions of students and graduates regarding to their subjective opinions about possible changes in the study field structure.

The last article, "Teachers' evaluation of importance of selected determinants of education of socially disadvantaged pupils", from Anna Petr *Šafránková* and Klára Zátopková provides results of a research study finding out the relevance to teachers of selected determinants involved in education of socially disadvantaged pupils. The study consisted of 21 male and 78 female teachers from three different Czech regions. The authors used Q-methodology for the purpose of the research. The results show that teachers saw, as the most relevant determinants of education of socially disadvantaged pupils, reduced class numbers and interest of the socially disadvantaged pupils in their own education. On the other hand, teacher's social environment, their religious belief and race, were considered less relevant.

We would like to thank to all reviewers who contributed to this first issue in 2017. Nevertheless, we would also like to thank all the authors who have submitted their manuscripts to ERIES Journal. Moreover, we hope that all our readers will find this first issue of the year 2017 interesting, and we also hope that ERIES Journal will contribute to the field of efficiency and responsibility in education as it has contributed during its first nine years so far.

Sincerly,

Martin Flégl

Executive Editor

ERIES Journal

LANGUAGE NEEDS ANALYSIS OF STUDENTS OF ECONOMICS

Halka Čapková[1]✉, Jarmila Kroupová[2]

[1]✉English Department, Faculty of International Relations, University of Economics, Prague, nám. W. Churchilla 4, Praha, 130 67, Czech Republic, +420 603 189 152, capkova@vse.cz

[2]English Department, Faculty of International Relations, University of Economics, Prague, Czech Republic

Highlights

- *Assessment of ESP materials with regard to the specific needs of economics university students.*
- *Suitability of using a needs analysis in similarly oriented studies.*
- *Appropriateness of the use of multiple sources in creating the learning syllabi.*

Abstract

One of the main concerns of educational specialists is the relevance of their programmes to the graduates' success on today's highly competitive labour market. As a result of these concerns academics at the English Department of the University of Economics in Prague, Czech Republic decided to conduct a survey of undergraduates, graduates and their major employers as well as the academic staff at the university in order to determine the suitability of English language courses offered to students. The result of this research has been implemented in the adaptation of new teaching materials which aim to satisfy real world requirements. A needs analysis used in this study proved to be very valuable as it emphasises the practices of using multiple sources and multiple methods in the data gathering stage. Triangulation was employed to validate the findings. This type of analysis encouraged the creation of more suitable and appropriate teaching material. Such an analysis also facilitates the collection of information regarding the needs of students and the requirements of other stakeholders.

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Introduction

English for Specific Purposes (ESP) is an area with high regard for needs analysis (Jasso-Aguilar, 2005; West, 1994) since students' needs are often rather specific and of such a nature that published textbooks would not adequately fulfil their needs. A needs analysis in broad terms can be described according to West (1994) as identifying "what learners will be required to do with the foreign language in the target situation, and how learners might best master the target language during the period of training". Therefore multiple sources and methods were used in this study to gather high quality data. The obtained data sets were then triangulated to produce credible results (Jasso-Aguilar, 2005).

The English Department of the University of Economics in Prague has been facing a problem of course content for many years. Its students have four to six semesters of English in their bachelor's programme depending on the faculty they attend. The department offers a variety of courses ranging from general English and Cambridge English Exams preparation courses, to specialized courses tailored to the needs of the students. However, the teachers are still struggling with what the basic benchmark should be for all the students leaving the university.

Having used various textbooks focusing on business English, the textbook English for Business Studies (Cambridge Professional English by Ian MacKenzie) was finally selected for the compulsory courses due to the combination of topics covering Management, Production, Marketing, Finance and Economics. After a six-semester experience a detailed analysis revealed that although this textbook follows Williams' (1978) rule of the "wide-angle", some sections, specifically Finance (Derivatives, Accounting and financial statements, Takeovers) are too specialized for all other students not studying at the Faculty of Finance and Accounting. A subsequent elimination of the most complicated parts of the book led to internal inconsistency of the teaching material and a lack of interconnection, and therefore problems with testing. At this point, it was decided that a needs analysis would be conducted and based on the results a new teaching material tailored to the University of Economics students' needs would be created by the department members.

Despite ESP acceptance as an activity central to many English language teaching contexts, controversies and questions within ESP remain. Principal among them are the following:

1. How specific should ESP courses and texts be?

2. Should they focus upon one particular skill, e.g., reading, or should the four skills (reading, listening, writing, speaking) be always integrated?

3. Can an appropriate ESP methodology be developed?

(Johns and Dudley-Evans, 1991, p. 304)

The question of how specific ESP courses should be was raised for the first time by R. Williams (1978) when he claimed that "wide-angle" approach should be applied. It means that language and skills are taught through topics drawn from various subjects rather than from students' own discipline. This

approach was also supported by Hutchison and Waters (1987), who in their article "English for Specific Purposes: A Learner-Centred Approach" argue that the narrow-angle approach is demotivating and irrelevant to students' needs. In particular, they claim that students should be grouped for ESP classes across broad subject areas with materials drawing from topics that give "access to a number of different specialist areas".

The authors' insight into the departments' past experience revealed that there are numerous problems connected with the choice of the suitable themes for an ESP textbook:

1. Available ESP textbooks are quite often based on previous knowledge of economics. English at the university is usually taught during the first four semesters of studies. As a consequence, students come across some of the economic topics for the first time in their English lessons.

2. The basic programme is shared by students from all faculties, which means that the ESP textbook should not be focused exclusively on, for example, finance, banking or any other economic specialisation.

3. Available Business English textbooks have quite often been used, at least partially, at secondary schools, especially the ones targeted at educating potential administrative staff who might later decide to enhance their qualifications at the University of Economics. Some of the textbooks also assume the knowledge and experience of the business environment which university students lack.

4. Apart from the economic topics, the coursebook should also offer some communicative skills and language competences essential for business communication, both written and spoken.

Therefore, the main requirement the coursebook should meet is to link economic and business English, supplemented by the most crucial communicative skills without losing the internal consistency. Another limitation that the department is facing is the length of the course (two semesters): 13 weeks per semester, 90 minutes per week, for a total of 26 weeks of teaching altogether.

The aim of this manuscript is to present one of the plausible approaches to selecting the most appropriate teaching material to satisfy students' needs via employing the basic principles of needs analysis. It may serve other academics when creating their course curriculum.

Materials and Methods

Language is generally seen as a means of filling in information gaps by present communicative methods of second or foreign language teaching. It assumes that learners can naturally develop the linguistic skills by bridging a series of information gaps (Corbett, 2003). Recent needs assessments have grown increasingly sophisticated. Therefore, materials developers have become aware of the problematic nature of their task. English for specific purposes materials designers and practitioners continue in their efforts to improve and expand their collecting and analysis techniques (Johns and Dudley-Evans, 1991, p. 299). The demand for ESP continues to increase and expand throughout the world. According to Strevens (1988) the definition of ESP needs to distinguish between absolute and variable characteristics. Absolute characteristics are:

- designed to meet specified needs of the learner
- related in content (in its themes and topics)
- centred on the language appropriate to those activities (syntax, lexis, discourse, semantics, etc. and analysis of discourse)
- in contrast with "General English".

Variable characteristics may be, but are not necessarily:

- restricted as to the language skills to be learnt (e.g., reading only)
- not taught according to any pre-ordained methodology.

The claims for ESP are:

- being focussed on the learner's need, wastes no time
- being relevant to the learner
- being successful in imparting learning.

As English has become a world language, the necessity to tailor the content of the textbooks to the current needs of the globalised world has risen substantially. Increasing trends toward globalisation have changed the way English is used. Currently non-native speakers need to use the language for international collaboration and business negotiations. The choice of the most suitable teaching materials is one of the crucial tasks teachers of English are facing since the needs of end-users are constantly changing.

Surveys are a popular method of collecting information on needs as they provide a flexible means of assessing the target population. In this case, multiple sources of information were used – the university students, graduates, graduates' employers, teachers and economics specialists.

1. Students' opinion

To start creating a coursebook for ESP students it is crucial to know what their needs for the language are. The other important input needed is what the students want and wish, what their aspirations are. For the majority of students, the primary motivation for education is career advancement. From the students' evaluations it is clear that an efficient educational programme should increase their chances of finding a job and building a successful career.

2. Graduates' opinion

Since the employability of our graduates is considered to be one of the most important indicators of the quality of the institution's academic performance (Ministry of Education, Youth and Sports, 2005, p. 17), it was decided to address our graduates working in various sectors of the economy in order to focus on the requirements related to the goals, aspirations and needs of the students in practice. The expected utility is to reveal the required performance skills, the most pressing needs and what knowledge, information and skills are used in practice most often.

3. Employers' opinion

In order to construct a profile that truly reflects the market forces, the input from major employers is required to know precisely

what employers are looking for, what the skills and abilities allowing our graduates to be successful in the job market are, and what qualities lead to a rise on the career ladder.

To investigate our students' opinions the data from full-time students' regular course evaluations were used, especially the part with their suggestions on further improvement. It was revealed that on the one hand narrowly specialised topics such as finance, accounting, logistics, etc., were not evaluated positively, on the other hand neither were the most common topics from business English since the majority of students have already learnt them during their studies at secondary schools.

There are two compulsory English courses at the University of Economics, Prague – English for Economics Studies 1 (2AJ211) and English for Economics Studies 2 (2AJ212). Every year they are attended by approximately 2,000 students each, the majority attending the 2AJ211 course in the winter semester and 2AJ212 in the summer semester. Therefore, we focused our analysis on these two respective semesters. In the winter semester 2014/15 there were 1,701 students enrolled in the course 2AJ211 and 1,489 in the 2AJ212 course in the summer semester. At the end of each semester the students are asked to complete an anonymous questionnaire and express their opinions on the lecturer and course they have just finished. Table 1 summarises the numbers of students in the courses and the numbers and percentages of students who completed the evaluations. The study does not reflect the aspect of gender since the evaluations are anonymous.

Course	Number of students enrolled	Number of respondents	Percentage (%)
2AJ211	1,701	787	46.27
2AJ212	1,489	585	39.29

Table 1: Course statistics (textbook: English for Business Studies, MacKenzie, I.), 2014-2015

The questionnaire also includes three open-ended questions whose aim is to find out what students liked and disliked about the course and what their recommendations for improvement would be. Just to mention the most frequent complaints:

- too much unknown vocabulary
- very bad listening sections (the authors of the textbook used non-native speakers to do the recordings)
- not enough time to study the topics in detail
- some topics too specialized and difficult to understand even in Czech
- not enough time for conversation.

In order to construct an appropriate teaching material it was decided to use one of the techniques recommended by literature for needs analysis – a questionnaire as it is likely to bring a representative sample allowing generalisation. According to West (1994) the use of questionnaires allows for stakeholder input, a process that is "the most common method of needs analysis". Needs analysis surveys often ask respondents to choose between various alternatives. Both ranking and rating formats are used to present the choices. Ratings allow respondents to express disinterest in all options whereas rankings require that some option be number one. In its favour, a ranking format confronts the respondents with the basic question of many needs analyses: how should various needs be ordered by importance? (McKillip, 1987, p. 72). The information gleaned from a needs analysis can be used to help define programme goals. These can then be stated as specific teaching objectives, which in turn will function as the foundation on which lesson plans, materials, tests, assignments and other activities can be developed. Basically, a needs analysis helps to clarify the purpose of the school's language programme. Moreover, the use of triangulation reduces any inaccurately perceived needs.

Two anonymous questionnaires were created to elicit the appropriate information from the university graduates and their employers. They were distributed electronically among a random sample of 1,000 graduates and 200 biggest employers. The response rate was 13.90% (139 respondents) in the case of graduates and 27.00% (54 respondents) in the case of employers. Both questionnaires have a similar structure asking about:

- the methods of testing knowledge of English during the recruitment process
- the most common situations in which English is used (written and spoken) at the workplace
- the biggest problem areas when communicating in English at work.

In the second part of the questionnaire the graduates were asked to choose the topics and skills that should create the English educational programme at the university. A wide range of topics (see Table 5) which are typically covered by various available business and economic textbooks was suggested. Moreover, the employers were asked to assess the level of English of the University of Economics graduates employed in their firms on a four point scale (excellent – sufficient – poor – insufficient).

Results

The aim of the survey carried out among the University of Economics graduates and their employers is to determine what language knowledge and skills are required when entering the labour market. Two slightly modified questionnaires were created for the target respondents – graduates and employers. The research analysis resulted in the creation of a new teaching material for the compulsory courses at the university. It had been decided that the coursebook should combine teaching economics, business and skills and therefore the questions in the survey targeted all three areas.

Closer analysis of the data revealed that the majority of employers test the applicants' knowledge of the English language as a part of their recruitment process (94.4%), most often in the form of an interview (68.6%). Language proficiency certificates are usually not required; however, they give their holders an advantage over other candidates. When asked about their experience with the University of Economics graduates, 82.7% found their knowledge of English sufficient, and 7.7% found their knowledge excellent.

Table 2 summarises the data concerning the most problematic areas from the point of view of both groups of respondents:

Problem area	Graduates (%)	Employers (%)
Verbal communication	29.50	46.30
Written communication	10.07	14.81
Range of vocabulary	28.06	22.22
Grammar	21.58	22.22
Terminology	20.86	38.89
Listening	25.18	22.22
Appropriate language for the level of formality	29.50	27.78

Table 2: Major problem areas, 2015

Table 2 shows a lot of agreement in the hierarchy of the most problematic areas. Verbal communication is regarded as the weakest point in both respondent groups followed by terminology in the employers' column and appropriate language for the level of formality in the graduates' one. The scores of the grammar, listening and written communication are slightly lower in both stakeholders' groups.

Table 3 reflects the importance of both writing and speaking skills in order of priority among graduates:

Informal conversation	86.33 %
Telephoning	84.89 %
Negotiation/meetings	84.17 %
Formal correspondence (e.g. proposal, application, complaint)	81.29 %
Presentations	78.42 %
Informal correspondence (e.g. communication with colleagues)	77.70 %
Writing reports	64.03 %

Table 3: Graduates' responses, 2015

Table 4 shows the results of the same prioritisation among employers:

Telephoning	88.89 %
Presentations	88.89 %
Negotiation/meetings	88.89 %
Formal correspondence (e.g. proposal, application, complaint)	83.33 %
Informal conversation	72.22 %
Writing reports	68.52 %
Informal correspondence (e.g. communication with colleagues)	64.81 %

Table 4: Employers' responses, 2015

It is obvious that the results are rather consistent and corroborate the importance and indispensability of introducing the most widely preferred activities and skills in the coursebook.

The second part of the questionnaire asks the graduates to select from a wide range of proposed topics those, they consider "basic economics" all graduates should be familiar with when leaving the university.

Finance and Banking	**73.38 %**
Management	**70.50 %**
Marketing and Advertising	**60.43 %**
International trade, Globalisation	**57.55 %**
Market structure and competition	54.68 %
Recruitment and Employment	**51.80 %**
The business cycle	49.64 %
Intercultural communication	**48.92 %**
Production, Products	48.92 %
Government, Taxation	**48.92 %**
Information about successful companies and entrepreneurs	33.09 %
Economy and ecology	28.06 %
Economics and its classification	19.42 %
Corporate social responsibility, Fair Trade	**16.55 %**
Economic theories	13.67 %
Information about significant economists	7.19 %

Table 5: Key economics topics, 2015

In Table 5, the topics that were finally selected to be covered in the coursebook are highlighted in bold. However, the results of the survey are only one of the factors in the decision-making process. When selecting the topics, it was essential to include the ones that are common for all the faculties at the university and their knowledge will benefit the students when starting their career in business or economics. A unanimous agreement was reached on the topics with the highest rating, such as Finance and Banking, Management, and Marketing and Advertising. Due to the limited amount of teaching hours it was necessary to narrow the total number of topics included in the material. The remaining themes were selected based on a focus group which showed the opinions of the English Department lecturers and specialists from the university departments teaching economics and business. A great emphasis was placed on the topicality and relevance of the issues. Even though Corporate social responsibility was only selected by 16.5% of respondents, it was supported by both the English teachers and the economists since it is currently in the spotlight of the public as well as specialists. Moreover, it partially overlaps with ecology.

Apart from these multiple choice questions the questionnaires comprise some open-ended questions asked with the aim of establishing the respondents' opinions on the current English teaching at the University of Economics, including their suggestions for future improvements. In the answers all the graduates put great emphasis on spoken and written communication, both formal and informal. However, although from the perspective of the user, these may seem the most burning issues, from the perspective of an English teacher it is clear that they go hand in hand with listening and reading, which really confirms the well-known fact that all four skills need to be taught and practised.

Based on the results of the analysis of the above mentioned questionnaires a team of five department members (H. Capkova, J. Kroupova, M. Kusinova, P. Novakova, Z. Siskova) created the structure of the new teaching material for the compulsory courses 2AJ211 and 2AJ212 – a two-part university coursebook English for Business and Economics. The coursebooks combine units teaching skills (formal and informal communication, presentations, formal and informal correspondence, etc.) with units that provide students with the knowledge and vocabulary of key business and economic topics, such as Management, Intercultural communication, Marketing, Government and taxation, International trade, Financial products and banking, etc.

As mentioned before the results of the survey clearly show the necessity to cover all four skills (listening, speaking, reading and writing) with the emphasis on speaking. The aim of the teaching material is to actively involve students in the process of foreign language acquisition using traditional teaching methods and a communicative style of teaching. Both coursebooks comprise a significant amount of material for vocabulary practice and enough topics to encourage discussion in class employing role play, pair work and group work. Since the classes at the university are relatively big, usually having around twenty students, it is crucial that group work is used in order to allow all students to practise speaking as much as possible. The theoretical knowledge and corresponding vocabulary inherent in each unit are practised in various case studies and business simulations based on fictitious or real situations illustrating the theme in focus, completing each unit. Most exercises focusing on practising the new vocabulary (matching, multiple gap fill, gap fill, word formation, true/false, synonyms/antonyms, etc.) also have their interactive form in the e-learning programme accompanying the whole course. Therefore, it is up to the discretion of the teacher to choose which activities are done in class and which are set for home study. These types of exercises fully correspond with the recommendations for e-learning given by the authors of the Business English Courses Online Support (Kučírková, Vogeltanzová, and Jarkovská, 2011). According to Lustigová (2012) "ICT enables a unique mixture of learning styles to enter the Business English language classroom. The teacher is challenged to identify these learning styles and then likewise has the opportunity to choose the best ones to suit the needs of individual learners"(Lustigová, 2012, p. 58). This structure reduces the monotony in class and opens a larger space for discussion, interaction and creative thinking. The main concept of the coursebook is to offer the students a variety of options to practise and improve their vocabulary, grammar, verb-noun and adjective-noun collocations, etc., and thus take responsibility for their own active learning. A teacher can choose from a wide choice of activities and create a suitable structure of the lesson.

The first part of the new coursebook was piloted in the winter semester 2015/16 in the 2AJ211 course and the second part in the summer semester 2015/16 with the same group of students.

Table 6 shows the numbers of students in the courses and respondents in the end of course evaluations.

Course	Number of students enrolled	Number of respondents	Percentage (%)
2AJ211	1,463	751	51.33
2AJ212	1,312	435	33.16

Table 6: Course statistics (English for Business and Economics, Capkova H. and col.), 2015-2016

Feedback was collected at the end of both semesters in the form of the authors' focus group, students' course evaluations and teachers' feedback questionnaires. The overall response was largely positive, emphasising mainly the fact that the coursebook reflects the needs and aspirations of both the students and teachers. The students highly appreciated the e-learning programme accompanying the coursebook, which was tailored to assist the students in their individual preparation, offer more practice and ease the workload that must be covered in lessons.

The statistics also looked at how the students perceived the courses. The numbers in Table 7 show that the majority of students (67.12% in the course 2AJ211 and 56.48% in the course 2AJ212) consider the course adequately difficult. By adding together the responses in the first three rows of the overall satisfaction part (very satisfied, satisfied and quite satisfied) we obtain the percentage of satisfied students – (90.23% in the course 2AJ211 and 90.69% in the course 2AJ212).

		2AJ211 (%)	2AJ212 (%)
Difficulty	too difficult	2.16	9.49
	difficult	18.00	29.40
	adequate	**67.12**	**56.48**
	easy	11.50	3.94
	too easy	1.22	0.69
Overall satisfaction	very satisfied	18.72	17.44
	satisfied	**49.26**	**53.72**
	quite satisfied	22.25	19.53
	not satisfied	9.36	6.98
	not satisfied at all	0.41	2.33

Table 7: Difficulty and overall students' satisfaction, 2016

The numbers in Table 7 refer to the evaluation of the course as a whole. It shows that on the scale from "too difficult" to "too easy" the new course is considered "adequate" by 67.12% of 2AJ211 students and 56.48% of 2AJ212 students. To express their overall satisfaction with the course, 49.26% of 2AJ211 students and 53.72% of 2AJ212 students were "satisfied" on the scale from "very satisfied" to "not satisfied at all". The questionnaire that students fill at the end of the course ends with open-ended questions asking students to specify what they liked and disliked about the course. Some students felt the need to assess the new coursebook. The frequently mentioned comments were:

- a lot of useful vocabulary
- interesting topics
- well organized coursebook
- a lot of exercises for practice
- e-learning with answer key to most exercises from the coursebook

As for the teachers, it is always difficult to reconcile with a change and some time is needed to adjust to the new conditions. However, after the initial hesitation resulting mainly from the new concept of the coursebook which assumes that lecturers approach the vast amount of material creatively and construct the structure of their lessons actively, most teachers were satisfied with the coursebooks.

Table 8 shows the overall satisfaction of teachers with the new teaching material:

How satisfied were you with using the new teaching material? (on scale 1 – 5)	%
Not satisfied at all	0
Not satisfied	0
Quite satisfied	36.36
Satisfied	63.64
Very satisfied	0

Table 8: Overall teachers' opinion, 2016

Table 9 shows the summary of the results of a questionnaire distributed among the teachers using the new teaching material in their lessons (the course was taught by 12 teachers and the response rate is 91.67%, which means that only 11 teachers completed the questionnaire):

Teachers' opinions	Yes (%)	No (%)
I appreciate the large amount of teaching material.	36.36	63.64
The topics covered correspond with the needs of 1st/2nd year students.	100	0
The material is relevant to the B2 level of CEFR.	100	0
The topics are treated well and are comprehensible for students.	100	0
Exercises are well designed methodically.	100	0
There is a good balance between business and economics exercises and language exercises.	100	0
There is sufficient coverage of reading.	100	0
There is sufficient coverage of writing.	72.73	27.27
There is sufficient coverage of listening.	63.64	36.36
There is sufficient coverage of speaking.	90.91	9.09
The amount of economic terms is sufficient.	100	0
There is sufficient coverage of grammar.	100	0
The choice of the grammar categories covered is suitable.	90.91	9.09
The explanation of the grammar corresponds with the students' needs.	90.91	9.09
The teaching material offers a sufficient amount of grammar practice.	81.82	18.18
The e-learning accompanying the material is useful.	90.91	9.09

Table 9: Teachers' feedback, 2016

From Table 9 it is obvious that all the teachers are fully identified with the opinions expressed in points 2 – 7 plus 11 and 12. The coverage of writing, listening and grammar (8, 9, 15) is not completely satisfactory, moreover, the large amount of teaching material (1) is not appreciated by the majority of teachers (63.64%). The feedback indicates that there are too many units and topics to be covered in one semester.

Due to the fact that some of the skills units do not function in practice as expected, it has been decided that one unit from each coursebook will be removed – units covering Small Talk and Telephoning skills, the main reasons being that within a ninety-minute lesson only the basics can be practised. Most of the students are at B1/B2 level and they have already mastered these basic skills. In order to improve their fluency, much more time would have to be allocated. Furthermore, in the case of telephoning, classroom practice does not reflect the real life situation very accurately.

Other changes will comprise modifications to exercises not living up to expectations, improving some reading and listening parts and replacing some of the former recordings and texts by more accurately tailored or more inspirational materials. Grammar parts accompanying each unit remain unaltered, since the majority of grammar exercises is simultaneously available in the form of e-learning. Moreover, students have access to another more complex e-learning material – the Grammar Guide.

Taking into account the opinions of students, teachers and the authors' own experience with using the material in the classroom, both cousebooks will be modified and integrated into one textbook published by the University publishing house.

Discussion

In the case of general English it is usually sufficient to select a published English textbook at the right level and the chances are high that students' needs and expectations will be met (Jasso-Aguilar, 2005; West, 1994). However, ESP is very different in this respect since students often learn English for work and their career may be largely dependent on how well they master the field of their interest. All language specialists consulted for this paper agree that a detailed needs analysis is the key to structuring a well-designed course. Since the University of Economics has six faculties, each specialising in a slightly different area of business and economics, Williams' (1978) "wide-angle" approach seems to be the ideal means of giving the students exactly what they need – knowledge of general business English and key economics topics that provide them with the sufficient knowledge for any direction they may wish their career to proceed in.

Literature offers a lot of examples where needs analysis is used to establish students' needs (Huhta et al, 2013). However, none represents a suitable model that could be followed successfully in the case of university students. On the other hand, it becomes absolutely evident that the more input is used, the more precise the final result is. The multiple sources covered in this analysis (undergraduates, graduates, employers, economics specialists, teachers) guarantee a realistic insight into the needs in addition to a high probability of avoiding any inaccuracies.

This paper exhibits several similarities with the project Business English Courses Online Support (Kučírková, Vogeltanzová, and Jarkovská, 2011). Even though the target group and ESP field are almost identical, the final output differs substantially. While the main objective of the above mentioned project is to create a twelve-module course in the LMS (Moodle Learning Management System), the survey in this paper is targeted at creating a new coursebook accompanied by an interactive e-learning programme with the aim of reducing the workload and also moving the teaching focus to communication, development of speaking and writing skills in the classroom. In addition to this, both studies share identical prioritisation of "focusing on the business and economic issues and suppressing the development of grammatical knowledge as the students are already supposed to have a sufficient command of English grammar appropriate for B1 level within the Common European Framework of Reference for Languages" (Kučírková, Vogeltanzová, and Jarkovská, 2011).

Our study is also inspired by the research paper by Cowling (2007) giving a detailed description of the needs analysis in the development of English language intensive courses at a Japanese industrial firm. It focuses on "the perceived needs of different informant groups, resource constraints, data gathering techniques and syllabus design…" (Cowling, 2007, p. 426). The requirements for this project were set in advance and were very specific – an intensive Business English communication course package covering from one to three years. Moreover, the target group was rather inconsistent. A multiple sources approach was used, specifically four informant groups – the sales director at the firm responsible for the language teaching contract, the client (the staff of the firm's training section), the English language instructors at the firm and the learners required to take the course. Based on this research the full syllabus was created comprising economic topics and skills, textbooks and teacher's manuals. Taking into account the specifics of the above mentioned project, it could be used exclusively as a source of inspiration and a procedure recommended for the process of the new teaching material creation.

Conclusion

Irrespective of the necessity to reduce and modify the original coursebooks, there is conclusive evidence that using the basic rules of needs analysis such as describing the target population, identifying its needs, assessing them and finally communicating the results is an effective and beneficial procedure. Not only does it address the needs of all stakeholders, it also allows advanced statistical techniques to be applied in order to develop an appropriate hierarchy of needs by combining ranking and rating formats in a questionnaire.

The English Department of the University of Economics, Prague used questionnaires as a primary research tool to determine the English language requirements of its stakeholders. A detailed analysis of the results has been used to create new teaching material for the two-semester compulsory courses of English accompanied by the e-learning programme. The research was targeted at all the major stakeholders involved in the process – students, teachers, graduates and employers. It is difficult to clearly identify students' needs. Collecting needs analysis data seems reasonably straightforward as utilising multiple sources allows for attaining useful insights into the needs of the target group. The modified version of the teaching material will serve the students of all faculties and fields of study at the University of Economics, Prague.

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MENTORING IN THE PROFESSIONAL DEVELOPMENT OF PRIMARY AND SECONDARY SCHOOL TEACHERS

Eliška Suchánková[1]✉, Karla Hrbáčková[2]

[1]✉Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín, Nám. T. G. Masaryka 5555, Zlín, 760 01, Czech Republic, +420 576037303, suchankova@fhs.utb.cz

[2]Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic

Highlights

- *The analysis of methodical support for teacher education via mentoring.*
- *Teachers' evaluation of ICF competencies plays an important role in mentoring's efficiency.*
- *Teachers' evaluation of ICF competencies depends on the level of inner motivation.*

Abstract

The contribution presents the results of research focused on analysing methodical support for teacher education via mentoring, and familiarizes itself with the ascertained efficiency of the established mentoring programme in pilot schools in the Zlín region from the perspective of primary and secondary school teachers. The research shows that teachers' evaluation of their own professional coaching competencies plays an important role in the perception of the mentoring's efficiency. The higher the level of mastery of these competencies that the teachers attain in their own opinion, the better mentors they feel they are, the more they perceive mentoring as beneficial, and the more they use it in practice. At the same time, it is shown that the evaluation of own professional coaching competencies depends on the level of inner motivation to become involved in the mentoring course.

Keywords

Mentoring, methodical support, teachers' professional development, mentor, professional coaching competencies, efficiency of mentoring

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Introduction

The National Programme for the Development of Education in the Czech Republic (Národní program rozvoje vzdělávání v České republice, 2001) presented six main strategic lines of educational policy in the Czech Republic, among which it ranked mentoring and the evaluation of the quality and efficiency of education. The strategic intention to support quality education and teachers as its key prerequisite is also currently mentioned in the Strategy for Education Policy of the Czech Republic until 2020 (Strategie vzdělávací politiky České republiky do roku 2020, 2014). Methodical support for teachers must be based on a certain need, and subsequently from a specific evaluation. The methodical support will be most effective where teachers feel they have the greatest reserves.

One of the forms of professional teacher support is represented by mentoring, i.e. collegial support by the more experienced to the less, and by the relationship of the mentor accompanying and supporting the mentee (Pol, 2007). Mentoring deals with support for the teacher's professional development in various phases of their career path. During mentoring, teachers begin with their own professional experiences, and regulate their own professional development under the mentor's supervision. Responsibility for the teaching process is transferred to the pedagogue, which then strengthens their professional competency, internal motivation to self-educate, and perception of their own success (Šneberger, 2012a, 2012c; Hrbáčková et al, 2014). Mentoring relationships enriches both parties - the one that learns and the one that teaches (Nový termín - mentoring, 2009). Teachers do not benefit from effective mentoring, i.e. a good mentoring relationship, not only at the beginning of their career path, but also in subsequent years of their pedagogical practice (Jonson, 2008). Thanks to mentoring, teachers gain a new perspective on the students' development possibilities, which is reflected in the increased quality and efficiency of teaching and learning.

With the gradual introduction of mentoring to schools, its quality must also be evaluated. Nowadays, however, measuring the quality of education is increasingly focused on structural quality, i.e. on objectively measurable criteria (e.g. comparison of individual students' results) rather on the process of quality, which focuses on the teacher's professional competencies and the dynamics of the educational process (Šneberger, 2012b). The contribution presents the results of research focused on analysing methodical support for teacher education via mentoring. The contribution familiarizes itself with the ascertained efficiency[1] of the established mentoring programme in pilot schools in the Zlín region.

Mentoring is one of the less traditional forms of support for pedagogical workers' professional development, based on their individual needs, targeted methodical assistance and mutual teaching (Dlouhodobý záměr vzdělávání a rozvoje vzdělávací

1 The term efficiency in the evaluation sense is understood as a certain general quality that is distinguished by the fact that given inputs correspond with outputs that have a certain required level (Průcha, Walterová and Mareš, 2009). The efficiency of mentoring is perceived in accordance with Hawkins's conception of the term efficiency (1950) as a certain abstract quality; as a sensation of competence or ability in a situation when a person is contented by objects of their activities. In our case it represents teachers' evaluation of their own professional coaching competencies, the perceived benefit and utilization level of the mentoring, and the reservations and limits of own mentoring work.

soustavy České republiky na období 2011 - 2015, 2011), moreover, mentoring is an innovative method of supporting the quality of education, having much in common with coaching and supervising. The aim of mentoring is to increase the quality and efficiency of pedagogical work, and to provide teachers with information and personal support (Syslová, 2013).

Contribution of mentoring is particularly evident in the professional competency, reflective practise, professional renewal, and in the psychological area (e.g. self-esteem, satisfaction from helping), collaboration (collegial interaction) and teacher leadership (Huling, 2001).

In professional literature, mentoring and the introduction of a new teacher is perceived as one of the basic components of a quality teacher and quality school (Irvin, 1985; Evertson and Smithey, 2000; Tomková et al, 2012). Statistical data shows that teachers who received high-quality and systematic professional support leave the teaching profession considerably less frequently than teachers who did not receive such support (Ingersoll and Smith, 2004).

In the Czech Republic, certain professional support is more common for new teachers in the form of support from introducing teachers, but teachers with more years of practice are facilitated less professionally. At the same time, mentoring plays an important role not only in the case of support for the development of new teachers' professional skills (competencies), but particularly in the process of support for the professional growth of teachers who strive to increase the quality of their teaching (Hrbáčková et al, 2014). According to current research, individualized support via mentoring has an efficiency of over 60 % (referring to changes in teacher's own practise achieved in the given form of education) compared to the approximately 15% efficiency of traditional seminars (Šneberger, 2012a). Thus, according to the Strategy for Education Policy of the Czech Republic until 2020 (Strategie vzdělávací politiky České republiky do roku 2020, 2014), in future years every teacher should not only have the option of utilizing further education programmes, but also have access to individual support based on a reflection of their own pedagogical activity under professional supervision, at any stage of teacher's career path. This should result mainly in support for effective forms of the mutual sharing of experiences among pedagogues, the position of a mentor for the teacher should be defined in the career system, a mentoring skills development system should be created for pedagogues, etc. Thus, the offer of methodical support via mentoring should become more accessible in the coming period.

The *mentor and mentee* enter the mentoring process. The mentor is an experienced adviser whom the mentee trusts. The mentor is a „side by side" guide, who assists, shares, and shows a genuine interest (Vonk, 1993, Baird, 1993 In Clutterbuck, 2004). The mentee (also protégé, intern, programme client, service client) is an individual who is introduced to practice in the field by an experienced expert, they are the mentor's partner in the so-called mentoring relationship, and they are a client of the mentoring programme (Kraus et al, 2005; Jonson, 2008; Brumovská and Seidlová Málková, 2010). The client's education and personal growth is an important part of the mentoring process, but the mentor should also profit considerably (National Academy of Sciences, 1997). Within the scope of the *mentoring relationship*, the mentor creates conditions for the mentee which are suitable for gaining new knowledge and developing their interests and talent (DuBois and Karcher, 2006).

From a broader perspective, mentoring can be performed anytime, anywhere and by anyone; it can be a one-off intervention or a life-long relationship (Shea, 2002). A healthy and safe mentoring relationship is based on trust, a non-judgemental approach and shared experience - this is the basis of a successful mentoring programme (Jonson, 2008; Píšová, Duschinská et al, 2011).

A teacher gains mentoring skills from their own experience, and also from mentoring training. Undergoing mentoring training not only benefits the mentor's future clients, but also improves the quality of the mentor's schooling - the teacher themselves. In the mentoring process, the mentor may appear in multiple roles (Píšová, Duschinská et al, 2011; EDOST, 2012), whereby each of the roles places specific requirements on knowledge, skills, experience and abilities, i.e. the *mentor's competencies*. The mentor should be a good listener, they should be sensitive to the mentee's needs, and not judge or condemn (Jones, 2008; Zachary, 2009). They should be an educated and experienced person with high standards of behaviour and moral values worth following (Medlíková, 2013). The mentor should understand themselves and others, they should have clear objectives, they should be communicative, have a sense of humour and balance and an interest in developing others, they should build relationships on trust, they should be creative and self-educate, and have the ability to reflect and self-reflect (Clutterbuck, 2004). Furthermore, the so-called ICF basic professional coaching competencies (ICF Czech Republic, 2013) are considered. The competencies include foundations for work with the client (adherence to a code of ethics and professional standards, definition of coaching agreement), the creation of a mutual relationship (creation of trust and closeness with the client, coaching position), effective communication (active listening, use of strong questions, direct communication) and support for teaching and achieving results (developing self-awareness, designing events, planning and stipulating objectives, managing development and responsibility).

When introducing mentoring to schools, the so-called quality pedagogical practice competencies represent the basic professional quality framework (Šneberger, 2012b). According to the focus, we can define these as competencies in the area of professional development, teaching environment and conditions, teaching planning and evaluation, schools and communities, communication and the teaching process. Along with the definition of the teacher's competencies, the criteria and indicators of the quality of teaching are propounded by a number of national and international quality standards, e.g. International Standard for the Work of the Teacher and Lecturer RWCT (Mezinárodní standard práce učitele a lektora RWCT, 2007), International Pedagogical ISSA Standards (Mezinárodní pedagogické ISSA standardy, 2002), Competent Educators of the 21st Century: ISSA'S Principles of Quality Pedagogy (2010) - Competent Educators of the 21st Century: The ISSA International Professional Quality Framework (Kompetentní učitel 21. století: Mezinárodní profesní rámec kvality ISSA, 2011), Framework of Professional Qualities for Teachers (Tomková et al, 2012) as a result of the Path to Quality national programme (Cesta ke kvalitě, NÚV, 2011-2015) and other overviews of teachers' professional qualities, e.g. Framework of Professional Qualities

for Kindergarten Teachers (Syslová, 2013), Competencies of Quality Pedagogical Practice (Hrbáčková et al, 2014) etc.

Rhodes and DuBois (2008) have prepared a so-called model of the process of mediating the *benefits of mentoring*, by which they point to the fact that mentoring is beneficial if the mentoring relationship fulfils partial signs of quality such as trust, empathy and closeness. The advantages of mentoring are considered to be own professional development, better analysis of problems and own performance, insight into practice, increased contemplation, increased self-awareness etc. (Hobson, 2003).

Motivation to train the mentor and to use mentoring support, which also relates to the system of *introducing mentoring in schools as a professional methodical support*, are considered as key in the mentoring process. Although we see participation in the mentoring programme as essential, this participation is meaningless if it lacks an element of voluntariness. The quality of the mentoring support is decided on by how the school, teachers and public view professional qualities, the teacher's competencies and their responsibility towards society. A methodical support system established in a so-called top-down manner may be perceived by teachers as an externally threatening evaluation in favour of the norm (evaluation of the quality of the teacher's performance) rather than as positive feedback which would motivate them further to realize and utilize the methodical support.

If the teacher has time and space for own decision-making, and suitable conditions for self-education and self-development, mentoring becomes an advantageous opportunity for the development of self-regulation (auto-regulation) of the mentor and mentee, and the teacher then becomes a true expert in their profession. (Hrbáčková et al, 2014)

In the research, we focused on examining the efficiency of a mentoring course (training) (in the Quality programme realized by the Regional Centre for Further Professional Development and the Education and Lifelong Learning Centre for the Zlín Region) from the perspective of teachers who underwent this training (i.e. mentors). The implied research follows the pilot research realized in the initial phase of introducing the mentoring programme to schools (Hrbáčková et al, 2014), which focused on examining the level of quality of teaching by trainee primary and secondary school teachers in the Zlín region, and on the benefit of methodical support for teachers.

Materials and methods

In the research, we focused *on examining the* efficiency *of the mentoring course from the perspective of* primary and secondary school *teachers* in the Zlín region, *who completed an accredited mentoring course* intended for teachers in the Zlín region.

The program was 9 months long (March 2014 – November 2014) and 10 pilot schools from the Zlín region were involved in it. Training of mentors was conceived in the form of contact teaching and practical exercises; concrete examples of pedagogical situations and case studies from participants' practise were a part of the training. The content of mentor training consisted of four two-day modules of 40 hours of theory and 50 hours of practise (3x two-day modules, 3x one-day supervision meeting, 3x individual supervision mentoring support and classroom and observations with feedback, observation of one's own mentoring work, discussion about development plan, Skype contact and written consultation). Non-contact teaching was also a part of the training.

We were interested in the teachers' awareness of mentoring before starting the mentoring course, the reasons that lead the teachers to participate in the course, and how the teachers evaluate their own professional coaching competencies after completing the mentoring course. We also examined the perceived benefit and utilization level of the mentoring, and the reservations and limits of own mentoring work.

We analyse whether there is a connection between self-motivation to participate in the mentoring course, the school's requirements and the teachers' level of awareness of the mentoring. In addition, we examined whether there is a connection between self-motivation to participate in the mentoring course, the perceived level of mastery of professional coaching competencies, whether the teachers feel that they are mentors after completing the course, and the benefit and utilization of mentoring in own practice. At the same time we examined whether there are differences in perceiving oneself as a mentor, depending on the extent of school requirements to participate in mentoring course.

We assumed that the rate of inner motivation will depend on the extent of school requirements to engage in the course, and the higher the inner motivation of teachers is, the higher their awareness about mentoring is. At the same time we assumed that the stronger demand of schools to join the course is, the lower the awareness of teaching about mentoring is.

Furthermore, we assumed that the inner motivation of teachers would positively correlate with much the teachers feel they are mentors, with professional coaching competencies and with the extent to which they use mentoring practise and with perception of mentoring contributions.

We also assumed that the rate of professional coaching competencies positively correlates with the fact that how much the teachers feel they are mentors, with using mentoring practise and with the extent to which teachers perceived the mentoring course as beneficial.

We assumed that the teachers who participated in mentoring course at the school request, would feel mentors to a lesser extent that the teachers who participated in the course without school requirement.

On the basis of the research objective, we chose a quantitative approach. The research group consisted of 30 respondents - mentors, who participated in the training (N = 30). It was an exhaustive selection group (i.e. all the teachers involved in the mentoring training).

For the data collection, we used a *26-item questionnaire* divided into four parts:

1) period before starting the mentoring course - motivation, awareness of mentoring (items 1-3 of the questionnaire)

2) managing ICF basic professional coaching competencies (2013; hereinafter „professional coaching competencies") in

the areas of creating foundations for work with the client (items 4-5 of the questionnaire), creating a mutual relationship (items 6-7 of the questionnaire), effective communication (items 8-10 of the questionnaire), and support for teaching and achieving results (items 11-14 of the questionnaire)

3) period after completing the course - benefit and level of practical utilization of mentoring (items 15-23 of the questionnaire)

4) benefit of the course in professional development, reservations and limits of own mentoring work (items 24-26 of the questionnaire)

Parts 1-3 are measured with the help of self-reflection Likert-type scales (1 = very little to 5 = very much), while part 4 is measured with the help of open questions.

To analyse the data, we used correlation analysis, the Kruskal -Wallis test and One-factor analysis of variance ANOVA. In the study, we worked with data used in Lepková's research (2015).[2] The data was processed using the IBM SPSS Statistics (V21.0.0) programme.

Results

The teachers' level of awareness of mentoring before starting the course (part 1 of the questionnaire) was relatively low. 70% of the participants in the training stated that before starting the mentoring course they had only very little or little information; only 3% of teachers had received more information (Figure1).

Note: The awareness of teachers was measured on a five-point scale, the value 5 was no represented in the results.

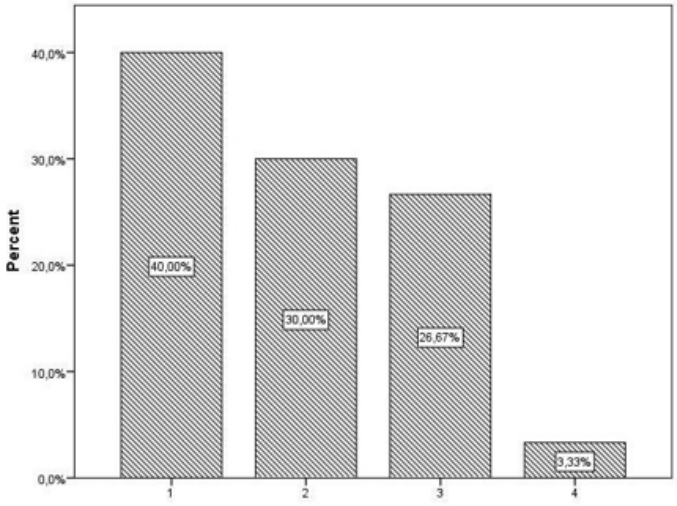

Figure 1: Teachers' awareness of mentoring

To a large extent, the teachers' entry into the mentoring course was due to the school's requirement (57%), while in 30% of cases the school's requirements were not decisive for participation in the course (Figure 2).

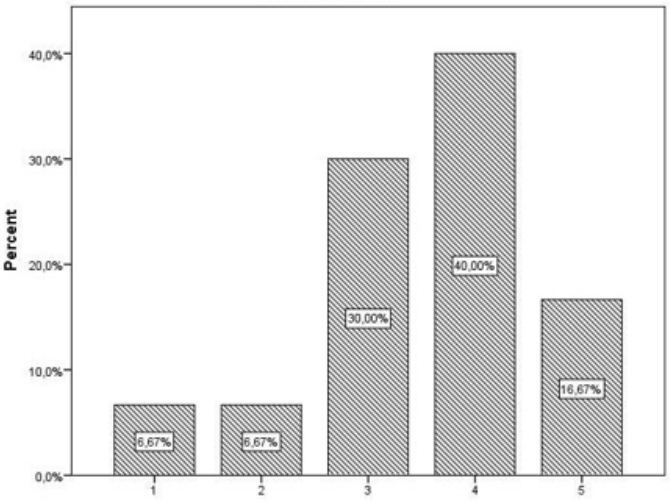

Figure 2: School's requirement for joining the mentoring course

Self-motivation to participate in mentoring course is represented in different extent. 17% of the teachers have strong motivation, while for 13% of the teachers' motivation is very weak. Other values are represented to the same extent (23.3%). (Figure 3)

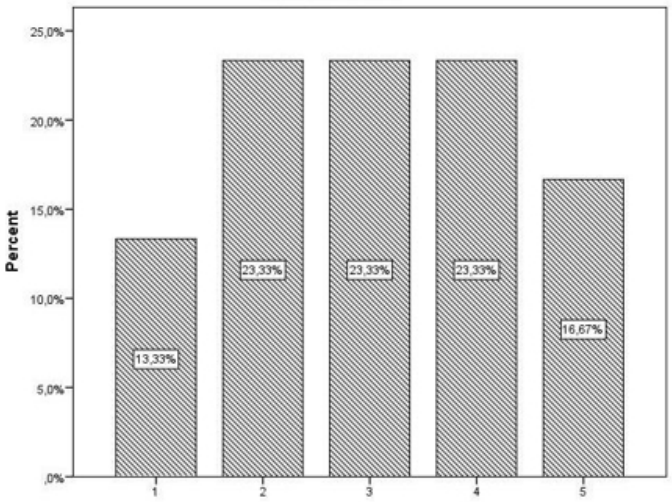

Figure 3: Self-motivation for joining the mentoring course

Teachers who participated in the course on the basis of the school's requirements show the lowest level of self-motivation (M = 2.40, SD = 1.14), while in the case of teachers who did not participate in the course on the basis of the school's requirement, a high level of self-motivation prevails (M = 5.00, SD = 0). (Table 1, Figure 4)

School's requirement	N	Mean	St. deviation
1	2	5.00	.000
2	2	4.50	.707
3	9	3.22	1.394
4	12	2.67	1.073
5	5	2.40	1.140
Total	30	3.07	1.311

Table 1: Self-motivation according to the extent of the school's requirement

The school's requirement to participate in the mentoring course has a negative correlation (Table 2) with teachers' self-motivation to participate in the course (r = -.508, p =.004). *The more the teachers are required to participate in the course, the lower their inner motivation.*

The teachers' self-motivation to participate in the course has a positive correlation with their awareness of mentoring (r =.405, p =.026). *The higher the teachers' inner motivation,*

2 This study uses data collected during the project IGA / FHS / 2013/008 Mentoring and Methodical Support of Primary and Secondary School Teachers in the Zlín Region. The data was partially used in the diploma thesis by Lepková (2015) as a sub-project output. Both the diploma thesis and this study are based on the same data, they differ in the way of data processing and partial results.

the more information they have before the mentoring course. However, we simultaneously discover that the teachers' level of awareness is not connected to whether entry into the course was required by the school or not (r = -.067, p =.726) even though, on the basis of the afore-mentioned results, one could expect that the stronger the school's requirement to enrol in the course, the lower the effort to obtain information will be (a negative correlation is shown, but is statistically insignificant). Thus, it's evident that *teachers who are intrinsically motivated to enrol in the course are informed about mentoring regardless of whether enrolment in the course is also required by the school or not.*

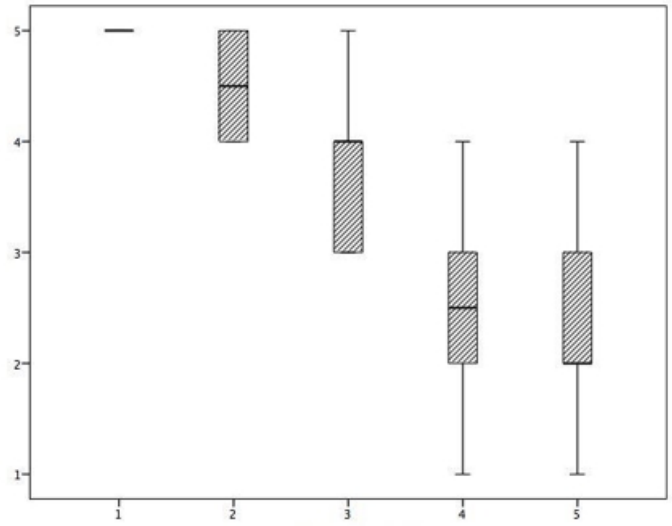

Figure 4: Self-motivation (y) according to the extent of the school's requirement (x)

	Self-motivation	School's requirement	Awareness
Self-motivation	-		
School's requirement	-.508**	-	
Awareness	.405	-.067	-

*** correlation at significance level.01, * correlation at significance level.05*

Table 2: Correlation of self-motivation, school's requirement, awareness (Spearman's rho)

During the training, participants in the course gradually *mastered professional coaching competencies.* We examined how teachers evaluate their mastery of these competencies after completing the mentoring course (part 2 of the questionnaire).

The highest level of competency mastery (Figure 5, Table 3) is achieved by teachers in the area „ICF 1 Creating Foundations for Work with the Client" (M = 4.05, SD =.648) and also in the area „ICF 2 Creating a Mutual Relationship" (M = 3.967, SD =.556).

The teachers evaluate themselves positively in the area „ICF 3 Effective Communication" (M = 3.711, SD =.508) and also in the area „ICF 4 Support for Teaching and Achieving Results" (M = 3.342, SD =.493), even though their evaluation in this area is the lowest of all the four areas.

The teachers believe that they are able to listen actively (M = 4.233, SD =.728) and adhere to a code of ethics and professional standards (M = 4.167, SD =.648); at the same time, they think that they have managed to create a relationship of trust and closeness with the client (M = 4.133, SD =.82). The teachers evaluate their ability to develop the client's self-awareness (M = 2.967, SD =.615), to manage the client's development and responsibility (M = 3.133, SD =.73) and to use strong questions during contact with the client (M = 3.167, SD =.699) at a lower level.

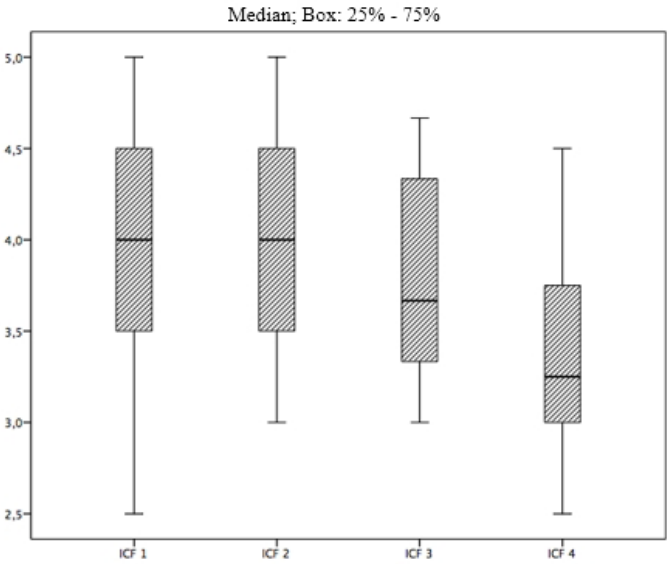

Figure 5: Mastery of professional coaching competencies in areas ICF 1 – ICF 4

Questionnaire item	Professional coaching competence	Mean	St. deviation
ICF 1 Creating Foundations for Work with the Client			
4	To what extent have you mastered adherence to a code of ethics and professional standards?	4.167	.648
5	To what extent have you mastered the definition of agreement (contact) for work with the client?	3.933	.828
	Mean value ICF 1	4.050	.648
ICF 2 Creating a Mutual Relationship			
6	To what extent have you created a relationship of trust and closeness with the client?	4.133	.820
7	To what extent have you mastered your position of mentor?	3.800	.761
	Mean value ICF 2	3.967	.556
ICF 3 Effective Communication			
8	To what extent do you use active listening during contact with the client?	4.233	.728
10	To what extent have you mastered the technique of direct communication with the client?	3.733	.692
9	To what extent do you use strong questions during contact with the client?	3.167	.699
	Mean value ICF 3	3.711	.508
ICF 4 Support for Teaching and Achieving Results			
13	To what extent can you plan and set objectives with the client?	3.933	.640
12	To what extent can you design events for the client?	3.333	.661
14	To what extent can you manage the client's development and responsibility?	3.133	.730
11	To what extent can you develop the client's self-awareness?	2.967	.615
	Mean value ICF 4	3.342	.493

Table 3: Mastery of professional coaching competencies in areas ICF 1 – ICF 4

Having completed the course (part 3 of the questionnaire), approximately a third of the teachers (33.33%) *feel competent in the role of mentor*, and almost half of the teachers (46.67%) feel that they are a mentor in part (teachers chose the mean value 3 on scale). Having completed the course, 20% of the teachers do not feel they are mentors. (Figure 6)

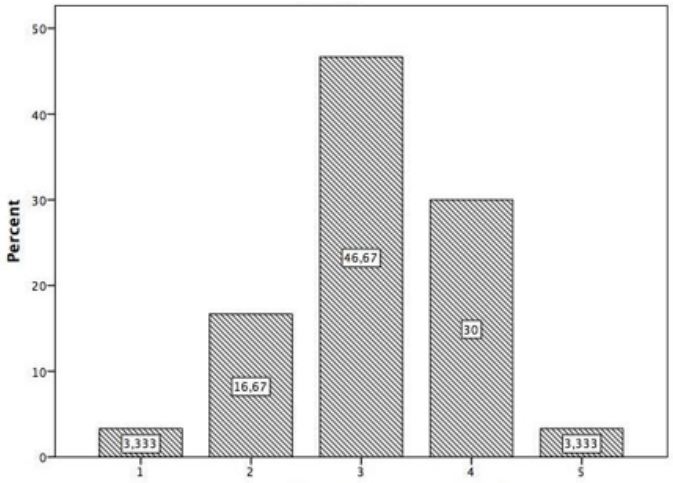

Figure 6: Feel competent in the role of mentor

The results suggest that the extent to which teachers feel to be mentors is not dependent on school requirements to participate in mentoring course (p =.258). Teachers on who low requirements to join the mentoring course are placed achieve comparable results in how much they feel to be mentors, as well as teachers who are subjects to medium or high requirements. (Table 4)

School's requirement	Mean	St. deviation
Low (1,2)	2.500	1.000
Medium (3)	3.110	.782
High (4,5)	3.290	.849
Total	3.130	.860

Table 4: Differences in the extent to which teachers feel to be mentors based on school requirements

In the schools in which the mentors work as teachers, they use their skills partially in regular practice (M = 2.956, SD =.958). The reason may be the only partial *creation of conditions for mentoring work* by the school management (M = 3.167, SD = 1.234) and also lower *interest in mentoring support by colleagues* (M = 2.5, SD =.938). It's possible that in practice there are still deep-rooted fears of the inspection and evaluation of teachers' work, and many teachers also usually do not feel *the need to significantly change their work* (M = 3.367, SD =.928). Having completed the mentoring course, the teachers feel *an effect on their own pedagogical work* (M = 3.833, SD =.95), and they would also *recommend other colleagues to become mentors* (M = 3.667, SD = 1.093). *The expectations* of completing the course were partly fulfilled (M = 3.467, SD = 1.106). (Table 5)

The teachers perceive (part 4 of the questionnaire) the *biggest benefit of the completed mentoring course* (quantification of open answers) to be the application of new methods in teaching (33.3%), viewing their work from other perspectives and realization of changes in their work stereotypes (26.7%), increased quality of own teaching, more effective utilization of mastered competencies, professional development (20%), ability to better set objectives and plan teaching (16.7%).

In their own mentoring practice, having completed the mentoring course, *they mainly manage* to listen actively to the client (46.7%), build a relationship with the client based on trust (33.3%), set objectives (20%), create a favourable and safe environment (16.7%), manage the client's development, mobilize their strengths and stimulate them (16.7%).

Questionnaire item	Perceived benefit and utilization level of the mentoring	Mean	St. deviation
To what extent does the mentor utilize their mentoring skills in their school?			
15	To what extent do you utilize your mentoring skills in your school?	3.200	1.127
16	To what extent does the management of your school create conditions for your mentoring work?	3.167	1.234
18	To what extent do your colleagues require your support in the area of mentoring?	2.500	.938
	Mean value	2.956	.958
What is the level of influence of the mentor's pedagogical work by the mentoring?			
17	To what extent have your changed your work?	3.367	.928
21	To what extent has your mentoring education influenced you in your pedagogical work?	3.833	.950
	Mean value	3.600	.885
To what extent does the mentor regard the mentoring as important?			
20	To what extent would you recommend your colleague to become a mentor?	3.667	1.093
23	To what extent have your expectations been fulfilled?	3.467	1.106
	Mean value	3.567	1.023

Table 5: Perceived benefit and utilization level of the mentoring

They perceive the main *reservations and limits in mentoring work* to be colleagues' lack of interest in mentoring, convincing colleagues to cooperate and establish client contact (26.7%), posing of strong questions (20%), insufficient time for mentoring due to other pedagogical commitments (16.7%) and planning and setting objectives with the client (13.3%).

The results of the research point out a *mutual connection between the level of mastery of professional coaching competencies, perception of oneself as a mentor, benefit of mentoring and its further utilization in own practice* (Table 6). The extent to which the teachers perceive mentoring as beneficial is closely related to the extent to which they have mastered professional coaching competencies (r =.579, p =.001), the extent to which they feel they are mentors (r =.577, p =.001) and how they continue to utilize mentoring in practice (r =.543, p =.002). The extent to which the teachers feel they are mentors after completing the course is closely related to the level of mastery of professional coaching competencies (r =.687, p <.001) and both are also related to the further utilization of mentoring in practice (r =.468, p =.009; r =.443, p =.014).

The teachers' level of mastery of professional coaching competencies is also connected to the extent to which the teachers are intrinsically motivated to participate in the mentoring course (r =.425, p =.019). However, the extent of this inner motivation is not further related to how much the teachers feel they are mentors after completing the course (r =.359, p =.052), how much they perceive the mentoring as beneficial (r =.331, p =.074) and how much they continue to utilize it in practice (r =.268, p =.152).

	Self-motivation	Mentor	Professional coaching competencies	Utilization of mentoring	Benefit of mentoring
Self-motivation	-				
Mentor	.359	-			
Professional coaching competencies	.425*	.687**	-		
Utilization of mentoring	.268	.468**	.443*	-	
Benefit of mentoring	.331	.577**	.579**	.543**	-

*** correlation at significance level.01, * correlation at significance level.05*

Table 6: Correlation of self-motivation, mentor, professional coaching competencies, utilization of mentoring, benefit of mentoring (Pearson Correlation)

Discussion

In large part, the teachers participated in the mentoring course under the influence of the school's requirement, and the level of inner motivation to participate in the mentoring course it is represented in various degrees. It shows that the more the teachers are required to participate in the training by the school, the lower their level of inner motivation is. We can interpret the low level of teachers' self-motivation for the training, and strong pressure by the school, as risk factors of the realized methodical support's efficiency, as inner motivation for the mentoring training is key for the effective progress and results of the mentoring (compare with Lazarová et al, 2006; Šneberger, 2012a; Hrbáčková et al, 2014), just like inner motivation to utilize mentoring support on the client's part (Malásková, 2015). Thus, we encounter opposing approaches to methodical support - intrinsically motivated teachers, and teachers on whom pressure is developed by the school and whose inner motivation is not very high. If a teacher accepts the mentoring merely on the basis of a recommendation or order from the school management, a situation where the role of mentor is not accepted may arise. Thus, the mentee does not accept the mentor as a person who should direct them and show them other possible ways of solving situations in often unforeseeable pedagogical practice. (Malásková, 2015)

Teacher's motivation for education is one of the most important factors of the efficiency of further education, as it is closely related to teachers' conduct, and to their willingness and preparedness to take useful information and stimuli away from the educational process and use them to innovate their own practice (Lazarová et al, 2006). In particular, teachers need inner motivation and methodical support which will respect the methods by which teachers teach, but also those by which they themselves learn (Strategie vzdělávací politiky České republiky do roku 2020, 2014).

At the same time, the results of the research show a very low level of awareness of mentoring before completing the course, whereby it shows that the higher the teachers' inner motivation level is, the more information they have before the mentoring course. At the same time, however, the teachers' level of awareness is not related to whether participation in the course was required by the school or not. We believe that it's essential for teachers to be informed about mentoring before participating in the training, especially if the training is required by the school. However, the question remains whether a higher level of awareness would lead to a higher level of self-motivation for the training; however, it's alarming and ineffective in terms of the school's quality and education when teachers are sent on training about which they know little.

Although the circumstances of entering a course are varied, from other research results it is evident that after completing a mentoring course teachers evaluated it mainly positively. In their own opinion they have mastered professional coaching competencies at a very good level.

After the training, the teachers state that they manage to utilize the acquired knowledge and skills in practice, create a favourable environment for work with the client, build a mutual relationship of trust and closeness. Moreover, the teachers also identify with their own mentoring position, because only some feel that they are mentors after completing the training. During contact with the client, the teachers believe that they manage to utilize active listening, but they are less sure about posing strong questions, which encourage new discoveries and insights into situation, and which do not offer clear answers. In this case knowledge of the issue is important, as well as training via interviews. Most teachers manage to plan and set objectives with the client, while some still perceive reservations in this area, just like in managing the client's development and responsibility, and developing their self-awareness. This observation goes along with results of Lopez-Real and Kwan (2005), who investigated constructs that lead to professional development, namely learning through self-reflection. The afore-mentioned area forms a very important part of the mentor's work in the process of guiding the mentee, which is why in this respect it's particularly necessary to take into account an individual approach to the mentee.

The teachers perceive the course itself as beneficial, as in addition to mastering professional client coaching competencies, it also allowed them to view their work from a new perspective, apply new methods in teaching, and increase the quality of their own teaching, which other experts and their studies also point out (Hobson, 2003; Moore, 2001; Šneberger, 2012b).

Similarly, other international studies show that mentoring experience contributes to the fact that teachers feel to be more experienced in their profession and perceive their work as more meaningful (Carger, 1996). Mentors feel contented particularly from helping less experience colleagues (Scott, 1998). At the same time, they perceive contribution to mentoring as a way of giving back to the teaching profession (Boreen et al, 2000).

Many teachers would also recommend their colleagues to become mentors. However, in this context, teachers point out their colleagues' lack of interest in mentoring, the low need to significantly change their work, the need to convince their colleagues to cooperate, and the demands of establishing client contact.

In actual practice, the teachers only make partial use of the acquired mentoring skills. They perceive a major obstacle in the lack of time for the realization of the mentoring due to other work obligations, and limits on the school's part, whereby we return once again to the initial issue of the creation of adequate conditions (a favourable work climate) for mentoring by the school, and to teachers' inner motivation to realize the mentoring. Thus, it is crucial to understand the true meaning of mentoring support when introducing the mentoring system in schools. This should not be misused in favour of the norm (e.g. evaluation of the quality of the teacher's performance), but

instead should be construed as positive feedback and a good opportunity to develop self-regulation. Similarly, some foreign studies suggest that mentoring does not only affect the quality of teaching, but also affects the mentors themselves (Gordon and Maxey, 2000).

On the basis of the realized research, we can state that self-motivation does not have a direct effect on the perception of the mentoring's efficiency (benefit of mentoring, utilization of mentoring in practice, the extent to which they feel they are a mentor), but a key role is apparently played by professional coaching competencies, which can be one of the mediating factors between inner motivation to participate in the course and the mentoring's perceived efficiency. *The more intrinsically motivated the teachers are to participate in the mentoring course, the higher the level of professional coaching competencies they attain. The higher the level of mastery of professional coaching competencies the teachers attain, and the better mentors they feel they are, the more they perceive mentoring as beneficial, and the more they continue to use it in practice.* Stanulis and Weaver (1998) emphasize that mentoring leads to a critical evaluation of one's own practise, which contributes to a greater awareness of the complexity of teaching.

Conclusion

In a modern school a teacher holds several roles; teacher is a very important person who strongly shapes the individual from childhood. That is why teachers are required to continuously improve their knowledge and skills, and thereby also their competencies. One professional development option is mentoring.

The contribution familiarizes us with the issue of utilizing mentoring in primary and secondary schools in the Zlín region, Support of professional development does not only relate to graduates and trainee teachers; it is necessary and important in every stage of teacher's career path.

Although the teachers evaluate the completed mentoring course as beneficial, they perceive a number of reservations after its completion, and feel that they are mentors only in part. The research shows that an important role is played by motivation to utilize mentoring support, and the associated system of introducing mentoring in schools. The teachers' obligation to participate in the mentoring programme is essential; nevertheless, it loses its meaning if it lacks the principle of voluntariness, as inner motivation to participate in the course has shown to be key for mastering professional coaching competencies. If the teachers feel that they attain higher professional coaching competency levels, they feel that they are better mentors, they regard the mentoring as more beneficial, and they use it more in practice.

Every teacher feels reservations in a different area of their own mentoring work, and mentoring is thus an ideal and crucial form of assistance, as it is based on individual needs and individual mentors' requirements, and can remove the perceived reservations. A teacher can benefit significantly from mentoring support by improving their qualities, always moving forward, and becoming a true expert in their profession.

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QUALITY CONTROL AND IMPROVEMENTS MECHANISM OF STUDY FIELD - FOCUSED ON PROFESSIONAL STUDY FIELD

Zdeněk Vondra✉

✉Graphic and Multimedia Laboratory, Faculty of informatics and statistics, University of Economics, Prague, nám. W. Churchilla 4, Praha, 130 67, Czech Republic, +420 777 033 438, zdenek.vondra@vse.cz

Highlights

- *Description of the influences on quality control and continuous improvements of study field.*
- *Case study of the continuous development mechanism for study field Multimedia in Economic Practice.*
- *Proposal of specific control mechanisms for application on study field.*

Abstract

Quality control mechanism that allows long term improvements of a study field or a study program is necessary for good functioning of educational institution or department in actual nature of competitive universities' environment. This paper focuses on quality control mechanisms in general and more closely on professional study fields. The professional study fields have been settled in Czech higher education by approving the amendment to the Higher Education Act. This brings new need for control and improvement mechanisms based more on connection to industry practice than on academic publications. The aim of this paper is to explain the importance of gathering information from contact with study field's stakeholders. These information lead to form appropriate improvements implemented on time. In the case study, there are presented examples of gathered findings and how they are being handled. They include the student's expectations that underrate theory although it is needed for basic insight to the industry. The students are also motivated to start their own business. What this paper brings is the proposed continuous development mechanism that helped to improve the bachelors study field Multimedia in Economic Practice and also the general recommendations that should help to any other study field.

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Introduction

This paper is focused on identifying and defining systems and mechanisms of quality management of universities study programs and study fields. Closer focus of this paper is directed to professional study fields that became a new phenomenon in Czech education system. This kind of study has autonomic demands arising from their nature based on practical skills. Universities are free in setting up the content and in running study fields and programs on contrary to high schools or elementary schools. Universities can establish a brand new study field by passing the accreditation process. The rest of quality assurances are up to university. The question to be asked in this paper is how to control the quality of study field and also how to control the benefits for society from running it. This paper is trying to answer the question by proposing the big picture of quality control and the improvements mechanism followed by the set of tools for quality control of study field gathered by own authors research. These tools are followed by the examples of gained findings and by effects of the improvements that were done to manage the findings. Common problem of Czech schools in general is their taciturnity to practice and common society life. Relevance of this topic is perceptible in Czech universities environment by effort put in to projects like IPN KREDO (MŠMT, 2016) that is also highly focused on long term development of quality of universities programs and study fields. KREDO is the Czech abbreviation for quality, relevance, efficiency, openness and diversification of higher education in the Czech Republic.

In this paper systems and mechanisms of the quality control of professional study fields are described by the outputs of qualitative research made on University of Economics, Prague on its first professional study field that was developed in accordance to Bologna declaration. Observations, action research, surveys and case studies that were done in last five years brought findings about used tools, their combinations and effects of implemented improvements.

Aim of this paper is to discuss the system of quality control of study fields. This paper is focused on professional study fields. The system is understood from its client's point of view. It means employers and labor market that define specific needs of their organizations demanded from graduates. There is presented the case study of actual mechanism of continuous development of the professional bachelor's study field Multimedia in Economic Practice (MEP). The case study shows what outputs should be gained and how valuable they are in purpose of improving the quality of study field. From the description of control mechanism in general and from the case study there are derived the general recommendations for study fields' managers. The findings presented in this paper are based on five years of research of the study field's content and its impact on study field's stakeholders especially students, graduates and employers. In this paper in order to make a reference and inspiration for other study fields' long term development there is presented the mechanism of getting data answering the long term questions evaluating relevancy of the study field to industry demands.

This paper is structured into the eight parts. The first part is the introduction that presents the studied situation. In the second part there is presented professional study

field concept in general and the situation about setting this term into the Czech law. The third part presents the research methods and the nature of reached data and findings. The fourth part discusses the general concept of the quality control mechanism of study fields. The sixth part describes the specific studied example and its mechanisms of continual development, especially the processes of gathering information, and the mechanism of their evaluation and implementation of improvements. The seventh part presents findings and discussion in accordance to the asked questions followed by general recommendations arisen from the case study. These recommendations include proposed categories of control mechanisms. The final eighth part is conclusion which generalizes the outputs of the paper.

This paper extends the study that has been presented on conference ERIE 2016 called Continuous development of professional study field (Vondra, 2016). The study is extended in definition of wider context of the problem and pointing out the general system of study fields' quality control.

Professional study field

After the Bologna declaration in 1999 higher education in Europe have been changed and normalized due to the synchronization and better movement of students between European universities. Between many of the synchronization agendas like credit systems there have been explained the meaning and relationship between bachelors, masters and doctoral degree of higher study. Three years long bachelor degree should be practical in context of the field. Two years long master degree should be more theoretical. Doctoral degree is a level of science work. New term that has been agreed in Europe environment was the professional study. This kind of study has no ambitions in science or in theoretical improvements but in professional mastery to professions that require graduation in bachelor university level.

The bizarre situation happened in the Czech Republic. Universities that ran five yearlong master degrees did not rebuilt the study plans, but just divided these plans to two three and two years long parts. In other words a graduate of three years long bachelor degree had 3/5 knowledge and skills from a study program but did not completed profession profile. This situation led to many initiatives and discussions that followed the development of new Higher education act. Finally in 2016 the term professional study field has been settled in this document. The situation of developing and approving the new Higher Education Act has continually been complicated by political situations and whole process has been rapidly slowed down. Real progress in this intention has finally come in 2016 in the final form of the amendment to the Higher Education Act which brought the term professional study field to practice. In January 2016 Czech chamber of deputies has approved the amendment to the Higher Education Act. The amendment includes for the first time in Czech law history the term professional study field and defines its meaning in the system of higher education and its specifics in the process of accreditation (Zákon č. 111/1998 Sb.).

Professional study fields are based on the contrary to academic study fields more on practical knowledge and skills than on theories and variety of different perspectives. This kind of study was derived from academic fields as a reaction to the demands of labor market. For universities it is a step towards the real practice that will be much deeper than just study field (Sam, van der Sijde, 2014). Professional study fields fulfil the gap between academic higher education and professional society demands by going straightly towards employability of graduates that is supported by European Science Foundation (Brennan 2008). Professional study fields are focused more on handling practical skills and procedures. Professional study fields often labelled professional schools or professional studies are regularly linked to practice communities or industry professionals (Stark, 1998). Academic study fields teach students to develop their points of view and to understand terms in wider consequences. The fact that professional study fields are circumscribed on narrower service and technical roles led to their underrating by academic study staff. After approving the amendment to the Higher Education Act in Czech Republic (PSP ČR, 2016) professional study fields are officially an opportunity for universities to develop in close linkage to industry professionals and a new opportunity for students to study. Professional study fields are supposed to be taught close to the practice and must react to the actual situation of the industry more than common academic study that base on long term theories and paradigms. This situation creates a demand for a new kind of a quality control mechanism and continuous development tools. A need for regular updates of study content allows guaranteeing an appropriate level of relevant knowledge and skills. That means continual revisions of study plan, its concept as a whole and of the content of individual courses as well. The main goal is employability of graduates. This paper should be understood as the tool for improving measurements of the University-to-Work transition Success (Zákon č. 111/1998 Sb.).

Materials and Methods

As it was mentioned in the introduction in this paper the systems and mechanisms of the quality control and improvements of professional study fields are described by outputs of the qualitative research made on University of Economics, Prague on its first professional study field that was developed in accordance to Bologna declaration years before the amendment to the Higher Education Act. The research was done in last five years. It brought findings about used tools, their combinations and implemented improvements. The research was done in accordance to the qualitative research standards set by Myers (2013) and Yin (2009). The research was based on the case study made on professional study filed Multimedia in Economic Practice in comparison to other study fields on the university or similar study fields outside the university.

There were used following methods:

- Analysis of data from the study information system (numbers of students in grades, numbers of students on individual courses, graduates in courses, students written evaluations)
- Survey research asking students about relevancy and their opinion about courses and the whole study plan of the study field
- Interviews with study fields stakeholders on the graduates profile, the study plan and the teaching methods
- Action research of implementing the new mechanisms and improvements during last 3 years
- Observations and comparisons of improvements effects by feedback from the study fields stakeholders and the impact on the graduates profile

Relevant data and information are mainly qualitative in nature.

They are collected from the integrated study information system and from the interviews and discussions with study field's stakeholders. The ongoing research consists of surveys, interviews, observations and discussions and so far was conducted on more than 250 students, 30 industry professionals, 5 similar university programs and 7 important companies from the case study's industry environment. Data were collected and processed by looking for relevant contexts and by using additional methods like mind mapping, comparisons and looking for similarities.

Control mechanism in general

At first there should be presented the hypothesis of how the control mechanism should work in general. We are going to set up the big picture for the better understanding of the case study. If we look on the study field as a system, there should be identified relevant elements for control of quality. The study program or study field is made by its stakeholders, by the content and the facility where it is run. This basis is confirmed by information from the Russian project EQUASP where similar elements are used to set up the quality control (Pugach, Syrtsova, Tokmakova, 2015). The stakeholders are applicants, students, graduates, pedagogues, guarantees, industry professionals, employers, faculties or university offices, founder, ministry, accreditation office and public. The content is knowledge and experience provided to students from research works, study materials and pedagogues know-how. Facilities of the study are all material assets used for running the study.

After use of the CATWOE analysis to identify the elements of the relevant system (Checkland, Scholes, 2001) there was found following findings. The clients of the study field are students and employers at the first stage and whole society at the second stage. The actors are all mentioned stakeholders. The transformation is to transfer knowledge and experience from pedagogues and industry professionals to students with intention to support the society's needs represented by situation on labor market. The worldview is that universities have to provide education that will prepare graduates to work in practice on specific occupations. The owner of the process is a founder but the responsibility is on study field guarantee. The most important environmental influences are demographic situation, concurrence between universities, demands of employees and industry professionals, law, ethics and cultural influences. In the case of professional study fields the law and the changes in Higher Education Act are very important. Now there is described the overview of the study fields system.

Now the research paper is going to focus on the mechanisms of quality control. There will be mentioned and described these mechanisms in general and then the mechanisms in case study. The basic control mechanisms were setup by the law. They are connected to the accreditation process and funding algorithms. These mechanisms are not enough specific for practical improvements use. They only validate if the study field matches the common defined criteria. These criteria were setup by the academics and legislatives. Accreditation process has its own rules based on science publications and several other factors (qualification of pedagogues, mobility). These factors follow government politics of universities funding and intentions in science.

After the observations and interviews there should be presented following extension. In practice the quality of university is often verified by the graduates' abilities to fulfill labor market needs. These affect the brand of the university and make its image to both employers and attendants. By the connection of the law and the practical quality control mechanisms there should be presented following list of observed general control mechanisms:

- Accreditation process
- Science publications, qualification of pedagogues, mobility
- Cooperation with industry professionals
- Employers feedback
- Medial prestige and public popularity

Cooperation with industry professionals, employers' feedback, prestige and public popularity of study field are not considered in any formal process that affects the assets of universities. That should be considered as the big problem allowing existing study fields with no benefit for the society while they match the accreditation criteria. In discussed situation the formal process should be replaced by the market principles and impact of quality to study field promotion and awareness. In this area there is a big need of change of control mechanisms in general to make bigger benefit to the labor market.

After a general explanation of the study fields control mechanisms situation there is presented the case study of professional study field MEP and its continuous development mechanism. There are presented the specific tools that are used for improving its quality. The case study shows and discusses what outputs were done by this mechanism and how they improved the study field. In connection with the previous text the case study should be considered as the complex and long term action research experiment. The used control mechanisms were selected in order to meet labor market needs. In the terminal part of this paper the findings from the case study are generalized and taken to general recommendations.

Case study of the professional study field

The professional study field Multimedia in Economic Practice teaches its students about production of audio-visual communication tools such as text, computer graphics, digital photography, animation, digital video and sound in accordance to Tay Vaughan´s (2008) multimedia interpretation completed by web skills and theoretical cognitive background (Mayer, 2009). The study field teaches the abilities of doing analysis, conception, design and processing of multimedia content, for the realization of functional communication (Vondra, Vltavská, 2014). It prepares students for their future occupation or their own business in advertising, media companies, web or application development or development of graphical user interfaces and its content. The study field is now settled and being taught for five years. Due to its status to be the first of its kind on the university it has to deal with new kinds of tasks about principles of actualization and continuous development. Graphic and multimedia laboratory of Faculty of informatics and statistics at University of economics, Prague in 2009, as first at the university developed and started the accreditation process of the new professional bachelor's study field in accordance to expected future progress of tertiary education. The study field was intended from the beginning as professionally oriented and without relation to any master degree. Its conception was

based on corresponding principles from White Paper on Tertiary Education that supposed to be a future base of the new Higher Education Act.

The study plan is divided into several areas (with percent share of credits in study plan):

- Theoretical courses 13%
- Practical production courses 38%
- Conceptual and process courses 9%
- Soft skills and language courses 13%
- Economic courses 27%

Personal experience of pedagogues and industry professionals who were in touch with students and graduates has led to establish the long-term questions and discussion initiated by the need to meet the industry demands for the graduate profiles. This kind of continual improvement process should bring continual innovations needed to keep the study field actual and linked to the industry. Demands for topicality and connection with practice are the basics of the mechanism of continuous development of the professional bachelor's study field mentioned in this paper. The industry professionals in this paper are understood as both eventual employers of graduates and professional consultants or practice communities (Stark, 1998). In the following text is presented the actual model of the mechanism and the outcomes and findings gained from its use.

Continuous control and development mechanism of the study field is based on gaining data, their evaluation and doing appropriate actions or improvements as soon as possible. It should be understood as a control mechanism with quick implementation plan. The aim of the research presented in this paper is to improve the setup of the study field by asking the questions to the stakeholders with different perspectives to evaluate the setup and to try to find issues to optimize or improve. Main questions that are asked in the research are:

- Q1: What are the occupations of graduates or students?
- Q2: What are the future plans for occupation or study of graduates and students?
- Q3: What are the evaluations of knowledge and skills graduates gained during their studies?
- Q4: What are the evaluations of individual courses contents?
- Q5: What are the evaluations of the study field as whole, how does it meet industry needs?

These questions were asked to study field's stakeholders in several ways. In the following list there are presented used continuous control and development mechanisms for answering the questions:

- Students success in the study taken from the information system
- Survey about relevancy of courses to student future occupations
- Activities on individual courses
- Mentoring of graduates
- Discussion with graduates
- Opinion conference with students
- Discussion with pedagogues, industry professionals and employers
- Competitions
- Work opportunities
- Practical workshops with industry professionals
- Comparison with students from different universities on mixed workshops

This part of the paper follows the list of used continuous development mechanisms and explains them.

1) Formal success of the students in the study is taken from the information system. It provides statistical data like number of students, number of graduates. For more it provides success rate of students at individual courses, credits and points gained in each course. These data serve for understand of quantitative scope. From this system it is also possible to get basic qualitative data like students' opinions on pros and cons and overall thoughts about individual courses. The students are motivated to fulfil these surveys after each semester by getting better position in the registrations of courses for next semester so the answer rate is nearly 50%. This mechanism can show important information about difficulty or likeability of the individual courses. If some of the courses would be pointed by students as irrelevant or unwanted, it is possible to identify the cause by comparison with other courses. This service is provided by the university.

2) In 2014 the survey research has been conducted on 70 students to examine of the meaningfulness and structure of courses taught, in relation to the prospective profession of graduates, their previous experience and success in their studies (Vondra, Vltavská 2014). Outputs of this research have shown how the students see individual courses relevancies to their future occupation. Several are mentioned in the Results and Discussion part of this text. The main output was that practical courses were marked as relevant by students, even if they are not connected to their wanted future occupation. This was considered as the significant problem in motivation to study on professional study fields. Students expect practice.

3) The monitoring activities on individual courses bring data about occupations and future plans. They are gathered by three interviews with each student during his study. The first is passed during the presentations of first semester projects and is focused on motivations to study. The second checkpoint is the individual interview at the end of third or fourth semester (in the half of study) in the course Management of Multimedia Projects. Students are asked about their planned occupation and about their actual skills. It happens during examination where their conceptual and process knowledge of production of media outputs is tested. At this time two thirds of students know what career they want to pursue. The final checkpoint is passed in final course the Multimedia Project Seminar.

4) Mentioned final course of the study field is based on team project that has impact to practice (with real client or realization for public audience). The information from interviews is the first gained value, but the second is that approximately one or two projects a year are heading to form a real business in future. These attempts formed several successful start-ups and also one advertising agency. These projects that started at the university and continue their life in practice are a great opportunity for monitoring of the graduates and their transition to practice. The mentoring service has been offered to these by pedagogues in exchange for monitoring of their activities. Mentoring in general is often spoken relating to medicine study fields (Frei, Stamm, Budderberg-Fischer, 2010). It has importance for every profession. In the discussed case it is set up to meeting every

two weeks for 90 minutes. Discussion is focused on processes and feedback for projects and is now settled with two projects.

5) Data about gained knowledge and skills, individual courses evaluation and evaluation of whole study field are gathered also from interviews and discussions with students and industry professionals. Once a year in autumn there is organized the discussion with graduates. Regularly, there are about 30 graduates and few actual students. Topics of the discussion are their actual occupations, their opinions about gained knowledge and skills, and the course settings of the study field. There the pedagogues are also presenting the plans for innovations of the study field for instant feedback.

6) The opinion conference is another way of discussion with actual students. It is based on more confrontational principle than the previous mentioned discussion. Students, key pedagogues and technical support are face to face in discussion to announce news in study plan and solve problems of both sides.

7) The main discussions with pedagogues, industry professionals and deputies of graduates are organized twice a year after the end of a semester. These discussions play the role of the most important forum of the study field's development. Every time the actual study plan is presented and all topics and questions are discussed. These discussions are regularly done with 20 to 25 participants, from which a half to two thirds is industry professionals and the rest are pedagogues. During these discussions, the opinions, insights and findings are matched together with industry practice and with the best practices of similar study fields in Europe. Information from study field's stakeholders is also gained by ad hoc individual interviews which work as preparation for this forum.

8) Competitions, work opportunities programs, practical workshops and mixed workshops are all variations of opportunities to compare skills and knowledge of students in time and with students and graduates from different universities. These mechanisms have to be followed by observations and interviews to be informed about the success or failure of students and to identify its main reasons. These mechanisms propose a big variety of tools from long term fellowship programs (for example academic programs of industry partners) or straight confrontations at single action or competitions. In case of the MEP there have been found the closely competitive study field and now both universities start to organize mixed workshops with 10 to 15 students from each university working on the same topic together. Results are fantastic in developing stronger networking and knowledge network but also from sharing the experiences. These events are one of the most benefit improvements. We also have a very good experience with collaboration with industry professionals on workshops where students can try to solve same problems as younger industry professionals. Like at the mixed teams with competitive study field events also in this case both students and pedagogues get a lot inspiration about the possible improvements.

Findings from all these mentioned procedures are implemented after validation on the main stakeholders' forum of the study field. Implementation into the study fields practice happen by a change of content of a specific course or by changing the study plan (adding or removing courses or changing their timelines). The accreditation process of courses allows implementing the changes within the following semester in line with main panel discussions organized after the semester.

Results and their discussion

This part of the paper presents the examples of mechanism outputs corresponding to the research questions and their proposed resolving. After the presentation of the answers to case study questions and following improvements there are evaluated the control mechanism tools and described basics to the general recommendations. Let's start with the questions and gathered outputs.

1) Answer to Q4: What are the evaluations of individual courses' contents? and Q2: What are the future plans for occupation or study of graduates and students? Problem: Production has overtaken insights and concepts: Industry professionals found out that students, and also some of the graduates, would produce multimedia outputs without deeper insight or understanding of the situation, led by false intuition. This situation is happening in average to two thirds of the students. Review in practice showed that both application of technology and of professional knowledge are needed (Paskin, 2013). After evaluating the problem, it has been found out, that it was related to insufficient number of evaluations of insights of students' work by pedagogues. It was revealed that students are able to develop appropriate insight but simply they do not want to. They would rather produce media outputs which they found more entertaining. Chosen solution was to ask students for insights and concepts more often so it becomes natural thing for them. It was implemented to the primary course of the study and also strengthened in other courses. There is prepared a brand new compulsory course about user experience, analysis and forming insights, which will start in winter semester 2016.

This situation was also perceptible in research about students' opinions about relevancy of courses to their future occupation. In this survey based research, it has been discovered that students regularly find almost all production courses relevant, even for occupations that do not need them all. At the same time survey research made in 2014 found out, that students prefer production courses over theoretical and economical and found them more relevant for their future plans even if they are not connected with field they want to do (Vondra, Vltavská 2014). These findings were matched together with opinions of graduates, who found the most theoretical course semiotics very important, especially by those who continue in study.

These findings helped to solve significantly important problem but the control mechanism has to be improved to catch these findings not only from graduates but also from students of all grades. As a solution there is planned to develop voluntary production service team made from students that will work as a simulation of industry practice. This will allow new possibility of monitoring of this problem. It is expectable that this will be the problem of professional study fields in general. Students attend this kind of study expecting practice, which lower their motivation to learn needed theory.

2) Answer to Q1: What are the occupations of graduates or students? Own business rather than being employed: Graduates would rather start their own business, than be employed. This surprising fact was confirmed by pedagogues and industry professionals from their interviews with graduates.

Approximately 30% of graduates are employed, 20% study for master's degree and almost 50% of them works in their own business (measured by answers from 30 graduates of total 59). Fortunately, only one of the graduates was unemployed. These results will be reflected by modifying process courses towards implementation of deeper self-management skills, freelance and start-up business content. For now, freelancing course is being offered from time to time as a voluntary course.

Professional study fields have to deal with decision, whether they prepare students for employment or for doing their own business or both. This will create demand for specific economic and management knowledge and skills. This will be dependent on the university profile, if it is able to fulfil this demand well or if it would be better to outsource professionals for it.

3) Answer to Q3: What are the evaluations of knowledge and skills graduates gained during the studies? There is much more to teach in individual course: Many individual courses raised their need for hour allocation or to split them into two. This situation has to be evaluated very carefully, because changing one course's hour allocation could damage consistency of the whole study field. Students proved, that even though they are not taught the skills to maximum level, they can handle it and can professionally continue on in one detailed area (of course with individual effort, for example students that continue to study on master degree of cam-coding, movie directing or editing or marketing). On the other hand, there have been identified missing areas of study, which are social networks (identified by graduates) and user experience (identified by pedagogues and industry professionals).

When the study field prepares students for certain profession, there is a demand for knowledge and skills that are limited only by practice, which is very wide and should be seen in use. One course would then want to cover the whole area which would significantly enlarge its content. Situation with academic oriented courses is similar, but the use of wide knowledge is more hypothetical and connected to intellectual outlook, rather than practical use. Ideal state of professional study fields is to be very narrowly focused on one very specific profession which should be taught in detail. Despite mentioned findings, graduates of Multimedia in Economic Practice have very positive feedback from the practice. They, as well as industry professionals, appreciate the overlap of their knowledge and skills acquired in the study field and find it very useful.

4) Answer to Q5: What are the evaluations of the study field as a whole, how does it meet industry standards? This reaction present discussion on continuous development of professional study field concept in general: Presented concept of gathering information explains framework for evaluation and implementation of improvements that corresponds with studies about university-to-work transition success that are based on extrinsic and intrinsic outcomes of the study (Oliveira et al., 2016). In comparison, mechanism presented in this paper is focused just on work adjustment and not on social and motivational perspectives. On contrary, it presents more specific ways of collecting information and their evaluation. In the first place there have to be considered information from industry professionals who deal with graduates or who participate on pedagogical process. Experience from practice is the main ingredient which has to be followed by certain levels of insight understood by students. Students need to be able to answer the question: Why does it work? Pedagogues play the role of interface between practice and the university environment.

In creative activities, pedagogues should develop a way of how to better explain or simulate practice. By the research and science activities, they should participate on contract research or application projects to improve the industry practice procedures in general. Of course all these activities need their participation in practice, which is necessary in case of a professional study field. Next to this, the independent view of non-involved industry professionals is also very valuable and needed for better evaluation. In the second place, after industry professionals and pedagogues, there are graduates who bring the information about their integration into the industry practice. Their experience can bring relevant findings, but more about knowledge and skills for integration or starting a business than about the setup of the whole study field. Graduates become professionals after few years of industry practice and then they will be able to critically evaluate the study field setup as a whole. In the third place, insights from actual students are valuable in evaluating individual courses and the pedagogical process, but not in general. Students do not have appropriate experience from industry practice. It happens a lot, that in the practice, or during their studies on another school, they found out that things they considered unnecessary became very helpful.

Discussion in general

The questions asked in the case study are typical for professional study field. In case of academic study fields there would appear also questions about long term research plan of the pedagogues or international transfer of knowledge. Professional study fields are narrower in variety of topics and may become also geographically narrower in case of strong connection to local industry partners. At this place it is appropriate to evaluate proposed quality control mechanisms of study fields.

Accreditation process is the basic tool of meeting the criteria setup by the law. It should be understood as the license that is not assuring the success. In all cases it has to be passed. For the professional study fields in the Czech Republic is positive that the actualized Higher Education Act provide the status of professional study that changes the structure for accreditation criteria. Science publications, qualification of pedagogues and mobility are connected to the accreditation process and also play a big role in funding. Professional study fields are waiting for the mechanism of integration of practice involvement and quality connections to industry professionals.

Data from information system and surveys about study plan are very useful for basic overview about actual state and the scope of the study field. Study field is qualitative entity and these data need to be validated by observations and interviews to get to actual issues. They are the important base to follow the relevant lines of questions.

Any opportunities to compare students' knowledge and skills are very helpful for pedagogues to understand and rate their work. Best way is to mix students with students from competitive study field to see the differences and similarities or to face them to young industry professionals.

Discussions with students and graduates in any way are profitable to get information about subjective opinions. If these discussions are done in bigger scope, it can provide o lot of findings that

should be connected with data from information system to decide what proposals should be made. It is recommended to not listen to students on 100% because significant part of them is not decided about their future occupation and they do not know what knowledge and skills they will need in the future. In this case they care more about their comfort and simplicity of study.

Mentoring of graduates is very useful in way of helping the graduates to become successful in practice and also for gaining specific deep information about study plan settings. Barriers of mentoring are its costs of time and thus money. Mentoring is a big benefit for both sides but have to be supported by solving the problem of costs.

Cooperation with industry professionals and employers feedback is the main indicator whether the graduates' skills and knowledge meet labor market needs. For pedagogues it is significantly important to be closely in contact with industry professionals for example by the regular meetings to be able to react to the real needs of the industry labor market demands. It is recommended to organize meeting of all main stakeholders in the way of discussion with pedagogues, industry professionals and employers. The work on feedback, evaluation and creating the concept on improvements is fastest in touch with all relevant stakeholders groups.

Prestige and public popularity in long term is based on quality of product that universities offer. No marketing or communication activity would replace it in long term horizon. If the department that run the study field has good outputs in science, is good in industry partnerships and have a high credit for employers, it is easy to get high rank in popularity and prestige. Tricky part of this feature is popularity of study field's orientation in general. At the end the popularity and prestige are the most substantive argument to select study field by attendants.

As a conclusion of this paper there are provided main categories of control mechanisms that would be executed customized for a specific study field by specific corresponding tool. In the list there are reorganized the mechanisms from the previous part as the reaction to the case study and the discussion of its findings. Recommended categories of study fields' quality control mechanisms are following.

- Accreditation and funding principles parameters
- Evaluation of content, science, projects
- Data about study
- Students opinions
- Students knowledge and skills comparisons
- Graduates opinions
- Discussions with industry professionals and employers

Data about study, students' opinions, students' knowledge and skills comparisons, graduates opinions serve to gain data for further validation and for making proposals of improvements. Discussions of pedagogues with industry professionals and employers is the main forum for evaluation of the proposals and selection the actions to implement. Accreditation and funding parameters work as formal control of achieving demanded standards by education governance. Content evaluation works in way of getting funding from accessible opportunities and should be supported by following steps. For comparison Subbaye and Vithal (2017) identified in their study focused on evaluation of teaching and eventual promotion decisions at a South African university following ten criteria: rationale for teaching, teaching methods, postgraduate supervision, assessment, student evaluations, peer evaluations, ongoing study of higher education, developing courses, sharing teaching experiences and special recognition of teaching. There should be recognized similarities and inspirations to underline importance of mentoring (or postgraduate supervision), sharing experiences in discussions and students opinions evaluations.

Conclusion

This paper presented the concept of quality control mechanism of study field. There was discussed the general level and then the specifics of professional study fields. As the case study there were showed principles how the professional bachelor's study field Multimedia in Economic Practice is being continuously developed and innovated, how the information is gathered and how the improving process is working. Main benefit of this work is revealing universal principles of continuous development and relevancy of information from stakeholders groups. Stakeholders are applicants, students, graduates, pedagogues, guarantee, industry professionals, employers, faculty or university office, founder, ministry, accreditation office and public. Suggested way of continuous development of professional study field is to collect data about individual courses and the knowledge and skills that are given to students. Next data to collect are about students and graduates and their occupations or businesses and finally the data about the study field as whole. Methods used for collecting the data should be interviews or surveys connected with observations by various study field stakeholders. One thing is what people say but another thing is what they really do. This combination should clarify how the students and graduates see themselves, how they are seen by professionals and how it is all seen by pedagogues. If it is possible to do long term monitoring of graduates in practice, it would be very valuable and helpful and should bring a deeper insight. Opinion of industry professionals is the most important indicator because they represent employers. All gathered information should be discussed in detail with industry professionals to find potential effect on graduates' integration to the industry. The mechanism of transforming significant findings to possible improvements, choosing and evaluating the best form, realization and implementation should be done as soon as possible due to the potential changing environment in the industry. Maximal time to this would be six months.

The general recommendation for professional study fields and study fields in general arising from this text is to critically follow all relevant signals and information to improve and implement them as soon as possible. Quality control should be done by mechanisms identified as accreditation and funding principles parameters, evaluation of content, science, projects, data about study, students opinions, students' knowledge and skills comparisons, graduates opinions and discussions with industry professionals and employers.

What to do next? In case of general point of view there should be collected more information and best practices to continually develop the mechanism that should be implemented to support real needs of the labor market. In case of professional study fields when the amendment to the Higher Education Act is fully implemented with professional study field category and also with institutional accreditation we can expect development of new study fields that will show more about their nature across industries. That would bring more possibilities to compare them

with classic academic study fields and think about their setup for individual occupations. The only obstacle from the past is seeing of bachelor's degree title in Czech society as being not enough but time will make it better.

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TEACHERS' EVALUATION OF IMPORTANCE OF SELECTED DETERMINANTS OF EDUCATION OF SOCIALLY DISADVANTAGED PUPILS

Anna Petr Šafránková[1]✉, Klára Zátopková[2]

[1]✉Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic, Mostní 5139, Zlín, 760 01, Czech Republic, +420 576 037 423, safrankova@fhs.utb.cz

[2]Department of Pedagogical Sciences, Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic

Highlights

- *The most relevant determinants are reduced class numbers and interest of pupils in their education.*
- *Social environment of teachers and their religious belief and race were considered least relevant.*

Abstract

Education of socially disadvantaged pupils is a current issue widely discussed, especially in the context of the philosophy of inclusive education. The present article focuses on presentation of results of a research study aimed at finding out the relevance to teachers of selected determinants involved in education of socially disadvantaged pupils. For this purpose the Q-methodology was used. We found that teachers teaching at the selected elementary schools saw as the most relevant determinants of education of socially disadvantaged pupils reduced class numbers and interest of the socially disadvantaged pupils in their own education, while determinants of the teacher's side (social environment the teacher comes from, their religious belief and race) were considered less relevant.

Keywords

Educational determinants of socially disadvantaged pupils, Q-methodology, socially disadvantaged pupils, teachers´ opinions, educational support measures for socially disadvantaged pupils

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Introduction

Education of socially disadvantaged pupils is a pressing issue mainly addressed in the context of inclusive education. Teachers play an important role in the education of this group of pupils (Lupton and Hempel-Jorgensen, 2012) as they are expected to mediate knowledge and skills in compliance with inherited abilities of the pupils and further develop their interests, attitudes and capabilities (Čáp and Mareš, 2007). The present study therefore focuses on presenting results of a research study focused on analysis of determinants considered relevant in relation to teacher education of socially disadvantaged pupils.

In the context of the present research on education of the given pupil group, it is important to define the notion of a socially disadvantaged pupil. In most European countries there are no accurate criteria defining socially disadvantaged pupils[1]. Every child is assessed individually. The priority of such assessment is not diagnostics and categorization of the pupils because this procedure is not in full compliance with the strongly asserted philosophy of inclusive education, but rather the provision of highly individual support by teachers, experts and the school (Artiles, Kozleski and Waitoller, 2011).

Generally "disadvantage" can be seen as a relative notion always defined in relation to non-disadvantaged individuals: only then it is possible to speak about "uneven conditions, approaches etc.)." The focal point of the definition of "disadvantage" is thus a certain evaluative judgement (OECD, 1998: 139). Socially disadvantaged pupils can be generally identified as individuals coming from an environment which renders them disadvantaged in the context of majority education. Social disadvantage can therefore be understood as a condition preventing an individual (or group) from adequate fulfilment of their potential in the sense of deprived access to certain resources or mechanisms available to other individuals. Overcoming the "disadvantage" in this context means elimination or mitigation of the given "obstacles" to access (Mayer, 2003: 2-3). When seen through the eyes of the philosophy of inclusive education, the notion of "socially disadvantaged individual" (see for example McDermott, Edgar and Scarloss, 2011) is abandoned and replaced with *pupils with the need for educational support for the reason of their social disadvantage.* This notion is also used in the catalogue of support measures (Felcmanová and Habrová, 2015: 8-10). According to Habrová (Felcmanová and Habrová, 2015: 8) a pupil with social disadvantage is a "category covering a wide range of causes of failure at school." These causes are not of health origin and come from outside the school, from the natural environment in which the child grows up.

The education act includes pupils with social disadvantage among pupils with special educational needs (§16) together with pupils with physical handicap or socially excluded pupils (compare Němec and Gulová in Visser, Daniels and Cole, 2012). There is, however, a very thin boundary between social disadvantage and social exclusion. Kaleja (2014: 15) says that *social exclusion* in the wider sense is seen as a concept of target groups in or threatened by social exclusion, either for their significant characteristics or for their disposition. With regard to special pedagogy (Kaleja, 2015: 15) we talk about (again in the wider sense) integration and inclusion of socially

1 In some countries, socially disadvantaged pupils are identified by indicators; for example England, uses FSM – free school meal (Demeuse et al., 2012).

excluded individuals or individuals with physical handicap or social disadvantage. For a better distinction, we turn to the notion of social and cultural disadvantage (Kaleja, 2015: 81). This represents the social and cultural dimension of the studied issue, where social exclusion may be considered as the social dimension and the educative dimension; in other words: "The context of social disadvantage is mainly linked to the social dimension with regard to the educational process."

For the purpose of the present study, we consider a socially disadvantaged pupil as being a child coming from a family environment who, due to his or her social and economic conditions inadequately motivates or provides insufficient or no background for development of mental, volitive and emotional properties of the child (Šafránková and Kocourková, 2013; Petr Šafránková and Hrbáčková, 2016a).

The main aim of the paper is to find out how teachers assess selected determinants affecting education of socially disadvantaged pupils. The paper is divided into three main sections – theoretical background of education of socially disadvantaged pupils; description of the research and results of the research; discussion. Within theoretical background the paper presents definition of the group of socially disadvantaged pupils in the context of Czech educational environment and specifics of education socially disadvantaged pupils through support measures for reduction of social disadvantage pupils. The second part of the paper presents the main findings of the research using Q-methodology. The paper includes also discussion about the results and conclusion.

Education of socially disadvantaged pupils in the context of inclusion

Education is generally understood as a major means of social mobility – facilitating employment, economic freedom and stability, and contributing to an improved quality of life for those who experience its opportunities (Drake et al. 2015: 1). In this context, in both Czech and international educational environment, the role of school education in relation to pupils coming from socially disadvantaged environment is often emphasized. This discourse is currently seen in the light of the concept of equal educational opportunity[2]. This fact is also documented by the *National programme of development of education in the Czech Republic* (the "White Book") (Kotásek, 2001). Likewise, this issue is grasped by the *Strategy of educational policy of the Czech Republic by 2020* (Ministry of Education, Youth and Sport of CR, 2014), with one of the key themes being elimination of inequality in education. The strategy focuses on formal equality of approach to education and also accents the ability of the educational system to create conditions and to apply effective procedures for effective compensation of health, social, cultural and other personal disadvantages for determination of the inequality in the achieved results by factors which cannot be affected by the individual to be minimised so that all pupils are able to achieve at least the basic level of the needed knowledge and skills (Ministry of Education, Youth and Sport of CR, 2016: 13; compare also Greger, 2010).

This is the context of stepwise development of the concept of inclusive education[3], which may be understood as a certain philosophy, principle or even practice based on human rights and social justice (Rombo, 2006). The numerous studies on this theme have not arrived at a unified definition of inclusion (Booth, 1996; Booth and Ainscow, 1998; Dyson and Millward, 2000). Generally speaking, inclusive education provides equal status to all pupils regardless their personality specifics or specifics of the environment the child comes from. In this sense emphasis is mainly laid on provision of respecting approach, accentuation of human dignity, independence and "fairness"[4]. Inclusive education is based on the art of reaction to and work with diversity of the pupils (Ainscow and Dyson, 2006). Ainscow and Dyson (2006: 15) defined six concepts of inclusion: 1) inclusion as an interest in handicapped pupils and pupils with special learning needs; 2) inclusion as a response to exclusion; 3) inclusion in relation to all groups threatened by exclusion; 4) inclusion as development of schools for all; 5) inclusion as education for all; and 6) inclusion as an approach to education and the society.

The scales of strategies used by the schools for management of pupil diversity may be different. To assure inclusive education, the Czech educational system allows pupils from socially disadvantaged family environments to make use of various support measures (compare Ministry of Education, Youth and Sport of CR 2016 § 16). Education of socially disadvantaged pupils should above all be based on appropriate lesson organisation, conditions (personal, material and content) and relevant strategies (Filová, Havel and Kratochvílová in Němec, Vojtková, 2009: 50). *Personal conditions* of education of socially disadvantaged pupils is one of the key determinants of effective education of this specific group of pupils. Generally speaking, education of socially disadvantaged pupils is demanding for the teacher not only from the professional point of view but also from the pedagogical, psychological and personality perspectives as well as social qualities and competences. Personal conditions of education of socially disadvantaged pupils must be understood not only from the viewpoint of the teacher but also through the eyes of other pedagogical professionals[5]. Not less relevant is assistance of other involved experts (i.e. cooperation with school psychologists and advisers, special pedagogy centres and methodologists of prevention, educational advisers,

2 Greger (2010: 22) says that this concept moved to the foreground of Czech educational policy in the 1990s. The concept of equal opportunities in education is often mentioned together with the concept of *equity in education* as a certain starting point. Greger (2006; 2010) says that on the way towards equity in the context of education, one can come across two concepts, the *equality of access* and the *equality of treatment*, which are close to the meritocratic approach, as they accept inequalities existing despite compliance with equality of conditions (in the school environment this may include the number and quality of textbooks, class size, methods and forms of teaching used etc.) and comparability of treatment (i.e. regardless the social environment the pupil comes from). In addition to the above mentioned concepts Greger (2010) also speak about *equality of achievement*, where he appeals to the educational system to provide to every pupil a certain functional minimum. (compare also EGREES, 2005).

3 This concept is perceived as an integral part of a wider discourse on social including as a reaction to processes of differentiation in the society (compare Mareš and Sirovátka, 2008).

4 The notion of fairness is defined by Rawls (1971) in the context of specification of the theory of justice. Justice in this context corresponds to the original status of equality (as a purely hypothetical status), the status of nature in the traditional theory of social contract, in the context of which, under the condition of symmetrical relations, mutual consensus may be reached.

5 What mainly needs to be emphasized is the role of assistant teachers and other pedagogues for inclusive education is only possible if all actors of the educational environment respect and accept the philosophy of inclusive education (compare also Booth and Ainscow, 2002).

special teachers and social workers, physicians, etopedics etc.). *Material conditions of education of socially disadvantaged pupils* include, for example, appropriate teaching aids (Filová, Havel and Kratochvílová in Němec and Vojtková, 2009: 53). These aspects of education of socially disadvantaged pupils may be very strong especially where the social disadvantage of the pupil is given by economic situation of the family.

And last but not least, there are the curriculum content conditions of education of this specific group of pupils. Every pupil, regardless of his or her individual characteristics and capabilities, should feel welcomed at school, respected and this is where the content and process aspects should lead education of socially disadvantaged pupils (Filová, Havel and Kratochvílová in Němec and Vojtková, 2009: 51).

Support measures for reduction of social disadvantage of pupils

In the context of the above one can say that individual educational policies address the issue of justice in education of socially disadvantaged pupils differently (see for example Demeuse et al., 2012). At present inclusive education is accentuated in many countries as a way towards inclusive society (compare Kasíková and Straková, 2011). In the Czech education environment this issue is currently widely discussed in the context of the novella of the education act (Act no. 561/2004 Coll.), where the support measures are defined as: 1) Advisory service of the school and educational advisory offices; 2) adjustment of organisation, content, evaluation, forms and methods of education and school services; 3) modification of conditions of admission to education and education completion; 4) use of compensation aids, special textbooks and special teaching aids, etc.; 5) adoption of the expected outcomes of education within the limits defined by the framework educational programmes and accredited educational programmes; 6) education according to individual learning plans; 7) use of teacher assistants; 7) use of another pedagogue, interpreter from/into Czech sign language etc.; and 8) provision of education and school services in adapted buildings equipped with special technology, etc. These measures focus on the whole class of pupils with special learning needs, so not all of the above measures may need to be used for/by socially disadvantaged pupils. A more detailed account on the support measures is given by Michalík, Baslerová and Felcmanová (2015), who on the basis of empirical studies, offers the following classification of the support measures: 1) teaching organisation; 2) modification of teaching methods and forms; 3) intervention; 4) aids; 5) content adjustment; 6) evaluation; 7) class preparation; 8) social and health support; 9) work with the class; and 10) environment adaptation. The above mentioned authors speak in terms of clusters associating individual elements of social, pedagogical, psychological and social support. The individual areas overlap and are linked to each other.

The research study described below is based on the above support measures, extended with Bronfenbrenner's (1979) ecological model and factors of teacher specifics (see also personal conditions of education of socially disadvantaged pupils as mentioned above) and pupil specifics, which may also influence education of socially disadvantaged pupils (see also for example Buehl and Beck, 2015).

Materials and Methods

The present study summarises the main findings of the research which was aimed at finding out how teachers assess selected determinants affecting education of socially disadvantaged pupils, or at identification of determinants teachers find most relevant and vice versa, which they see as the least significant in the context of education of socially disadvantaged pupils.

The research population consisted of 99 respondents (21 male and 78 female) from selected regions of the Czech Republic[6], of which 37 respondents were from the Ústecký region, 39 respondents from the Liberecký region and 23 respondents from the Pardubický region. The basic research population was intentionally selected and the selection was based on availability. The internet questionnaire was sent to email addresses of schools available in the directory of the Ministry and school establishments owned and paid by the Ministry of Education, Youth and Sport of CR (Ministry of Education, Youth and Sport of CR, 2016). All headmasters of the selected schools were sent a request to fill the questionnaire out. They were at the same time asked to send the link to all teachers working in the school in the given period of the school year. Where contacts to individual teachers were available on the web of the school, these teachers were addressed individually. In total, 422 teachers were addressed and 99 questionnaires were returned.

Due to the large number of determinants of education of socially disadvantaged pupils Q-methodology was chosen as the research tool. This method allowed the determination of how the respondents assessed a certain quantity of objects, which was large (Chráska, 2007: 231; Brown, 1996). As mentioned by Coogan and Herrington (2011: 24), Q-study specifically studies correlations between personal opinions, not testing the respondents themselves. Its big advantage also is the possibility to examine small groups of persons (Chráska, 2007: 236); i.e., the method does not require large numbers of respondents. The respondents were asked to decide what was relevant or important from their point of view. That allowed by Q-methodology (Coogan and Herrington, 2011: 24). According to Chráska (2007: 231) Q-types are sorted by various criteria (such as relevance, significance, influence etc.), representing the objects to be evaluated (such as statements, opinions, values, or determinants). This is mostly based on the so called quasi-normal distribution (Chráska, 2007: 231). On this basis the Q types are divided into eleven groups with maximum numbers of allocated Q types defined. For the purpose of our research, the Q classification can be depicted as follows:

6 The region selection was intentional with regard to expected maximum concentrations of socially disadvantaged pupils; i.e. the selection was based on socio-demographic analysis (SocioFactor s.r.o., 2013: 429). Socio-demographic analysis specified the level of threat to children with regard to three dimensions: demographic and social environment, economic activity, unemployment and allowance grant and incompleteness or impaired function of the family or the risk of one. Three regions were selected on the basis of these dimensions: Ústecký region (a high level of threat to children and youth), Liberecký region (mean level of threat to children and youth), Pardubický region (low level of threat to children and youth). The research population intentionally excluded church schools, special, alternative and international schools, as the aim was to grasp specifics of standard elementary schools.

Permitted number of Q types												
Most relevant	2	3	4	7	9	10	9	7	4	3	2	Least relevant
	1	2	3	4	5	6	7	8	9	10	11	
Scoring												

Table 1: Quasi-normal distribution of Q classification of determinants of education of socially disadvantaged pupils (source: Chráska, 2007: 231)

The respondents were submitted in total 60 determinants (Q-types) thought possibly to affect their pedagogical activity in contact with socially disadvantaged pupils. These Q types were based on analysis of the catalogue of support measures to pupils in need of support for the reason of social disadvantage (Felcmanová and Habrová, 2015). Further basic assumption was represented by the Framework Educational Plan and other strategic documents. The categories based on the catalogue of support measures (Felcmanová and Habrová, 2015) were extended by the determinants coming from the same document.

These Q-types were submitted to the respondents in the order from Q-1 to Q-60 without categorisation. The reason was that we assumed potential effect of these categories on allocation of the level of relevance to the individual determinants.

The basic analysis of the relevance allocated to the individual determinants was performed by means of descriptive statistics in the program *Statistica version 10*. This statistical method allows us to find the mean value of the relevance allocated to each determinant (Q-type) and also standard deviation for each Q-type. Analysis of these values may create the basic hierarchy of relevance of the individual determinants by the same principle as the Q-methodology itself (i.e. from the most to the least relevant).

Results

The research population included in total 99 respondents, of which 78 were females (a little less than 79%) and 18 males (circa 21%). Analysis of the open questions found that the lowest age of the respondents was 24 and the highest was 67 years. This means a large age span of the respondents. For better interpretation, we divided the respondents into four age categories based on the basic age categories of Machová (2008: 179). The first category included respondents 24 - 30 years old, in total 15 respondents (about 15% of the total number). The group of respondents between 31 and 45 years of age was much larger (38 respondents, 38.38%). The largest group was however represented by respondents between 46 and 60 years of age, including 44 respondents (44.4%). Only one respondent was older than 61 years. This respondent was in particular 67 years old. One of the respondents did not give his/her age in the open question section but his/her answers are included in the research analysis.

Another item of basic information about the respondents was the length of their teaching practice. Three respondents reported the length of teaching practice shorter than 1 year. The same number of respondents reported 1 - 2 years of teaching practice. Six more respondents based their opinions on 3 - 5 years of teaching practice. The numbers of respondents in these three categories correspond to the above mentioned age categories, i.e., 15 respondents with 0 - 5 years of practical experience and 15 respondents of the age category 24 - 30 years. The same conclusion cannot be drawn for the other categories by length of teaching practice, though, where the numbers of respondents differ significantly from the numbers in the respective age categories. In total 15 respondents defined the length of their teaching practice by the period from 6 to 10 years (15%), while 12 respondents worked as teachers for 11 - 15 years (in total 12.1%) and 17 respondents reported practical experience in school between 16 and 20 years long (17.2%). The largest category with regard to years of teaching practice was represented by "21 years or more" with the total number of 40 respondents (more than 40%).

Another (and the last) informative question attempted to determine previous experience in teaching socially disadvantaged pupils. In total 82 respondents (83%) reported some experience in teaching this group of pupils and only a mere 17 respondents (17%) had no experience at all in this area.

The other part of the research already focused on allocated relevance of the individual determinants of education of socially disadvantaged pupils using Q-methodology tool. On the basis of analysis of this Q-classification, as described above, we compiled a table showing the individual determinants (Q-types) in order from the most to the least relevant. The order was determined by calculation of the mean value of relevance reached by each determinant and standard deviation. The Table 1 shows the order of the individual Q-types according to relevance ascribed to them by the respondents on the basis of calculated means and standard deviations. The number of category shows the category type the determinant belongs to. The categories were defined on the basis of the catalogue of support measures for education of pupils with social disadvantage (Felcmanová and Habrová, 2015). The following clue is to serve for better understanding of the issue:

- Category 1 – Adjustment of teaching mode
- Category 2 – Modification of teaching forms and methods
- Category 3 – Intervention
- Category 4 – Class preparation
- Category 5 – Class work
- Category 6 – Adjustment of environment
- Category 7 – Health and social support
- Category 8 – Determinants on teacher side
- Category 9 – Determinants on pupil side

Order	Q-type number	Category number	Q-type name	Mean	SD
1	Q-5	6	Reduction of the number of pupils in class	3.929	2.749
2	Q-38	9	Pupil´s interest in being educated	4.576	2.556
3	Q-18	8	Empathy and understanding on teacher´s side	4.697	2.072
4	Q-13	3	Individual work with socially disadvantaged pupil	4.768	2.320
5	Q-21	8	Teacher´s respect for pupil individuality	4.889	2.394
6	Q-20	8	Teacher´s communication skills	4.939	1.873
7	Q-25	8	Teacher´s ability to raise interest of the pupils in learning	4.960	1.895
8	Q-39	2	Motivation of socially disadvantaged pupil	4.990	2.087
9	Q-33	8	Teacher´s consistent insistance on educational requirements	5.061	1.806
10	Q-16	5	Class order and atmosphere	5.131	2.234
11	Q-47	3	Mutual trust between the teacher and the socially disadvantaged pupil	5.162	2.049
12	Q-48	3	Mutual trust between the teacher and the family of the socially disadvantaged pupil	5.253	1.940
13	Q-35	5	Bringing pupils up to mutual tolerance and respect	5.283	1.874
14	Q-8	7	Presence of teacher´s assistant	5.333	2.896
15-16	Q-28	8	Tolerance of the teacher (in relation to diverse cultures and social environments of the pupils)	5.414	2.080
15-16	Q-31	8	Teacher´s belief in purposefulness of their efforts	5.414	2.055
17	Q-37	4	Ability of the teacher to clearly and comprehensibly formulate instructions	5.434	1.814
18	Q-40	2	Experience of success of socially disadvantaged pupil	5.444	1.847
19	Q-46	3	Intense and effective cooperation with the family of the socially disadvantaged pupil	5.475	1.976
20	Q-3	4	More extensive teacher preparation for lessons	5.485	2.727
21-22	Q-23	8	Individual approach of the teacher to socially disadvantaged pupils	5.515	2.087
21-22	Q-22	8	Teacher´s education and qualifications	5.515	2.388
23	Q-36	5	Ability of the teacher to support equal position of all children in class	5.531	1.700
24-25	Q-54	5	Positive school atmosphere	5.606	1.926
24-25	Q-34	8	Respect for individuality of socially disadvantaged pupils	5.606	2.089
26	Q-49	3	Definition of clear rules of communication of the school with parents of socially disadvantaged pupils	5.626	2.107
27-28	Q-41	9	Personality features of socially disadvantaged pupil	5.667	1.938
27-28	Q-19	8	Teacher´s experience in education of socially disadvantaged pupils	5.667	2.079
29	Q-26	8	Social empathy of teacher in relation to socially disadvantaged pupils	5.687	2.423
30	Q-1	2	Modification of teaching methods	5.727	2.691
31	Q-42	5	Intensive work with class	5.788	2.130
32	Q-32	8	Teachers´s resistance to stress	5.808	2.132
33	Q-44	9	Pupil´s healthy self-esteem	5.970	1.746
34	Q-15	2	Group work supporting communication	5.980	2.157
35	Q-2	2	Modification of educational content	6.000	3.010
36	Q-43	9	The pupil´s belief in being able to affect the situation he/she is in	6.091	1.901
37	Q-56	5	System of clear sanctions if the defined rules are not complied with	6.101	2.252
38	Q-52	7	Support by headmaster and peers (positive work environment, positive team atmosphere)	6.152	1.740
39	Q-17	8	Teacher´s authenticity in behaviour towards the pupil	6.192	2.184
40	Q-11	1	Selection of a suitable workplace for the pupil, modification of the class seating order	6.202	2.478
41	Q-27	8	Teacher´s authenticity in behaviour towards the parents of the socially disadvantaged pupil	6.232	2.064
42	Q-7	3	Individual learning plan for socially disadvantaged pupil	6.323	2.502
43	Q-12	2	Targeted creation of space/ opportunities for self-fulfilment of socially disadvantaged pupils	6.404	1.958
44-45	Q-45	9	Relationship of socially disadvantaged pupils to self-education	6.475	1.837
44-45	Q-57	7	Cooperation with the committee for social and legal protection of children	6.475	2.106
46	Q-14	2	Cooperative learning	6.495	2.192
47-48	Q-59	7	Presence of special pedagogue in the school	6.576	2.429
47-48	Q-58	7	Cooperation with psychological advisory office for schools	6.576	2.214
49	Q-55	5	Existence of behavioural models appropriate for imitation by the pupils (teachers, peers)	6.616	1.872
50	Q-29	8	Teacher´s mental competence	6.737	2.197
51	Q-60	7	Presence of school psychologist in the school	6.899	2.211
52	Q-9	1	Timetable adaptation	7.192	0.253
53	Q-53	2	Unified school philosophy	7.212	1.991
54	Q-6	1	Inner differentiation of pupils at school	7.343	2.200
55	Q-51	6	Material equipment of the classroom/ school	7.364	2.252
56	Q-4	6	Environmental adjustment	7.485	2.401
57	Q-50	7	Level of school inclusiveness	7.667	2.157
58	Q-10	6	Alternative spatial arrangement in classroom	7.899	2.197
59	Q-24	8	Social origin of the teacher	8.323	2.641
60	Q-30	8	Teacher´s religious belief and race	9.303	2.341

Table 2: Order of determinants of education of socially disadvantaged pupils (source: own calculation)

The mean value by every determinant tells about the relevance the respondents ascribed to it. The higher the mean value, the lower the relevance of the determinant for the teacher.

On the basis of the calculated mean (M), standard deviation (SD) and principle of Q classification determinants considered most relevant by the respondents in teaching socially disadvantaged pupils may be determined. The most relevant Q-types are those with the lowest means, i.e. reduction of the number of pupils in class (M=3.929; SD= 2.749) and interest of the pupil in his/her own education (M=4.576; SD=2.556). The following three Q-types may be considered very important and the teachers should apply them in their work not only with socially disadvantaged pupils (two of the Q-types directly fall within the category of teacher-side determinants). Respondents ascribed this level of relevance to empathy and understanding on the part of the teacher (M=4.697; SD=2.072), individual work with socially disadvantaged pupil (M=4.768; SD= 2.320) and teacher´s respect for pupil individuality (M=4.889; SD=2.394).

Important determinants of education of socially disadvantaged pupils according to the respondents include communication skills of the teacher (M=4.939; SD=1.873), ability of the teacher to raise the interest of pupils in class work (M=4.960; SD=1.895), motivation of socially disadvantaged pupils (M=4.990; SD=2.087) and systematic insistence of the teacher on educational requirements (M=5.061; SD=1.806). These four determinants too are based on the teacher´s skills and are included in the teacher-side determinants together with the category of modification of teaching methods and forms. We assume that the evaluation of the determinant defined as the ability of the teacher to raise the interest and motivation of socially disadvantaged pupils reflects the most relevant determinant: the pupils´ interest in education. We believe that to maintain interest and motivation

of a large number of pupils in class is not always possible, which returns us back to the high relevance of the number of pupils in class.

The performed analysis further shows as relevant determinants the order in class and the class atmosphere (M=5.131 SD=2.34), together with mutual trust between the teacher and the socially disadvantaged pupil (M=5.162; SD=2.049) and between the teacher and the family of the socially disadvantaged pupil (M=5.253; SD=1.940). Another important determinant is leading pupils to mutual tolerance and respect (M=5.283; SD=1.874), which may be connected with the above mentioned class order and atmosphere in class. It may be assumed that if all (pupils and teachers) in class tolerate each other, the class climate will be more pleasant, which might positively affect work with the socially disadvantaged pupils. This is probably also why the respondents considered relevant tolerance of the teacher in relation to different cultures and social environments the pupils come from (M=5.414; SD=2.080) and belief of the teacher in purposefulness of what he/she does (M=5.414; SD=2.055). In the area of intervention, the relevant determinants included presence of teacher´s assistant (M=5.333; SD=2.896), but presence of other experts (teacher with special qualifications or school psychologist) was not considered very relevant. This may be because the teacher´s assistant works with the pupil with special learning needs, including social disadvantage, individually.

A relatively relevant part of what affects teachers teaching socially disadvantaged pupils is represented by the category "teachers´ preparation for class" with the two related determinants - the ability of the teacher to formulate clear and comprehensible instructions (M=5.434; SD=1.814) and more extensive teacher preparation for class work (M= 5.485; SD=2.727). This is also connected with the experienced success of the socially disadvantaged pupil at school (M=5.444; SD=1.847), which is an important motivator in education of these pupils, together with intense and effective cooperation with the family of the socially disadvantaged pupil (M=5.475; SD=1.976). However, the latter is considered less relevant than the very mutual trust between the teacher and the socially disadvantaged pupil. Relatively interesting was the finding concerning individual approach of the teacher to socially disadvantaged pupils (M=5.515; SD=2.087) as a determinant considered rather relevant, while individual work with the pupil was considered very relevant. Also the ability of the teacher to support equal positions of all children in class was considered rather relevant (M=5.531; SD=1.700), while at the same time it was important for the respondents to respect individuality of socially disadvantaged pupils (M=5.606; SD=2.089). Another interesting fact is that the respondents considered rather relevant the teachers´ education and qualifications (M=5.515; SD=2.388) unlike other competences (communication skills, ability to raise interest in pupils, empathy and understanding, etc.), perceived by the respondents as more relevant. Also the school atmosphere was only considered rather relevant (M=5.606; SD=1.926), thus being seen as less relevant than order and atmosphere in the classroom. This finding is more logical considering the fact that work with socially disadvantaged pupil is situated in the classroom rather then generally in the school (in lessons, during breaks etc.).

The principle of Q-classification leads to the median values of relevance of the individual Q-types. These determinants cannot be straightforwardly defined as relevant or irrelevant but on the basis of their mean value, or standard deviation, they may be classified as rather relevant or rather irrelevant. Taking this approach, we can evaluate definition of clear rules of communication of the school with the family of the socially disadvantaged pupil (M=5.626; SD=2.107) still as rather relevant. This may be considered logical with regard to the relevance of mutual trust between the teacher and the family and intense and effective cooperation with the family of the socially disadvantaged pupil (with regard to the relevance of complementary nature of these two institutes in relation to education of socially disadvantaged pupils). Considering the importance of individual work with a socially disadvantaged pupil, personality features of the socially disadvantaged pupil may then be seen as rather relevant (M=5.667; SD=1.938) together with experience of the teacher with education of socially disadvantaged pupils (M=5.667; SD=2.079). This may also be related to the social empathy of the teacher in relation to socially disadvantaged pupils (M=5.687; SD=2.423) and the potential need for modification of teaching methods (M=5.727; SD=2.691). Overall, the adaptation of the educational content is then seen by the respondents as rather irrelevant (M=6.000; SD=3.010): for example, intense work with the class (M=5.788; SD=2.130). It may be said then that individual work is much more relevant than work with the class as a whole, but in the class atmosphere the pupils must be brought up to mutual respect and tolerance. This is not consistent with evaluation of group work supporting communication (M=5.980; SD=2.157), which may be perceived as rather irrelevant. The same definition of relevance applies to healthy self-esteem of the pupil (M=5.970; SD=1.746) and the teacher´s resistance to stress (M=5.808; SD=2.132).

An individual learning plan for socially disadvantaged pupil was considered rather irrelevant by the respondents (M=6.323; SD=2.502). It may therefore be assumed that teachers consider individual work important: for example, with help of teacher´s assistants, without the need for individual learning plan for the pupil. Likewise, the need for a special work place for the socially disadvantaged pupil is considered rather irrelevant, including the overall arrangement of the class seating plan (M=6.202; SD=2.478) and targeted creation of space for self-fulfilment of socially disadvantaged pupils (M=6.404; SD=1.958). It is possible to think that this perceived relevance, or rather irrelevance, is affected by the above mentioned ability of the teacher to support equal positions of all pupils, which is seen as rather relevant. We assume that the seating arrangement in class and the targeted creation of space for the socially disadvantaged pupils might disturb the equal positions of all pupils in class, at least in the eyes of the pupils themselves. Further rather irrelevant determinants following from the analysis include belief of the pupil in his/her ability to influence the situation in which he/she finds himself/herself in (M=6.091; SD=1.901) and educational aspirations of socially disadvantaged pupils (M=6.475; SD=1.837). Rather irrelevant was also the system of clear sanctions for non-compliance with the preset rules (M=6.101; SD=2.252). We assume that perceived relevance of this determinant is affected by the high relevance of mutual trust between the teacher and the pupil as well as between the teacher and the family of the pupil. One may expect that in the case of establishment of mutual trust, the system of clear sanctions is no longer needed. This determinant may also be affected by the preset rules of communication between the school and the parents. This is also assessed still as rather

relevant and we believe that when these rules are observed, the system of sanctions is irrelevant. Rather irrelevant was also support on the part of the headmaster and the peers (good work environment team of teachers in school) (M=6.152; SD=1.740). Further rather irrelevant determinants included authenticity of the teacher in relation to the pupil (M=6.192; SD=2.184) and in relation to the teachers of the socially disadvantaged pupil (M=6.232; SD=2.064).

The boundary between the rather irrelevant and least relevant is represented by two determinants with the same mean value – educational aspirations of socially disadvantaged pupils and cooperation with the committee of social and legal protection of children. On the basis of the standard deviation calculation, other irrelevant determinants include cooperation with the committee of social and legal protection of children (M=6.475; SD=2.106); this falls within the category of intervention together with other Q-types – presence of a teacher with special qualifications in the school (M=6.576; SD=2.429), cooperation with the school psychological advisory office (M=6.576; SD=2.214) and presence of school psychologist in school (M=6.899; SD=2.211). On the other hand, the teacher´s assistant, also included in the intervention category, was considered relevant, which (as we say above) is ascribed to their direct work with the pupils in the teaching process. The least relevant determinants in the eyes of the respondents also include existence of models of behaviour for the pupils to imitate (M=6.616; SD=1.872) together with cooperative learning (M=6.495; SD=2.192) and mental competence of the teacher (M=6.737; SD=2.197).

Further least relevant determinants included inner differentiation of pupils at school (M=7.343; SD=2.200) and unified school philosophy (M=7.212; SD=1.991). We believe in the existence of a certain relation between perception of this determinant and support by the headmaster and peers, which was considered rather irrelevant. The low perceived relevance of these two Q-types might be connected with individual work with pupils (seen as very relevant), with the main aspect of trust between a given teacher and his/her pupils. Despite that, we believe that mutual support should exist between all teachers teaching socially disadvantaged pupils as well as a unified school approach, which may also be represented by inclusive education. The least relevant determinant category further included adjustment of class timetable (M=7.192; SD=0.253) and material equipment of the classroom or school (M=7.364; SD=2.252).

This is also connected with other determinants perceived by the respondents as the least relevant. The above is thus connected with adaptation of the environment (M=7.485; SD=2.401) and other teaching arrangements (M=7.899; SD=2.197). Also the low level of school inclusiveness is perceived as irrelevant (M=7.667; SD=2.157).

The least relevant determinants as seen by our respondents was the social origin of the teacher (M=8.323; SD=2.641) and the teacher´s religion or race (M=9.303; SD=2.341).

Discussion

Several research studies have been implemented on the issue of determinants of the educational process. They however mainly focus on socially excluded pupils, or socially excluded Romany pupils or pupils disadvantaged by the existence of their special learning needs (see Kaleja, 2014). Czech legislation, in particular Education act no 561/2004 Coll., include social disadvantage among special learning needs, which is connected with the implementation of support measures also for this group of pupils. Our study is thus based on the catalogue of support measures (Felcmanová and Habrová, 2015), focusing on the need for increased support to education of pupils with social disadvantages.

The respondents considered most relevant the reduction of the class number (Q-5). According to Felcmanová and Habrová (2015: 46), this measure consists in reduction of the number of pupils per teacher, and is a reaction to the refusal of the pupil to be engaged in the work in the classroom, insufficient homework of the pupil or high absence from school. This may be generally defined as reduced interest of the pupil in education. A little paradox may be that the determinant "pupil´s interest in his/her own education" (Q-38) was also assessed as very relevant. Also, the Framework Educational Plan 2013 (in Kaleja, 2015: 81) states that for successful education of pupils with social disadvantage certain conditions must be assured. One of them is also the reduced number of pupils in class. Kaleja (2015: 82) states, though, that there are also other aspects that must be taken into consideration, which are related to the educational situation of pupils with social disadvantages.

Mareš (1998, in Kaleja, 2015, p. 82-83) speaks about a strategy called "learn how to learn" and mentions that teaching styles may (but need not) be changed or affected. According to him, it is teachers who should most strongly influence the way the pupil will learn. This is also connected with the determinant defined as "modification of teaching methods" (Q-1). The catalogue of support measures (Felcmanová and Habrová, 2015) classifies it as support no. 2; i.e., modification of teaching forms and methods. The fundamental assumption for this measure is not only the profound knowledge of learning needs of every pupil but also the pupil´s style of and motivation to learning. On the basis of our results, this determinant can be classified neither as relevant nor as irrelevant. This may be caused by its further subdivision to group learning (Q-14 – cooperative learning and Q-15 – group work supporting communication) and targeted creation of space/opportunities for pupils´ self fulfilment (Q-12). Although in professional literature these determinants are considered an important part of the teaching process, our respondents did not ascribe it any substantial relevance. This might be caused by the fact that conditions of work with pupils with social disadvantage are defined by the Framework Educational Plant, and for some teachers the conditions may be difficult to implement together. One of them is use of appropriate forms and methods, including cooperative learning, group work supporting the teaching process, as well as respect for individual work tempo and reduced resistance to stress (Kaleja, 2015: 82). And yet, the teachers are expected to adopt an individual approach to socially disadvantaged pupils (Q-23), as also follows from the catalogue of support measures (Felcmanová and Habrová, 2015: 77). This may be implemented by inner differentiation of class work, i.e. differentiation of the content as well as modification of the teaching methods. This, according to Felcmanová and Habrová (2015: 80), brings about risks such as the need for more extensive preparation of the teacher for lessons (Q-3), especially in the area of lesson planning and preparation of materials, and also the risk of too much freedom for the pupils in their decision-making about what to learn and how This is connected with the need for continuous cooperation and review. It is therefore understandable that these determinants are assessed as irrelevant in comparison to individual approach

and individual work with the socially disadvantaged pupils despite the fact that "it is necessary to work with the class as a whole, without preference to any group or individual pupils." (Felcmanová and Habrová, 2015: 80). Maybe in connection with the necessity of individual work with the socially disadvantaged pupil, the presence of teacher´s assistant is seen as very relevant (Q-8). The profession of this pedagogue is laid down in Section 20 of Act no 563/2004 Coll… On Pedagogical Profession, according to which the assistant "performs direct pedagogical activity in the class educating pupils with special learning needs or in school providing education to its pupils in the form of individual integration." The importance of this function in education of socially disadvantaged pupils is also shown by the Developmental Programme of the Ministry of Education, Youth and Sport of 2016 – "Support for funding teachers´ assistants working with children, pupils and students with disadvantage." This programme concerns teachers´ assistants working with pupils with physical handicaps or social disadvantages in the period of January to August 2016.

What is important in education of children and pupils with social disadvantages is a multidisciplinary approach; i.e., cooperation of the school and various experts, such as psychologists, special pedagogues or the committee for social and legal protection of children (Kaleja, 2015: 83). The presence of these experts was also mentioned by our respondents, in particular in the context of the category of social and health support. This measure exists in cooperation between the school and external service providers to pupils and families also for the prevention of undesirable social phenomena (Felcmanová and Habrová, 2015: 279). Support from the social and healthcare area serves not only teachers but also the school in general. As mentioned by Felcmanová and Habrová(2015: 279), the support also helps distribute efforts and support for the pupils and their families among more subjects, thereby forming a network of useful contacts of various experts, professional sites and specialised organisations. However well this works there are certain risks nevertheless. The greatest risk is the violation of personal data protection, or confidentiality, and also the late commencement of cooperation (Felcmanová and Habrová, 2015: 282). This is probably why these determinants in this category of measures (i.e., cooperation with the committee for social and legal protection of children, cooperation with pedagogical and psychological advisory service, presence of school psychologist at school etc.) are classified as insignificant.

Another interesting finding was made in the area of environment modification. According to the catalogue of support measures (Felcmanová and Habrová, 2015: 329-330), environment modification mainly involves the possibility for the pupil to retreat to a peaceful corner in the classroom where he/she can take a rest and calm down. The authors add that it may be part of the classroom or a separate room where the pupil is under supervision of the teacher alone, or teacher´s assistant (which again points to the importance of this expert in the process of education of socially disadvantaged pupils). In the context of this measure, one can also speak about another spatial arrangement of the classroom (Q-10) or generally the environment (Q-4). For the application of this measure, there is another aspect and that is material equipment of the classroom (in the case of a separate corner within the classroom) or of the school as a whole (where we speak about a separate room for rest and relaxation) (Q-51). However, all these three determinants were assessed by our respondents as insignificant. On the basis of the results of our research, we can say that the respondents found as a suitable solution selection of an appropriate work place for the pupil, or overall rearrangement of the classroom seating plan (Q-11). This determinant is also mentioned in the catalogue of support measures (Felcmanová and Habrová,2015: 33) in which the authors refer to the importance of calming the pupil down, whether for the reason of a conflict or loss of concentration. An appropriate work place for the pupil is to be chosen not only in these cases but also in cases when the pupil works individually with the teacher or another pedagogue on other tasks. Although this determinant was classified neither as relevant nor as irrelevant, it helps acquire the important respect for the pupil´s individuality (Q-21). It also partly helps motivate the socially disadvantaged pupils (Q-39) (by increasing their concentration to the performed activity and forming their learning and working habits), also helping maintain order and classroom atmosphere (Q-16) (the work with the socially disadvantaged pupil does not disturb activity of the rest of the class).

As we have already mentioned in the theoretical part of the study, in addition to the determinants springing from the support measures, there were also pupil-side and teacher-side determinants defined and analysed. On the pupil´s side there were together five determinants defined: (Q-38), personality features of the socially disadvantaged pupil; (Q-41), the pupil´s belief in his/her ability to influence the situation he/she is in; (Q-43), the pupil´s healthy self-esteem;(Q-44) and educational aspirations of the socially disadvantaged pupils (Q-45). As mentioned by Rakoušová (2008), education and upbringing should be focused on development of the authentic personality of the pupil. This development is determined both by the pupil´s personality features and by his/her self-esteem. Adequate self-esteem, according to the author, is always an upbringing tool. It forms positive features of the individual, at the same time contributing to regulation of the process of education and encouraging development of the pupil´s personality. In the context of our research, the very personality features of the socially disadvantaged pupils were considered as more relevant than the remaining three determinants of this category. We can say that healthy self-esteem of the pupil further develops these personality features together with the pupil´s belief in the possibility to influence the situation he/she is in. By means of self-esteem, the pupil seeks causes and derives consequences of his/her actions, analysing his/her own behaviour, proposing measures, learning about personal values, revealing his/her potential and accepting responsibility for his/her learning (Rakoušová, 2008). On the basis of the results of our research, we can conclude that the intended level of education of the socially disadvantaged pupil does not affect this any significantly.

According to Kohoutek (2010), the teacher is the main leader of the process of education and upbringing. Good governance must respect a number of factors, especially social and psychological aspects of upbringing, aspects of mental competence and stimulation of the pupil´s activity. The very ability of the teacher to raise the interest of his/her pupils (Q-25) was classified by our respondents as very relevant. Another highly relevant factor is the pupil´s individuality and respect for it (Q-21). According to Kohoutek (2010), the teacher is often required to address lack of concentration of the pupil, which may be caused by both short- and long-term factors. Kohoutek (2010) sees as a very negative factor the habit of non-concentration when the pupil does another activity, usually more interesting for him/her at the moment. This issue might be mitigated by consistent insisting of the teacher on educational requirements (Q-33), which

was assessed as very relevant in our study. Kohoutek (2010), however, notes that very frequent requests for the pupils´ concentration do not work, as the pupils get used to them and stop reacting to them. The teacher should also be consistent, but rather in the form of indirect stimuli, such as appropriate activation or request for expression of the pupils´ own opinions. The teaching process must also respect the basic rules and standards of mental competence (Kohoutek, 2010). Mental competence was understood by our respondents as insignificant; it may be caused, for example, by the existence of breaks between lessons helping both the pupils and their teachers take a little rest and reduce fatigue. According to our respondents, a more important determinant was the teacher´s resistance to stress (Q-32). According to Hošek (2001), psychic resilience is defined by the level of (non)disruption of performance under stress. He further says that "the effort of trying to be perfect, diligent, considerate and helpful at any cost risks incurring a higher stress load than an indifferent individual". This is not to say that the teacher should be indifferent, but that he/she should consider his/her health and try to be as resilient as possible. We believe that for this very reason the relevance of resistance to stress prevails over the relevance of mental hygiene, which should be part of every profession but is not so relevant according to the respondents for people with increased psychic resilience.

The least important effect on education of socially disadvantaged pupils was seen by the respondents in the social environment the teacher came from (Q-24) together with his/her religious belief and race (Q-30).

Conclusion

Although there are a number of research studies on determinants of the process of education, the present research may be considered solitary. The reason is its focus on socially disadvantaged pupils, defined by the current legislation within the category of "pupils with specific learning needs." In the context of the education act, which came to legal force on 1 September 2016, socially disadvantaged pupils are considered part of the class of pupils with special learning needs. This amendment incorporates into the act the notion of inclusive education, which then divides the current social opinion to two "camps" – for and against inclusion. Thus the respondents very often categorised the present research by the inclusion category. Another issue may be seen in the non-existence of a clear distinction between social exclusion and social disadvantage, which are still hard to tell apart. At the same time, the research was performed by the relatively uncommon Q methodology, allowing the respondents to sort the individual Q types by relevance with the possibility to change the answer at any later moment. Despite these obstacles, 99 filled-out questionnaires were returned, allowing us to sort all the 60 initially defined determinants of education of socially disadvantaged pupils in the order of their perceived relevance on the basis of the available theoretical basis, with the addition of a couple of interesting findings.

The most important of them is the very finding of the most relevant determinants affecting teachers in their educational work with socially disadvantaged pupils. They include both teacher-side determinants (i.e., the ability of empathy and understanding on the part of the teacher and the teacher´s respect to the pupil´s individuality) but also pupil-side determinants (such as the pupil´s interest in his/her education). Another important determinant is one from the category of intervention (individual work with socially disadvantaged pupil) and from the category of environment modification (reduction of the number of pupils in class). Another principal finding is represented by the determinants considered by the respondents to be least relevant in relation to education of socially disadvantaged pupils. In their case, one can mention environment adaptation, where the respondents selected as the least relevant environment rearrangement together with spatial changes in the classroom. Another of the least relevant areas, according to the respondents, was teacher-side determinants: in particular religion, race and the social environment from which the teacher comes. The least relevant determinants also included the level of inclusiveness of the school, an issue currently much discussed.

On the basis of the above findings, it may be concluded that the area of education of socially disadvantaged pupils (whether addressed in the context of inclusive education by various support measures or not) must be viewed through the eyes of the teachers involved, astheir role in the whole process is crucial (Howes, Davis and Fox, 2009; compare Petr Šafránková, Hrbáčková, 2016b).

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