

ABSTRACT

The subject of the dissertation is the issue of school quality, resp. quality management systems used by secondary vocational schools in the Czech Republic. The use of these customer-oriented quality management systems is common abroad, in some countries even mandatory. According to the available information, these systems are not widely used in the Czech Republic, their use in the education sector is not registered.

The aim of the work was to evaluate and compare the impact of the most frequently used systems (self-assessment framework CAF, EFQM and ISO standards: 9001) on the student's satisfaction and their attitudes to school. An experimental, exploratory and ex-post-factual study was carried out in 2020 using a standardized questionnaire developed by the Institute for Pedagogy and Adult Education at Leibniz Universität Hannover. The questionnaire has been used since 2011 to assess student's satisfaction and the quality of vocational secondary schools in Lower Saxony.

Through factor analysis, the questionnaire was divided into three main and five sub-indices. The questionnaire was piloted on a sample of 741 respondents in a Prague secondary vocational school. The data collection itself was carried out at 21 secondary vocational schools of various sizes and founders, with the exception of one region from all regions of the Czech Republic. 7 179 questionnaires were collected, 6 454 questionnaires from students and 21 from principals were included in the survey. The experimental group consisted of five schools; sixteen schools formed a control group. Once the data were compiled, basic calculations of the mean values, relative frequencies, and interrelationships of the responses in the individual factors were performed using descriptive statistics methods. Through differential analysis (independent sample t-test, ANOVA with significance level 0,01), differences between the impact of the implementation of quality management systems on student's satisfaction of the monitored schools were sought through the SPSS software.

During the survey, two main and three partial hypotheses were tested to determine the overall impact of quality management systems on student's satisfaction with their school, the quality of teaching, teachers and technical equipment. All hypotheses were accepted by the investigation and can be considered valid. Through the above calculations in individual indices, it turned out that students of schools that use one of the quality management systems rated their school better than students where a quality management system was not implemented.