ORIGINAL PAPER

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Responsibilities and competencies in personnel management at Czech schools

Abstract
Research background: The fundamental conclusions about the relationship be-tween per-sonnel management and organizational performance can be also applied to personnel man-agement in primary and secondary schools, which play an important role in the society. There is no doubt that headmasters, deputy headmasters and other school managers who want to achieve excellent performance of their schools, must pay special attention to man-agement of all employees (including teaching and non-teaching staff) because their abilities, motivation and performance determine the desired results of schools.
Purpose of the article: The purpose of the article is to define particular categories of man-agers in Czech primary and secondary schools and specify their responsibilities and compe-tencies in personnel management in order to propose an optimal organization of personnel management at Czech schools.
Methods: Achieving the purpose of the article is based on the analysis of available scientific literature and the results of the authors' questionnaire survey on the organization of person-nel management at Czech primary and secondary schools. The survey was conducted from January to March 2017. The respondents were headmasters, deputy headmasters and other

managers of Czech primary and secondary schools. The relevant data were obtained from 90 respondents. The data analysis was based on the calculation of relative frequencies and the evaluation of the dependence of responses using contingency tables and chi-square tests of independence.

Findings & Value added: The findings show that responsibilities for managing teaching and non-teaching staff at Czech schools belong not only to headmasters, but also to other managers at schools, including deputy headmasters, head teachers, heads of school clubs, heads of school canteens, educational consultants, school psychologists, treasurers, or school caretakers. Anyone who influences and directs others in the organization should be involved in personnel management and participate in various personnel management activities related to employee selection, appraisal, compensation or training. The significant competencies of headmasters and other managers in personnel and school management include managerial competencies (the ability to manage others), personal competencies (the ability to manage yourself), or professional competencies (the ability to manage the school).

Introduction

The fundamental conclusions about the relationship between personnel management and organizational performance can be also applied to personnel management in primary and secondary schools that provide primary and secondary education. There is no doubt that managers (headmasters, deputy headmasters and other managers) who want to achieve excellent performance of their schools must pay special attention to management and leadership of all employees (including teaching and non-teaching staff), because their abilities, motivation and performance determine the desired results of schools. To achieve the expected results of primary and secondary schools by achieving desired performance of their employees, managers need an optimal system of personnel management based on proven practices, which will enable them to employ and develop sufficiently capable and motivated employees.

The purpose of the article is to define particular categories of managers in Czech primary and secondary schools and specify their responsibilities and competencies in personnel management in other to propose an optimal organization of personnel management at Czech schools. Achieving the purpose of the article is based on the analysis of available scientific literature and the results of the authors' questionnaire survey on the organization of personnel management at Czech primary and secondary schools. The findings support the research assumption that personnel management in primary and secondary schools is the responsibility of all managers in the organization, not only the headmaster.

The article is divided into five sections, including research methodology, literature review, results, discussion, and conclusions. The research methodology provides description of the authors' questionnaire survey on

the organization of personnel management at Czech primary and secondary schools. The literature review summarizes the results of previous studies on personnel management at primary and secondary schools. The results present results of the authors' questionnaire survey on the organization of personnel management at Czech primary and secondary schools. The discussion assesses and analyzes the authors' findings and compares them to findings of other researchers. The conclusions include the general summary of the article, implications and recommendations for practice, research limitations, and suggestions for future research.

Research methodology

The authors' questionnaire survey on the organization of personnel management at Czech primary and secondary schools verified the theoretical assumptions about the organization of personnel management and examined the views of headmasters, deputy headmasters and other managers of Czech primary and secondary schools. The goal was to analyse the typical organization of personnel management at Czech primary and secondary schools, define particular categories of managers in Czech primary and secondary schools and specify their competencies in personnel management.

The survey was conducted by the authors (Jana M. Šafránková & Martin Šikýř) from January to March 2017. The respondents were headmasters, deputy headmasters and other managers of Czech primary and secondary schools who study Education Management at the Education Management Centre of the Faculty of Education of the Charles University in Prague. The relevant data were obtained from 90 respondents.

The questionnaire included six multiple choice questions focused on 1) the value of employees and the role of personnel management in school management, 2) critical competencies of the headmaster, 3) overall approach to personnel management at the school, 4) perceived strengths, weaknesses, opportunities, and threats of the school, 5) results achieved at the school through personnel management, and 6) the organization of personnel management at the school. The relevant data were obtained from 63 primary schools and 27 secondary schools.

The respondents were characterized by gender (21% male, 79% female) and by function (26% headmasters, 31% deputy headmasters, 43% other managers).

The data analysis was based on the calculation of relative frequencies (as a share from the total number of respondents) and the evaluation of the dependence of responses on gender (male and female respondents) and function (headmasters and other managers) using contingency tables and chi-square tests of independence.

Literature review

Personnel management refers to practices that enable any organization to attract employ and develop enough capable and motivated people, including such practices as employee planning, employee selection, employee appraisal, employee compensation, employee training or employee care. These practices enable any organization to achieve expected organizational performance by achieving desired employee performance (Ngwenya & Aigbavboa, 2017, pp. 727–737).

Personnel management is usually ensured by line managers, who are responsible for managing and leading other employees to successfully perform agreed work, achieve desired performance and meet the strategic objectives of the organization. The successful fulfilment of this task differentiates successful and unsuccessful organizations (Korshunova & Bušina, 2015, pp. 821–832).

The existing results of the world research on the relationship between personnel management and organizational performance show that employees represent a critical source of any organization and many researchers have demonstrated the positive impact of various practices in personnel management on employee performance and so on organizational performance (e.g., Delery & Doty, 1996, pp. 802–835; Guest, 2011, pp. 3–13; Paauwe & Boselie, 2005, pp. 68–83).

It is obvious that organizational performance is determined by employee performance, and that effective personnel management enables any organization to achieve expected performance by achieving desired employee performance. Employees' abilities (knowledge and skills to perform agreed work), motivation (willingness to perform agreed work) and performance (working results and behaviour) enable organizations to produce and distribute demanded products and services, gain and maintain regular and satisfied customers and achieve expected outputs or results (Šikýř, 2011, pp. 606–614). Organizations that want to achieve excellent performance must ensure that individual employees demonstrate the desired performance and contribute to achieving excellent performance of the organization. In other words, if organizations apply appropriate practices in person-

nel management, they can positively influence organizational performance through influencing employee performance.

These fundamental conclusions about the relationship between personnel management and organizational performance can be also applied to personnel management in primary and secondary schools that provide primary and secondary education and play an important role in the society (Bohlmark *et al.*, 2016, pp. 912–940).

There is no doubt that headmasters, deputy headmasters and other managers who want to achieve excellent performance of their schools must pay special attention to management and leadership of all employees (including teaching and non-teaching staff) because their abilities, motivation and performance determine the desired results of schools, especially the quality of education that is important for all stakeholders, including employees, students, parents, community, government, etc. (Huang, 2011, pp. 1725–1732).

Results of the authors' survey

The authors' questionnaire survey on the organization of personnel management at Czech primary and secondary schools are summarized in three parts: 1) value of employees and importance of personnel management, 2) system of personnel management, and 3) organization of personnel management.

Value of employees and importance of personnel management

Employees are usually valued as the most important source of any organization. Employees' abilities and motivation have impact on employee performance, i.e. employees' results that have impact on organizational performance, i.e. an organization's results, including operating results (productivity, quality, efficiency, etc.), market results (sales, market share, customer satisfaction, etc.) and financial results (costs, revenues, profits, etc.).

An organization that wants to achieve excellent performance must ensure that employees demonstrate the desired performance and use efficiently and effectively their abilities and motivation to achieve the success of the organization. In other words, the organization must pay particular attention to personnel management (management and leadership of employees) that refers to practices that influence employees' abilities, motivation and performance, including such practices as employee selection, appraisal, com-

pensation or training. Personnel management enables any organization to achieve the expected performance by achieving desired employee performance. Successful personnel management differentiates successful organizations from unsuccessful ones.

According to the authors' survey results, all respondents agreed that employees (including teaching and non-teaching staff) are the most valuable source of any school. In this context, 88% of respondents agreed that personnel management plays a critical role in school management. According to the respondents, the efficient use of employees' abilities and motivation to achieve expected organization's results requires an effective system of personnel management in the organization.

The data analysis showed no significant difference between headmasters and other managers regarding their perception of the role of personnel management in school management ($p > 0.05$). We tested the null hypothesis that there is no difference between headmasters and other managers regarding their perception of the role of personnel management in school management (Table 1).

Since the test statistics was lower than the critical value, we failed to reject the null hypothesis in favour of the alternative hypothesis. In other words, there was no difference between headmasters and other managers regarding their perception of the role of personnel management in school management.

System of personnel management

It is obvious that applied system of personnel management affect the ability of any organization to achieve expected organization's results through achieving desired employees' results.

According to the authors' survey results, 95% of respondents agreed that they regularly analyse the strengths, weaknesses, opportunities, and threats of their schools, 96% of respondents agreed they define strategic objectives, policies and practices of personnel management at their schools, 92% respondents agreed that they plan the implementation of personnel management policies and practices at their schools, and 98% of respondents agreed that they evaluate the system of personnel management at their schools. This conceptual approach to personnel management helps an organization to achieve the desired results of personnel management in the organization. According to the authors' survey results (Table 2), the respondents strongly agreed, agreed, disagreed, or strongly disagreed that the applied system of personnel management help them to achieve defined results of personnel management in the school, including the necessary

number and structure of employees, required knowledge and skills of employees, expected satisfaction and motivation of employees, desired results and behaviour of employees, friendly working relationship, sufficient number of students, or overall satisfaction of parents and other stakeholders.

The respondents were also asked about perceived strengths, weaknesses, opportunities, and threats related to the internal and external conditions of their schools that also influence the system of personnel management. According to the respondents: the significant strengths include the stable teaching staff (53%) or the willingness of the teaching staff to work beyond the obligations (49%); the significant weaknesses include the low qualification of the teaching staff (49%) or the unwillingness of the teaching staff to further education (47%); the significant opportunities include the effective collaboration with the founder (55%) or the opportunity to obtain grants (40%); the significant threats include the constantly changing legislation (45%) or the decrease in the number of students (36%). Many of these strengths, weaknesses, opportunities and threats can be affected by the effective personnel management.

Organization of personnel management

The modern concept of personnel management implies that anyone who influences and directs others in the organization must solve many complex and various personnel problems within his or her day-to-day work. It applies to all managers in the organization who are competent and responsible for achieving expected organization's results through achieving desired employees' results.

In this context, the respondents were asked about the significance of given competencies of the headmaster. According to the respondents, the critical competencies of the headmaster include managerial competencies (the ability to manage others), personal competencies (the ability to manage yourself), or professional competencies (the ability to manage the school).

The data analysis showed no significant difference between headmasters and other managers regarding their perception of the importance of managerial competencies of the headmaster ($p > 0.05$). We tested the null hypothesis that there is no difference between headmasters and other managers regarding their perception of the importance of managerial competencies of the headmaster (Table 3).

Since the test statistics was lower than the critical value, we failed to reject the null hypothesis in favour of the alternative hypothesis. In other words, there was no difference between headmasters and other managers

regarding their perception of the importance of managerial competencies of the headmaster.

It is obvious that the main responsibility for personnel management in primary and secondary schools belongs to headmasters, but the authors' survey results support the research assumption that personnel management in primary and secondary schools is the responsibility of all managers in the organization, not only the headmaster.

According to the authors' survey results (Figure 1), the responsibility for personnel management in primary and secondary schools belongs to the headmaster, as well as to other managers, including deputy headmasters, head teachers, heads of school clubs and school canteens, educational consultants, school psychologists, treasurers, or school caretakers. All these managers are involved in personnel management and participate in various personnel management activities related to employee planning, employee selection, employee appraisal, employee compensation, employee training or employee care.

The essence of the positive relationship between personnel management and organizational performance is the optimal system of personnel management that enables to achieve expected organizational performance by achieving desired employee performance. The relationship between various practices in personnel management and results of an organization is mediated by results of employees. In personnel management, there are useful practices that positively influence employee and organizational performance, but their application depends on fitting into political, economic, social, technical and other conditions that determine the positive effect of applied practices in personnel management on achieved employee and organizational performance.

Among proven practices in personnel management that demonstrably enable to influence employee abilities, motivation and performance there are practices in employee selection (selecting employees paying attention to their personal characteristics), performance management (achieving expected performance of the school by achieving the desired performance of employees), employee compensation (applying fair monetary and non-monetary compensation system to employ capable and motivated employees) or employee training (apply systematic training to teach employees to perform their jobs and prepare them for changes of their job). These practices help managers to deal with the performance challenges, but do not solve partial problems related to employee and organizational performance. They help managers to change the style of management and leadership of employees.

Discussion

The authors' survey results include answers of 90 headmasters, deputy headmasters and other managers of Czech primary and secondary schools focused on the organization of personnel management at Czech primary and secondary schools. Although the current survey results do not allow authors to draw general conclusions, they confirm main findings of earlier studies related to the value of employees and importance of personnel management, the system of personnel management, and the organization of personnel management.

Employees are usually valued as the most important source of any organization. Each organization also needs other resources (material, finance, or information), but capable and motivated employees are indispensable to achieve excellent performance (Kuzminchuk & Pevnaya, 2016, pp. 1016–1023). According to the authors' survey results, all respondents agreed that employees (including teaching and non-teaching staff) are the most valuable source of any school and 88% of respondents agreed that personnel management plays a critical role in school management. The data analysis showed no significant difference between headmasters and other managers regarding their perception of the role of personnel management in school management ($p > 0.05$).

Because of the importance of employees, the necessity for schools to implement an effective system of personnel management is increasingly acknowledged (Runhaar, 2017, pp. 639–656). Any organization seeking to achieve excellent performance should apply an effective system of personnel management based on proven practices that enable managers to employ and develop enough capable and motivated employees and achieve expected organizational performance by achieving desired employee performance (Kucharčíková *et al.*, 2015, pp. 892–901). Application of an effective system of personnel management in an organization should be based on a conceptual approach, including an analysis of the strengths, weaknesses, opportunities, and threats, a definition of strategic objectives, policies and practices of personnel management, a plan for the implementation of personnel management policies and practices, or an evaluation of the system of personnel management (Grenčíková & Špánková, 2016, pp. 103–108). The main task is to create conditions in which employees will be striving for high standards of performance (Litsareva, 2015, pp. 136–146). According to the authors' survey results, respondents mostly agreed that they applied a conceptual approach to personnel management and that the applied system of personnel management helped them to achieve defined results of personnel management in the school.

The modern concept of personnel management implies that management and leadership of employees to achieve the expected results is a fundamental responsibility of all managers in the organization (Fedorova, 2016, pp. 451–460). In primary and secondary schools, there are mainly headmasters who are competent and responsible for managing and leading of other employees (including teaching and non-teaching staff) to achieve expected results of primary and secondary schools, especially expected quality of primary and secondary education (Egic *et al.*, 2010, pp. 813–820). Personnel management is stated to be the most important activity of school leaders (Brauckmann & Schwarz, 2015, pp. 749–765). According to the authors' survey results, the critical competencies of headmasters and other managers in personnel management, as well as in school management, include managerial competencies (the ability to manage others), personal competencies (the ability to manage yourself), or professional competencies (the ability to manage the school). These competencies help managers to deal with the performance challenges and optimize the style of management and leadership of employees. The data analysis showed no significant difference between headmasters and other managers regarding their perception of the importance of managerial competencies of the headmaster ($p > 0.05$).

Conclusions

The results of the authors' survey on the organization of personnel management at Czech primary and secondary schools support the research assumption that the responsibility for personnel management in primary and secondary schools belongs not only to headmasters, but also to other managers in primary schools, including deputy headmasters, head teachers, heads of school clubs, heads of school canteens, educational consultants, school psychologists, treasurers, or school caretakers.

It is obvious that the main responsibility for personnel management in primary and secondary schools belongs to headmasters, but according to the authors' survey results, the responsibility for personnel management in primary and secondary schools belongs to headmaster as well as to other managers. The particular categories of managers in Czech primary and secondary schools include headmasters, deputy headmasters, head teachers, heads of school clubs, heads of school canteens, educational consultants, school psychologists, treasurers, or school caretakers.

Anyone who influences and directs others in primary and secondary schools should be involved in personnel management and participate in various personnel management activities related to employee planning, employee selection, employee appraisal, employee compensation, employee training or employee care. These activities enable managers to employ and develop sufficiently capable and motivated employees and achieve the expected results of primary and secondary schools, especially expected quality of primary and secondary education, through achieving desired results of employees.

The authors' survey is unique due to being focused on the system and organization of personnel management at primary and secondary schools. Similar surveys are quite rare. The specific focus on Czech primary and secondary schools, as well as the low number of respondents do not allow authors to draw general conclusions, however, the current authors' survey results are worth attention from headmasters, deputy headmasters and other school managers who are responsible for managing and leading of other employees. The current authors' survey results open up new possibilities for further research in the field of personnel management and managing teaching and non-teaching staff of primary and secondary schools.

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Annex

Table 1. Contingency table. Question: "Do you agree that personnel management plays a critical role in school management?"

	Yes	No	∑
Head masters	19 (20.19)	4 (2.81)	23
Other managers	60 (58.81)	7 (8.19)	67
∑	79	11	90

H_0: There is no difference between headmasters and other managers regarding their perception of the role of personnel management in school management.
H_A: There is a no difference between headmasters and other managers regarding their perception of the role of personnel management in school management.

Level of significance (α): 0.05
Chi square statistic (χ^2): 0,769
Degrees of Freedom (f): 1
Critical chi-square value ($\chi^2_{0.05}$): 3.841

Table 2. Results achieved at schools through personnel management (%)

	Strongly agreed	Agreed	Disagreed	Strongly disagreed
Necessary number and structure of employees	44	51	3	2
Required knowledge and skills of employees	26	67	6	1
Expected satisfaction and motivation of employees	28	68	3	2
Desired results and behavior of employees	26	67	6	1
Friendly working relationship	33	54	13	0
Sufficient number of students	29	47	22	2
Overall satisfaction of parents and other stakeholders	37	61	2	0

Table 3. Contingency table. Question: "Do you agree that managerial competencies are critical competencies of the headmaster?"
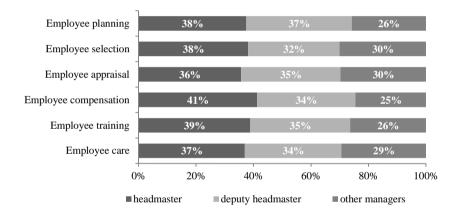
	Yes	**No**	$\sum$
Head masters	17 (18.40)	6 (4.60)	23
Other managers	55 (53.60)	12 (13.40)	67
$\sum$	72	18	90

H_0: There is no difference between headmasters and other managers regarding their perception of the importance of managerial competencies of the headmaster.

H_A: There is a no difference between headmasters and other managers regarding their perception of the importance of managerial competencies of the headmaster.

Level of significance (α): 0.05
Chi square statistic (χ^2): 0,715
Degrees of Freedom (f): 1
Critical chi-square value ($\chi^2_{0.05}$): 3.841

Figure 1. Organization of personnel management at schools

headmaster | deputy headmaster | other managers