



# MANAGEMENT IN EDUCATION

CONTEMPORARY APPROACHES AND PERSPECTIVES

-International Scientific Conference-

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## BOOK OF ABSTRACTS





MANAGEMENT IN EDUCATION –  
CONTEMPORARY APPROACHES AND PERSPECTIVES



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Prof. Dragana Stanojević, PhD

*Editor in chief*

Prof. Nela Malinović-Jovanović, PhD

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Faculty of Teacher Education, University of Zagreb, Croatia

Faculty of Pedagogy, University "St Kliment Ohridski" Bitola, North Macedonia

St Kliment Ohridski Faculty of Pedagogy, SS Cyril and Methodius University in  
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**Management in Education –  
Contemporary Approaches and Perspectives**

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**BOOK OF ABSTRACTS**

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## **Plenary lectures**





## **EUROPEAN POLICIES RAQRUSE IN STRATEGIC PLANNING OF EDUCATION: PAST, PRESENT AND FUTURE PERSPECTIVES**

**Marko Turk**

*University of Applied Sciences (PAR), Croatia*

*Tyumen State University, Russian Federation*

*Tomsk State University, Russian Federation*

**Abstract.** How have European policies been strategically planning educational pathways? What is the role of the European dimension in education as an educational policy paradigm? How might the future be seen from the present situation? Those are the questions that the author would like to open and provide possible answers, alternatives and new insights from an empirical, theoretical and practitioner point of view.

**Keywords:** European Educational Policies, European dimension in education

## **QUALITY MANAGEMENT IN HIGHER EDUCATION INSTITUTIONS: FROM PROCLAIMED TO REAL DEVELOPMENTAL STATE**

**Dragana Jovanović**

*Faculty of Philosophy, University of Niš, Serbia*

**Abstract.** Higher education institutions are considered as the main bearer of socio-economic development of society in general. Having in mind that quality is considered as an important part of the institution's responsibility, as well as its' sustainability, it is necessary to provide a holistic approach that would cover all processes in the institution and offer students and other stakeholders the expected standards of professional and competent functioning in all aspects of life and work. On that basis, every higher education institution strives to develop a mission that would focus on the design and implementation of higher education, scientific research and professional work in various fields, and to promote and nurture creative and critical thinking values, academic integrity and professional ethics. Dedicated to this mission, many of them attempt to establish themselves as reputable HEI's in the country and the region, committed to the standards of the European educational space, endeavoring to develop science, academic community, local and regional social community. Vision of many faculties is oriented toward becoming recognizable in the international academic community by constantly striving to meet as higher as possible educational, scientific and academic standards, but also, in accordance to their original principles and actions, to contribute to the development a culture of quality in the society. Therefore, the quality management of a higher education institution is a process that continuously and systematically follows-up over a long-time period whether the established system of quality assurance, monitoring and control is effective and adjusted to proclaimed European standards. Purpose of this presentation is to gain insight into to current developmental state of quality management in HEI's in relation to the proclaimed standards.

**Keywords:** quality management, higher education institutions, policies, management systems, organizational improvement

## **SUPERVISION OF EDUCATION AS A QUALITY ASSURANCE TOOL IN TURKEY: MINISTRY OF NATIONAL EDUCATION (MoNE) AND HIGHER EDUCATION (CoHE)**

**Bariş Eriçok**

*Faculty of Education, Nevşehir Hacı Bektaş Veli University, Turkey*

**Abstract.** Teachers and school principals need continuous supervision activities at the point of whether their education and management activities are suitable for the purposes of the Turkish National Education System. For this reason, it would be beneficial to see supervision as a process that is carried out in the name of public interest and is expected to continuously improve processes. It can also be seen as a tool of evaluation from supervision management processes. For this reason, there is a parallelism between the understanding of management adopted in an organization and the understanding of supervision. The purpose of educational supervision is to support and reveal the practices and processes in accordance with the essence and purpose of education, training and management activities carried out in schools. In this study, it is aimed to reveal the opinions of school principals about the course supervision they carry out. Within the scope of the research, interviews with school principals are planned. For this purpose, interview questions will be created by the researcher.

**Keywords:** educational supervision, school principals, opinions, course supervision

## **FROM RISK MANAGEMENT TO AGILE AND CRISIS MANAGEMENT IN EDUCATIONAL INSTITUTIONS DURING COVID-19**

**Dejan Hozjan**

*Faculty of Education, University of Primorska, Slovenia*

**Abstract.** The Covid-19 period and rapid lockdown put the management of educational institutions in an unexpected situation. In a relatively short time, they had to react quickly to the new situation and adjust the educational process. The adaptation on distance learning required the management of educational institutions to provide all stakeholders with appropriate ICT equipment, prepare instructions for the implementation of the new educational process, train professional staff for the new way of working and monitoring of changes. The changed way of managing educational institutions during COVID-19 period meant a conceptual change of management in education. Thus, in the period before COVID-19, we were able to detect elements of risk management in management in education, as the management of educational institutions was able to monitor long-term risk factors for their business success and respond systematically to necessary adjustments. In the COVID-19 period was a new situation emerged, which brought to the fore the rapid response of the management of the institutions in unforeseen circumstances. The COVID-19 period thus required from the management of educational institutions a synergy of agile and crisis management. In view of the above, we will be presented how the management of Slovenian educational institutions was previously trained in the use of agile and crisis management and, above all, what problems they encountered during their direct implementation.

**Keywords:** crisis management, educational institutions, Covid-19

## **TOPICS**

*Strategic and Development Management in Education – Factors of Efficiency of the Educational Institutions*

*Strategic Planning in Education in Uncertainty Conditions*

*Contemporary Theoretical Concepts of Management – Implementation in Educational Institutions*

*Management of Education in the Digital Age: the Role of ICT*



## **THE ROLE OF THE MENTOR IN THE MANAGEMENT OF THE PRACTICAL WORK OF STUDENTS – FUTURE TEACHERS**

**Vesna Makashevska, Maja Raunik Kirkov, Lulzim Ademi**

*Faculty of Pedagogy St. Kliment Ohridski, Ss.Cyril and Methodius University  
in Skopje, North Macedonia*

**Abstract.** Practical work has a significant place in realizing the competencies and qualifications of future teachers. In recent years, especially with the Bologna educational reform, emphasis has been placed on the model of teacher education based on the acquisition of knowledge and skills for working with others and active participation in social engagements. In this context, pedagogical practice based on the interaction of universities and schools, kindergartens and other educational institutions, conducted by trained mentors, can significantly contribute to the development of the competencies of students - future teachers. In such a condition, there is a need to establish a net of mentors who will facilitate the process of connecting theory and practice. The mentor has to be a model who teaches, advises in a friendly atmosphere in order to achieve professional development of the students – future teachers. The work presents the results of a survey conducted to obtain data on the role of mentors of student-future teachers in the management of practical work during their academic education at the university. More specifically, we present the views and experiences of 24 mentors in managing the practical work of 72 students - future teachers guided by 7 university professors. The research shows the application of the new concept of education for managing the mentoring process with the structured activities that were carried out during the preparation of students for the implementation of practical work. It was conducted in a university setting with physical presence during the Covid-19 pandemic.

**Keywords:** practical training, mentors, management of the practical work, students – future teachers

## **DOSSIER ANALYSIS FOR DEVELOPMENT OF THE CHILD IN PRESCHOOL INSTITUTIONS**

**Suzana Nikodinovska - Bancotovska**

*Faculty of Pedagogy St. Kliment Ohridski, Ss.Cyril and Methodius University  
in Skopje, North Macedonia*

**Abstract.** The educator in preschool institutions monitors the development and progress of each child individually, which results in keeping a dossier for the child (development portfolio). This paper will provide an appropriate approach to the process of keeping a dossier of the child in preschool institution: coordination between preschool and primary education with an ultimate goal - appropriate holistic development of the child. The subject of this research is examination of monitoring of the of the children's progress. The scientific goal is to make an analysis of the ways of monitoring the progress of the children's progress and to determine a system of recommendations for transferring relevant data from the child's dossier to the primary school. According to the objective, several operational tasks are defined. One of the tasks refers to the examination of the ways and forms which the file for monitoring of the child's progress is kept in preschool institutions. Research hypotheses were set, which are mostly affirmative and confirmed at the end of the study. In the study, we use the following research methods: Theoretical-analytical method, for studying the theoretical basis of research and analytical-descriptive method, for determining the state of pedagogical reality. The research was conducted with research techniques of analysis of documentation and by surveying opinions and attitudes of the educators (who represent the sample), using record list and questionnaire as instruments. Some of the conclusions suggests: Need for coordination between pedagogical and psychological facilities of the kindergarten with the primary school; Child's file data to be restructured with individualized approaches and recommendations, etc.

**Keywords:** analysis, dossier, progress, monitoring



## **UNDERSTANDING OF INTELLECTUAL AUTONOMY BY THE EDUCATOR – A FACTOR FOR FLEXIBLE PEDAGOGICAL LEAD IN THE PRESCHOOL EDUCATIONAL PROCESS**

**Tatjana Koteva-Mojsovska**

*Faculty of Pedagogy St. Kliment Ohridski, Ss.Cyril and Methodius University  
in Skopje, North Macedonia*

**Abstract.** Intellectual autonomy, as a discourse of humanistic pedagogy, enables the preschool teacher to critically review the effects of own work and to create a constant impetus for development and change. In that sense, the teacher successfully creates strategies with the help of which he creatively and contemporarily leads the educational activity. This paper refers to results of the research whose aim was to discover the connection between the understanding of intellectual autonomy among the preschool teacher and the flexibility in his pedagogical guidance from aspect of the possible discrepancy between the theoretical and applied curriculum. The research was carried out in seven kindergartens in the area of Skopje, in which 108 preschool teachers were covered with a questionnaire and 45 of them participated in a focus groups' interview. An analysis of the pedagogical documentation was also carried out in order to show the relevance of the answers from the other instruments. The different research instruments showed a discrepancy in the attitudes and opinions of the teachers regarding the same segments of the educational process. They respect intellectual autonomy, but do not have a clear idea of it and are not aware of their own rights related to its realization. At the same time, they are not aware to what extent and in what direction they can turn autonomy into development and changes. Hence, there is a need to redefine and restructure the competencies related to the intellectual autonomy of the preschool teacher across his initial and permanent education.

**Keywords:** intellectual autonomy, pedagogical lead, early childhood development, preschool education

## **TRAINING MANAGEMENT IN THE MODERN BUSINESS SYSTEM**

**Tamara Vukić, Vesna Nikolić**

*Faculty of Occupational Safety, University of Niš, Serbia*

**Abstract.** The human resources or the human capital can be regarded as a driving force of the modern organizations' development. At the same time, the training of employees is observed and defined as a necessary prerequisite for their development and realization of both personal (professional) and organizational goals. Moreover, contemporary authors believe that the competitive advantage of organizations in the global economy and industry 4.0 depends on the competencies, knowledge, skills and willingness of employees to respond to the challenges of turbulent economic environment and scientific and technological development. Special attention should be paid to the obligations and responsibilities of the organization to provide the material and organizational conditions necessary for modern education and learning; provide a positive learning climate; motivate employees to learn permanently; stimulate the application of acquired knowledge; require and encourage a continuous education of managers, etc. Organizations that respect this concept promote learning as a fundamental element of the current business strategy and as a fundamental basis of their development and business efficiency in the future. However, relevant sources indicate that the modern business environment suffers from numerous weaknesses and shortcomings in the organization and implementation of the employee training. Starting from that, the paper elaborates the basic characteristics and phases of training management with a special emphasis on the transfer of training as an integral part of the management strategy in a modern business environment.

**Keywords:** training, management, knowledge, economy

## **HIGHER EDUCATION DURING THE COVID-19 PANDEMIC: TRANSITION TO DISTANCE LEARNING**

**Aleksandra Nikolajević<sup>1</sup>, Matija Brzaković<sup>2</sup>, Gordana Stojić<sup>1</sup>**

*<sup>1</sup>Faculty of Philosophy, University of Niš, Serbia*

*<sup>2</sup>Penal Correctional Institution, Niš, Serbia*

**Abstract.** The Covid-19 disease pandemic in 2020 led to a health crisis to which states responded with measures of closure and reduction of the frequency of physical contacts. The closure affected all aspects of the functioning of higher education institutions: teaching, scientific research, management and student mobility. In such conditions, the transition to distance learning was made suddenly, in a short period of time. That was a challenge for teachers, students and the management of higher education institutions. The subject of the paper is the transition of administration, teachers and students to online teaching during an emergency. The paper is based on the research on the organization of sociology studies at the Faculty of Niš in emergency conditions. First, it will be presented how the management organized functioning of the Faculty and how teachers prepared themselves for the transition to online teaching. After that the results of the survey conducted among sociology students regarding technical equipment, skills, support and attitudes about distance learning will be analyzed. The conclusion points to the achieved results and the problems that the faculty, teachers and students faced during this sudden change in the way of teaching and learning. The results of the research show the Faculty's organizational readiness, which enabled the transition to online teaching to be carried out immediately: the management acted timely and proactively, and the teaching staff used informal exchange of information and experiences, as well as learning by doing. Students assessed that the instructions they received from teachers were mostly complete and timely. There are differences among students regarding conditions for distance learning (ICT equipment, working space, skills). The most common problem they faced was the lack of materials (texts) they needed for learning. The majority of students rated distance learning as interesting.

**Keywords:** Covid-19 pandemic, distance learning, access, skills, management

## **CHALLENGES OF EFFECTIVE ASSESSMENT OF ONLINE LEARNERS**

**Eriola Qafzezi, Fabiola Kadi**

*Fan S. Noli University, Korca, Albania*

**Abstract.** Educators at all levels are paying attention to ever challenging demands of teaching across distance. One of the most debatable issues in this respect remains evaluation. This paper aims to cover some of the practices and strategies that can be used to assess both formatively and summatively online learners. Some valuable insights will be provided with reference to evaluation tools and instruments that respond to the realities of online learning. Continuous reference will be made to students' feedback as a way of assessment. Other means of assessment such as portfolios and peer assessment will be commented upon and illustrated. Throughout the article evaluation is considered as an essential element in the continuous evolution of online learning.

**Keywords:** online, learners, assessment, tools, feedback

## **EXPLORING ICT ADOPTION FOR IMPROVED EFFICIENCY OF E-LEARNING IN HIGHER INSTITUTIONS OF KOGI STATE**

**Akeem Tunde Nafiu, Juwon Johnson Orugun, Dare Joseph Enimola**

*Faculty of Management Sciences, Prince Abubakar Audu University,  
Anyigba, Nigeria*

**Abstract.** This study aimed at the effect of ICT on the efficiency of e-learning in higher institutions of Kogi State. The study adopted descriptive research design. 226 respondents were surveyed. Reliability results showed the Cronbach alpha of ICT adoption for e-learning ( $\alpha = 0.984$ ) and efficiency of e-learning ( $\alpha = 0.755$ ). Data were gathered and analysed using descriptive, Multiple Regression and Binary Logit Regression. Finding showed that ICT adoption has strong influence on efficiency of e-learning in the higher institutions of Kogi State. The study recommended that policy makers should strategically design a framework that can enhance effective ICT adoption to influence improved efficiency of e-learning in the higher institutions of Kogi State.

**Keywords:** Information and Communication Technology, efficiency of E-learning, ICT avoidance, self-efficacy toward ICT, severity of malicious IT

## **THE KNOWLEDGE AND SKILLS OF GREEK PRIMARY SCHOOLS TEACHERS DURING THE DIGITAL TRANSFORMATION OF THE PUBLIC SCHOOL**

**Gerasimos Kalogeratos<sup>1\*</sup>, Lourida Konstantina<sup>2\*</sup>**

*<sup>1</sup>Department of Management Science and Technology, University of Patras, Greece*

*<sup>2</sup>Hellenic Open University, Greece*

**Abstract.** The present research focuses on the knowledge and the skills teachers acquired through the digital transformation schools in the Greek Primary Education underwent due to Covid-19 pandemic. The need for a digitally transformed educational system that can respond effectively to the new requirements, with the use of educational and computing technologies, came forward [1]. Additionally, it was appointed of vital importance that educational units should turn into learning organizations [2] which are digitally updated and, thus, can keep up with the new conditions. The aim of this research is to look into the perceptions Primary School teachers in the Achaia Prefecture have in regard to the necessity for the Greek Primary School to adjust to the requirements of the new digital era. Accordingly, the teachers' level of knowledge and skills in Computing as well as their willingness to take on the challenges that enhance the compatibility between the educational system and the new digital era of the 4th Industrial Revolution which leads to the transformation of schools into learning organizations, is also examined. The research was carried out with the use of a closed-ended questionnaire. According to the results, teachers were found to have a positive opinion and attitude towards ICT and the distance platforms used in the educational practice in the last two years, although most of them had a low level of ICT knowledge and skills. Finally, from the teachers' recorded beliefs emerged that the digital transformation of education is a slow process due to specific obstacles that inhibit the transformation of educational units into learning organizations.

**Keywords:** Covid-19, learning organization, digital transformation, 4th Industrial Revolution, digital knowledge and skills, Greek primary school

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[mkalogeratos@gmail.com](mailto:mkalogeratos@gmail.com)

[klourida@yahoo.com](mailto:klourida@yahoo.com)

\* PhD Student

\* Master's student of Adult Education

## **THE TEACHER LEADERSHIP COMPETENCIES – ASSISTIVE TECHNOLOGY FOR COMMUNICATION IN ELEMENTARY SCHOOL EDUCATION**

**Jovana Arsić**

*Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** One of the important assumptions of leadership in the process of upbringing and education is the readiness of the leader to take responsibility for improving the teaching process's quality and continuously participate in activities directly related to the improvement of educational outcomes. In other words, for a teacher to be a good leader, it is necessary to contribute to the overall development, support, and increase of students' skills through commitment. In this paper, we wanted to examine whether primary school teachers are familiar with assistive technology used to achieve and facilitate verbal communication of children with difficulties in verbal expression, i.e., whether teachers use devices for augmentative and alternative communication in regular classes. The research was conducted in the territory of southern Serbia on a sample of 176 teachers working in elementary schools. A Likert-type scale, created especially for research purposes, was used as an instrument for data collection. The results show that almost half of the teachers state negatively when it comes to familiarity with assistive technology. Pedagogical implications derived based on the obtained results refer to the empowerment of teachers to acquire the necessary knowledge through professional development in the field mentioned above to adequately provide full support to students with complex communication needs to increase their verbal skills.

**Keywords:** leadership competencies, teacher, assistive technology, elementary school, verbal communication

**THE MANAGEMENT OF THE "EDUCATIONAL GROUP"  
(EKPAIDFTIKÓS OMILOS): AN EXAMPLE OF THE MANAGEMENT OF  
AN EDUCATIONAL ASSOCIATION OF THE BEGINNING OF THE LAST  
CENTURY IN GREECE**

**Stella Chantzi**

*Department of Midwifery, University of Western Macedonia, Greece*

**Abstract.** This proposal refers to the management and administrative autonomy of an educational company of the early 20th in Greece. This is the "Educational Group" Ekpaideftikós Omilos. This is an [Educational Association], founded in 1910 with founders Tsirimokos, Triantaphyllides and Delmouzos with the aim of educating Greek teachers and Greek schools. Its members are educated people but also teachers of Athens, its surroundings and to a lesser extent other areas of Greece and abroad. The work is based on archives of the time and with the interpretive historical method records the way of administration, the role of the Administrative Committee,(AC) the composition of its members, as well as the financial Management & Financing of the EO, in order to raise money in various legitimate ways. The management of the group is an example of management in a relatively centralized way and with control of both the ideological issues, which constitute its goal and its financial needs and earnings-activities. The Board of Directors has increased responsibilities for approving new members, decision-making, representation of the Group, convening a regular and extraordinary General Meeting. The subject of the sessions is the discussion on various management issues that concern the Group or on practical issues and various educational issues. There is also a provision for an Executive Committee that is essentially identical to the Board of Directors and division of tasks and sectors into selected members.

**Keywords:** management, Ekpaideftikós Omilos, Administrative Committee, financial management



## **INVESTIGATING GREEK PRIMARY SCHOOL TEACHERS' OPENNESS TO NEW IDEAS AND PRACTICES AND THE POSSIBLE RELATIONSHIP WITH THEIR PERCEIVED SELF-EFFICACY**

**Efstathios Xafakos<sup>1\*</sup>, Katerina Vassiou<sup>2</sup>, Vasileios Stavropoulos<sup>3+</sup>,  
Vassiliki Tzika<sup>2\*</sup>**

*<sup>1</sup>Department of Primary Education, National and Kapodistrian University  
of Athens, Greece*

*<sup>2</sup>Department of Primary Education, University of Western Macedonia,  
Greece*

*<sup>3</sup>University of Thessaly, Greece*

**Abstract.** Openness to new ideas and practices could be characterized as a primary condition that lead teachers to innovation and it is also a key component of schools that foster teachers' and students' learning. However, there are not many studies that examine teachers' openness and factors related to it, while the relationship between self-efficacy and innovation has been identified. The study aimed to investigate the possible relationship between teachers' self-efficacy and openness to new ideas and practices. For this reason, a quantitative approach was used and 182 primary school teachers completed a self-reported questionnaire consisted of the short form the Tschannen - Moran et al self-efficacy scale and one subscale that refers to openness and indicated after the factor analysis from the Hurt et al teachers' individual innovativeness scale. The statistical analysis of the primary data showed that teachers express themselves clearly positively both in terms of their self-efficacy and their openness to new ideas, while a weak correlation was found between the two variables. The results partially confirm the findings of similar studies and demonstrate the necessity of further investigation of this specific topic and the search for organizational factors that may influence these variables.

**Keywords:** school teachers' openness to new ideas, self-efficacy, Greek context

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[stathisxafakos@yahoo.com](mailto:stathisxafakos@yahoo.com), [evasiou@uowm.gr](mailto:evasiou@uowm.gr)  
[bstavro@uth.gr](mailto:bstavro@uth.gr)  
[vatzika@pre.uth.gr](mailto:vatzika@pre.uth.gr)

\* Postdoctoral researcher

+ Postgraduate student in Educational Administration, PhD

\* PhD candidate researcher

## MUTUAL SUPPORT AS A CHARACTERISTIC OF THE “SCHOOL AS LEARNING ORGANIZATION” AND ITS EFFECT ON DIMENSIONS OF TEACHERS’ JOB SATISFACTION

Efstathios Xafakos<sup>1\*</sup>, Katerina Vassiou<sup>2</sup>, Vassiliki Tzika<sup>2\*</sup>, Vasileios Stavropoulos<sup>3+</sup>

<sup>1</sup>*Department of Primary Education, National and Kapodistrian University of Athens, Greece*

<sup>2</sup>*Department of Primary Education, University of Western Macedonia, Greece*

<sup>3</sup>*University of Thessaly, Greece*

**Abstract.** School as learning organization is a multi-level and multi-dimensional concept, as characterized by the OECD (2016), which appears to provide specific benefits to teachers and students and contributes to teacher’s job satisfaction. Additionally, schools as learning organizations incorporate various components such as collaboration, openness, shared vision, inquiry culture, leadership, and others, as well as characteristics of emotional climate such as trust, mutual support and respect. Given that the literature examines perceived support in the workplace and its relationship with job satisfaction, the current study focuses on teachers’ mutual support and its effect to their job satisfaction. 304 primary school teachers of all specialties from Greece completed a questionnaire consisted of two scales. The first scale consisted of 36 items examined the learning organization. After the factor analysis, which indicated 5 factors (mutual support, collaboration, openness, optimism and resource adequacy), the one subscale related to mutual support consisted of 11 items was isolated. The second scale originating from two research tools examined teachers’ job satisfaction. The factor analysis indicated 3 factors (good work environment, positive emotion and personal time). The results revealed that teachers expressed positive opinions about mutual support in the school unit they serve, as well as in terms of their job satisfaction dimensions. Path analysis revealed that support among teachers has direct and indirect effects on their job satisfaction. Results indicate that schools need to invest in the mutual support of teachers in several ways, because it seems to have positive effects on teachers’ work and their professional learning.

**Keywords:** mutual support, teachers’ job satisfaction, school as learning organization

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[stathisxafakos@yahoo.com](mailto:stathisxafakos@yahoo.com), [evasiou@uowm.gr](mailto:evasiou@uowm.gr), [bstavro@uth.gr](mailto:bstavro@uth.gr), [vatzika@pre.uth.gr](mailto:vatzika@pre.uth.gr)

\* Postdoctoral researcher

\* PhD Candidate researcher

+ Postgraduate student in Educational Administration, PhD

## **TEACHERS' CLASSROOM MANAGEMENT STYLE IN GREECE: A COMPARATIVE STUDY OF TWO METHODOLOGICAL TOOLS**

**Alexandra Gkontzou<sup>1\*</sup>, Dimitrios Zachos<sup>2</sup>**

*<sup>1</sup>Aristotle's University of Thessaloniki, Greece*

*<sup>2</sup>Intercultural Education Aristotle's University of Thessaloniki, Greece*

**Abstract.** In this paper we aim to examine primary school teachers' most preferred Classroom Management style. Teachers' style is a characteristic of teachers, which is determined by their values, beliefs, their pedagogical philosophy and characterizes their behavior in the classroom. We defined four such types: authoritarian, democratic, laissez-faire, and warm demander style. The issue is approached through the application of two online methodological tools: First, a conventional text – based survey of 36 questions, using the Likert scale, and second a comic – style vignette – based questionnaire, consisting of 10 episodes. We used a non-probabilistic sample of fifty (50) easily accessible primary school teachers from various areas of Greece, who volunteered to participate in our research. The use of those methodological tools gave us the opportunity to compare them, in order to identify the advantages and disadvantages of each. The comparison considered factor such as interest, time, clarity, effort, innovation, and pleasure. Participants' responses indicated that they found the comic – style vignette – based questionnaire more interesting, innovative, and pleasant compared to the conventional questionnaire. In addition, no significant differences were found concerning the clarity, time and effort required to complete the two questionnaires.

**Keywords:** classroom management style, text – based questionnaire, vignette – based questionnaire, comparison of data collection tools

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[alexgkontzou@gmail.com](mailto:alexgkontzou@gmail.com)  
[dimzachos@eled.auth.gr](mailto:dimzachos@eled.auth.gr)

\* PhD Candidate

## PRIMARY SCHOOL TEACHER'S ASSOCIATION OF THE REPUBLIC OF SERBIA (PSTARS) IN THE ROLE OF MANAGEMENT IN THE AFFIRMATION OF THE TEACHING PROFESSION AND ACTIVITIES

**Batica Nikolić<sup>1\*</sup>, Milan Nikolić<sup>2\*</sup>, Ivan Lempić<sup>3</sup>**

*<sup>1</sup>Pedagogical Faculty in Vranje, University of Niš, Serbia*

*<sup>2</sup>Faculty of Sport and Physical Education, University of Belgrade, Serbia*

*<sup>3</sup>Faculty of Medical Science, University in Priština, Kosovska Mitrovica, Serbia*

**Abstract.** Education is a dynamic and continuous process, so its key actors are expected to be open and ready for innovations within this field. It is very important to focus teachers' activities on identifying the most adequate forms of preparation, support, training and information in the context of continuous and constant changes in the educational environment. Starting from the position that teachers are the strongest intra-school factor in the implementation of quality education, united from the point of view of practitioners, they have immeasurable importance and influence on the educational system and educational institutions in creating educational policy and educational work. The aim of this paper is to present and support teacher self-organization so that teachers, in the adoption and implementation of new educational activities through their management, could implement their concepts of work. School Teacher's Association of the Republic of Serbia (PSTARS) is a professional association that actively participates in the analysis and improvement of the quality of education in Serbia and through various types of activities and forms of professional development strengthens the teaching profession and the role of teachers in modern society. Teachers see themselves as autonomous professionals, creators of their practice and changes in the system of education and upbringing in the Republic of Serbia, and they see PSTARS as an organizer and implementer of teaching activities. Through a poster presentation, we will present an overview of the work and activities of PSTARS and the activities and segments of good teaching practice.

**Keywords:** education system, teacher, PSTARS, activities, management, teaching practice

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[baticanikolic@gmail.com](mailto:baticanikolic@gmail.com)

[nikolic-milan@windowslive.com](mailto:nikolic-milan@windowslive.com)

[ivan\\_lempic@yahoo.com](mailto:ivan_lempic@yahoo.com)

\* PhD Student

## **MANAGEMENT IN EDUCATION IN PEDAGOGICAL JOURNALS IN SERBIA**

**Siniša Stojanović**

*Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** The paper analyzes the representation of management in education in pedagogical journals in Serbia. For the analysis, journals were selected from the list of categorized scientific journals of psychology, pedagogy, andragogy and special education in Serbia. The temporal sample for the analysis was set to the period of the last 10 years. The starting point of the analysis are the works that explicitly contain in their title terms that refer precisely to the context of the concept of management in education (management, editing, managing, system management, guidance, economy, leadership). The mentioned semantic context also represents the basic unit of analysis of the mentioned contents. The analysis of journals in the field of education according to the mentioned criteria leads to the conclusion that the number of publications in this field lags significantly behind the number of publications dealing with general pedagogical issues. As a result, there is a need for a more precise determination of the scientific status of management in education and a systematization of its content in relation to the above theoretical framework.

**Keywords:** management in education, pedagogical journal, theoretical analysis, unit of analysis

## **MODERN UNIVERSITY EDUCATION – BETWEEN CORPORATE AND PARTICIPATIVE MANAGEMENT – CONTRADICTIONS AND PERSPECTIVES**

**Ljubiša Mitrović<sup>1\*</sup>, Danijela Zdravković<sup>2</sup>**

*<sup>1</sup>Faculty of Philosophy, University of Niš, Serbia*

*<sup>2</sup>Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** We live in a global age of "dislocated modernization and instrumental rationality" (J. Habermas), in which the neoliberal logic of development is imposed as the dominant form of rationalisation in all areas (from the economy to education and culture). Against this background, we are confronted with the phenomenon of the rise of academic capitalism in the management of universities. The spirit of corporate logic suppresses not only the statist way of managing universities but also any other form of autonomous, associative and participative development of universities as a cognitive-educational, rational and humane community of homo academicus. The author underlines his work with a plea: if the university is to develop as an important cognitive and developmental capital, as a factor for the development of self-consciousness and as a haven of identity culture, and as an actor in the humanistic-emancipatory processes of democratic development of society and humanity, it must avoid the pitfalls of both statist and corporatist management. In a word, the processes of modernization of the university management system must follow the principles of a rational and humane participatory community, whose highest goods are: the creative search for truth, the development of an autonomous critical personality, permanent education, patriotism and philanthropy. In order to achieve these goals, the autonomy of the University must be preserved and developed, because it is a prerequisite for its development as a creative and critical institution at the service of truth, people and humanity.

**Keywords:** university, management models in education, the rise of academic capitalism, participative management, permanent education for community life, sustainable development of humanity

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[ljubisa.mitrovic@filfak.ni.ac.rs](mailto:ljubisa.mitrovic@filfak.ni.ac.rs)  
[danijelavranje@gmail.com](mailto:danijelavranje@gmail.com)

\* Professor emeritus

## **TOPICS**

*Knowledge Management in Education*

*Human Resource Management in Education*

*Leadership in Education, Styles and Competencies of Leaders*





## **ASSESSING STUDENTS' MATHEMATICAL KNOWLEDGE, PROJECT WORK AND HOMEWORK WITH FUZZY LOGIC**

**Daniel Doz\*, Darjo Felda, Mara Cotič**

*Faculty of Education, University of Primorska, Slovenia*

**Abstract.** Student knowledge assessment is a key element of the pedagogical process, as it provides students, parents and educators with important feedback information on students' knowledge and skills. Assessment of students' mathematical knowledge is complex, as several factors are normally included in students' final grade, and simply calculating the average of students' achievements may not provide a complete picture of their knowledge. Therefore, in this paper, we aimed to investigate the possibility of using fuzzy logic to assess students' knowledge and competencies by considering (1) students' overall academic performance, (2) the quality of students' project work on a topic from history of mathematics and (3) the regularity of handing in homework. The study was conducted considering 22 Italian high school students. The results show that students' academic performance is similar to student grades obtained with fuzzy logic.

**Keywords:** mathematics, project work, homework, fuzzy logic

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[doz\\_daniel@yahoo.it](mailto:doz_daniel@yahoo.it)  
[darjo.felda@pef.upr.si](mailto:darjo.felda@pef.upr.si)  
[mara.cotic@pef.upr.si](mailto:mara.cotic@pef.upr.si)

\* PhD Student

## KNOWLEDGE MANAGEMENT IN NURSING EDUCATION: LESSONS LEARNED FROM ONLINE-LEARNING AND ONLINE-TEACHING

**Tatjana Kilibarda<sup>1</sup>, Šćepan Sinanović<sup>2</sup>, Biljana Prođović Milojković<sup>3</sup>**

*<sup>1</sup>The Academy of Applied Preschool Teaching and Health Studies Kruševac –  
Department in Ćuprija, Serbia*

*<sup>2</sup>High Medical College of Professional Studies "Milutin Milanković",  
Beograd, Serbia*

*<sup>3</sup>Faculty of Applied Ecology "Futura", Metropolitan Univeristy, Belgrade,  
Serbia*

**Abstract.** The global COVID-19 pandemic has changed the way health and education services are delivered, forcing to develop new effective strategies. The effectiveness of online-learning and online-teaching depends on many factors. The aim of this study is to analyze the factors that influence the effectiveness of knowledge management in new circumstances and to explain its use and strategies. A qualitative research was conducted during April and May 2022 in two higher educational institutions for nurses in Serbia. Data on a comprehensive view of the quality of teaching and learning methods was obtained through the opinions and attitudes of students and teachers who participated in two focus groups. The results showed that the most important factors that impact the quality of online-learning and online-teaching are: attitudes and motivation of students and teachers, confidence in using the technology involved, clarity of speech, teaching design, preparation for teaching, ability to monitor educational outcomes, clinical reasoning, storytelling. The more effective online-learning and online-teaching were, the more benefits and positive outcomes the students and teachers experienced. This study recognized some trends in nursing education, such as innovative teaching strategies of improving students' clinical ability and leadership. The knowledge management structure and process can improve the education of nurses, and consequently improve the performance of teaching hospitals, which is the main goal of nursing education.

**Keywords:** knowledge management, nursing education, online teaching

## **INTERACTIVE TECHNIQUES FOR UNDERSTANDING AND INTERPRETING FICTION TEXT BY STUDENTS IN PRIMARY EDUCATION**

**Daniela Yordanova, Mariana Garmidolova**

*Faculty of Education, University of Veliko Tarnovo "St. St. Cyril and  
Methodius", Bulgaria*

**Abstract.** The article discusses the synergistic interaction of related subject areas for understanding and interpreting fiction narrative text by students in the primary educational stage. Methodological solutions illustrate possible options that can be used in pedagogical practice. The practical-applied aspect is based on a theoretical basis related to the understanding that the fiction narrative text has general and specific characteristics that determine the application of appropriate teaching techniques to students in the stage 1. – 4. class.

**Keywords:** fiction narrative text, specificity, interactive techniques, comprehension, interpretation, primary educational stage

## **HUMAN RESOURCE MANAGEMENT IN EDUCATIONAL ORGANIZATIONS AND THE ADMINISTRATIVE ROLE OF LEADER'S COMMUNICATION IN EFFECTIVE EDUCATIONAL MANAGEMENT**

**Christos Tsantakis**

*University of Western Attica, Athens, Greece*

**Abstract.** In educational management, one of management's functions that can contribute to the effectiveness and successful operation of educational organizations is leadership. Depending on how leadership and leader's behavior applied in educational organization, can lead the organization to success through the achievement of the goals originally set. Analyzing leadership as scientific term in educational management and as a management function, according to international references, two of its basic structural elements are decision making and communication with the members of the organization and all those involved in it. In this context, the way and characteristics of leader's communication with members of the educational organization during human resource management can contribute to the assumption of leadership roles and functions such as motivating, pushing, empowering, etc. towards achieving success. This paper presents the possibilities that can be offered by the way and the characteristics of leader's communication with the members involved in educational organization during human resource management. We analyze the implementation of specific leadership behaviors, leadership roles and actions by the head of an educational organization through communication during human resource management. Such as encouraging, inspiring, rewarding, pursuing innovation and the expression of creativity by members of the educational organization, can be achieved by using of appropriate spoken and written language as part of communication. In this way, both leader and educational organization, can be effective and therefore can reach success.

**Keywords:** human resource management, educational management, leadership in education, communication in management

## **PANDEMIC CHALLENGES IN PRIMARY SCHOOL MANAGEMENT IN SERBIA**

**Branislav Randjelović<sup>1</sup>, Elizabeta Karalić<sup>2</sup>, Danijela Đukić<sup>2</sup>**

*<sup>1</sup>Faculty of Teachers Education University of K. Mitrovica, Serbia*

*<sup>2</sup>Institute for Education Quality and Evaluation, Belgrade, Serbia*

**Abstract.** The principal, as a leader in the school, significantly affects the realization of teaching and learning and also student achievements. Having in mind the responsibility and importance of the principal in primary school, in this paper we discuss influence of Covid-19 pandemic onto the process of managing and organizing the teaching and learning process. Since school principals are the important link between decision makers and those who implement educational policy, we analyzed recommendations to school, sent by Serbian educational authorities in 2019/20 and 2020/21 school year. We developed a questionnaire for the purpose of this study and we conducted a research with participation of 264 primary school principals. This research contains two analyzes: qualitative data analysis (content analysis) and quantitative statistical analysis (descriptive statistical analysis). The COVID-measures, introduced by educational authorities were explored using the method of content analysis. The research instrument was a questionnaire for primary school principals, and it was used for descriptive statistics. The results show that the education authorities reacted quickly and appropriate and that they organized distance learning as a combination of TV teaching, online educational platforms and independent work of students. In accordance with the level of internet coverage and number of digital devices, this combined approach has made teaching available to the largest number of students. The principals experiences show that it is necessary to improve the digital competencies and resources of teachers, in order that students reach their full potential, during distance learning.

**Keywords:** school principals, pandemics, school leadership, distance learning

## DIRECTOR AS A LEADER IN EDUCATION, LIDER'S STYLES AND COMPETENCIES

**Maja Pop-Arsova**

*Primary School Braka Miladinovci – Kumanovo, North Macedonia*

**Abstract.** Education is important for the whole society, it is a driver of the development of society. Modern understandings of education starts from the fact that education is a system of institutional acquisition of knowledge and enabling people to acquire the knowledge, skills and habits they need. Investing in education is investing in the future. The school as an educational organization represents a composite, complex, dynamic, open and comprehensive organizational process. The director is the governing body of the school and is responsible for legality in the work and for the material and financial operation of the school. The director is a person who is responsible for the functioning of educational work in schools. Behind a successful school stands a successful director-leader. Being a leader means having strength and determination. We need proactive leaders, visionary leaders, excellent motivators, masters in communication. The purpose of this paper is to show the challenges of the modern director-leader in education through leadership styles and competencies. The focus of the paper is directed to the role of the director himself as a leader in education. As a conclusion of this paper are the positive aspects of the director as a leader in education, developing a positive climate in the school, accepting modern ways of working and professional development of the teaching staff in the school, enabling all teachers to develop their skills, potentials and abilities through the professional improvement.

**Keywords:** director, leader, leadership styles, competencies, education

## **MANAGEMENT AND LEADERSHIP IN SCHOOL PEDAGOGY AND BUILDING AN EFFECTIVE SCHOOL CLIMATE**

**Aleksandra Anđelković**

*Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** The subject of this paper is examining the relationship between management and leadership, and disclosing similarities and differences in the conceptual definition. Although both terms are used when thinking about the guidance of institutions, there are different opinions through the literature. The idea of the work is not to favor one concept, but to indicate the frameworks in which they are used and how they can influence the development of benefits and the improvement of the climate in educational institutions. The paper also presents a comparative analysis of content searches from all Faculties in Serbia that have school pedagogy as a subject in their study program. Given that school management is part of the content and one of the chapters of school pedagogy, the question of these analyzes was to investigate whether within school pedagogy there are contents related to management, management, leadership and in what terminological form. The analyzes and understanding of these concepts in the paper represent a contribution to the existing literature on management and leadership with recommendations for further development and improvement of the educational climate. The conclusions in the work are aimed at connecting the leadership and management processes with benefits and improving the climate in educational institutions.

**Keywords:** leadership, management, school pedagogy, school climate, benefits

## **HIGHER EDUCATION CURRICULUM MANAGEMENT SYSTEM**

**Marija Jovanović, Dragana Dimitrijević**

*Faculty of Philosophy, University of Niš, Serbia*

**Abstract.** Curriculum management is an important aspect and prerequisite for successful teacher leadership and teaching process quality. In order to ensure horizontal and vertical alignment and the development vision of instruction, it is necessary to identify the functional elements of this dimension in the context of higher education. For these reasons, the concept of curriculum management is viewed in this paper from the perspective of three main functions: monitoring and evaluating the teaching process, coordinating curriculum development, and tracking student progress by university teachers and associates. With the aim of determining whether and to what extent the above-mentioned dimensions of curriculum management are present at the higher education level, the research was conducted on a sample of 216 students from four faculties of the University of Niš. The results of this research show the studied functions are present at a significant level with a statistically significant frequency of their use among the teaching associates. As for the individual components of the surveyed functions, a statistically significant difference was found between the teachers from different faculties in terms of: teacher evaluation of students' involvement in the instruction process, student motivation for more intense engagement and student involvement in the evaluation process. On the other hand, teaching associates are characterized by different approaches to monitoring and evaluating instruction in terms of checking the level of understanding of the content covered in class. The established differences point to the conclusion that the researched functions are more effectively realized at faculties where instruction happens in smaller groups and where the functional learning objectives are emphasized. From the standpoint of legislation and standards for the accreditation of study programs, it can be concluded that they provide a favorable foundation for curriculum management, and that by mapping shortcomings and strategic planning of future activities, this field can be significantly improved.

**Keywords:** curriculum management, teacher leadership, monitoring, evaluation, curriculum development



## **THEORETICAL CONCEPT OF LEADERSHIP STYLES IN CONTEMPORARY EDUCATION**

**Milica Dimitrijević**

*Faculty of Philosophy, University of Niš, Serbia*

**Abstract.** Leadership in education is an innovative and challenging pedagogical phenomenon that implies the most optimal realization of educational goals and school achievements by leading the dynamics of teaching, developing educational strategies and encouraging the desired behavior and activities. In recent years, leadership has been a significant landmark of numerous reforms in the educational environment, but also an important area of scientific study. Actors in the teaching process who consider themselves as leaders play a key role in increasing the effectiveness and efficiency of teaching. As the success of achieving the vision of a leader depends on his characteristics, abilities and ways of perceiving his role by other participants in school functioning, the focus of this paper is directed on studying these aspects of the concept of leadership. The paper gives an analysis of the basic theoretical determinants of leadership and management in education, with special critical review of leadership styles in the teaching environment, their basic characteristics, values and limitations. Starting with classical leadership styles, the paper presents some of the modern leadership styles such as transformational and transactional leadership styles in education, whose key elements are reflected in the reconstruction of the school in order to design new educational strategies in a collaborative, motivating environment and, on the other hand, in achieving higher performance in teaching through the management and application of reward and punishment systems. These leadership styles are presented in pedagogical practice and they reflect the ways of effective management of modern teaching. The significance and implications of this paper are reflected in emphasizing the importance of recognizing the elements of leadership styles in teaching practice in order to provide conditions for improving educational work but also restructuring the school as a better educational organization for modern society.

**Keywords:** leadership, management, leadership styles, school principals, teachers

## **EVALUATION OF THE PRINCIPAL INSTRUCTIONAL MANAGEMENT RATING SCALE (PIMRS) IN SERBIA: A CONFIRMATORY FACTOR ANALYSIS APPROACH**

**Stefan Ninković**

*Faculty of Philosophy, University of Novi Sad, Serbia*

**Abstract.** Instructional leadership is one of the most often studied models of educational leadership. There is ample evidence that this model of school leadership has a central role in improving the quality of teaching. However, instructional leadership has been primarily investigated in Western contexts. Therefore, it would be beneficial to examine principals' instructional leadership in other educational contexts. Although instructional leadership has been conceptualized in different ways, the Principal Instructional Management Rating Scale (PIMRS) has been the most often used instrument for measuring this construct. It is an instrument that has been proved to be valid and reliable in numerous educational contexts. However, in Serbia, this scale has not been validated so far. Therefore, the main aim of this study is to assess the metric properties of the Serbian translation of the PIMRS. Participants were 277 Serbian teachers working at different school levels. Data were analyzed using techniques of confirmatory factor analysis. Results showed that the model of the PIMRS with three second-order factors has a good fit to the data. However, factor correlations were very high, suggesting the adequacy of a third-order model. This study indicates that the PIMRS can be applied in the Serbian educational context and thus it can provide useful information for scholars and practitioners.

**Keywords:** instructional leadership, principal, PIMRS, confirmatory factor analysis

## **TEACHERS' CLASSROOM MANAGEMENT STYLES, RESILIENCE AND EMOTIONAL COMPETENCE**

**Milica Ristić, Blagica Zlatković, Nela Malinović-Jovanović**

*Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** The purpose of the current study was to first examine whether there is a difference in the prominence of the styles teachers use in managing their classrooms (interventionist, interactionist, and non-interventionist). Considering that these styles are also influenced by and involve teacher personality, the second aim of this study was to investigate whether there is a relationship between these management styles and teachers' resilience and aspects of their emotional competence (perception and understanding of emotions, their expression and naming, and their regulation). The sample consisted of 100 elementary school teachers of both sexes (86 of whom were women) with an average work experience of 23.12 years. The following instruments were used: The Inventory for teachers' self-assessment in classroom management styles, the Connor-Davidson Resilience Scale, and the Emotional Competence Inventory. The results of the repeated measures ANOVA show that there is a statistically significant difference in the prominence of the different management styles. Further comparison of this prominence shows that the interactionist style is the most prominent, followed by the interventionist and non-interventionist styles. The results also show that there is a positive, statistically significant correlation between the interventionist management style and resilience, and the same type of correlation was found between the interactionist management style, resilience, and all three aspects of emotional competence. Resilience has been found to be positively related to both interventionist and interactionist management styles, both of which imply some degree of control over the classroom situation. Resilience can be seen as one of the factors that enable the teacher to act in this way. The most prominent - interactionist style requires shared control, so the current findings support the claim that teachers need to develop appropriate emotional competencies.

**Keywords:** teacher, classroom management styles, resilience, emotional competence aspects

## LEADERSHIP IN EDUCATION IN DIGITAL ERA

**Biljana Novković Cvetković, Ana Spasić Stošić, Ivana Tasić Mitić**

*Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** The goal of this paper is to critically analyze and explain the notion of leadership in education. The main focus is on the role and qualifications of a person who is expected to develop into a digital leader in the paradigm of education supported by digital technologies. In particular, we study unbreakable ties between the transfer of knowledge and required skills which support and improve learning, teaching, and management in education. A number of studies clearly demonstrated that the quality of leadership substantially contributes to educational outcomes of the students, as well as educational institution as a whole. In this paper we analyze changes brought by the onset of a digital era, and their influence on educational leaders, challenges they are facing, and methods of adjustment.

**Keywords:** leadership in education, digital technologies, digital era, leaders in education

## **TEACHER AS A LEADER IN MODERN EDUCATION SYSTEM**

**Aleksandra Milanović, Sanja Anđelković, Aleksandar Stojadinović\***

*Pedagogical Faculty in Vranje, University of Niš, Serbia*

**Abstract.** Leadership is a complex activity in the education system that can best be described as a way of responding and adapting to the challenges faced by the entire education system. Our paper will emphasize the importance of the role of the teacher as a leader, who is increasingly shifting from a lecturer to a manager of learning and instruction. The goal of this paper is to present the teacher as a leader in the modern age. The research tasks are: 1. Present the types of leadership specific for teaching (transformational, transactional, and adaptable); 2. Identifying teacher leadership strategies and competencies; 3. Discussing the impact of teacher leadership activities on student achievement. The reason for the research of the above-mentioned segments of leadership, in the field of teaching, lies in the fact that education system is complex, flexible and open to change, and therefore in the near future we can expect a time when students will have the main role in organizing and realizing their own learning. A teacher who has the qualities of a good and efficient leader will be able to work effectively with these students.

**Keywords:** leadership, teacher, types of leadership, student achievement

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