

УНИВЕРЗИТЕТ „ГОЦЕ ДЕЛЧЕВ“ – ШТИП
ФАКУЛТЕТ ЗА ОБРАЗОВНИ НАУКИ
UNIVERSITY “GOCE DELCEV” SH TIP
FACULTY OF EDUCATIONAL SCIENCES



**ОБРАЗОВАНИЕТО ВО XXI ВЕК
– СОСТОЈБИ И ПЕРСПЕКТИВИ –**

**МЕЃУНАРОДНА
НАУЧНА КОНФЕРЕНЦИЈА
– ЗБОРНИК НА ТРУДОВИ –**

**EDUCATION IN XXI CENTURY
– CONDITIONS AND PERSPECTIVES –**

**INTERNATIONAL SCIENTIFIC
CONFERENCE
– PROCEEDING BOOK –**

Штип, 24 – 25 Септември, 2015
Shtip, September, 24-25, 2015

fesconference@ugd.edu.mk

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LADIES AND GENTLEMEN, DEAR GUESTS!

With great honor and pleasure I welcome You on behalf of all teachers, associates, employees and students of the Faculty of Educational Sciences at the University "Gotse Delchev" in Shtip and I wish You pleasant moments during this solemn event organized to mark 20 years of university education of teachers.

But in fact, the Faculty of Educational Sciences basis its twenty years of existence on 146 year continuous development of formal education of teachers and preschool teachers in the region. The achievements of the Pedagogical-Seminary school founded in 1869, the existence of which is linked to the name of the creator of the first primer and the first textbook for teachers - School Pedagogy - Josif Kovachev, and to the name of the great teacher Gotse Delchev, followed by the School for Teachers established in 1946, Higher Pedagogical School founded in 1959, and the Pedagogical Academy (1961) are woven into the tradition and development of our Faculty.



In 1995 the two-year formal education of teachers and preschool teachers developed into four-year university studies.

In 2007 the Pedagogical Faculty became part of the State University "Goce Delchev" in Shtip, said to be the fastest growing university in Macedonia.

Following the global trends in teacher education, modern trends in education policymaking in Europe and in the world, respecting the knowledge of the history of civilizations as an important intellectual resource for social development, as well as scientifically and experientially diagnosed educational challenges that have emerged as a result of deep changes of values in our society and globalization trends (scientific, educational, technological, and economic) the Faculty of Educational Sciences has designed study programs for I, II and III cycle of studies in accordance with the organizational - pedagogical quality standards in compliance with the principles of the Bologna Declaration and European credit-transfer system with a high level of recognition in the area of European Higher Education.

If 20 years ago our Faculty started to implement teaching with 5 PhDs and 3 masters as regular employees, today we can proudly say that our academic community is comprised of 20 PhDs and one master.

Today our students have the opportunity to educate themselves at the faculty which sees its future as a continuous development aimed at:

- Strengthening and expanding international partnerships
- Popularization of mobility of students and staff,
- Internationalization and improvement of scientific research work,
- Improvement of pedagogical approaches to teaching and links with practice, putting students at the center of the educational process.

Ladies and Gentlemen,

I take this opportunity to thank you for coming today to celebrate with us the teaching profession and our contribution to it.

We are quite aware that the road to success is long and winding and it is easier to travel with joint forces. That is why we wanted to mark this celebration by organizing a scientific conference dedicated to education in the 21st century. Let us share our knowledge, understanding and experiences regarding the situation and perspectives and suggest possible ways of modernization. 89 papers have been submitted and there are authors from 8 countries. This is really promising!

Once again, I wish you all a warm welcome and successful work.

Dean,
Prof. d-r Sonja Petrovska
24. 09. 2015., Stip

ПОЧИТУВАНИ ...

Со голема чест и задоволство, Ве поздравам во името на сите наставници, соработници, вработени и студенти на Факултетот за образовни науки при Универзитетот Гоце Делчев во Штип и Ви посакувам пријатни моменти во текот на оваа свечена манифестација организирана по повод 20 годишно факултетско образование на наставници и воспитувачи.

Факултетот за образовни науки своето постоење го темели на 146 годишниот континуиран развој на формалното образование на наставници и воспитувачи на овие простори. Во традицијата и развојот на нашиот факултет се вткаени достигнувањата на Педагошко-богословското училиште основано во 1869 год. Со чие постоење се врзува името на творецот на првиот буквар и првиот учебник за наставници – Школска педагогија – Јосиф Ковачев, и името на големиот учител Гоце Делчев, па Учителската школа основана во 1946 год, Вишата педагошка школа формирана во 1959 год, Педагошката академија (1961 год.).

Во 1995 година формалното двегодишно образование на наставници и воспитувачи прераснува во четиригодишно факултетско образование.

Во 2007 година Педагошкиот факултет стана дел на државниот Универзитет „Гоце Делчев“ во Штип, кој го носи епитетот најбрзорастечки Универзитет во Р Македонија.

Следејќи ги глобалните тенденции во образованието на наставници, современите тенденции во креирањето на образовните политики во Европа и во Светот, респектирајќи ги знаењата за историјата на цивилизациите како значаен интелектуален ресурс за општествениот развој, како и научно и искусствено дијагностицираните воспитни предизвици кои се појавија како резултат на длабоките вредносни промени во нашето општество и глобализациските тенденции (научни, образовни, техничко-технолошки, економски) ФОН дизајнираше студиски програми за I, II и III циклус на студии согласно организациско –

педагошки стандарди за квалитет, согласно принципите на Болоњската декларација и Европскиот кредит-трансфер систем, со високо ниво на препознатливост во Европскиот високообразовен простор.

Ако пред 20 години нашиот факултет започна да ја реализира наставата и вежбите со 5 доктори на науки и 3 магистри, како редовно вработени, денес со гордост можеме да кажеме дека оваа академска заедница ја сочинуваат 20 доктори на науки и 1 магистер.

Денес нашите студенти имаат можност да се образуваат на факултет кој својата иднина ја гледа како континуиран развој во насока на:

- зајакнување и проширување на меѓународните партнерства,
- омасовување на мобилноста на студентите и на вработените,
- интернационализација и подобрување на научно-истражувачката работа,
- унапредување на педагошките пристапи во наставата и врските со практиката, поставувајќи ги студентите во центарот на образовниот процес.

Почитувани присутни,

Ја користам оваа прилика, да ви се заблагодарам што дојдовте денес заеднички да го чествуваме учителското дело и нашиот придонес во него.

Ние сме сосема свесни дека патот до успехот е долг и кривулест но и дека полесно се патува со заеднички сили. Затоа ова наше празнување сакавме да го одбележиме со Научна конференција посветена на образованието во 21 век, да ги споделиме нашите знаења, разбирања и искуства во врска со состојбите и перспективите како и да предложиме можни начини за негово осовременување.

Уште еднаш, На сите Ви посакувам топло добредојде и успешна работа!

Декан,

Проф. д-р Соња Петровска

24. 09. 2015. година Штип

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IMPLICATION OF EFFECTIVE SCHOOL MANAGEMENT FOR THE CONTINUING PROFESSIONAL DEVELOPMENT OF TEACHERS

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Abstract

In this paper we presented research findings about the implication of effective school management for the continuing professional development of teachers. Empirical data for research in which quantitative, non-experimental, descriptive research method was applied, were collected from a random sample of 1162 respondents from 92 primary schools in Serbia. The primary purpose was to research relations between the perception of effective school management and: (a) teachers participation in continuing professional development programs, (b) possibility of teachers to participate in continuing professional development programs, (c) possibility of teachers to fulfill their educational needs through participation in continuing professional development programs, (d) the prospect of teachers to apply knowledge acquired in continuing professional development programs. The effective school management indicators we considered: (a) strategic orientation of school management, (b) leadership style, (c) organizational climate, and (d) relations of school management to their employees (teachers) regarding continuing professional development.

Accordingly, the basic techniques for gathering data were questioning and scaling by the instrument designed as a survey comprised of questionnaire and modified five-point Likert-type scales. The applied instruments showed high reliability; the instrument for gathering data about teachers' perception of effective school management consisted of 22 items (Cronbach's $\alpha=0.817$), while the instrument for gathering data about teachers' participation in continuing professional development programs consisted of 25 items (Cronbach's $\alpha=0.833$). The collected data were subjected to a few common (frequencies, std. deviation, mean, etc.) and more complex statistical proceedings (canonical correlation analysis). The findings suggest that effective school management has the capacity to affect: the possibility of teachers to meet their educational needs through participation in continuing professional development programs, teachers' satisfaction with continuing professional development programs, and to help teachers to apply knowledge acquired in continuing professional development programs. These findings have important andragogic and pedagogical implications, especially in the fields of management in education and human resource development.

Keywords: *effective school management, continuing professional development of teachers, educational needs, management in education, human resource development.*

Theoretical Framework

Making school management effective is a challenging and complex process, based on transparent and open system, which requires a "profound shift in how we think, talk about, understand, and practice education" (Sackney, in: Townsend & MacBeath, 2011: 55). From a human resource development perspective, effective school management is a set of managerial activities relevant for improvement of school performance,

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while school leadership has at its core the responsibility for influencing, for formulation of organizational policy, building vision and mission, and where appropriate, for organizational transformation.

Some authors (Armstrong, 2006; Dunham, 1995; Ovesni & Alibabić, 2008). Stoll and Fink (1996, as cited in Poster, 1999: 24) in their researches founded that effective management is able: to optimally use and develop school resources; to use and develop specific skills, which include defining objectives, planning, organizing, coordinating, listening, decision making, and reviewing the work of individuals and teams; to achieve specified objectives. In their study Mortimore and MacBeath (Mortimore & MacBeath, 2003, as cited in Everard et al., 2004: 161) extracted eleven salient factors of effectiveness of school management: professional leadership; shared vision and goals; a learning environment; concentration on learning and teaching; high expectations; positive reinforcement; monitoring progress; rights and responsibilities; purposeful teaching; a learning organization; home–school partnership.

The literature on effective school management suggests connections of this phenomenon with strategic orientation of school management, leadership style of principals, positive organizational climate, and positive attitude of school management to continuing professional development of teachers. Glover et al. (1996: 136) emphasized that strategic management, which is "far more fluid and informal, is more practicable and effective than a planned strategy which lays down precise future targets and routes to their achievement".

Interconnections of effective school management, changes in organization and in organizational climate are founded in many studies (Alibabić et al., 2011; Glover et al., 1996; Miljković, 2008, 2009; Morgan, 1997; Ovesni et al., 2014). As Glover et al. (1996: 144) outlined, "effective leaders may be able to modify culture through skill in the communication of the necessary shared values for a changed vision". Miljković (2008) claims that strategically oriented organizational culture and climate directly influence organizational effectiveness. Moreover, some authors consider that school management can be effective only if school is strategically-oriented, learning organization, and if they are emphasizing the importance of continuing professional development of teachers (Poster, 1999; Townsend & MacBeath, 2011). Hofman and Hofman (2011) suggested four integration mechanisms that could be important tools for effective school management:

- mutually adjusted influence structure, which correspond to effective management indicator organizational climate in our research,
- educational supervision, which correspond to effective management indicator leadership style in our research,
- standardization through work processes and output, which correspond to effective management indicator strategic orientation of school management in our research, and
- standardization through skills and norms, which correspond to effective management indicator relations of school management to their employees (teachers) regarding continuing professional development in our research.

O'Brien considers that effective school management can be achieved only through human resource development of school staff, i.e. through continuing professional development of teachers. He emphasized that teacher development is a strategic goal which can make crucial improvement to effectiveness of school management (O'Brien, in: Townsend & MacBeath, 2011). Hebib (2007) claims that teacher development is: a main prerequisite for strategic orientation, for organizational changes and for transformation of school management into an effective one. Likewise, Siraj Blatchford holds that effective school management provide systematic in service training on site (Siraj Blatchford, in: Mortimer, 1999). Similarly, Burger et al. (2007) wrote that base for effective school management is a complex, multi-faceted and inter-related set of skills and knowledge of how to: inter-connect and create holistic policy frameworks across system boundaries, commit to change, perform on-going reflective thinking, achieve a keen understanding of pedagogy and learning theories, create transparent and open education systems, balance approaches to assessment, develop a willingness to re-assign existing resources to new uses, and become a lifelong learner. As a result of the previously mentioned findings, we anticipated that:

Hypothesis 1: Perception of teachers about strategic orientation of school management is positively associated with their continuing professional development.

Hypothesis 2: Perception of teachers about effectiveness of school management's leadership style is positively associated with their continuing professional development.

Hypothesis 3: Perception of teachers about supportive organizational climate in school is positively associated with their continuing professional development.

Hypothesis 4: Perception of teachers about relations of school management to professionalization of employees is positively associated with their continuing professional development.

Methodology

Main purpose in this study was to research relations between teacher's perception of effective school management and their continuing professional development. The research method we applied was quantitative, non-experimental, and descriptive. Indicators of dependent variable, continuing professional development of teachers, we considered were: (a) teachers actual participation in continuing professional development programs, (b) possibility of teachers to participate in continuing professional development programs, (c) possibility of teachers to fulfill their educational needs through participation in continuing professional development programs, and (d) the prospect of teachers to apply knowledge acquired in continuing professional development programs. Furthermore, indicators of independent variable, effective school management, we considered were: (a) strategic orientation of school management, (b) leadership style, (c) organizational climate, and (d) relations of school management to their employees (teachers) regarding continuing professional development.

The population for this study was all teachers from Serbia, employed in primary schools. Empirical data were collected from a random sample of 1162 teachers from 92 primary schools in Serbia, by survey comprised of questionnaire and modified five-point Likert-type scales. The age of the participants ranged from 25 to 65 years old, with a mean age near 35. Female participants (N = 1002; 86.23%) highly outnumbered male participants (N = 160; 13.77%).

All applied instruments showed high reliability. The instrument which we developed for gathering data about teacher's perception of effective school management consisted of 22 items (Cronbach's $\alpha=0.817$), while the instrument we developed for gathering data about teacher's participation in continuing professional development programs consisted of 25 items (Cronbach's $\alpha=0.833$). Descriptive statistics were used to provide overall information for the demographic data. To test the hypotheses, canonical correlation analysis was performed.

Results and Discussion

Relations between teacher's perception of strategic orientation of school management and their continuing professional development

The first research question asked if there was a relationship between the teacher's perception of strategic orientation of school management (SO) and for their continuing professional development (CPD). Canonical correlation test (Table 1 summarizes the findings) for teacher's perception of SO and for their CDP revealed that three canonical correlations are significant. By using the cutoff correlation of 0.3 to select variables for each variable set, the variables in the set of strategic orientation of school management (SO) were correlated with the first canonical variate were: capacity for change, innovations, sharing responsibility and implementation. Taken as a pair, these variates suggest that teacher's perception of lack of strategic orientation of school management: influence lack of possibility of teachers to fulfill their educational needs through participation in CPD, prevent teachers to apply knowledge acquired in CPD, and discourage teacher's participation in CPD.

Table 1. Canonical correlation test for teacher's perception of strategic orientation of school management and their CPD

	Chi-Square Tests with Successive Roots Removed				p	λ'	
	Cncl R	Cncl R ²	χ^2	df			
		0.571	0.326	707.297	128.000	0.000	0.538
		0.325	0.106	256.152	93.000	0.000	0.799
		0.291	0.084	128.686	60.000	0.000	0.893
		1st Cncl Var.		2nd Cncl Var.		3rd Cncl Var.	
	Corr.		Corr.		Corr.		
SO set							
Capacity for change	-0.497				0.665		
Innovations	-0.534				0.735		
Sharing responsibility	-0.743		-0.639				
Implementation	-0.818		0.544				
				Percent of variance		31.468%	
				Redundancy	18.687%	7.800%	

The second canonical variate included implementation and lack of sharing responsibility. This pair of canonical variates reveal that teacher's perception of school management as proactive, as one who try to put strategies into action, even if management don't share responsibility for the success of the school, motivate teachers to participate in CPD which can be applied into the practice.

The third canonical variate included capacity for change and innovations of school management. This pair of canonical variates reveal that teacher's perception of school management as innovative, with capacity for developing and implementing organizational change could: drive educational needs for participation in CPD which can be applied into the practice and enhance enjoyment in participation in programs for CPD.

Relations between teacher's perception of effectiveness of school management's leadership style and their continuing professional development

Next research question asked if there was a relationship between the teacher's perception of effectiveness of school management's leadership style (LS) and their continuing professional development (CPD). Canonical correlation test (Table 2 summarizes the findings) for teacher's perception of LS and for their CDP revealed that four canonical correlations are significant. The variables in the set of LS which correlated with the first canonical variate were: punishing employees, trust, fairness, effective relationships. Taken as a pair, these variates suggest that when teacher's perception of effective school management's leadership style is less democratic, then they are less interested into participation in CPD.

Table 2. Canonical correlation test for teacher's perception of effectiveness of school management's leadership style and their CPD

	Chi-Square Tests with Successive Roots Removed				p	λ'
	Cncl R	Cncl R2	χ^2	df		
	0.544	0.296	829.503	192.000	0.000	0.484
	0.418	0.175	428.268	155.000	0.000	0.687
	0.250	0.062	209.074	120.000	0.000	0.833
	0.219	0.048	135.456	87.000	0.001	0.888
	1st Cn V.	2nd Cn V.	3rd Cn V.	4th Cn V.	% of v.	Redun.
	Corr.	Corr.	Corr.	Corr.	33.171%	15.67%
LS set						5.001%
Supporting empl.		-0.938				
Rewarding empl.		-0.666	-0.499			
Punishing employees	0.464					
Trust	0.839					
Fairness	0.719			0.403		
Effective relationships	0.582		-0.561			

The second canonical variate included supporting and rewarding of employees. This pair of canonical variates reveal that when teacher's perception of effective school management's leadership style is less democratic and transactional (especially regarding possibility to support and to reward their employees), then they report about the reduction of possibilities to participate in CPD, and about the reduction of possibilities to apply knowledge acquired in CPD in their own professional practice.

The third canonical variate included effective relationships and rewarding of employees. This pair of canonical variates reveal that when teacher's perception of effective school management's leadership style is less democratic and transactional (especially regarding possibility to build effective relationships with their employees and to reward them), then they report about the reduction of possibilities to participate in CPD, and about the reduction of possibilities to apply knowledge acquired in CPD in their own professional practice.

The fourth canonical variate included fair treatment of all employees. This pair of canonical variates reveal that when teacher's perception of effective school management's leadership style is democratic (especially regarding fairness), then they report about positive experiences in CPD, and about the possibilities to apply knowledge acquired in CPD in their own professional practice.

Relations between teacher's perception about supportive organizational climate in school and their continuing professional development

Third research question asked if there was a relationship between the teacher's perception about supportive organizational climate in school (OC) and their continuing professional development (CPD). Canonical correlation test (Table 3 summarizes the findings) for teacher's perception of OC and for their CDP revealed that four canonical correlations are significant. The variables in the set of OC which correlated with the first canonical variate were: flow of information and knowledge, collegial organizational culture, and cooperative organizational climate. Taken as a pair, these variates suggest that when teachers perceive organizational climate in school as less supportive, then they report about lack of possibility to fulfill their educational needs through participation in CPD, and about the reduction of possibilities to apply knowledge acquired in CPD in their own professional practice.

Table 3. Canonical correlation test for teacher's perception about supportive organizational climate in school and their CPD

	Chi-Sq. Tests with Succ. Roots Removed				p	λ'
	Cncl R	Cnl R2	χ^2	df		
	0.532	0.283	915.167	224.00	0.000	0.449
	0.467	0.218	535.119	189.00	0.000	0.626
	0.252	0.064	254.322	156.00	0.000	0.800
	0.218	0.047	179.326	125.00	0.001	0.855
	1st C V.	2nd C V.	3rd C V.	4th C V.	% of v.	Redu..
	Corr.	Corr.	Corr.	Corr.	38.43%	14.21%
OC set						5.70%
Individual responsibility		0.626				
Communication		0.611	0.418			
Confidence		0.638	0.574			
Problem solving orientation		0.758				
Flow of inform. and knowledge	-0.723			-0.423		
Collegial organizational culture	-0.660		0.440			
Supportive organizational climate		0.786		-0.395		
Uncooperative org. climate	-0.687			0.397		

The second canonical variate included individual responsibility, open communication, confidence, and problem solving orientation as main characteristic of school climate. This pair of canonical variates reveals that when teachers perceive problem solving orientation, individual responsibility, open communication, and confidence as main characteristic of school climate, then they report about possibilities to apply knowledge acquired in CPD in their own professional practice and about intrinsic motivation for further participation in CPD.

The third canonical variate included open communication, confidence, and collegiality. This pair of canonical variates reveals that when teachers perceive open communication, confidence, and collegial organizational culture as main characteristic of school climate, then they report about importance of CPD for their own professional practice.

The fourth canonical variate included fair treatment of all employees. This pair of canonical variates reveals that when teachers perceive lack of flow of information and knowledge in school, unsupportive and uncooperative organizational climate, then they report about lack of feedback about their own performance after participation in CPD and that CPD are not important for improvement of their own performance.

Relations between teacher's perception about relations of school management to professionalization of employees and their continuing professional development

Fourth research question asked if there was a relationship between the positive attitude of school management to professionalization of employees (PE) and their continuing professional development (CPD). Canonical correlation test (Table 4 summarizes the findings) for teacher's perception of PE and for their CDP revealed that three canonical correlations are significant. The variables in the set of PE which correlated with the first canonical variate were: support of self-education of employees, continuous monitoring of performance, continuous support for participation in CPD, provision of participation in CPD, motivation participation in CPD, consideration of participation in CPD as mandatory.

Taken as a pair, these variates suggest that when teachers perceive attitude of school management to professionalization of employees as positive, then they report about knowledge acquired in CPD as useful in their own professional practice, about plenty of possibilities for participation in CPD and about motivation for participation in CPD.

The second canonical variate included provision of irrelevant continuous support for participation in CPD and consideration of participation in CPD as mandatory. This pair of canonical variates reveals that when teachers perceive that school management consider participation in CPD as mandatory, even CPD are

irrelevant for their professional practice, then they report about of inapplicability and of uselessness of knowledge obtain at CPD.

Finally, the third canonical variate included support for self-education of employees. This pair of canonical variates reveals that when teachers perceive lack of support given by school management for self-education of employees, then they report about worthlessness and inefficiency of CPD.

Table 4. Canonical correlation test for teacher's perception about relations of school management to professionalization of employees and their CPD

	Chi-Sq. Tests with Succ. Roots Removed				p	λ'
	Cncl R	Cnl R2	χ ²	df		
	0.449	0.202	596.80	196.00	0.000	0.593
	0.345	0.119	339.26	162.00	0.000	0.743
	0.225	0.051	194.40	130.00	0.000	0.844
	1st C V.		2nd C V.		3rd C V.	
	Corr.		Corr.		Corr.	
PE set						
Supp. self-education of empl.		0.724				-0.553
Contin. monitoring of perform.		0.804				
Con. supp. for part. in CPD		0.746				
Provide participation in CPD		0.671				
Motivate participation in CPD		0.817				
Provide CPD, but in irr. progr.				0.941		
Cons. part. in CPD as mand.		0.685		0.397		
			Percent of variance		32.538%	
			Redund.	12.8406%	3.840%	

In this paper we tried to provide insights into the relatively unexplored field of relations between teacher's perception of effective school management and their continuing professional development. Findings strongly suggested two tendencies: that perception of school management as ineffective can trigger negative perception of different aspects of CPD, while perception of school management as effective influence expression of positive attitudes about CPD, and capacity to affect: the possibility of teachers to meet their educational needs through participation in CPD, teacher's satisfaction by CPD, and to help teachers to apply knowledge acquired in CPD. We found that different aspects of ineffective school management have significant impact on teacher's perception of CPD:

lack of strategic orientation of school management could: influence lack of possibility of teachers to fulfill their educational needs through participation in CPD, to prevent teachers to apply knowledge acquired in CPD, and could discourage teachers participation in CPD;

ineffective leadership style of school management could: decrease the interests of teachers to participate in CPD, to blur information about available CPD, and to demoralize teachers to apply knowledge acquired in CPD in their own professional practice;

unsupportive organizational climate could provoke opinion that: participation in CPD cannot fulfill educational needs of teachers, and that knowledge obtained in CPD is irrelevant and cannot be applied to teacher's professional practice;

negative attitude of school management to professionalization of employees could generate attitudes of teacher that: knowledge obtained in CPD is inapplicable and useless, while CPD programs are worthless and inefficient.

However, we founded that different aspects of effective school management have significant impact on teacher's perception of CPD:

strategic orientation of school management could enhance enjoyment in participation in CPD programs, could provoke opinion among teachers that participation in CPD can help teachers in fulfillment of their educational needs, and that knowledge obtained in CPD is relevant for their professional practice;

effective leadership style of school management could influence teacher's view of experiences in CPD as positive, and knowledge obtained at CPD as useful and applicable in their professional practice;

supportive organizational climate could help teachers to find possibilities for application of knowledge acquired in CPD in their own professional practice, recognition of knowledge acquired in CPD as relevant for their own professional practice, and could motivate teachers to participate in CPD programs;

positive attitude of school management to professionalization of employees could help teachers to recognize possibilities and to motivate them for participation in CPD, and to help them to form opinions about knowledge obtained in CPD as relevant to their professional practice.

Conclusion

The results of this study are important to pedagogic and andragogic practice (especially in the domains of human resource development and educational management) for several reasons. First, it links positive attitudes to CPD programs (participation, fulfillment of educational needs, sharing information about CPD programs, importance of knowledge obtained at CPD for professional practice and for improvement of performance at individual and organizational levels) with effective school management. Second, it links broad spectrum of negative characteristics assigned to CPD programs with ineffective school management. Also, it pointed out importance of planning, organizing and delivery CPD programs for improvement of effectivity for school management. Moreover, it indicates that development of effective school management strategies could motivate teachers to participate in CPD and to implement knowledge relevant to their professional practice and for school performance.

Based on the findings of this study, future research can assess relationships between effective school management strategies, participation in CPD programs and improvement of school performance. Besides, future research, based on the results of this study, could bring some clarity to the dynamics of teachers' professional development. Also, replicating the study with different samples, or with modification of existing or with additional items in instruments, can provide more explanatory and predictive power of the present research findings.

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