

## Creation and Results of a Research Project with a Focus on School Management for Teachers

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**Abstract:** The paper discusses the process of preparation, solution and the results of the research project titled “Content innovation of the course School Management”, followed by preparation of a modern university course book for an e-course situated in LMS Moodle environment for the field of study Education and for the purposes of the continuing education of teachers. The content of the paper includes a detailed characterization of the backgrounds of the solved research tasks, which have been validated by the undertaken researches and surveys not only in Slovakia, but also abroad. Based on the results, the main output of the project has been specified as well as its importance for the quality of undergraduate training of future teachers, for training of managing teaching staff, but also for contemporary headmasters.

**Key words:** project, research, teacher, university course book, e-course.

### 1 Introduction

Nowadays, the course School Management (respectively its modification) is being implemented within university preparation of future pedagogical employees. It creates a part of the pedagogical-psychological and social-disciplinary basis of teaching, also called the general basis, for all fields of study. Its content is mostly focused on knowledge in the field of organization and management of education (for instance, the historical basis of school management, management systems, models of management, etc.), what may be considered as an introduction into the given issue.

However, less emphasis is placed on the process of school management, respectively the knowledge and skills that should form the graduate portfolio of teacher training study programs, as well as a potential teacher of continuous education for functional and innovative functional training of managing pedagogical employees. These types of education form an integral part of the continuing education programs. The noted status persists also in spite of many so far enforced partial researches (for example Pisoňová, 2002, 2006, 2010;

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Plavčan, 2004; Eger, 1998, 2002, 2007; Obdržálek et al., 2006, 2007, 2008; Trojan, 2013; Trojanová, 2012; Horváthová 2010) which acknowledge it. In this context, affirmation is needed to be introduced that school management interferes into the relationship between the teacher and the student mainly in connection with the realization of class management (Lomáčková & Cihlár, 2013, p. 9).

Based on the above mentioned reasons, the project was controlled and financed by the Ministry of Education, Science, Research and Sport of the Slovak Republic and this scientific project, namely *Content innovation of the course School Management*, was followed by writing a modern university course book for an e-course situated in the LMS Moodle environment for the field of study Education and for teachers of continuing education. The head of the project was Mária Pisoňová who, during two years (2013 and 2014), led a relatively extended collective of researchers consisting of deputies of university departments from the Slovak republic as well as the Czech Republic. Based on the results of the final external examination, this project was completed with an excellent evaluation. The outcomes are of considerable importance for the whole society not only in terms of undergraduate training of future teachers in Slovakia. The realized project corresponds with the content focus of the educational sciences group. In that regard, the course of school management, content innovation of which was the aim of the project is also a part of the key topic of the general teaching basis for all the educational fields of study.

The fields of study in the Slovak Republic approved by the Ministry of Education, Science, Research and Sport of the Slovak Republic (decision no. 2090/2002) and in connection with the following decisions, include *1 Education* and the subgroup *1.1 Teaching, pedagogy, and educational disciplines*, fields of study within which universities elaborate study programs for future teachers. To the group of teacher training programs, which are incorporated in their descriptions of requirements for individual areas of school management, the following should be included:

- 1.1.1 Training of Teachers with Academic Subject Specialisation;
- 1.1.2 Teacher Training in Vocational Subjects and Practical Training;
- 1.1.3 Training of Teachers of Art and Training Subjects;
- 1.1.4 Pedagogy  
(Allows even the realization of a separate study program of school management in the external form);
- 1.1.5 Pre-School and Elementary School Education;
- 1.1.10 Branch Didactics (third degree only) and further.

There is mainly an issue which may be summed up to the name: *Organization, administration and legislative of education and schools*. In the descriptions of the listed fields of study, the following requirements are specified:

- Specification of the professional profile of a 1<sup>st</sup> and 2<sup>nd</sup> grade graduate → “... understands and is oriented in conditions of organization of institutional education.”
- Theoretical knowledge of a graduate → “... is familiar with the organizational characteristics of the school system and institutional rules of the school.”
- Practical abilities and skills of a graduate → “... is oriented in school legislative and in school documents.”
- Additional knowledge and skills of a graduate → “...has knowledge of the legal, economic and ethical aspects of work in their field of study.”

From the point of understanding the importance of school management for the quality of pre-graduate preparation of teachers, it is necessary to emphasize the “Allocation of the main topics to the core of knowledge”, which, within its components, requires from the teacher trainees, respectively future teachers the following knowledge:

- Social-scientific basis → knowledge in the realm social-political context in the area.
- Pedagogical-psychological context of the field of study → knowledge of the organization and legislative of the school system and schools.
- Other topics of the core → knowledge on the organization of school and educational institutions. Consequently, it has to be accentuated that these thematic fields must be a part of every study programme, respectively of every study plan. In this context, it is necessary to emphasize that a teacher must have complex information not only from the field of didactics and methodology of the subject they will teach (Miklošiková, 2009).

They should know about the dependent connexion of the teaching process in the context of interdisciplinary comprehension (Pavlov, 2013). The claim also corresponds with the idea of Porubská (Porubská & Ďurdiak, 2005, p. 20) which shows that in the process of education two aims are being fulfilled: social, focused on the development of human resources and individual development, focused on the development of the personality of the individual. We must note that these two important aspects are very much involved in determining the status of teachers and their status in society.

## **2 Methodology of the conducted qualitative and quantitative research**

On the basis of the above mentioned, actual aspects of solving problems, the ambition of the collective of professionals was to increase the qualitative level of the course School Management (respectively its modification) at universities so that it fulfils all the requirements for quality pre-graduate training of future

teachers, respectively teachers taking part in continual education and potential leaders of pedagogic staff. We react on the “Criticism of teacher preparation from the practice point of view”, which emphasizes “... Lack of connection between academic and professional preparation; Lack of training to solve educational problems, class discipline, to solve social-psychological problems of collectives, to communicate adequately...” (according to the Association of Headmasters of Public Secondary Grammar Schools, Association of Self-Governing Schools of Slovakia, Corporation for Pre-Primary Education, from the researches and projects of higher education) (Proposal of the study field scheme in the group 1.1. Pedagogy, 2012).

### *Methodology of partial researches*

The project was divided into six stages. The focus of the second stage was on the survey of the current state of the process of implementation of school management in Slovakia and abroad from the perspective of teachers and managing pedagogical employees. With this intention, qualitative and quantitative research has been carried out. Its methodology we present below:

#### *1. Meta-analysis of previously realized research in the given area*

Based on a detailed study of all relevant domestic and foreign research, we investigated the trends and requirements on teachers in the curricula of the analysed field. Most of them are focused on determining the educational needs of leading teaching staff, in-service teachers of kindergartens, primary and secondary schools as well as teachers of continuing education providing functional education of managing pedagogical and vocational employees.

#### *2. Focus Group Interview method*

Based on the data, we have defined the main themes for the qualitative investigation methods through Focus Group Interviews (Beers, 1994; Příbová, 1996; Hague, 2003; Vojnovičová, 2003; Kotler & Keller, 2007). A qualitative investigation was introduced according to the methodology defined by the mentioned authors. It is about a group talk of people who mutually discuss about a common topic. In case of our research, the participants of one of the panel discussions were the teachers and managing pedagogical employees of pre-primary, primary and secondary schools and teachers of continual education providing functional and functional-innovative education especially for pre-primary, primary and secondary school teachers in the Slovak Republic. The target group consisted of two groups of panellists. The first one consisted of 12 headmasters representing fully-organized primary schools in Nitra region, 9 of them were women and 3 men. Most of them have been practicing teachers for at least 10 years and all of them are managers of schools with around 300 pupils. From the total number of panellists (11), eight were men and three women. Compared with the panellists representing primary schools, it is a significantly

higher number. These panellists also had more than 10 years of teaching experience and, as it was in the case of the representatives of primary and secondary schools, they were the managers of schools with more than 300 pupils.

The second group of panellists mostly consisted of pedagogical employees of primary and secondary schools. The survey sample was located in Nitra region.

The discussion focused on the following areas, from which we choose the most relevant topics:

- How can the school management contribute to increasing of the status of teachers in the Slovak Republic?
- How can school leaders address the issue of increasing competition between schools?
- What is the average age of the teaching staff in the school in which you work?
- How can school leaders address the problem of high feminisation of the teaching staff?
- How can school leaders address the issues of the acceptance, respectively non-acceptance of other ethnic groups, sexual orientation or disabled colleagues - teachers?
- How can school leaders monitor the percentage of the entrance examinations at secondary schools, respectively at universities?

### *3. Quantitative research conducted through a descriptive survey*

The school headmasters' perception of managerial competencies was surveyed by means of a questionnaire on a representative sample of 1204 headmasters of elementary and secondary schools in Slovakia. The sample was structured according to the degree and type of school management, the length of the headmaster's managerial experience, the size of the managed school and the headmaster's affiliation to the school governing body. Although, the focus of the research was on views and opinions which can be determined by some degree of subjectivism, the risk was reduced by the high number of respondents involved in the research, the structure of questions based on different indicators of school management, many of which were aimed at monitoring the state of being from a different point of view, as well as comparison and evaluation of findings. The objectivity of the results was ensured by sorting the statements on a 9-point scale and further evaluation by demanding statistical procedures. In order to test the hypothesis, we applied a Kruskal-Wallis test, median test and Chi-square test.

The quantitative results showing the evaluation of individual school management indicators have been structured into five modules of school management, of which we have focused on the following modules:

- Management of the school as an organization (institution) (Table 1)
- Pedagogical management of the school (Table 2)
- Leadership of employees (Table 3).

The results of those modules are presented in the next part of the study.

4. *The implementation of the absention thematic issues* concerning the process of managing schools into the contents of a modern university course book.

The intention of the authors was to implement (besides the main text) interactive features into the course book (e.g. casuistics, control questions, case studies etc.).

5. *Creation of an e-course situated in the LMS Moodle environment.*

The mentioned e-course corresponds with the content aim of the university course book. At the same time, it respects the methodological requirements for the creation of electronic learning materials. The objective of the research team was to react to the rising number of schools with legal personality (currently, all fully-organized primary school belong here, all secondary schools and other schools and educational facilities, according to the interest). Because of the associated difficulty of management mechanisms, it is necessary to implement into the curriculum those themes, which are accentuating the school management processes and to further develop the subject School Management.

6. *Evaluation of the main objectives and partial objectives of the project.*

7. *Elaboration of the research report of the project.*

### **3 Interpretation of research results**

Based on the evaluation and analysis of the researches and surveys carried out (e.g. Nagyová-Šebenová, 2014, p. 66-67 and others), an interim research report was formed. It served as the basis for the creation of the information letter (course description) for the School Management course and the background for finishing the thematic units corresponding with the content of the university course book. The research findings were summed into the following modules:

Table 1  
Module 1: Management of the school as an organization (institution)

<i>Indicator</i>	<i>Did not respond</i>		<i>Not important</i>		<i>Less important</i>		<i>Important</i>		<i>Together</i>	<i>Average</i>
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%		
<i>Planning of school work</i>	6	0,50	0	0,00	36	2,99	1162	96,51	1204	8,4
<i>Negotiation with supervisor authorities</i>	19	1,58	4	0,33	216	17,94	965	80,15	1204	7,1
<i>Creating of management information system</i>	49	4,07	3	0,25	188	15,61	964	80,07	1204	7,2
<i>Coping with administrative operations</i>	21	1,74	12	1,00	346	28,74	825	68,52	1204	6,6
<i>Acquire the foreign language</i>	26	2,16	68	5,65	692	57,48	418	34,72	1204	5,1
<i>Creation of an adequate organizational structure of the school</i>	30	2,49	1	0,08	122	10,13	1051	87,29	1204	7,4
<i>Realization of operational activities</i>	33	2,74	9	0,75	269	22,34	893	74,17	1204	6,9
<i>Use of information and communication technologies</i>	12	1,00	1	0,08	112	9,30	1079	89,62	1204	7,6
<i>Negotiating with partners</i>	24	1,99	4	0,33	284	23,59	892	74,09	1204	6,8
<i>Presentation and medialization of school</i>	13	1,08	2	0,17	145	12,04	1044	86,71	1204	7,5
<i>Information about competitors</i>	28	2,33	31	2,57	440	36,54	705	58,55	1204	6,1
<i>Monitoring the situation in the</i>	27	2,24	10	0,83	308	25,58	859	71,35	1204	6,6

<i>education market</i>										
<i>Operating a school website</i>	13	1,08	21	1,74	344	28,57	826	68,60	1204	6,5

**Table 2**  
**Module 2: Pedagogical management of the school**

<i>Indicator</i>	<i>Did not respond</i>		<i>Not important</i>		<i>Less important</i>		<i>Important</i>		<i>Together</i>	<i>Average</i>
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%		
<i>Realization of classroom observation</i>	8	0,66	8	0,66	356	29,57	832	69,10	1204	6,4
<i>Employee motivation for self-assessment</i>	11	0,91	0	0,00	154	12,79	1039	86,30	1204	7,2
<i>Formation of teams, management of groups</i>	30	2,49	10	0,83	265	22,01	899	74,67	1204	6,8
<i>Creation of school development strategies</i>	27	2,24	3	0,25	87	7,23	1087	90,28	1204	7,8
<i>Assessment and remuneration of teachers</i>	6	0,50	2	0,17	24	1,99	1172	97,34	1204	8,1
<i>School evaluation</i>	18	1,50	1	0,08	64	5,32	1121	93,11	1204	7,8
<i>Curriculum innovation</i>	26	2,16	3	0,25	159	13,21	1016	84,39	1204	7,3
<i>Guidance of curriculum committee</i>	24	1,99	4	0,33	303	25,17	873	72,51	1204	6,6
<i>Create conditions for equal opportunities</i>	29	2,41	9	0,75	210	17,44	956	79,40	1204	7,0
<i>Design and specification of objectives</i>	24	1,99	2	0,17	154	12,79	1024	85,05	1204	7,4



Table 3  
Module 3: Leadership of employees

<i>Indicator</i>	<i>Did not respond</i>		<i>Not important</i>		<i>Less important</i>		<i>Important</i>		<i>Together</i>	<i>Average</i>
	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%	$\Sigma$	%		
<i>Employee evaluation</i>	12	1,00	1	0,08	54	4,49	1137	94,44	1204	7,8
<i>Communication with employees</i>	5	0,42	0	0,00	13	1,08	1186	98,50	1204	8,4
<i>Delegation of competences</i>	33	2,74	2	0,17	84	6,98	1085	90,12	1204	7,7
<i>Solution of conflicts</i>	16	1,33	1	0,08	88	7,31	1099	91,28	1204	7,7
<i>Application of competence</i>	40	3,32	0	0,00	122	10,13	1042	86,54	1204	7,6
<i>Employee motivation</i>	19	1,58	0	0,00	19	1,58	1166	96,84	1204	8,2
<i>Negotiation with employee deputies</i>	36	2,99	12	1,00	272	22,59	884	73,42	1204	6,7
<i>Ability to make decisions</i>	8	0,66	2	0,17	17	1,41	1177	97,76	1204	8,4
<i>Implementation of incentive systems</i>	67	5,56	2	0,17	106	8,80	1029	85,47	1204	7,5
<i>Change management</i>	35	2,91	4	0,33	103	8,55	1062	88,21	1204	7,5

Table 4:

Recommendations for management practice based on the obtained research results

<i>In the module - management of the school as an organization</i>	<i>In the module –pedagogical management of the school</i>	<i>In the personnel module</i>	<i>In the economic module</i>	<i>In the law module</i>
▪ planning of school work	▪ the evaluation of school work	▪ decision- making competencies	▪ application of standards for school funding	▪ application of school regulations
▪ use of information and communication technologies	▪ creation of school development strategies	▪ Motivate employees	▪ creating school budget	▪ application of labor-law regulations
▪ presentation and medialization of school	▪ innovation management of learning processes	▪ evaluation of employees	▪ applying the principles of activities of contributory organization	▪ application of safety and fire regulations
▪ information about competitors	▪ the formation of teams and cooperation with the methodical authorities	▪ application of participatory management		
▪ organizational aspects of school		▪ delegation of competencies		

On the basis of the results in the above tables, we present the following summary:

- One part of headmasters from the investigated sample still sees the focus of school managing activities in the dimensions of its economic management which functions merely as a precondition for purpose-pedagogical management.
- One part of the headmasters from the investigated sample underestimates personal work with teachers, their motivation, and the application of the

democratic leadership style. Headmasters of secondary schools see the need to apply marketing of their educational services more than the headmasters of primary schools.

- By the familiarization with the indicators of individual management modules, they require to apply not only theoretical, but also practical dimension and active participation of students in content acquisition.
- According to the respondents, the issues of indicators should be developed not only in the syllabus, but also in the electronic form.

Based on the differentiated requirements, differentiation and modularization of study programs should be applied throughout the education of experienced headmasters, the less experienced ones, beginners, headmasters of various types and levels of school, large and small schools, etc.

#### **4 Discussion and recommendations for practice**

The above findings evoke many questions. In this part of the study, we present solutions that could significantly improve the quality of undergraduate teacher training in school management.

##### *Strategic planning*

Strategic planning is the starting point for functioning of a school. In modern management education (strategic management), the school work is planned for the period of 5-10 years. The items of this plan are partly specified and set the overall orientation of the school for a particular purpose, as well as enable systematic monitoring of the actual state of the organization. The main function is to predict the future conditions of the external environment and internal conditions as well. It is clear from practice, that the plans are not very structured. The output of planning has often got the form of a very general statement. For headmasters, planning is the basis of school management since it determines the basic strategy of the school.

##### *Decision-making acts of headmasters in solving interpersonal problems in the workplace*

Managers must make decisions very quickly and often under disarranged and stressful conditions. The result of a hasty decision is the need for subsequent corrections resulting in a decline in the headmaster's credibility in the eyes of their colleagues. The headmaster should take that procedure as a small failure and should learn from it. Therefore, it is necessary to pay attention to mistakes in making decisions, because the decision-making process is involved in identifying and analyzing problems throughout all the phases and functions of management.

*Application of marketing in headmasters' work*

The current times require from the managing staff of schools at least basic orientation in the issue. A managing employee should be involved in the marketing activities including market research, analysis and in-depth knowledge of the internal and external environment of the school, analysis of the wishes and needs of customers, distribution of educational services, pricing policy, marketing communication and other various activities, the common goal of which is to meet the needs of customers, e.g. the legal deputies of students.

*Elimination of negative factors affecting headmasters' work*

Every managing action is connected with the risk of the occurrence of an unpredictable situation and problems, whereby the work of school headmasters is not an exception. Experience and research point out the frequent occurrence of disturbing moments which make the early and quality fulfilment of the tasks more difficult. In reality, however, a problem with incorrect organization of their work, may occur. Sometimes, serious work issues are disturbing. In other cases, the headmasters themselves postpone a task which they do not want to solve, social reasons may occur. Therefore, it is necessary to draw attention to the disorganization that contributes to the disruption of a headmaster's schedule.

*Vocational training and personal requirements for the performance of the headmaster's function*

The issues of nomination, rights and responsibilities of a headmaster are legislatively adopted by the National council law no. 596/2003 Public administration and self-government in education, as subsequently amended. Management of schools and school facilities (further only schools) is a more complicated and demanding process recently than it was in the past. It is the result of the growing amount of responsibilities a headmaster has to deal with at the time of the increasing competition between schools and the growing requirements regarding the quality of the educational process. The pre-condition for dealing with this pressure lies in the adequate preparation and fulfilment of the personal requirements for the position of a headmaster. The most valued personal characteristics of the headmasters are reflective, independent and rational decision making as well as coping with personal conflicts.

In this regard, we agree with the statement: "The quality of teaching depends to a great extent on the quality of the concept of lifelong professional development, the definition of its functions, goals, content, types, forms and methods as well as its organization and the interrelation between this concept, continuing education and self-education, which have already become a part of lifelong learning as an EU-wide tendency." (Tamášová, 2015, p. 1).

*The issue of leadership in the organization.*

A further important requirement for the improvement of fulfilling the managing role of the headmaster of a school lies in the delegation of the fields of responsibility to faculty members, an adequate division of tasks, effective and appropriate impact on the employees. From the aspect of personal resources management and development, leading one's colleagues and the whole collective is one of the most important and also most demanding activities for the most leading employees.

*The issue of school's control and self-evaluation.*

Schools mostly rely on external evaluation – the evaluation of school work by an external source, by i.e. the State School Inspection. External evaluation usually results from the analysis of the basic school documents, from the observation of the teaching process, etc. However, according to the school law, in every school's educational program a regular internal evaluation of the school is included.

In case of external evaluation, the actions to ensure quality are being followed and managed from central positions. The evaluation objectives, measuring tools and criteria are set by an external evaluator. The advantage is that the evaluator provides a non-aligned view on the problems. The disadvantage is that external evaluation sometimes does not enter into the very core of the problem and therefore will not cover all causes of the current state of being. However, it is necessary to state that in the conditions of the Slovak Republic it is essential to create legislative conditions for the implementation and execution of self-evaluation. Currently, high quality self-evaluation tools and objective indicators are absenting. There is also some unwillingness on the side of headmasters and teachers to perform self-reflection.

School management, in which a school organization also takes part, significantly affects the prosperity of all the areas of the national economy and social life in the Slovak Republic. For the listed reasons, it is necessary to improve the quality of the management process of the educational institutions in the Slovak Republic. The ambition of the solving collective was to react to the requirements of the labor market by linking theory with practice, which is especially needed in school management. In this context, it is appropriate to emphasize that the solved problem had a praxeological character which means that knowledge, skills and abilities gained in the course of School Management should provide students a consistent orientation in the field of school management so that they will be capable to use them in their educational practice. In practice, the quality of university education is transformed into the so-called effects and benefits of education, on which the economics of education focuses more. Quality teachers of continual education, respectively the managing pedagogical employees are the main protagonists influencing the outputs of education, such as the inclusion

of graduates in the labor market, decreasing (respectively increasing) the unemployment rate, and, at least but not last, decreasing (respectively increasing) work efficiency. For the above mentioned reasons, a project focused on content innovation of the course School Management for the study fields of teaching and for teachers of continuing education in the context of the actual requirements on the school management process and school facilities in Slovakia was carried out. With efforts to improve the quality of the pre-graduate teacher training in the field of organization and school management, the Department of Pedagogy and Social Pedagogy of Faculty of Education at Comenius University in Bratislava is working on the creation of a terminology and explanatory dictionary of school management for students of school management for the study fields of teaching in printed and electronic forms. This appeal arises on the basis of the requirements from practice. With its creation a complete battery of didactic means emerges, i.e. a university course book, an e-course and the mentioned terminological and explanatory dictionary by which we want to reach a better understanding of this topic not only from the students' point of view, but also from the point of view of the managing pedagogical employees at all levels of school management.

## **5 Conclusions**

Based on given research, a university course book has been created – Pisoňová, M. (2014). *The school management course for teacher training study programs and preparation of managing teaching staff*. Bratislava: Comenius University. The course book was created by eleven prestigious specialists in the field of school management from the Slovak Republic and the Czech Republic. Their quality is proved by their publishing history and scientific-research activities, which corresponds with the contents of the chapter processed by them. Another proof of the professional erudition of the individual authors is their brief characteristics shown in the end of the publication. The university course book is created on the basis of content innovation of the university course School Management, respectively its alternative names, provided by all the faculties preparing future pedagogical employees as a part of pedagogical-psychological and social-disciplinary basis of teaching. The standing outcomes of research point out that they differ as for their content and formal requirements. The authors' intention was to minimize this disproportion by creating an innovative content of the course School Management, which make the job of university teachers teaching school management much easier as for preparation and realization of education. As the issue of school management is quite extensive, for the authors it was impossible to elaborate thoroughly all the related topics. They focused especially on those topics that had not been included in the content of the educational process, respectively, they had not received sufficient attention.

Except the traditional parts of school management, as it is, for example, the development of an organization and school management, we implemented chapters concerning the trends in school management abroad, the issues of managerial ethics and school marketing into the course book, as well as a chapter about the use of information–communication technologies in the managing practice of school managers. It might be argued that this area does not belong to school management, but the opposite is true.

The character of a school as an organization has changed recently. Besides fulfilling the basic pedagogical functions, contemporary schools have to reflect the requirements of their clients, e.g. the legal deputies/representatives of pupils, far more flexible than in the past. The requirements put on schools from the side of the potential persons concerned as well as the state are increasing. Still, there are more urgent terms in practice, such as schools with legal personality, competition, demand and supply for educational services, propagation, personal requirements for headmasters, which have a significant influence on the increase of the quality of the educational outputs. It is attainable only thanks to the complexity of well-functioning educational, economic, marketing, personal and legal subsystems which future teachers should be familiar with. Especially these more often and more intensively affect the work of the headmaster of a school or a school facility. The question still remains if the actual headmaster disposes with sufficient knowledge, abilities and capabilities to handle this growing pressure professionally. This all suggests the idea that the university course book *“The school management course for teacher training study programs and preparation of managing teaching staff”*, might be applied in the programs of the continuing education of managing teaching staff, too. For teachers of continuing education (functional, functional-innovative and other types of education offered to managing pedagogical employees) may also provide precious knowledge and alleviate their lecture performance.

The primary function which was followed by the collective of authors was the creation of a university course book which directly reflects the requirements of the study program 1.1.1 Training of Teachers with Academic Subject Specialization and further study programs with a concrete definition of the core of knowledge for future teachers and future school managers. The aim, however, was the reflection of the requirements arising from the educational needs of future and current teachers for whom the course book is primarily intended.

Throughout the difficult process of preparation, the authors had in mind the latest requirements on individual fields of school management and the requirements for managing pedagogical employees, as well as the educational needs of future and current teachers for whom the course book was written. The characterized course book is aimed at creating a comprehensive and innovative content of a university course of school management, which facilitates preparation not only for university teachers of this subject, but especially for students during their studies.

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