Review article

MANAGEMENT IN EDUCATION IN PEDAGOGICAL JOURNALS IN SERBIA

UDC 371:050(497.11); 005:371(497.11)

Siniša Stojanović

Pedagogical Faculty in Vranje, University of Niš, Serbia

Abstract. *The paper analyzes the presentation of management content in education in pedagogical journals in Serbia. Journals were selected for the analysis from the list of categorized domestic journals of psychology, pedagogy, andragogy and special education. The temporal sample of the analysis was set for the period of the last 10 years. The basic starting point of the analysis are the papers that contain in their title explicitly mentioned terms that refer precisely to the context of the concept of management in pedagogy (management, editing, leadership, system management, management, economics, leadership). The mentioned semantic context also represents the basic unit of analysis of the mentioned contents. The analysis of the journals in the field of education according to the mentioned criteria leads to the conclusion that the number of articles in this field is significantly lower than the articles dealing with general pedagogical issues. This results in the need for a more precise scientific definition of the status of management in education and a systematization of the contents in connection with the aforementioned theoretical framework.*

Key words: *management in education, pedagogical periodicals, theoretical analysis, unit of analysis*

1. INTRODUCTION

In a sense, the term educational management represents a novelty in the context of the well-known and already confirmed pedagogical terminology that defines the key areas of this scientific discipline. Each of these relatively well-grounded, theoretically systematized terms represents, more or less, a clear framework of experience that is shaped and explained by them. Management in education at the current stage of development of the practice of institutional and non-institutional forms of education can be considered at several levels. First, as a necessity and support for education in terms of increasing its efficiency, especially

in relation to the world of work and the functionality of knowledge after obtaining certain qualifications. Secondly, as a concept and process referring to educational institutions (schools of different levels, especially faculties), where under the influence of rapid reform changes, the professional functions of educational actors are diversified. Indeed, the carriers of educational activities in educational institutions have long ceased to be only lecturers, but members of numerous teams and assets, whose functioning within themselves and at the level of institutions goes beyond the established forms and modes of communication. In this context, there is a need for their mutual coordination, communication and effective cooperation. The aforementioned forms of organization within schools also require new competencies on the part of pedagogical professionals. At the personal level, the need for continuous professional development of the staff, which is clearly emphasized in pedagogy (in the part of the characteristics and specific qualities of the teacher personality), under the influence of changes in the means and methods of professional action, is increasingly replaced by the concept of career guidance, which refers primarily to field management. In addition to teachers, the competencies of other actors in the educational process must be profiled and clearly defined. To this end, certain elements of knowledge already established in the field of management (which is more related to the field of material production) can be the starting point for the modernization of the entire educational process. Based on such considerations and the obvious needs of practice, in Serbia there are already subjects called Management in Education in numerous study programs that prepare teachers and professional staff in schools. This results in the need for theoretical generalization and systematization of the existing practical experience and a certain fund of scientific knowledge in the field of educational management. Firstly, in terms of scientific status (its position within pedagogy as a scientific discipline with a relatively clearly defined and autonomous field of research) and elaboration of the said knowledge from basic concepts, their mutual relations and application (methodological) implications. Such attempts would contribute to a more effective establishment of management in education as a scientific and pedagogical discipline. Some of the activities in this direction could be related to a more thorough analysis of the existing body of knowledge in the field of educational management in scientific reference sources. For these reasons, an analysis of papers in the field of educational management in pedagogical journals in Serbia was selected in this paper. Moreover, the impetus for the analysis of pedagogical journals from the point of view of the representation of management in education arises from one of the fundamental tasks of science, which is to generalize and classify the results of scientific research (theoretical and empirical) in a given field and to organize them into a system of knowledge about that field. The basic prerequisite for the above activities is the existence of a sufficient body of scientifically proven facts and generalizations from this field. For pedagogy as a science of education, which has a developed system of pedagogical disciplines, one of its basic tasks is to generalize the results of scientific research on the theory and practice of education and to integrate them into the system of knowledge of general pedagogy and other pedagogical disciplines. The mentioned task should be applied to the field of educational management as well, since it is of great topicality in higher education from the professional, scientific, but also curricular point of view. Such efforts have theoretical and practical significance. The first is reflected in the contribution to the systematization of the existing body of knowledge to a higher theoretical level of the scientific discipline with all the scientific status criteria. The practical significance consists, among other things, in the creation of conditions for the design and renewal of

college curricula that contribute to the strengthening of the competencies of educational personnel in the field of educational management. Based on this, this paper makes an attempt to analyze one aspect of the above-mentioned conditions, namely the fund of knowledge that is provided in the field of educational management in scientific journals that deal with issues of education and education and have a high scientific status.

2. METHODS

The paper uses the method of theoretical analysis with the basic research procedure of analyzing the content of papers in journals in the field of education from the list of categorized scientific journals for the year 2022, namely: Andragogical Studies (M23), Journal of the institute for educational research (M23), Teaching Innovation (M23) and Studies in Teaching and Education (M24). The object of analysis are works whose terms in the title refer to the content of management in education (management, editing, management, system management, management, economics, leadership). The mentioned semantic context also represents the basic unit of analysis of the mentioned content. Based on the above criteria, 31 works were analyzed out of a total of 1248 works for the period of the last 10 years.

3. RESULTS

In presenting the results, the order was analogous to the List of Categorized Scientific Journals for 2022 from the Ministry of Education, Science and Technological Development.

The table gives an overview of the journals studied, the number of annual issues, the total production of the journals in the period of the last 10 years, as well as the number of journals that contain in the title terms that indicate the content of management and education, and their percentage ratio.

Table 1 Journals, total number of papers, number of analyzed papers

	Analyzed journals (time interval, 2012-2022)				
	Andragogical Studies	Journal of the institute for educational research	Theaching innovation	Studies in Teaching and Education	Σ
Annual number of publications	2	2	4	4	
Total number of titles viewed	≈ 162	155	451	480	1248
Number of analyzed papers – management in education	10	3 1 (A book review – 12 papers)	4	1 1 (A book review): *Psychology of Sport Management*)	31
%	6.17	9.68	0.88	0.41	**2.48**

The table shows that most of the papers were published in the journal Andragogical Studies. The second volume of the journal for 2021 highlighted the paper Entrepreneurial

organization in higher education: responses to the crisis in labor and education caused by the pandemic and other factors (Boffo & Togni, 2021, pp. 21-40). Based on the crisis in the field of work and education caused by the pandemic and other factors, the authors point to the need to study the field of higher education more from the point of view of employability. Within the framework of the so-called triangulation of the concepts of profession, professionalism and professionalization in the context of current employability, the authors of the paper find a solution in entrepreneurial education, i.e. that higher education institutions are considered as entrepreneurial organizations in which processes for the development of research skills are activated. The terms profession, professionalism, and professionalization have different connotations. The term profession describes a particular work activity, while professionalism refers to the ethical and deontological (moral, value-based) aspects of a particular profession. Professionalism describes the process of building a personal identity in a professional or occupational context. In relation to the mentioned contextual relationship, the authors of the paper see a space for any educational intervention to be planned considering their balanced mutual relationship. Such an educational medium would have to promote and relate the contextual frameworks mentioned above. In the conclusion of the paper, the authors point out the need that, if entrepreneurship education becomes the foundation on which appropriate skills for real educational innovation are built, educational models must be studied, applied and tested to support their diffusion. As an example, they cite some Italian universities that have established special programs in which interdisciplinary, interconnected, and infused educational experiences introduce undergraduate and graduate students to purpose-built opportunities for creativity. Arts programs "contaminate" (permeate networked and contaminated) curricula of physicists, mathematicians, and engineers and vice versa. When applied, the so-called "contamination" model leads to an increase in students' future awareness, ability to start businesses, and the possibility of a rapid transition from education to employment (Boffo & Togni, 2021, p. 37).

In Volume No. 1. for the year 2020, two titles can be singled out that relate to the issue of management in education. In the first title, Entrepreneurship Education Around the World: A Possible Comparison, the authors (Boffo et al., 2020, pp. 77-100) point out that technological change is rapidly changing and reshaping jobs and professions. In this vein, they point out that numerous studies demonstrate and underscore the importance of creativity and entrepreneurial mindsets in creating opportunities and new ideas and values for society, the community, and the economy. Based on an overview of entrepreneurship education in Italy, South Korea and India, the authors point out that entrepreneurship education appears as a concept that could help students face the new challenges of the present and the future. In the same issue of the magazine, there is also a title that deals with a similar topic: Programs and Methods for Developing Entrepreneurial Skills in Higher Education (Daddi et al., 2020, pp. 101-123). In the aforementioned paper, the authors point out that the development of entrepreneurial skills in graduates is considered an important resource in many countries from a social point of view (contribution to the well-being of the community) and for the direction of their careers in any sector. In this sense, the authors analyze such programs at the college level in Italy, India and Nigeria. The analysis reveals differences and similarities in the programs and methodology that develop the capacity of participants to move from idea to implementation. Regarding the methods and strategies in Italy, thinking techniques, teamwork, student collaboration and field trips are mentioned. In India: lectures, discussions, field trips, while in Nigeria case studies predominate.

In Volume No. 1. for 2019, there is an article Education in the process of career guidance in response to the needs of young adults (Pejatonović & Mihajlović, 2019, pp.

9-32). It is based on a research on a sample of 238 bachelor, master and doctoral students of the University of Belgrade from different faculties in scientific fields. The results of this research show that students express educational needs that belong to different areas of career management skills standards, namely: discovering and understanding themselves, seeing the possibilities of the educational and working world, and creating a career (Pejatonović & Mihajlović, 2019, p. 9).

In the paper Integrating leadership development practices from Western and Arab countries: an example of a challenge linking global and local perspectives on adult education (Khattab & Wong, 2018, pp. 65-85) based on research, they provide important answers to the possibilities of applying Western models of adult education in Arab countries in the field of leadership development practices for Arab adult students.

The work Society of knowledge and modern management (Bralić, 2016) from a more andragogical point of view and based on the analysis of modern management theorists points to the need to reform formal education, but also to provide continuous lifelong education and learning and ensure their satisfaction (ibid, p. 29).

Lazar Marićević, in his paper Correlation between personality traits and their impact on human resource management practice, finds a positive correlation between leadership qualities and emotional stability (2015) based on a sample of 186 respondents, i.e. managers of public utilities and, to a lesser extent, private companies. The main implication of this conclusion in the paper, based on the author's position, relates to the selection of managers in different areas and the process of training managers according to their specific profiles (ibid, p. 127).

In Volume No. 1. for the year 2014, in the paper Quality of Human Resources and the Competitiveness of the National Economy, the group of authors (Kulić & Đurić, 2014, pp. 29-46) analyzes the quality of human resources in Serbia based on several criteria: Health and Basic Education, Higher Education and Training, Technological Readiness and Innovation with the aim of studying their impact on the economic competitiveness of the national economy. The conclusions in the paper show that human resources in Serbia currently do not represent a sufficient comparative advantage over countries in the region and especially in the wider area (ibid, 31).

Two other works from this field can be highlighted in the same issue. Slavica Drašković (2014, pp. 65-86) presents the results of a research on the problem of professionalization of human resources management with regard to the place and role of human resources managers in local self-government units. The research was conducted on the territory of Bosnia and Herzegovina. Evaluation of employee performance, monitoring the impact of evaluation on employee motivation, internal and external communication, and planning and evaluation of educational activities distinguish human resource management from tasks related exclusively to personnel and human resource issues. In these elements of professionalization, the author of the article points out the need to invest in the continuous training of human resource management staff through informal forms of education and/or specialized studies (ibid, 67).

In the work Factors of Leadership, the author Marićević (2014, pp. 87-104) points out that leadership is a subject of andragogy among other disciplines. The work attempts to define leadership operationally and construct a questionnaire based on these indicators, which can be used in andragogical research for the purpose of creating educational programs for the development of leadership skills. Based on the analysis of reference theories of leadership, nine indicators of leadership were distinguished: vision, motivation, innovation, desire to be a leader, effective communication, teamwork, authority, positive mental attitude, and respect and understanding. Based on factor analysis, three leadership factors were identified in a

sample of 186 managers of companies and state and public ownership in Serbia: a vision adapted to reality, prudence in relation to people, and incentive (ibid, p. 91).

In the paper on executive coaching Coaching – Concept and types of executive coaching (Bogićević, 2013, pp. 147-160), which, starting from the concept of leadership, can be conditionally systematized into the field of management, the question of training and competence for a successful coach arises. The author of the paper emphasizes that there is not yet a clearly differentiated set of competencies for modern coaching, but that psychological training for coaching is necessary. In addition, the author points out the need for a subtle approach to the design and development of the curriculum in coaching in order to improve this field.

Research published in Leadership and education (Glomazić, 2012, pp. 129-144) demonstrates the reciprocal relationship between learning and adult education and organisational success. The research results show that formal, informal and informal education are important for leadership, with informal education emerging as the most important form. In addition, socio-personal and personal characteristics are believed to play a role in leadership education, as well as the general societal and social circumstances in which they operated. The respondents in this research (economists and lawyers) point to the great importance of the formal form of education, somewhat less to the informal, while informal education, in their opinion, has the greatest importance for business success. (ibid, 129).

Second on the list of scientific journals in the M23 category is the journal Proceedings of the Institute for Pedagogical Research. In this journal, 3 papers and one review were picked out in the first issue for 2020 from the total papers published in the last 10 years. A review of the book published in English (Dragana Gundogan) Leadership in education: Initiatives and trends in selected European countries: Initiatives and trends in selected European countries, published by the Institute of Pedagogical Research, Faculty of Pedagogical Sciences, College of Kragujevac and Hungarian-Dutch School of Educational Management, College of Szeged (Hungary). The editors of the publication are Dr. Slavica Ševkušić, Dr. Dušica Malinić and Dr. Jelena Teodorović. The author of the presentation evaluates this collection of works of international importance as a significant contribution to the current and complex topic of leadership in education. The publication is unique not only because of its comprehensive approach to a topic that is hardly represented in the domestic literature, but its special value lies in the fact that it refers to experiences in the field of leadership in education from no less than twelve European countries. The author of the presentation points out that leadership is one of the concepts that are becoming increasingly important in various areas of social organization, including education. The papers deal with three main topics: the legal framework (laws and regulations regulating duties, selection procedures, training of school leaders, etc.), an overview of previous research on the current situation in the educational systems of these countries, and recommendations for improving this field. In this part of the paper, a brief overview of the work describing the problems of leadership in education in Serbia is provided (Teodorović et al., 2019, pp. 163-180). The aforementioned authors first present the legal framework on the roles and duties of directors, as well as their formal training and licensing. The paper also presents research showing that directors are aware of the competencies they should have (in addition to management competencies, they must also include pedagogical knowledge and skills, as well as areas related to financial and operational management of the institution. The following recommendations should be highlighted: Initial training (stronger financial support from the state for popularization and confirmation); selection of directors (stricter selection criteria

and depoliticization); introduction to working with mentors; clearly defined professional training for directors; professional advancement (possibility of advancement to the level of mentor); attractiveness of the profession through salary increases and establishment of a career ladder, school autonomy (organizational, financial, and pedagogical), accountability mechanisms (rewards and sanctions), democratization of school management (ibid, 163).

In the context of leadership in education from the perspective of the school principal, a research group of authors (Teodorović et al., 2020) published in the second (edition) a paper entitled Needs, problems and competencies of school principals in Serbia, in which, among other things, the results of a survey of school principals, teachers and professional colleagues were published. The obstacles to effective leadership pointed out by the principals are related to ineffective educational policies, inaccurate legislation, unprofessional behavior of teachers and principals, and problematic relations with parents. As possible solutions they mention: management of teachers' work (clear system of responsibility), cooperation with parents through various forms of parent education, selection and preparation of parents, management of the educational system (decentralization), financing of schools (increasing salaries and introducing salary scales).

One of the papers that relates more explicitly to the issue of management in education was published in the same journal, in Volume 1 for 2019. The paper (Smith &Vass, 2019, pp. 238-284) sought to define the meaning of creative, transformational leadership in the context of higher education and to highlight some of the opportunities and challenges for leaders in HEIs with an international character. Based on the analysis of the reference literature dealing with leadership in higher education, we can pick out a viewpoint that assumes that creative transformational leadership means that the leader motivates his or her followers by acting as a positive role model, caring for them and their needs, and encouraging independent and creative thinking (Zacher and Johnson, 2015, According to: Smith &Vass, 2019.). There are also views that suggest that "transformational leadership" is the most effective leadership model, especially in the corporate context, while much work in education focuses on "creative leadership." Illustrated in the paper is the definition of a transformational leader, which emphasizes that such a leader fosters independent and creative thinking in their employees, i.e., leads to a leader who understands the attitudes and opinions of their employees and leads the institution from their perspective. The paper also refers to the personal qualities of leaders in higher education, according to which effective leadership requires integrity, credibility, agility, adaptability, and creativity. In addition, the ability to build relationships, foster collegiality and collective identity, and strive for personal growth and the development of others are also important. In addition to the theoretical analysis mentioned above, this paper also presents the results of a qualitative survey (interview). The types of leadership to which the respondents belong include both rewards for good performance and passive leadership – meaning that the leader is passive and mostly absent, reacting only when mistakes are made (according to: Bass, 1999). Less than half of the respondents (11 out of 28) prefer the first type of victimization, 7 out of 28 respondents believe that a combination of transformational and transactional g leadership is more effective, while others believe that transactional leadership would be appropriate for students and colleagues. None of the respondents chose a passive type of leadership. In response to the question "Would you describe yourself as a creative leader?" (perseverance, flexibility, courage, confidence, vulnerability; learning from colleagues, sharing knowledge, collaboration, collegiality, imagination, resourcefulness, learning from mistakes; ...), most respondents (20 of 28) said they were creative in some way. More than one respondent indicated that a more appropriate term would be "a leader

who thinks outside the box." Some respondents see personal skills, creativity, and the influence of international and business experiences on the development of their own creativity. There are also opinions that believe administrative tasks and excessive workload limit the space for creativity expression. Finally, the authors conclude that leadership should be viewed as a collaborative process based on mutual trust if there is a desire to change organizational cultures and shape the future of institutions, staff, and students in a global environment that is increasingly demanding (pp. 238-262).

In the analysis of this journal, from the aspect of the basic problem of this work, the article The Role of Educational Research in the Transformation of Educational Policy and Practice (Vujisić-Živković, 2013, pp. 7-23) can be highlighted. The article discusses the role of educational research in the transformation of educational policy and practice. First, from the perspective of the possibilities, scope, and limitations of the "evidence-based" approach to educational reform, within which an intensive review of the epistemology of pedagogical science took place, focusing on the study of cause-effect relationships in education. Also called for is the methodological rigor of educational research, culminating in an experiment on a sample. The problem of systematic dissemination and application of the scientific knowledge gained in educational practice is also seen. Critics of this conception emphasize its neopositivist and quantitative character, which is insufficient for understanding pedagogical phenomena in the context in which educational innovations are studied (sample). According to the first approach, only an experiment on a random sample can answer the question of practitioners and policymakers about the possible outcomes of applying program "X" instead of program "Y". In this context, it is emphasized that there will be no irreversible and lasting progress in education until we have dozens and hundreds of experimental studies on all aspects of educational practice (Slavin, 2002, p. 22). Only those involving more than 250 students and more than 10 schools (classes) will be selected for relevant research that will be subjected to further synthesis. Particular emphasis is placed on initial testing of knowledge and control of relevant variables, and it is recommended that researchers not construct knowledge tests but use external evaluation, as it has been shown that the internal way of measuring the impact of a program usually leads to the conclusion that it is exceptionally effective. There is not yet agreement on the minimum duration of the experiment, but it is recommended that it be no shorter than 12 weeks (Slavin, 2008). The author of this article argues against the first research approach to educational policy development, stating that the first approach is a "code name" for an experiment on a random sample that provides a "myopic picture of science" (adapted from: Berliner, 2002). Achieving this level of precision and universality under the second approach is referred to as technocratic, while qualitative educational research is characterized by a democratic and interpretive approach. The second approach is more appropriate to the nature of educational phenomena because it actively involves practitioners in research, advocates the principle of inclusion and dialog, allows the "voice of all" to be heard, and asks researchers further critical questions about the social and institutional context of schooling that are bypassed by official policy.

Next on the list of journals in the M23 category is the journal Innovations in Teaching (Teacher Education Faculty in Belgrade). In the overview of the papers of this journal for the period of the last 10 years, the papers with pedagogical topics dominate, which, as it says in the description, deal with education and the search for optimal solutions and effective strategies for the introduction of innovations in teaching.

However, the examined papers from this journal can be conditionally assigned to the field of management because of the terms in the title that are used as synonyms or as important determinants of management. One of the papers of this type is Factors of Effective Class

Management in Elementary School Music Teaching (Stefanović, 2018). The mentioned paper presents the results of an exploratory research that examines the factors of effective class management based on three areas: school learning context, socio-pedagogical characteristics, and teacher competencies. Based on the responses of the teachers and students themselves, it is concluded that all of the aforementioned groups of actors play a significant role in effective classroom management in older elementary school classes. Since the content of the work deals with the application of methods in the presentation and implementation of classroom content, classroom management styles, strategies for managing classroom discipline, the application of measures, i.e. procedures within educational methods, and the contents of pedagogical science systematized within pedagogical disciplines, it can be concluded that this topic belongs primarily to pedagogy as an integral science and that the mentioned contents belong to the subject of pedagogical science.

In the work Implementation of Diversity Management Contents into the Curricula of Higher Education Institutions in Western Balkans Countries (Starc, 2016), it is based on the fact that migration movements of the population create multi-ethnic communities, which educational institutions should be aware of in terms of innovating traditional plans and based on that, the impact of higher education institutions on accepting and encouraging diversity. 1560 higher education teachers from the Western Balkans participated in the research, where the majority of respondents were from Serbia. The respondents believe that students should be taught about the differences between individuals depending on values, personality, education, etc. They point out the case method, the conversation method and the problem method as the most effective in managing diversity. The changes herald the redefinition of the mission and vision of the institution, through the updating of the regulations that define the rights and obligations of students, the innovation of the syllabus of certain subjects, the introduction of new subjects, etc. Given that it refers to the whole functioning of higher education institutions according to certain values and to the term management, this work can be partially interpreted from the aspect of management, to which the authors of the work belong. The paper Communication of school principals with students (Šejtanić & Ilić, 2016, pp. 61-72) does not refer primarily to the field of management, but considering that it is about the principal, as the manager of the school institution as a kind of system, this paper is included in the analysis.

The research was conducted with the purpose of determining what types of communication are prevalent in the relationship between the principal and the students. The research sample consisted of five hundred and ninety primary and secondary school students and fourteen principals. The work is significant because it examines an understudied area, as the work of the school is mainly dominated by communication between principals and teachers. The representation of democratic and authoritarian communication in the relationship between principals and students, as direct and indirect communication, and nonviolent and violent communication, is examined. The results show that democratic communication dominates compared to autocratic communication, with no statistically significant difference between principals and students, as well as direct versus indirect communication and the dominance of nonviolent versus violent communication, with no significant difference in the attitudes of principals and students. Although this paper does not deal directly with the internal organization of the school, it does address communication as an important part of the functioning of a particular institution as a prerequisite for its effectiveness.

In the journal Teaching and Education, based on the criteria of analysis presented in the methodological part of the paper, for the period of the last 10 years, a paper was singled out

that explicitly refers in its title to the problems of management and education. In the paper *Education of managers for action* (Alibabić et al., 2013, pp. 107-125), the authors deal with the competencies of managers who are educated for action, discernment in relation to work, concrete work activities and solving problems in the work context. Based on a review of the relevant literature on the profession of management and the professional profile of managers training for action, the authors highlight a set of competencies (knowledge, skills, abilities, and qualities) that business school and management faculty curricula should address so that students, future managers, are prepared for action, i.e. prepared for the world of work (competencies for solving problems; competencies for understanding the local and global environment and perspectives; management competencies; leadership competencies; personal development competencies; communication competencies; functional knowledge; competencies for handling information and technology; ethical decision-making and people management skills). In addition to the above competencies, the authors also consider active learning models, particularly problem-based learning (PBL) and case study models. The above theoretical framework forms the basis for a study involving faculty and students from managerial education faculties and business schools. The results show that students believe that the curriculum is even very little focused on the development of some competencies, such as personal development competencies, communication, and management competencies. While the teachers think that the curicium is competency oriented. Based on the assessments of students and managers, the authors conclude that active teaching models should be more represented so that students are trained for the world of work – for acting in a real work environment.

Although this work was the subject of analysis because of the explicit terms in the title that relate to education and management, both the content of this work and the basic research question clearly indicate that it considers higher education curricula from the perspective of leadership development and leadership deficits in educational institutions. Certain theoretical foundations and methodological orientations in the work could be the guidance in researching leadership competencies for the field of management of educational institutions, as well as adequate learning models, but only after the design, processing and implementation of the curriculum for the training of leaders or managers in the institutions of the school system.

In Volume 2 of 2013, a review of the book by Nenad Havelka and Ljubiša Lazarević (A *book review: Psychology of Sport Management*) was highlighted in the same journal under the aspect of this work. The author of this review (Marina Arsenović Pavlović) believes that this book can be interpreted as a textbook of sport pedagogy, covering topics such as: psychological conceptions of modern management, theories of organization and management of organizations, theories of interpersonal relations, goals and forms of organization in sport, and characteristics of modern sport, such as: globalization, commercialization and professionalization, the formation and development of a group in an organizational setting, group goals and group norms, differentiation of activities and integration of relationships in a group, group processes and patterns of behavior in a group, and the study of personality management, paying particular attention to the study of leadership. The author of the paper highlights certain personal qualities and skills that must be met by managers in sport: a broad range of intellectual and social skills, motivation and emotional stability, attitudes and personality traits, and other personal dispositions that initiate, direct, and organize the activities of managers and enable them to articulate the behavior of the people with whom they work and collaborate. A modern manager in sport must be educationally and

psychologically competent (Pavlović, p. 364). Part of the characteristics and personality traits is the subject of interest of pedagogical disciplines dealing with teacher competencies (school pedagogy), so together with an additional theoretical analysis of similar theoretical starting points and research in the field of collective management of educational institutions, it was possible to arrive at a certain fund of applied knowledge in the field of management. in education. In addition, the author of the textbook points out that this textbook is a special contribution to the teaching of health and physical education in schools and mass actions.

4. DISCUSSION

In accordance with the basic programmatic orientation of the journal, which deals with theoretical and practical issues of adult education, the largest number of contributions deals with the relationship between higher education and professional efficiency in various fields from the point of view of the development of entrepreneurial competences of the educational participants. In this sense, some works point more directly to the importance of programmes and methods at the higher education level for the development of graduates' entrepreneurial competencies. In addition, other works are mainly concerned with the relationship between leadership in different fields and education, the operationalization of leadership and competencies for the field of human resource management.

In the journal Journal of the Institute of Educational Research, contains papers that specifically address the issue of management and leadership in the educational context. In this context, it is worth highlighting the presentation on the book (collection of topics) Leadership in education: initiatives and trends in selected European countries. In the mentioned publication, the school is considered as an organizational unit in which the theories of organizational development can be applied. The role of school principals (as leaders and managers), their skills, competences and behaviors necessary for the successful organization of school institutions are particularly emphasized. In this context, the research findings on the problems, needs and competencies of school leaders in Serbia were highlighted. The challenges of leadership from a theoretical and empirical perspective are discussed in the context of higher education, as well as contributions that highlight the role of educational research in transforming educational policy and practice.

The papers in the journal Teaching innovation belong conditionally categorized in the field of management in education, since they deal with topics that have a more pedagogical character. They deal with the factors of effective management in specific teaching areas, with communication between school leaders and students, and with content related to diversity management in higher education.

Within the journal Studies in Teaching and Education journal, two papers were selected for a total of 10 years. The first addresses the problem of educating managers for practice, stating the competencies that should be included in the curricula of business schools and faculties of management. The importance of this paper is that the list of listed competencies can be empirically verified from the point of view of management of educational institutions. The second paper is a presentation of the book Psychology of Sport Management. The author of the presentation (Marina Arsenović Pavlović) emphasizes the importance of the mentioned book from the point of view of management research in education and as a contribution to physical education in schools and mass events.

5. CONCLUSION

Based on categorization, the journals presented in this paper represent a reference source of scientific information on the different levels of education, teaching and learning. The presented results indicate that management topics are insufficiently represented in the mentioned journals, which is also indicated by the percentage of selected works in relation to the total production of works. Depending on the thematic orientation of the journal, other areas of education, school-related problems, and numerous issues of school learning and teaching are mainly covered. Also, the presented works consider more the problems of development of management in entrepreneurship in relation to management in education. In it, education is understood as a primary factor in the development of leadership in entrepreneurship in business in relation to the educational space. Works that deal with the role of managers in education (institutions, classrooms) usually deal with content that primarily belongs to the already existing corpus (fundus) of pedagogical knowledge, which is divided into different pedagogical disciplines, and must be classified as such. The renaming of certain contents, which primarily belong to the fundus of pedagogical knowledge within the framework of various disciplines, to the field of management cannot be seen as a contribution to a clearer foundation of this discipline or field of knowledge. Efforts to more clearly differentiate the scientific field of management in education should go in several fundamental directions: empirical verification of the pointed implications of management research on education and educational systems; further theoretical analysis of journals and other publications issued by universities for the preparation of teachers; analysis of curricula for the training of teachers and professional staff; and analysis of the content of professional development of educational staff from the point of view of management in education. The above enumeration certainly does not exhaust all the activities that would ultimately contribute to the constitution of a relatively independent scientific discipline that would deal primarily with the field of educational management. In this way, it would contribute to the development of university teaching practise in this area.

REFERENCES

Alibabić, Š., Čukanović-Karavidić, M., & Đorđević, I. (2013). Obrazovanje menadžera za akciju. *Nastava i vaspitanje, 63*(1), 117-126.

Andevski, M. (2007). *Menadžment obrazovanja*. Novi sad: Cekom books.

Arsenović Pavlović, M. (2013). Psihologija menadžmenta u sportu (Prikaz knjige). *Nastava i vaspitanje, LXII*(2), 362-371.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. European Journal of Work and Organisational Psychology, *8*(1), 9-32.

Berliner, C. D. (2002). Comment: Educational Research: The Hardest Science of All. Educational Researcher, Vol. 31, No. 8, 18-20.

Boffo, V., & Togni, F. (2021). Entrepreneurial Organization in Higher Education Professional and Educational Answers to the Crisis – The Pandemic and More, *Andragoške studije. 2021*(1), 21-40. https://doi.org/10.5937/ AndStud2101021B

Boffo, V, Gamberi, L, Lim, H., & Aisha, N. (2020). Entrepreneurship Education Around the World: A Possible Comparison, *Andragoske studije*, *2020*(2), 77-100**.** https://doi.org/10.5937/AndStud2001077B

Bogićević, M. (2013). Koučing – pojam, vrste i koučing rukovodilaca. *Andragoske studije. 2013*(1), 147-160.

Bralić, Ž. (2016). Knowledge Society and Contemprary Management. *Andragoške studije*, *2016*(1), 29-44.

Daddi, D., Boffo, V., Buragohain, D., & Iyaomolere, T. C. (2020). Programmes and Methods for Developing Entrepreneurial Skills in Higher Education. *Andragoske studije, 2020*(1), 101-123.

Drašković, S. (2014). Službenici na poslovima upravljanja ljudskim resursima-mapiranje oblasti djelovanja za koje su potrebna znanja iz andragogije. *Andragoske studije*, *2014*(1), 65-86.

Glomazić, H. (2012). *Leadership and education*. *Andragoske studije, 2012*(1), 129-144.

Gundogan, D. (2020). Leadership in education: Initiatives and trends in selected European countries (A book review). *Zbornik Instituta za pedagoška istraživanja*, *52*(1), 216-225.

Khattab, A., & Wong, D. (2018). Integrating Western and Arab Leadership Development Practices: An Example of the Challenge Bridging Global and Local Adult Learning Perspectives. *Andragoske studije, 2018*(2), 65-85. https://doi.org/10.5937/AndStud1802065K

Kulić, R., & Đurić, I. (2014). Kvalitet ljudskih resursa i konkurentna sposobnost nacionalne ekonomije. *Andragoške studije*, *2014*(1), 29-46.

Marićević, L. (2014). Factors of leadership. *Andragoške studije*, *2014*(1), 87-104.

Marićević, L. (2015). Personal correlates of leadership and implications for HRM practice. *Andragoške studije*, *2015*(2), 127-141.

Pejatonović, A., & Mihajlović, D. (2019). Education in the Process of Career Guidance as a Response to the Needs of Young Adults. *Andragoške studije, 2019*(1), 9-32. https://doi.org/10.5937/AndStud1901009P

Slavin, E. R. (2002). Evidence-based Education Policies: Transforming Educational Practice and Research. *Educational Researcher*, *31*(7), 15-28.

Slavin, E. R. (2008). Perspectives on Evidence-Based Research in Education. What Works? Issues in Synthesizing Educational Program Evaluations. *Educational Researcher*, *37*(1), 5-14.

Smith, M. K., & Vass, V. (2019). Towards creative transformational leadership in higher education: Challenges and opportunities. *Zbornik Instituta za pedagoska istrazivanja*, *51*(1), 238-284. https://doi.org/10.2298/ZIPI1901238S

Starc, J. M. (2016). Implementation of diversity management contents into the curricula of higher education institutions in Western Balkans countries. *Inovacije u nastavi*, *XXIX*(4), 55-71. https://doi.org/10.5937/inovacije1604055S

Stefanović, S. (2018). Činioci efikasnog upravljanja u nastavi muzičke kulture. *Inovacije u nastavi*, *XXXI*(4), 103-116. https://doi.org/10.5937/inovacije1804103S

Teodorović, J., Ševkušić, S., Malinić, D., & Đelić, J. (2019). Leadership in education: The case of Serbia. In S. Šefkušić, D. Malinić, & J. Teodorović (Eds.), *Leadership in education: Initiatives and trends in selected European countries* (pp. 163-180). Institute for Educational Research, Belgrade; Faculty of Education, University of Kragujevac, Jagodina; Hungarian-Netherlands School of Educational Management, University of Szeged.

Teodorović, J., Ševkušić, S., Malinić, D., & Đelić, J. (2020). Leadership in education: Needs, problems and competencies of school principals in Serbia. *Zbornik Instituta za pedagoska istrazivanja 52*(2), 275-330. https://doi.org/10.2298/ZIPI2002275T

Vanna, B., & Fabio T. (2021). Entrepreneurial organization in higher education: Professional and educational answers to the crisis: The pandemic and more. *Andragoške studije, 2021*(1), 21-40.

Vujisić-Živković, N. (2013). The role of educational research in transforming educational policy and practice. *Zbornik Instituta za pedagoska istrazivanja*, *45*(1), 7-23.

Šejtanić, S. I., & Ilić, M. Đ. (2016). Communication between principals and students. *Inovacije u nastavi*, *XXIX*(3), 61-72. https://doi.org/10.5937/inovacije1603061S

MENADŽMENT U OBRAZOVANJU
U PEDAGOŠKOJ PERIODICI U SRBIJI

U radu se analizira zastupljenost sadržaja menadžmenta u obrazovanju u pedagoškoj periodici u Srbiji. Za predmet analize izdvojeni su časopisi sa liste kategorisanih domaćih naučnih časopisa za psihologiju, pedagogiju, andragogiju i specijalno vaspitanje. Vremenski uzorak analize određen je za period poslednjih 10 godina. Pritom se kao osnovno polazište u analizi uzimaju radovi koji u svom naslovu sadrže ekplicitno iskazane termine koji precizno upućuju na kontekst pojma menadžmenta u obrazovanju (menadžment, uređivanje, upravljanje, vođenje sistema, rukovođenje, ekonomisanje, liderstvo). Pomenuti semantički kontekst predstavlja i osnovnu jedinicu analize navedenih sadržaja. Na osnovu analize časopisa iz oblasti vaspitanja, po navedenom kriterijumu, može se zaključiti da broj radova u ovoj oblasti znatno zaostaje za radovima koji tretiraju ukupnu pedagošku problematiku. Na osnovu toga u radu se ukazuje na poterbu preciznijeg naučno-statusnog određenja menadžmenta u obrazovanju i sistematizacije sadržaja koji se odnosi na pomenuti teorijski okvir.

Ključne reči: *Menadžment u obrazovanju, pedagoška periodika, teorijska analiza, jedinica analize*