PRINCIPAL'S COMPETENCIES: THE EXAMPLE OF THE REPUBLIC OF CROATIA

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In the Republic of Croatia, being the principal of an educational institution is no longer just a function but a profession. Since 2021, the obligations and rights of principals of educational institutions derive from legal regulations, while the competencies of principals have been determined by the standard of occupation and the standard of qualification. This paper, on the basis of the Qualification and Occupational standard – Principal of an Educational institution*, which determined the competencies of school principals of educational institutions, sought to determine the level of competencies of principals acquired through formal teacher education. Formal teacher education implies the acquisition of competencies for work in educational institutions. These competencies are acquired in the Republic of Croatia through teaching courses in graduate university studies. The survey method was used on 200 participants, primary and secondary school principals in the Republic of Croatia, to assess the level of acquired competencies, i.e., knowledge and skills, during such education that are applicable in the duties of principals. The surveyed principals expressed satisfaction with the competencies acquired in formal teacher education, especially those competencies that refer to the organizational management of the educational process and cooperation with parents and the external environment. However, the research identified groups of competencies that principals assess as insufficient. The obtained results indicate the need to implement additional training programs for principals that would enable them to acquire knowledge and skills that they have not acquired*

through formal education, that are crucial for the management of an educational institution.

Keywords: *competencies, evaluation, the principal's occupation, the principal's tasks*

1. Introduction

The rapid changes brought about by the 21st century are reflected in all spheres of society and thus affect the institutionalized processes of upbringing and education. Today, there is a great responsibility in schools when it comes to preparing children and young people for the challenges of the times we live in. Whether educational institutions will be able to provide adequate responses to the growing pressure of sudden changes in all spheres of life depends on a number of factors, including, of course, school management policy and practice. Because there is an opinion that public education cannot properly cope with economic, social, and technical changes that are more frequent and intense, and that the prerequisite for a successful school and successful learning is the successful management and administration of the educational institution (Resman, 2001, 51; Marks and Printy, 2003; Leithwood *et.al.*, 2004; Schleicher, 2015, 46) the importance of a quality management system of educational institutions, such as well-educated and trained principals, is increasingly emphasized (Vrcelj, 2018, 148). The importance of the role of principals as those responsible for achieving the vision and mission of the educational institution, effective management, creating a positive and productive working atmosphere, etc., is recognized in scientific and professional articles and in legislation and recommendations of international organizations. Thus, for example, one of the first OECD documents highlights the key tasks of the school principal and emphasizes the need for training the principal (Pont *et al.* 2008). The conclusions of the Council of Europe of 2009, which state the need for adequate education of principals, are on the same track (European Council, 2009). Since 2015, Eurydice has been publishing publications related to the management of school institutions in the countries of the European Union, emphasizing the importance of quality education of principals of educational institutions, with reference to, inter alia, the results of a survey showing that special training programs for princi-

pals exist in most European Union countries (Eurydice, 2015, 6). In the Republic of Croatia, one of the fundamental national documents, the *Strategy of Education, Science and Technology*, mentions, among other things, the need for education of the principles of educational institutions as a national goal. In this regard, it is emphasized that the principal, in addition to having teaching experience, should also have organizational, managerial, and financial knowledge (*Strategy of Science, Education and Technology*, 2014, 9) and it emphasizes the importance of training principals in various aspects within the scope of educational work, such as the use of curricular documents, the application of new models of evaluation, assessment, and reporting, as well as training to promote quality in culture and self-evaluation methods.

Determining the elements of successful management of educational institutions has been done by both theorists who were judging school principals' work efficiency (Lai Horng, 2010; Summak and Kalman, 2020; Zahed-Babelan *et.al.*, 2019) and/or by those who tried to establish the fundamental common competencies' mandatory for principals if quality management of educational institutions was to be accomplished (Resman, 2001, 56; Staničić, 2006, 140–144; Seme Stojnović and Hitrec, 2014; Gülcan, 2012, 627; Stronge and Xu, 2021, 4; Trakšelys *et al.*, 2016, 87). Furthermore, many of the aforementioned theorists agreed that the development of desirable competencies of principals requires additional education and/or training to be provided in the context of lifelong learning (Trakšelys *et.al.*, 2016, 90; OECD, 2009, 20; European Council, 2009; *Strategy of Science, Education and Technology*, 2014, 39) and regulated by the state as has been done by most European countries (Schleicher, 2012, 26–28).

The biggest step in the process of professionalizing the profession of the principal of an educational institution was made by entering the *Qualification and Occupational standard – Principal of an educational institution* in the register of the Croatian Qualifications Framework in 2020. They prescribe the tasks of the principal of educational institutions as well as the list of competencies necessary for the successful performance of these tasks as presented by the learning outcomes and necessary for acquiring the qualification of the principal of the educational institution. In both documents, competencies are grouped into nine sets. These are: planning and programming the work of the edu-

cational institution, analysis of the environment of the educational institution, quality assurance, work organization, consulting work, communication and presentation skills, human resources management, implementation of legal regulations, and financial operations. In the *Occupational Standard* (2020), the jobs of principals are classified into six categories, and with each job, the necessary competencies for their performance are defined:

   I. Strategic management of educational institutions
  II. Human resources management
 III. Management of the educational process
 IV. Organizational management of the educational process
  V. Cooperation with parents and the external environment
 VI. Crisis management of an educational institution

Since the *Qualification and Occupational standard – Principal of an educational institution* list general competencies that include a different set of knowledge and skills necessary for the successful performance of complex tasks by principals of educational institutions, these documents represent the basis for the development of the curriculum of educational programs for the future education of principals of educational institutions and are a kind of indicator of the quality of management and administration of educational institutions.

The standards of certain key competencies of principals of educational institutions can be found mainly in scientific and professional literature that deals with the issues of the role, importance, and influence of principals. For example, Staničić points out that the principal should be a manager, an expert in project management, finance, and public relations, that the principals should have certain values and be morally and empathetically successful managers who manage the educational institution. As a managing and professional manager of an educational institution, one should know pedagogical tasks such as planning and programming, the introduction of innovations in teaching, monitoring and improvement of teaching, one should have developed intrapersonal and interpersonal skills, know how to deal with modern challenges and increasing imposed requirements, be communicative, resolve conflicts, and encourage professional development. In addition to pedagogical affairs, one should also know the administrative and legal affairs related to the application of laws, regulations, personnel policy, health care,

regulations in construction and reconstruction, financial accounting, management, reporting, and maintenance of equipment and resources (Staničić, 2006, 203).

In the school management model proposed by Leithwood and Jantz (2006), three broad categories of competencies are distinguished, each of which is presented with three more subcategories:

1. Setting goals with subcategories of competencies that include those related to the development of the school's vision, setting specific goals and priorities, and setting high expectations for performances.

2. Human resource development with subcategories of competencies that include the knowledge and skills needed to encourage intellectual stimulation, provide individual support, and build desirable professional practices and values.

3. The development of an institution with competencies for the development of a collaborative (stimulating) school culture, creation of management structures to encourage activity in school decisions, encourage productive social relations (Leithwood and Jantzi, 2006, 205).

Similarly, Trakšelys *et.al.* (2016) single out six broad competencies of principals, each of which is explained by the necessary knowledge and skills that are a necessary prerequisite for the development of desirable competencies. Thus, the competencies of principals include those that can be classified into personal, social, teaching, educational, self-management, and managerial competencies (Trakšelys *et.al.*, 2016, 87). In addition to the mentioned, Gülcan (2012) considers that the role of the school principal has five fundamental items: 1. determining the vision and mission of the school; 2. programming and directing education; 3. professional development of employees; 4. monitoring and evaluation of the learning process; and 5. creating a positive classroom atmosphere (Gülcan, 2012, 627). Robinson et al. also represent principal competencies in five dimensions: Setting goals and expectations; Strategic use of resources; Planning, coordination and evaluation of teaching and curriculum, Promoting and participating in teacher learning and development; Providing a structured and stimulating environment (Robinson *et.al.*, 2008, 635–674). To explain what it means to be

a successful principal, Stronge and Xu (2021) as key competencies of effective principals emphasize the abilities for: instructional leadership; establishing a supportive school climate; human resource management; teacher evaluation; organizational management; good communication and establishing quality relationships in the community; professionalism and the role of the principal in achieving student achievement (Stronge and Xu, 2001, 6).

From the brief overview of the desirable competencies of principals, it is clear that various authors who have dealt with the issue of successful management of educational institutions, describe the role, responsibilities, and competencies of principals in a similar way.

This paper will present the results of a survey conducted among primary and secondary school principals on desirable competencies for performing principal work. The results of the research are considered a good starting point for designing a quality education programme for future school principals.

2. Empirical research

2.1. Research subject

The aim of the research was to examine whether principals of primary and secondary schools consider the competencies acquired through formal teacher education sufficient to perform principal's duties. The competencies required to perform those duties at educational institutions are determined based on the principal's key duties and can be read in the *Qualification and Occupational standard – Principal of an educational institution* of 2020.

2.2. Research objectives and the research hypothesis

The following research objectives are set accordingly:
1. Assess the adequacy of formal teacher education for each of the six core competency groups.
2. Determine whether there are differences in the evaluation of the adequacy of formal teacher education with regard to the ba-

sic demographic characteristics of principals and the types of schools in which they work.

3. Determine which group of acquired teacher competencies during formal teacher education are the most significant predictors of satisfaction with the overall outcome of formal teacher education.

4. Determine whether principals consider it necessary to professionalize the function of principals.

Starting from the stated research goals, the following research hypothesis is defined: Primary and secondary school principals do not consider their formal teacher education to be sufficient in terms of acquiring the necessary competencies to perform the principal's job.

2.3. Research method

The research was conducted using the survey method. The questionnaire was constructed using Google Forms. The survey started on May 24 and closed on June 9, 2021.

2.4. Participants

The realized sample numbered 200 research participants, of whom 170 were primary school principals and 30 were secondary school principals. Among them, 67.5% were women. Slightly more than 1/3 (36%) of study participants are up to 49 years old, 30% are between 50 and 56 years old, and 34% are older than 57 years. The largest number of them were from Zagreb and the Zagreb region (29%). Dalmatia has 22% of them, Northern Croatia has 20%, Slavonia has 14%, Istria, Primorje, and Gorski Kotar has 10%, and Lika, Kordun, and Banovina has 6%. The participants in the research have an average of 27.5 years of work experience, and they have been working as principals for an average of 7.5 years.

2.5. Instrument for gathering data

The instrument used for gathering data consisted of three parts. The first part included questions about the demographic and socio-pro-

fessional characteristics of the research participants. The second part of the instrument contained 32 items – teaching competencies defined according to the *Qualification and Occupational standard – Principal of an educational institution* of 2020.[1] Each item was accompanied by an assessment scale ranging from 1 to 5, where 1 implied the complete insufficiency of formal teacher education for the acquisition of the stated competencies and 5 indicated complete sufficiency. The third part of the instrument for gathering data consisted of three items that measured general satisfaction with the competencies acquired through formal teacher education, satisfaction with the trainings for principals that are currently being conducted, and the opinion of research participants on the need to professionalize the role of school principals.

2.6. Research design

The research was conducted using the online survey method. The questionnaire was constructed using the Google Forms tool. The survey was opened on May 24 and closed on June 9, 2021. According to the Central Bureau of Statistics in the Republic of Croatia of the school year 2020/2021, there were 878 primary and 439 secondary working schools. The link to the invitation to the questionnaire was sent by email to 747 email addresses of primary school principals and 137 email addresses of secondary school principals. Over a three-week period, an additional invitation was sent to all those who did not complete the questionnaire.

In order to assess the adequacy of formal teacher education, six composite variables were constructed. Each composite variable was an assessment of the adequacy of education for one of the categories of work of principals defined in accordance with the Standard of Occupation of Principal of an Educational Institution of 2020. The variables were constructed in such a way that for each group of jobs, for each

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[1] The items are classified into six categories of principal's jobs determined according to the *Qualification and Occupational standard – Principal of an educational institution*. Those are: strategic management of educational institutions, human resources management, management of the educational process, organizational management of the educational process, cooperation with parents and the external environment and crisis management of the educational institution.

research participant, the average value of the answers collected on each item from each group of jobs was calculated[2]. In this way, the range of values of each constructed variable ranged from 1 to 5, where 1 implies that the formal teacher education was completely insufficient to acquire the competencies necessary to perform the specified group of jobs, and 5 that it was entirely sufficient. The one-dimensionality of each of these six complex indicators was verified by exploratory factor analysis. Moreover, each of the above six composite variables ultimately had high reliability. The values of the Cronbach's alpha coefficient were: 0.95, 0.94, 0.90, 0.95, 0.94, and 0.89.

The following statistical procedures were used in data processing: descriptive analysis of response frequencies and percentages, t-test of independent samples and one-way analysis of variance for the purpose of detecting statistical significance of differences, and multiple linear regression analysis.

3. Results of research and discussions

3.1. Assessing the adequacy of formal teacher education

Table 1 shows the average values for the adequacy of formal teacher education for each group of jobs. The jobs in the groups "management of the educational process" and "cooperation with parents and the external environment" have the greatest values. These groups of jobs, with regard to their average values, differ statistically significantly from the other four groups.[3] This means that the surveyed principals estimate that during their formal teacher education for these two groups of jobs, they have acquired a higher level of necessary competencies. Items that have achieved high values in these two dimensions are: *evalua-*

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[2] For example, total dimension values of *Crisis management* can be expressed as follows: UV = (Providing conditions for a safe environment of the educational process + Coordinating the development and implementation of preventive programs to combat violence/disease/addiction + Knowledge and application of standard procedure for resolving crisis situations). Appendix 1 presents an overview of all items that make up individual dimensions.

[3] The T-test revealed a statistically significant difference in the average value of these two groups of jobs compared to all others at the level of 95%.

tion of students' educational achievements (M 4,05; SD 0,781); *shaping school culture and a positive atmosphere of cooperation* (M 4,02; SD 0,935); *planning, preparation, and organization of the educational process* (M 4,00; SD 0,932); *application of effective communication and counselling work with all school participants* (M 3,98, SD 0,984), *organizing cooperation with parents* (M 3,95; SD 0,878) and *analysis of the need, interests, and possibilities of cooperation with the environment* (M 3,86; SD 0,958).

Table 1. Assessment of the adequacy of formal teacher education by individual groups of jobs

	N	Mean	S. E	SD
Management of the educational process	200	3,91	0,05	0,78
Cooperation with parents and the external environment	200	3,83	0,06	0,86
Human resources management	200	3,67	0,06	0,91
Organizational management of the educational process	200	3,66	0,07	1,00
Crisis management of an educational institution	200	3,6	0,07	0,94
Strategic management of educational institutions	200	3,5	0,07	0,98

The lowest values were recorded in the categories of jobs concerning "Crisis management" and "Strategic management of educational institutions," which indicates that the principals consider that they are the least qualified for these two groups of jobs. Dimensions that describe the category "Strategic management of educational institutions", and in which the lowest value of acquired competencies during formal teacher education is recorded refer to *competencies for planning school activities and projects* (M 3,35; SD 1,079); *creating the vision and mission of the school* (M 3,49; SD 1,121), *continuous implementation and*

control of promotion strategies (M 3,02; SD 1,116). The variable *Crisis management of an educational institution* is especially emphasized by the lack of competencies in *providing conditions for a safe environment for the educational process in the school, such as insurance against injuries, materials, furniture, etc.* (M 3,55; SD 1,055) *and knowledge and application of the standard procedure for resolving crisis situations* (M 3,65; SD 1,046)

The principals rated their own competencies for specific jobs as being of equal quality. The average values are within the framework of the assessment of the sufficiency of acquired competences for jobs in all six categories (M 3,5-3,91) of principals of educational institutions acquired through formal teacher education, thus rejecting the initial research hypothesis.

3.2. Assessment of the adequacy of acquired teaching competencies with regard to individual demographic characteristics of research participants

Among other things, the research sought to determine whether there are differences in the evaluation of the adequacy of formal teacher education with regard to the basic demographic characteristics of principals and the types of schools in which they work. For this reason, the statistical significance of differences in average values on six composite variables (groups of principals) with respect to the method of t-test and one-way analysis of variance was tested with respect to: gender, categorized age of the principal, categorized length of work in the system, categorized duration of the role as a principal, type of school (primary vs. secondary), and regional affiliation.

A statistically significant difference was found only in the case of the length of the principal's term. The results of the conducted t-test indicate that those principals who perform this duty for a shorter period (up to five years of principal experience) evaluate their formal teacher education as less sufficient to acquire the competencies required to perform management work in five of the six groups of management tasks. The only group of jobs in which no statistically significant difference was found between those who hold the position of principal for less than five years and those who hold it for more than five years is the group of

jobs involving *management of the educational process,* which implies the following competencies: *evaluation of educational achievements of students, shaping the culture of the school and a positive atmosphere of cooperation, planning, preparation and organization of the educational process, application of effective communication and counselling work with all school participants and participation in the development of new educational programs*.

Therefore, it can be concluded that longer experience of working as a principal of an educational institution and facing the challenges of this job leads to improvement and even the acquisition of certain competencies that were not acquired through formal education.

Table 2. The difference in the average values of the assessment of the adequacy of formal teacher education with regard to the length of the principal's tenure

		N	Mean	S.E	t-value	p
Strategic management of educational institutions	works as a principal up to 5 years	59	3,15	0,12	-3,23	0,00
	works as a principal over 5 years	136	3,64	0,08		
Human resources management	works as a principal up to 5 years	59	3,38	0,12	-2,84	0,00
	works as a principal over 5 years	136	3,78	0,08		
Management of the educational process	works as a principal up to 5 years	59	3,76	0,09	-1,66	0,10
	works as a principal over 5 years	136	3,96	0,07		
Organizational management of the educational process	works as a principal up to 5 years	59	3,40	0,13	-2,34	0,02
	works as a principal over 5 years	136	3,76	0,08		

Cooperation with parents and the external environment	works as a principal up to 5 years	59	3,60	0,11	-2,43	0,02
	works as a principal over 5 years	136	3,93	0,07		
Crisis management of an educational institution.	works as a principal up to 5 years	59	3,33	0,12	-2,60	0,01
	works as a principal over 5 years	136	3,71	0,08		

3.3. Acquired competencies as predictors of satisfaction with the overall outcome of formal teacher education

All the contents of the formal teaching process, as well as all the acquired competencies, are not equally important for the typical or most common work tasks that individuals encounter in their professional lives, and consequently, they are not an equally important factor in the overall satisfaction with the acquired formal education. It can be assumed that the choice of individual teaching contents, conceptions of syllabi, and teaching models represent potential predictors of satisfaction with the overall teaching process. In other words, it is realistic to expect that satisfaction with overall education will depend on the extent to which individuals see certain elements of its content as relevant, satisfactory, or sufficient to perform various tasks and activities in their everyday work.

One of the research's goals was to identify specific elements of formal teacher education content as potential predictors of principal satisfaction with overall formal teacher education. For this purpose, multiple linear regression analysis was used, where constructed composite variables were used as predictor variables and the variable of total satisfaction with formal teacher education was used as a criterion variable.[4] In this way, the research was aiming to determine which of the formal competencies acquired in formal teaching education that connect the position of the principal to their overall satisfaction with formal teach-

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[4] The range of values of this variable ranged from 1 – completely dissatisfied to 5 – completely satisfied.

ing education. As a method of introducing variables into the regression model, the so-called "backward procedure" is usually considered useful when trying to determine the contribution of previously unused predictor variables or when one wants to adjust the model for the purpose of selecting the best predictors from the existing predictor assembly.

Table 3. Regression analysis – the connection between the assessment of the adequacy of certain contents of formal education and satisfaction with the overall formal education.[5]

	b	S.E	β
Management of the educational process	0,28*	0,11	0,23
Organizational management of the educational process	0,26*	0,09	0,28
Human resources management	0,23*	0,12	0,22
N	199		
R	0,675		
Adjusted R^2	0,477		
F (p <)	56,65 (0,01)		

* p < 0,05

As shown in Table 3, three variables were excluded as statistically significant predictors of overall satisfaction with formal teaching education: *Management of the educational process*, *Organizational management of the educational process*, and *Human resources management*. They interpret a total of 47.7% of the variance in overall satisfaction with formal teaching education. Therefore, principals are more satisfied with their formal teacher education if they estimate that through it they have acquired competencies for performing the above three groups of jobs. The results show that principals who are more satisfied at the same

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[5] The derived regression model satisfies the conditions of linearity and homoscedasticity of variance. Furthermore, possible multicollinearity was tested using inflation variance factors (VIF index).The values of the VIF index in the case of all three predictor variables were satisfactory: 2.9, 3.6 and 4.5, which suggests the absence of multicollinearity.

time have acquired through previous education more knowledge related to the management and organization of the educational process and human resource management, which indicates the importance of such content in the training and development programs of principals. That is why the program of education and professional development for principals should focus on teaching content that trains them to perform tasks from these three groups of competencies. Particular emphasis should be placed on the contents that are least assessed within these job groups. Thus, for example, in a group of jobs of *Management of the educational process*, the lowest assessed knowledge is in the field of *participation in the development of new educational programs* (M 3,50; SD 0,946). In a group of jobs of *Organizational management of the educational process*, the lowest assessed competencies are *rational disposal of financial and other resources of the school* (M 3,57; SD 1,250) and *management of material and financial operations of the school* (M 3,37; SD 1,261). In a group of jobs of *Human resources management*, as the lowest assessed sufficient competencies are *monitoring and analysis of the work of school employees* (M 3,57; SD 1,020), *introduction of innovative techniques and methods in schools* (M 3,53; SD 0,992) and *recruitment planning according to specific needs and participation in the selection of working applicants* (M 3,53; SD 1,147).

3.4. Professionalization of the function of the school principal

Considering the type and content of work performed by the principals of educational institutions, and the complexity of knowledge and skills required for quality work, it is not surprising that principals, to a large extent (176 out of 200 respondents, i.e. 88%), believe that the professionalization of their profession is necessary.

In Croatia, the profession of principal is not a regulated profession but a function, and as such does not require the acquisition of knowledge in a verified education system. Due to the complexity of the work and the responsibility of the principal of educational institutions, it is necessary to legally regulate the profession of principal. Continuous training and licensing during the work of the principal would be part of a well-designed process of professionalization.

4. Conclusion

The results of the first goal of the research – "assessment of the adequacy of formal teacher education" – indicate that the principals of educational institutions are satisfied with the acquired formal teacher education (M 3.7) which is rejected by the initial hypothesis of the research. The surveyed principals estimated that during their formal teacher education they acquired a higher level of necessary competencies for performing principal tasks in the group of tasks related to *management of the educational process* and *cooperation with parents and the external environment*. However, in certain dimensions and the competencies described by them, they still indicate the need for additional education. Thus, principals are, for example, the most satisfied in education with the acquired competencies for *management of the educational process*, and they are the least satisfied with the acquired *competencies for strategic management*.

The second goal of the research was to determine whether there are differences in the evaluation of the adequacy of formal teacher education with regard to the basic demographic characteristics of principals and the types of schools in which they work. A statistically significant difference was found only in the case of the length of the principal duty, i.e., principals who hold this position for up to five years, assess their formal teacher education as less sufficient to acquire the competencies needed to perform the principal duty in five of six groups of jobs. The only group of jobs in which no statistically significant difference was found with regard to the number of years of performing the principal's duty is the group of jobs *management of the educational process.*

The third goal of the research was to detect a group of acquired teacher competencies during formal teacher education as a predictor of principal satisfaction with the overall outcome of formal teacher education. The results of the research eliminated three statistically significant predictors of overall satisfaction with previous teacher education. Those are: *management of the educational process, human resources management and organizational management of educational processes.* Therefore, the more satisfied the principals are with the outcome of the current education, considering the three groups of jobs with the corresponding competencies, the more satisfied they are with the overall

teacher education. This is an indication that the education of principals should be based primarily on them.

The last goal of the research was to determine whether the surveyed principals showed a need for professionalization of the school principal's function. 88% of respondents are of the opinion that the function of the school principal needs to be professionalized. Regulating formal specialist education for the post of principal is the first step in the right direction. The completion of a university specialist study programme designed for educational institution principals should be a requirement for the position of educational institution principal.

Irrespective of the overall expressed satisfaction with the acquired competencies for performing managerial duties. Since the purpose of the conducted research was to offer a basis for improving the education of principals of educational institutions, we believe that future principals' education programs should include the following contents: knowledge and skills of providing individual support and creating a positive atmosphere, working in accordance with work ethics and general values, providing support in the professional development of employees, training that offers knowledge and skills that include data analysis, recruitment planning according to specific needs, rational disposal of financial and other resources, monitoring and analysis of employee work, organization and monitoring of professional development, ensuring conditions for a safe environment, creating a vision and mission of the school, introduction of innovative techniques and methods in teaching, planning activities and projects of the school, participation in the development of new educational programs and continuous design and implementation of promotion. Such programs of education for principals should be based on the results of scientific research and new knowledge in pedagogy, psychology, didactics, methodology, information technology, economics, etc.

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KOMPETENCIJE ŠKOLSKIH RAVNATELJA: PRIMJER REPUBLIKE HRVATSKE

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U Republici Hrvatskoj biti ravnatelj/ica odgojno-obrazovne ustanove nije više samo funkcija nego je i zanimanje. Obveze i prava ravnatelja/ica odgojno-obrazovnih ustanova proizlaze iz zakonske regulative, dok su kompetencije ravnatelja od 2020. određene standardom zanimanja i standardom kvalifikacije. Ovim se radom na temelju Standarda zanimanja *i* Standarda kvalifikacije ravnatelja/ica

odgojno-obrazovnih ustanova *kojima su određene kompetencije ravnatelja/ica odgojno-obrazovnih ustanova želio utvrditi stupanj ravnateljskih kompetencija stečenih formalnim nastavničkim obrazovanjem. Formalno nastavničko obrazovanje podrazumijeva stjecanje kompetencija za rad u odgojno-obrazovnim ustanovama. Te se kompetencije u Republici Hrvatskoj stječu u okviru nastavničkih smjerova sveučilišnih diplomskih studija. Istraživanjem se procjenjivala razina stečenih kompetencija odnosno znanja i vještina tijekom takvog obrazovanja, a koja je primjenjiva u poslovima ravnatelja, a provedeno je metodom ankete na uzorku od 200 ravnatelja/ica osnovnih i srednjih škola u Republici Hrvatskoj. Anketirani ravnatelji/ice iskazali su zadovoljstvo kompetencijama stečenim formalnim nastavničkim obrazovanjem posebice za poslove koji se odnose na organizacijsko upravljanje odgojno-obrazovnim procesom i suradnju s roditeljima i vanjskim okruženjem. Međutim, istraživanjem su uočene grupe kompetencija koje ravnatelji/ce ocjenjuju kao nedostatne, uz naglašenu potrebu za profesionalizacijom ravnateljske funkcije. Dobiveni rezultati ukazuju na potrebu provođenja dodatnih programa edukacija ravnatelja/ica koji bi im omogućili stjecanje znanja i vještina koja nisu stekli formalnim obrazovanjem, a ključna su za upravljanje odgojno-obrazovnom ustanovom.*

Ključne riječi: *vrjednovanje, profesija ravnatelj, kompetencije ravnatelja, poslovi ravnatelja*

Appendix 1.

Strategic management of educational institutions	N	% (mostly + completely sufficient	Mean	Std. Error	Std. Deviation
Planning school activities and projects	200	52,5	3,35	0,076	1,079
Continuous implementation and control of promotion strategies	200	38,5	3,02	0,079	1,116
Creating a vision and mission of the school	200	55,5	3,49	0,079	1,121
Preparation of strategic documents of the school	200	62,5	3,66	0,084	1,184
Monitoring the implementation of the annual plan and program	200	70	3,82	0,074	1,05
Evaluation of all school work, such as curriculum, teaching, student work and more	200	62	3,64	0,077	1,085
Human resources management	**N**	**% (mostly + completely sufficient**	**Mean**	**Std. Error**	**Std. Deviation**
Monitoring and analysis of employee performance	200	59,5	3,57	0,072	1,02
Introduction of innovative techniques and methods	200	54	3,53	0,07	0,992
Employment planning according to specific needs	200	59,8	3,53	0,081	1,147
Introduction of trainees and new employees	200	69	3,79	0,076	1,073
Organization and monitoring of professional development	200	59	3,55	0,074	1,041
Conducting meetings of colleges, councils	200	76,5	4,05	0,069	0,974

Management of the educational process	N	% (mostly + completely sufficient	Mean	Std. Error	Std. Deviation
Planning, preparation and organization of the educational process	200	75	4	0,066	0,932
Evaluation of educational achievements	200	80,5	4,05	0,055	0,781
Participation in the development of new educational programs	200	52	3,5	0,067	0,946
Creating a school culture and a positive atmosphere of cooperation	200	76	4,02	0,066	0,935
Application of effective communication and advisory work with all participants	200	75	3,98	0,07	0,984
Organizational management of the educational process	**N**	**% (mostly + completely sufficient**	**Mean**	**Std. Error**	**Std. Deviation**
Ensuring conditions for optimal functioning of work	200	64,5	3,76	0,075	1,067
Organization of educational work of the school	200	63	3,69	0,082	1,153
Participation in work and monitoring of the plan for improving the quality of work	200	64	3,68	0,069	0,971
Use of information and communication technology	200	72	3,9	0,072	1,024
Ensuring the legality of work	200	64,5	3,65	0,084	1,186
Management of material and financial operations	200	53,5	3,37	0,089	1,261
Rational disposal of financial and other resources	200	59,5	3,57	0,088	1,25

Cooperation with parents and the external environment	N	% (mostly + completely sufficient	Mean	Std. Error	Std. Deviation
Analysis of the need, interests and possibilities of cooperation with the environment	200	71	3,86	0,068	0,958
Evaluating cooperation with parents and other participants in the environment	200	68,5	3,81	0,068	0,958
Improving cooperation with participants in the environment	200	65	3,71	0,068	0,955
Organizing cooperation with parents	200	72,5	3,95	0,062	0,878
Presenting the work of the school to the public	200	67	3,82	0,07	0,988
Crisis management of an educational institution	N	% (mostly + completely sufficient	Mean	Std. Error	Std. Deviation
Providing conditions for a safe environment of the educational process in the school	200	56	3,55	0,075	1,055
Coordinating the development and implementation of preventive programs to prevent violence, disease and addiction	200	60,5	3,61	0,07	0,986
Knowledge and application of standard procedure for resolving crisis situations	200	60	3,65	0,074	1,046