

Professional paper

THE MANAGEMENT FUNCTION OF PLANNING IN EDUCATION WITH PARTICULAR FOCUS ON EDUCATIONAL - SPORTS INSTITUTIONS

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Abstract: Education has a strategic importance for the socio-economic development of every well-organized society. In such society, education serves as the foundation for advancement and measure of progress. In order to adequately meet the demand for skills in modern educational institutions – including those operating in the field of sports, it is necessary to use the concept of active management - which allows focusing on the goals of program planning, flexible organization of work, good governance, monitoring and evaluation of achieved results and others. The planning of the development of the education system is becoming a growing issue, since it is increasingly difficult to reliably predict the future generators of demand for knowledge, define goals and numerous limitations. At a time of significant social changes, it is necessary to have a long-term perspective, so the educational system focus can be oriented towards values that satisfy the new needs of people and society. Taking into account the fact that modern sport represents a unique bio-psycho-social phenomenon, which involves a very large number of factors and processes, successful engagement in any sport, especially top-level, or performing a certain function in the field of sports, requires a comprehensive education and multidisciplinary approach, in the fields such as medicine, psychology, sociology, pedagogy, law, etc. Raising the level of knowledge of athletes and sports professionals implies continuous acquisition of knowledge and skills, aimed towards informing and familiarizing students with current sports practice.

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INTRODUCTION

In modern and developed market economies, management is one of the most important professions, which should direct organizations and their resources, through proper decision-making and execution of these decisions, toward the planned or desired goal, at the same time establishing relations within the system as well as with the environment. The overall efficiency of an educational system depends on the quality of these activities.

Management should have a permanent and active role in the management of educational institutions, especially in higher education. The importance given to management in education is increasing along with the growth in volume and the diversification of jobs performed by educational institutions. Doing business in complex conditions, under constant and unpredictable changes and in a risky environment create greater needs and increased interest in a quality education management system, particularly in higher education.

The exceptional complexity and comprehensiveness of the educational function in today's society suggests, with all the stated limitations of the possibilities of a successful prediction, that education planning should start from (Karavidić, Čukanović-Karavidić, 2016, 9):

- Reducing selected moments (factors) that affect education;
- Identifying processes and mechanisms,
- The results expected from a rationally driven interaction for education, the affecting factors and the internal potential of the education system.

This constellation and interaction of the elements of educational planning and methodological approach, together with the theory of the system, comprise what is known as systems engineering and systems modelling. Of course, one should not engage in a more extensive consideration of what a system is. It will be enough to accept that one of the more comprehensive definitions of the system is accepted as the starting point for further deliberation on the subject, according to which a system is visibly limited by the relation of dynamic elements that are in some way connected and act together in line with certain laws so as to produce a certain effect.

Therefore, such an approach provides conditions to treat pedagogical phenomena (including education), as "closed" systems, which they are in the spirit of the stated system definition. The behaviour of the education system can be understood and presented as a set of functions, by means of which the input values (inputs) are transformed into outputs (outputs), which enables quantitative interpretation (Karavidić, 2006, 32-35).

Systemic modelling of education, even in higher educational and sports institutions, is limited in certain specific restricting aspects.

On the input side, there is an extremely heterogeneous conglomerate of students and applicants for study at a higher education institution. The only thing that can be done for the purpose of homogenization of this input size is to achieve rough uniformity in previously acquired knowledge (previous education, grades, prior knowledge tests), and, related to this, to conduct unreliable forecasting based on determining abilities, tendencies, motivation, similarity for future profession. Professors, as input values, represent a product of the former education system, which was designed on the basis of the then degree of scientific and technical-technological progress.

As an input value, the existing state of knowledge, the existing socio-economic parameters, as well as the educational technologies defined at the moment of education planning, etc., should all be covered.

The components and mechanisms of the system, which should help transform this web of input values into a rational output (teaching forms, methods, resources - in short, the entire teaching technology), are designed on the basis of the existing didactic knowledge and teaching-technical solutions.

On the output page (output values), there are dilemmas about the orientation and capability of those are to will plan the output sizes. Planners and designers of education (as well as professors) were themselves formed in one education system, which best suited the knowledge, technics and technology system at the time.

As a particular weakness of the existing education planning, as well as systemic modelling on a global scale, one should emphasize excessive one-dimensionality and globalization, with very unfavourable prospective connotations. However, the differences are very large in concrete cases within Serbia, by individual regions (social stratification, uneven regional development, antagonism of regional interests, inter-ethnic relations).

When it comes to education in the field of sports, with all its specificities, it can be concluded that it represents a continuation of the process of directing the personnel in an organization toward their optimal level of competence, necessary for the efficient and effective functioning of an organization. In addition, the primary role of education is to develop individual and group capabilities and abilities of athletes, so that according to sports criteria everyone can express themselves to a desired extent.

Social forms of education planning

Continuous and lifelong education becomes an integral part of life, so it is necessary to activate the individual dimension of a person, social needs and skills, as well as social responsibility. It follows that "... education for the future requires a thorough review of both educational content and educational goals" (Ristić, 2001, 437).

Educational planning means the process of prior determination of action patterns, in order to achieve a certain general education policy, with clearly

defined means and objectives (Subotić, Mandić, Duđak, 2012, 49). In fact, the essence of a general and good plan is to evaluate as many alternatives as possible, i.e. the plan must contain a lot of room for manoeuvring.

The need for planning arises for two basic reasons:

First, because education is the main asset in the hands of the society in order to influence the future value systems and their knowledge and skills. The economic and social development of the society requires certain basic values and opinions and the increasing application of skills in this process. The extent to which these requirements are met is largely dependent on how the educational system fulfils its role.

Second, the operationalization of the education system's tasks uses a large portion of the existing stock of the country's educated population, but also a large part of government expenditure. Since the exploitation of the educated population and the distribution of state expenditures are the main problem of allocating funds, the question of the size of the education system, as well as its nature, is at the core of general economic and social planning.

Within the given, basic reasons that impose the need for planning, there are a number of related facts, which have important implications and on which the planned measures are tested.

First, having in mind that its task is to create future values and skills - the educational system is functionally connected with the socio - economic environment, through factors such as: available jobs, the role of community teachers and the influence of the community on teachers. That way, every plan must be economically and socially oriented.

Secondly, an education system must create a whole with a functional interconnection between the sectors in order to be able to function successfully.

Third, the allocation of resources is conditioned by both external and internal factors.

Fourth, since education planning concerns people, not goods, it cannot be assumed that they will be passive. The affinities of students and parents definitely determine entry into a certain field of education and subject of study. In addition, education is inviolable and its owner cannot sell it.

For this reason, education planning requires that psychological factors and incentives be taken into account.

Educational planning measures

Measures of education planning (including education in sports) must be tested on the basis of the aforementioned set of factors. For example, the fourth fact (the affinities of parents and students) means that education planning based on needs for workforce can never be enough. One cannot imagine a society in which affinities would be identical with needs. While there is the freedom of

choice of profession and academic freedom in the choice of course subjects, the plans cannot be based on the hypothesis that the educational offer and social demand will be identical. Also, a small number of social communities (other than those at the height of power and abundance, and perhaps even them) can be sure to get direct results without planning and precise definition of the means and goals of education, adapted to the ideology of every society. Even those who are not sure that planning is good for their society, often advocate planning education in countries with very limited resources, which is the case with Serbia.

The planning process requires the projection of needs and their assessment in terms of such constraints. The task of education planning professionals is to collect relevant data and to indicate what implications they have in applying various political, social and economic hypotheses. However, no planning is possible if objectives are not clearly specified.

A five-year period is usually taken as a timeframe for planning (for economic planning). But education planning requires a time perspective of fifteen years, because it is the time it takes to create human and physical resources for the implementation of the projected education system.

A different time period is not an unsolvable problem in linking education with economic and social segments, although it does present certain difficulties. Of course, it should be emphasized that, in our theory and practice, the least studied area is a way of linking education planning with economic and social development, which should receive special attention in the future (Čuljak, 2013).

What resources are available to find a solution for possible sources and what are their limitations?

The decisions on the best allocation of national funds earmarked for education, compared to funds for other social purposes, are not within the education economy, partly due to the socio-economic environment, as well as because of traditional attitudes that consider education to fall outside the scope of economic law, and partly because they have not been developed and accepted adequate selection criteria.

In assessing the future relationship of educational planning towards economic and social development, the following is necessary (Karavidić, 2006, 28-42):

1. Projecting the future numerical and age composition of the population and the movement of the economy, as detailed in the sectors. If there are no detailed projections, at least the profile of the economy is needed, based on two or three broader hypotheses.
2. Converting business data into requirements in terms of various professions. It is at the same time the economic profile index, required in point 1. There are numerous difficulties in such terms. The number of employers who can plan fifteen years in advance is limited. There is a tendency for employers to exaggerate in their forecasts at the time of

workforce shortages, while underestimating them at the time of abundance of workforce, while professional associations act exactly the other way around.

3. Converting data on staffing needs into educational components. Difficulties that arise in this form of projection include the fact that there is no permanent relationship between profession and education, except in broad categories and in a limited number of professions.
4. Predicting the measures necessary to achieve educational characteristics among the population, with the help of colleges, faculties and other institutions and education.
5. Determining the optimal relationship that should exist between different sectors of the education system, in order to produce a certain number of students at various levels.
6. Studying the incentive measures needed for future students to pursue a particular course of education, and graduate students to apply for certain professions (as already indicated, the affinities of students and parents must be foreseen and directed).
7. Predicting the necessary trends among different levels of education, based on alternative pedagogical standards and selection criteria.
8. Studying the likely results of alternative teaching technologies.
9. Determining which elements must be retained or introduced into the education system in order to fully utilize the "external economies" that come from investment in education, such as research, building an elite of inventors, forming stable, responsible middle classes, and improving management, entrepreneurial and social skills among the population.
10. Estimating costs per unit of various types of educational technology and ways to develop the education system and their improvement in large or small higher education institutions. This raises the question - should new faculties be placed in densely populated areas or located all over the country, in small or smaller towns?

Obviously, the necessary predictions exceed what even the best economic projections or comparable labour reviews can provide. Such projections and reviews must be established with norms, acquired experience and study of the country.

Naturally, this information must be interpreted in the light of the specific conditions of each country and must always be verified by the results of the assessment of workforce as well as personnel and educational needs from an economic perspective.

Today, little has been done to create a series of real and possible norms of this kind. The final education plan must be pedagogically feasible, must strive to

"optimize" the contribution of education to economic and social development, it must also contain the necessary priorities among its sectors, as well as certain priorities in the general plan for the country.

Regarding educational and sports institutions, considering the fact that modern sport represents a unique bio-psycho-social phenomenon, which involves a very large number of factors and processes, successful engagement in any sport, especially on the top level, or performing a certain function in the field of sport requires broad education and knowledge about many other areas, such as medicine, psychology, sociology, pedagogy, law, etc.

Therefore, it is necessary to expand the links between economic studies and studies that deal with other disciplines, such as sociology and psychology, which are intensely interested in the educational process and which can contribute to it thanks to their techniques of social survey, public opinion polls, etc. Before applying their own analysis, it is necessary that economists seek the opinion of a sociologist. Unfortunately, this is a rare occurrence in our country. The utilization of various disciplines will change according to the stages of the planning process. In quantitative planning, we face economic and demographic techniques in the first place, but at the stage when goals are discussed, as well as at the stage of assessing the plan's impact on individuals and the community, sociology and psychology play a prominent role.

When economists engage in education planning, some pedagogues and psychologists begin to doubt, explaining that this could lead to a materialistic approach to education. As already indicated, economy is the science of optimizing the use of limited resources for a given purpose, and economists do not usually interfere with educational values. The development of students' intuition, as part of the teaching process, is a matter of pedagogy, which is followed in this sensitive area by philosophy and psychology, while economy is on the fringe of this process.

Structural determinants of educational planning

We can define structure as a dynamic entity that strives for constant balancing, creating sets of relationships as substructures. Such substructures include education and upbringing - more precisely the social function of upbringing and education as an overall process and relations through which the formation of the members of a particular society (primarily young generations in line with social goals, ideals and models) takes place, as a function of the social structure.

Maintaining the social structure by means of upbringing and education has its horizontal and vertical dimension (Karavidić, Čukanović-Karavidić, 2016, 26).

In a horizontal dimension, the function of upbringing and education maintains social identity. Every society is a concrete, unique entity, precisely because the elements of its structure (common language, customs, beliefs, etc.) are in the consciousness of all of its members. However, a person is not born as a

member of a particular society, they are brought up and educated to belong to a certain society.

In the vertical dimension, social continuity is ensured by the function of upbringing and education. The image of the social structure is "mapping" into the consciousness of the generations to come, and precisely this "structure that has imprinted on time" constitutes the historical backbone of the existence of relevant, long-standing societies.

Perhaps the most important feature of each structure is transformability, which is reflected in the maintenance of the whole (structure) and in the conditions of changing its individual elements. In light of this, we can underline important structural elements of education projection (Staničić, 2006):

- That the structural attribute of the human mind is determined by the fear of the unknown in the future, which leads to a strong (unconscious, and conscious) collective tendency to maintain essential, existing structural relations, while changing certain parts of the structure (in our case: contents, goals, models, means and education technologies),
- That there is a very strong tendency to maintain social culture as a guarantee of social identity and continuity in inherited (historical, traditional) structural foundations,
- Finally, that every consideration of the future, including education, is conducted through the prism of the present structure, which is why education planning always reflects the existing apprehension in society.
- The important requirements of the moment in designing education for the future are:
 - firstly, harmonizing our educational system with the one in developed countries,
 - secondly, education for the purpose of substituting "imported" technologies with our own technological solutions,
 - thirdly, forcing the autonomy of technological creativity ("domestic intelligence"), in the function of competitiveness in the developed world, in the midst of accelerated scientific progress (of course, within our capabilities of a small country with limited resources and potentials).

Specific difficulties on this path, especially in the world of less developed or underdeveloped countries, arise from the inconsistency and difficult harmonization of educational planning: economic development, technical and technological development, workforce structure, education resources, and so on.

Unfortunately, taking into account the structural determinants of educational planning, we cannot improve its efficiency at this moment, because we do not know enough about the nature of these determinants and their actions aimed at addressing new demands and challenges of the future development of education.

Management of education development is becoming a growing problem, because it is increasingly difficult to reliably predict the future generators of

demand for knowledge, define goals and numerous limitations. At a time of great social changes, it is necessary to open up longer perspectives, so an educational system must be oriented towards value systems that meet new needs of people and the society.

The scientific concept of the basis for long-term management of education development contains the following (Group of Authors, 2002):

- Prediction (a forecast) of future demand for knowledge and a new value system;
- Knowledge of a set of constraints;
- Selection of an appropriate development strategy, which will best meet the goal optimization criterion in real time and conditions;
- Drafting development projects, which will present a flow from the initial condition toward the forecasted new condition.
- Planning in the narrow sense of the word.

Predicting the future of education

The main generator of the future demand for knowledge will be scientific and technological development. This, in truth, is not the only factor in the future demand for knowledge, but one that will substantially mark the nature, character, and intensity of the search by all other factors. Since it is a complex set of generators, and also very contradictory in terms of dynamics, it is necessary to create a package of forecasts which will constantly be refreshed, updated and corrected. The package contains several elements, one of which is dominant, as it relates to the main goal. The subsets of goals in the package of forecasts, as well as the relation between them, are hierarchically arranged, as they reflect the philosophy of the development of the entire society.

The analyses of the developmental philosophies of individual countries indicate that they set the main goal that suits their nature. In some countries, this is international prestige, and in others it is domination, the impact on developments in the surrounding area and the world, or in certain regions.

Other countries take technological development as a goal to overcome backwardness, whereby people slip their mind, which then increase the differences between those who benefit from the technological development and those who still remain on the fringe of it.

User satisfaction is in the function of their expectations in the noticeable performance of the education service. "If the performance of an institution exceeds expectations, the student will be very satisfied or thrilled" (Jakšić, 1979, 41). Therefore, education forecasting is not an easy task because it must contain at least basic elements, such as:

1. General concept of development of the country-social community;
2. Generations of the future demand for knowledge (e.g. scientific-technological process, economic development, cultural development ...);
3. The nature of the future demand for knowledge;

4. Basic dimensions of the demand;
5. Evaluation of the possibilities of realizing the demand, while respecting the existing trends;
6. Model of an educational system that will successfully satisfy the demand.

Within all these elements, it is necessary to establish a time track. That way we get (hierarchically) arranged time series, from the nearest to the furthest knowledge for overcoming the economic crisis, the knowledge needed to dynamize development, on the basis of high technology, etc.

Therefore, prudent management of development also requires respecting the reality of time and conditions, i.e. knowing and respecting a set of limitations. What are the limitations that will probably affect the development of education? These are primarily (Zorić, 2017):

- restrictions in the science of education itself and other related sciences;
- restrictions in the field of education policy;
- restrictions in the very model of educational system;
- restrictions in the value system;
- restrictions in the current education of people and undeveloped learning needs;
- restrictions in the management of education and the degree of affiliation and development of the system;
- restrictions in the current material state of education, caused by the crisis;
- restrictions in terms of the subjective holders of educational activities;
- restrictions in the socio-economic spreading of the student population, etc.

Of course, these limitations cannot be eliminated by an act of reflection, or by some decree, and even by the power of the law. It is necessary to live with difficulties, but have enough wisdom and cleverness to master them, at least as long as it is necessary to maintain the pace of development and create sufficient knowledge to cover the needs of people on the path of socio-economic development, technological development and realization of other goals.

The future of education in the field of sports

In order for a teacher - professor in sports and educational institutions to fulfill their goals and tasks – they are expected to be formed as a complete and versatile person, capable of understanding the essence of social change, as well as the complicated social relations in the life and work environment which it affects in terms of education and upbringing. Likewise, it should be expected that society, in the broadest sense of the word, will understand and support sports professionals and pedagogues in their work, that is, that it will encourage the professor - athlete (student) - parent interaction, i.e. communication, understanding and cooperation.

Accordingly, a sports professional is expected to be actively engaged in the society, in which, thanks to their qualities and expertise, they will be involved in the realization of the society's basic needs in order to achieve joint planning, programming, realization and control of the effects of work in the educational and

the sports process, especially when it comes to young generations. There is no doubt that children need to be taught at the earliest age to gain the habit of engaging in sports activities in their free time as they contribute to a better, healthier and happier way of life.

The problem of sports - educational profession has been ongoing for centuries, regardless of which or what kind of social system is in question. Its value and role through history has been treated differently, from very important to irrelevant, from underestimation to overestimation, from being considered unnecessary to very necessary. Nowadays, the role of a sports education specialist is very important, but in proportion to this, their obligations have increased, becoming greater and more complex than those in traditional sports and educational schools. Educators used to be expected (teachers and professors) to provide information and instructions, to explain, evaluate, insist on customs, tradition and other moral values and norms.

In the future, from the aspect of the specificity and significance of the educational and sports process of physical and health culture, taking into account its characteristics and the impact on the selection of candidates for sports and educational professions, it is necessary to find such a system of studying that will enable acquiring specific knowledge and optimal development of personality, to be able to most effectively influence self-education and physical activity throughout life. For these tasks to be realized, it is necessary first of all to meet the following conditions: to train sports professionals and pedagogues to play an educational role, to direct them toward the overall development of personality, to encourage them to carry out tasks, and particularly, to influence the development of their specific characteristics.

Model of education planning based on social demand for education

The characteristics of the planning system, that is, the model of education planning in Serbia, are a major disproportion of information and databases, as well as the discrepancy with the methodology of the OECD countries (Organization for Economic Cooperation and Development).

A lack of methodological monitoring is especially evident in the degree of mobility at different levels of education, especially in the part of the interaction of the existing education system, the need of the economy and the situation on the market.

More than ever, our country is in need of applying a model of planning and monitoring the efficiency of the education system on the basis of social demand. Social demand refers to the demand for education, arising from the needs and aspirations of individuals, as opposed to the demand for education based on the society's needs for specific professions.

It is difficult to find indicators of social demand that are not affected by the offer of educational institutions. This is true, not only for enrolment statistics in a restrictive reception situation, but also for the distribution of choices and

applications when such information exists. Choices and applications, in turn, are the final products in the long chain of processes at the individual level.

Social demand is an important variable in education planning, at stages in which alternative pathways are provided through the education system, mainly in secondary and higher education. Social demand indicators are included in the mathematical models of education planning. Educational, economic, social, and political conditions mutually interact, affecting social needs in a way that is unique for each country and period, and its historical analysis can lead to understanding complicated models. But a planner in education faces a different situation. Planning involves forecasting, and making a valid forecast requires knowledge of factors that can also be estimated.

Social demand is an overall result of individual decisions in situations where there is a choice in education. Every single decision can be seen as a compromise between the expectations and preferences of particular education. Whether this decision leads to starting the chosen education also depends on a number of factors beyond the control of an individual: the range of positions; the selection of other individuals competing for the same positions; admission requirements and the selection procedure of a faculty / school. To a certain extent, however, these limitations may have already affected an individual's expectations, along with a set of constraints imposed by the system; while on the other hand, these limitations were affected by the expected social demand. Individual preferences, as well as expectations, depend on immediate and further determinants in the selection situation. According to the conceptual framework, for the choice of occupation, information on available options plays a strategic role as a limiting factor in the election situation.

Several attempts have been made to make choice, success and failure in education less dependent on general intelligence, by introducing alternative choices and teaching methods that rely on other aspects of individuals' intellectual resources. The most important among these approaches is the "ability-to-treat interaction" (ATI) study (Cronbach and Snow, 1977). This approach has brought new knowledge about the complicated relationship between abilities and educational performance, but it is still far from being applicable in study groups and classrooms.

As the general level of education grows in the society, the area in which the decision to continue education becomes problematic for an individual, moves down on the socio-economic scale little by little. At the top and the bottom of the socio-economic status scale, choices are still rather fixed and pre-determined. Socio-cultural differences in the educational choice are:

In accordance with the theory of "value", different social classes have different value systems, which affect their attitudes toward the benefits of education.

The theory of a "social position" indicates the difference between social classes that need to "travel" at a "social distance" in order to achieve certain

educational level, as well as the costs involved (both social and economic) in relation to the anticipated benefits.

The "cultural" theory claims that the inequality of educational opportunities is mostly generated by the difference in cultural opportunities among families in different social classes, differences that compulsory education cannot neutralize.

Using research data and higher education statistics, it is shown that "cultural" and "value" theories are not sufficient to explain the existing relationship between origin and educational experience. In this case, the theory of "values" can offer some help, but it does not explain the existing differences within social classes. It requires much more work to explain in more detail how specific factors of influences coming from home, family and environment contribute to education choices.

Values, attitudes and beliefs in society can have a general and differential effect on social demand for education. The view that the primary function of education is an instrument for professional preparation can make the demand dependent more on economic opportunities and opportunities in the labour market than the attitude according to which education is a means of self-realization and expression.

CONCLUSION

The implementation of management in education introduces the best international practice for managing educational institutions and their processes, improves work conditions, achieves the growth of competencies for managing an institution, solves everyday problems, strengthens the image of the institution and motivation of employees, brings satisfaction to students and parents, which all combined has significant implications for socio-economic development, thus confirms the view that the implementation of management in education is crucial for building up educational institutions, in line with the requirements of socio-economic development.

Educational policy should not only be the policy of creating human resources, but also a part of the overall development policy of a society, in which business entities should be the key drivers of innovation, competitiveness and improvement of the modern education system. Investing in education, or in securing adequate human resources, in response to the expressed needs of a market economy, has the character of an investment that has become a prerequisite, without which sustainable economic progress cannot be achieved.

The focus of the modern concept of education should be directed towards acquiring practical knowledge and skills, generally applicable in all spheres of life. The orientation of this concept should produce students with competences that are recognizable, both in national and international frameworks. This leads to the conclusion that higher education institutions must change their mode of work, in terms of interaction, the implementation of modern methods, techniques and

teaching appliances, the design of study programs, in accordance with business and labour market requirements.

By implementing the management function of planning in education, a higher education institution raises the level of organization and improves the performance of the institution, which implies the satisfaction of all stakeholders and users of the higher education services. It is therefore highly recommendable to enable new educational and innovative solutions to establish a flexible concept that will be able to respond to global changes and demands of time, as well as to strike a balance between a whole line of insufficiently clear and sometimes contradictory requirements that are set before the university.

Taking into account the fact that modern sport represents a unique bio-psycho-social phenomenon that comprises a very large number of factors and processes, successful engagement in any sport, especially top-level sports, or performing a certain function in the field of sports, requires broad education and knowledge of many other areas, such as medicine, psychology, sociology, pedagogy, law, etc. Increasing the level of knowledge of athletes and sports professionals implies continuous acquisition of knowledge and skills, which is much easier with the full implementation of the management function of planning in education.

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