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A review of continuous professional development in school principal carrier

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Abstract

This research analyzes the formulation and implementation of principal continuous professional development and its effects on leadership capacity building. This policy analysis research is conducted by using the Stake's Countenance Evaluation Model evaluation method. Research findings show that the policy is managed to encourage the principal to follow self-development, scientific publication and innovation works. In conclusion, types of professional building are yet specifically addressed to leadership capacity building, also its implementation is yet structured and continuous.

Keywords: Continuous Professional Development,
Leadership Capacity.

Una revisión del desarrollo profesional continuo en el portador principal de la escuela

Resumen

Esta investigación analiza la formulación e implementación del desarrollo profesional continuo principal y sus efectos en el desarrollo de capacidades de liderazgo. Esta investigación de análisis de políticas se lleva a cabo utilizando el método de evaluación del Modelo de Evaluación de Sujeción de Stake. Los resultados de la investigación muestran que la política se administra para alentar al director a seguir los trabajos de desarrollo personal, publicación científica e innovación. En conclusión, los tipos de formación profesional aún están dirigidos específicamente a la creación de capacidad de liderazgo, también su implementación aún es estructurada y continua.

Palabras clave: desarrollo profesional continuo, capacidad de liderazgo.

1. INTRODUCTION

Principal is the school leader having authority to regulate and manage the school based on his or her competence, motivation and commitment to present the best outcomes. In the statement, it presents functions of principal as the leaders that are expected to have ability to provide inspiration and motivation for effective school development. The function of leader that is attached to the principal implies very great responsibility and requires very specific competence. The very specific competence can only be obtained through formal education and at least through training and other relevant scientific forum activity and it is

deliberately designed for the interest of increasing principal competence as a school leader (Bill & Halia, 2003).

The presence of teacher promotion policy is such a breath of fresh air on increased principal performance also for teacher, both in teaching performance and professionalism improvement efforts. However, in its implementation, this policy yet creates satisfaction for both parties, both government and principal. The government considers this policy to be relevant for teacher and principal capacity improvement, but in its implementation, yet it is based on the expectation. There are many principal inconsistency in processing their level promotion, also there are many proposals yet based on the determined standard. There are some findings of promotion assessment as interview results with the assessor team of teacher credit number stating that: there are still similarity of class action research as the principal works; there are still irrelevant requirements of principal education and training proposal as well as a collective activity in term of self-development; there are many articles published by foundations having no correlation with the teacher profession; and there is yet understanding on writing work methods. Such conditions imply that there is still yet any comprehensive socialization on CPD policy for principal so that there is still very weak understanding on this policy. There is also another question, whether the implementation of Continuous Professional Development (CPD) policy that has been implemented by principal is relevant to principal competence and performance in term of increased leadership capacity and management capacity (Karkina et al,2018).

There are still questions concerning CPD policy for the principal itself, who are not accustomed to scientific research and article writing. The scientific research and article writing is seen by some principal as not an obligatory work for the principal but an obligatory work for lecturer as a scientist. Principal as a teacher is a professional educator with the main tasks to educate, teach, guide, direct, train, assess and evaluate students. Out of seven M teacher tasks, there is no one stating M as researching so that they do not necessarily have awareness to conduct a research. The principal's obligation to conduct a research comes from the promotion requirement presented as their obligation to conduct continuous professional building. In the perspective of the principal, such policy is not relevant to their main tasks so that a habit of conducting a research is not their needs in their work. For such issue, principal considers to yet obtaining an actual policy for their professional tasks, meanwhile the education policy must be accountable in increasing distributed education quality, including distributed justice (Shabbir et al., 2016).

This research evaluates the CPD policies whose main activities are conducting education and training, collective activities of the principals, scientific publications, and innovative works. The types of activity carried out by the principals as a professional are analyzed based on the policy approach, namely: whether CPD formulation is relevant to science and its context, how is its implementation, what are the shortcomings and the efforts for its improvement (Glynn, 2011). This research is important because it involves massive policies, so that there is positive impact directly on improving education quality as a whole, and also the shortcomings will lead to undeveloped quality of education and massive wastage of budget spent to formulate and implement it. CPD serves as a

very strategic effort to achieve school success through increasing resource capacity, including the principal as the driving force. Through the CPD, teachers, schools and regency leaders must continue to move to expand their knowledge and skills to apply the best educational practices to achieve success (Mizell, 2010). Effective professional development should be done in an ongoing, programmed, scheduled manner, and with clear follow-up support (Abida and George, 2018).

Theoretically, CPD has great benefits in maintaining principal capacity in terms of competence, skills and personality because CPD has provided direct experience to study, experiment, share and be responsible for problem solving and development of knowledge in their profession. Certainly CPD is implemented through relevant programs to the needs and development of science and policy. Even, CPD implementation by school principals have been designed in such a way with certain structure, description and implementation to maintain spirit to provide the best outcomes for profession and professional service. CPD can develop the principal capacity so that they can change and improve teaching practices at schools, because only skilled and effective leadership can ensure the achievement of the school objectives (Asad et al., 2018).

Through relevancy of CPD formulation and implementation as well as continuous implementation, it is expected that the principal will increase their leadership and management capacity, which directly encourages teachers and other education personnel to progress simultaneously for the school benefits. Training and education as well as the collective activities of principals as a forum for a principal building provide direct experience to principals to share knowledge and skills and

show their performance to others so that they can learn it from others. Through CPD activities, it can try to achieve professionalism, enthusiasm and progress in education (Bubb & Earley, 2008). CPD as a concept has no doubt for its effectiveness in improving principals profession, but as a form of policy, CPD yet provides enough benefits when it is not fully implemented and it can be seen real effects on improving principal leadership capacity. Understanding the CPD policy is to trace the formulation, implementation, and evaluation of CPD policies. Whether this policy is in accordance with the context, needs, characteristics and goals of professional development or not; whether its implementation in terms of socialization, communication and understanding has shown an accountable management and whether the evaluation of CPD policies has influenced on principal performance improvement and professional development. It is important for principals to join training for self-development, and conduct school action research to improve leadership practices, but it is more important if various trainings and research are conducted in accordance with the main tasks, planned and influence on the principal capacity building, not only as sporadic activities and incidental. (Schleicher, 2016).

2. METHODOLOGY

The research was conducted using evaluation methods, namely to try to make decisions regarding the effectiveness, efficiency, and suitability of the intervention and management of policy implementation. The evaluation method in this study uses the Stake's Countenance evaluation model, which aims to explain the suitability of initial conditions

with the conditions in the policy implementation in three phases namely (1) Explaining antecedents or initial conditions of the policy consisting of CPD needs for principals, policy targets, policy base, and school readiness in responding to policies; (2) Explaining the implementation transaction or process of CPD principal policy including: Socialization and understanding of policy implementation; (3) Explaining the outcome or results achieved from the implementation of the CPD policy for Principals of Elementary School and Junior High School in Bogor Regency (Vedung, 2009).

Table 1. Draft of data Collection

Categories	Sub Categories	Study Focus	Evaluation Standards
Initial conditions (Antecedents)	Vision of principal about CPD	• Career building	Once in four years to obtain promotion
		• Improvement of principal knowledge, attitude and skills	Professional principals
	School readiness	• CPD structure and management	• Formulation of CPD coordination • CPD program
Implementation process (Transactions)	Socialization of CPD policy	• Types of CPD	• Self-Building • Scientific publication • Innovative works
		• Preparation rules	• 4 guidancebook • 5 guidancebook
	Understanding level of CPD policy	Very good – very bad	• 80-100 (very good) • 60-79 (good) • 40-59 (enough) • 10-39 (bad)
	CPD constraints	• Disconformity	• Types of proposed ones
		• Personal	• Time • Opportunity • Ability
		• Institution	CPD management
Results of Policy Implementation (Outcomes)	Benefits	• Leadership Capacity Building	Improvement of school culture
	Continuous	• Relevant activities to leadership capacity building	• Excluding ones that are not assessable in types of CPD • Relevant activity, mechanism and inappropriate report method

To obtain information about *intents*, research stages are started with a policy document analysis of the teacher functional position and its credit number (Regulation of State Minister of Empowerment of State Apparatus and Bureaucracy Reforms Number 16 of 2009), Regulation of Minister of Education and Culture Number 35 of 2010 Concerning Technical Guidance of Teacher Functional Position Implementation and Its Credit Number and book 4 CPD implementation Guidance. Then, it is conducted an in-depth interview and focus group discussion with principals, supervisor, teacher, training instructors, and academics (lecturers).

Procedurally, the analysis is conducted by following the analysis stages in qualitative research, ranging from data display, presentation and conclusion. But in its presentation, after data display, there is policy analysis based on an evaluation model. The research data is analyzed using two basic techniques, namely congruence and contingency (Stufflebean & Shinkfield, 1985). Congruence analysis is applied by analysis suitability of empirical data (*observations*) with the criteria (standards) and desired intents. The contingency analysis is conducted to the observed conditions based on criteria of empirical evidences.

3. RESULTS AND DISCUSSION

3.1. Initial conditions (Antecedents)

The principal's vision of continuous professional building is conducted for the sake of calls for training according to the ministry's assignments. It is not about choosing and planning to join the CPD in the

form of training, seminars, workshops and conferences. At school, there is an in house training activity once a year as a program included in the School Work Plan and Budget. Seminar is followed incidentally when there is any offer or there is any program held by the Working Group of Principals, education offices, professional associations, campuses, and educational quality assurance institutions. Based on these findings, the initial conditions of the CPD cannot be stated as a career development tool. This is evidenced by the absence of timely promotion increases in 2 years. The results of interviews with supervisors of former principals stated that the CPD, before it was stipulated in the 2009 regulations, even until 2013 as an obligation of CPD implementation, it is not seen as a necessity for career development, increased knowledge, skills and attitudes, so that there is no any initiative for e in CPD activities, it is just merely as an assignment.

Table 2. Description of Antecedents

Sub-category	Description	
	Antecedents	
Vision of Principal about CPD	<ul style="list-style-type: none"> • Unpunctuality in promotion time • Having no plan to join CPD in the forms of education and training, seminar, workshop, except for the assignment. • Having no understanding about research in learning practices • Having no habits to write of research report • Depending on once in a year - inhouse trinning. 	CPD is yet programmed as a strategic effort of principal career development
School readiness	<ul style="list-style-type: none"> • Having no education and training mechanism and other formal requirements for principal assignment • Having principal competence standard but there is informal and gradual education and training 	Principal is teacher' additional task Principal is not a professional position, there is no mechanism of knowledge, attitude and skill ownership as a professional principal competence

Based on these findings, it is known that the CPD has not yet been recognized as a necessity to maintain principal career so that it continues to exist in carrying out its professional duties. This existence certainly will influence school progress and this is the goal of a successful CPD. CPD aims to (1) help someone more effectively to achieve higher standards in their work for those who work and higher learning outcomes for those who learn, (2) give a positive contribution to work ethic and ability to motivate, (3) create a community to lifelong learning, (4) realize responsibility of a professional to always improve his profession (Bubb & Earley, 2008).

3.2. Implementation process (Transactions)

The CPD policy implementation consists of socialization of CPD policies to principals and teachers, and their level of understanding on types and rules of its implementation. CPD policy socialization is conducted through training, seminars, workshop, and socialization of CPD, leaflets / brochures, online media / websites, and magazines / journals. Out of the four types of media that are asked to respondents, training / seminar / workshop / socialization of CPD are conducted by the Education Agency, Training Agency, and the Ministry of Education giving full information about the types and rules of CPD, namely for personal development, scientific publications and innovative works. Innovative works still require more varied effort in their socialization because they are rarely covered by leaflets, online media, and journals.

There is still a low level of understanding of respondents about self-development, namely, out of 80-100 types, there are only 2 types of self-development widely known, namely training and seminars. For scientific publications, only four out of ten are widely known and submitted for promotion, namely Classroom Action Research (CAR), journal articles, dictates, and papers. For innovative works, there are only simple teaching aids and learning media that are widely known and are often asked for promotions. Principals are still proposing promotions through not-assessable activities because they are not recommended types by legislation, namely: Education and Training organized by NGOs without any guarantee for their relevance; unspecific training for its professional field; discontinue package of PLC activities; Collections of student worksheet, Collection of Lesson Plan, Question Banks, Clippings, Learning manuals are not guidelines for principals, translation works that are not used by principals for teacher training.

There are two obstacles faced by principals for their stagnation in career promotion building, namely personally and institutionally. Personally is about lack of motivation, lack of time, lack of understanding of the types and mechanisms, lack of writing skills, technology stutter, no reference, in-active in the PLC. Whereas institutionally is about the lack of socialization of CPD programs, lack of clear programs, dis-functioning CPD management, the absence of CPD coordinators at schools, yet the optimal work of CPD Coordinators, powerless PLC.

Table 3. Description of Transactions

Sub-category	Description				
	Transactions				
Policy socialization	Types of activities	Socialization Media			
		Education and training seminar/ workshop	Leaflets/ Brochures	Media Online/website	Magazine journals /
	Self building	v	v	v	-
	Scientific publication	v	v	v	v
	Innovative works	v	-	-	-
Tingkat Pemahaman		80-100	60-79	40-59	10-39
	Self building	<ul style="list-style-type: none"> • Education and training • Seminar 	<ul style="list-style-type: none"> • Education and training • Seminar • Workshop • Work Group Activity Package (KKG/MKKS) 	<ul style="list-style-type: none"> • Education and training • Seminar • Workshop • Work Group Activity Package (KKG/MKKS) • Technical guidance • Socialization • Inhouse training • Conference 	<ul style="list-style-type: none"> • Education and training • Seminar • Workshop • Work Group Activity Package (KKG/MKKS) • Technical guidance • Socialization • Inhouse training • Conference • College meeting • Workshop • Book review • Coaching
	Scientific publication	Level of understanding		Four out of ten	40%
		10 Types of Scientific Publication According to Regulations		Ones are mostly proposed based on its order	Ones are rarely proposed based on its order
		1. Presenter Papers		1. Class / school action research (PTK / PTS)	1. Other types of Research from CAR
		2. Scientific Review Papers		2. Research results in the form of journal	2. Popular scientific
		3. Research (qualitative, correlational, Class / School Action Research)		3. Scientific papers / reviews	3. idea articles in journal
		4. Articles in the Journal		4. Dictate / module	4. books
		5. Popular Scientific Writing			5. presenter's paper
		6. Textbook			6. translation work
		7. Books on Education			7. teacher / principal's guidebook
		8. Diktat / Module			
		9. Translation work			
		10. Teacher / Principal Guidebook			

	Innovative works	Types by Regulations <ol style="list-style-type: none"> 1. finding appropriate technology 2. creating artwork 3. Making / modifying learning tools / visual aids and / or practicum tools 4. Following the activities of developing / compiling standards, guidelines, questions, and others 	The ones proposed for promotion are the appropriate Technology categories, namely: <ol style="list-style-type: none"> 1. Simple props 2. Learning media 	One out of four categories is proposed, namely 25% of implementation level of innovative works
	CPD obstacles	The one proposed is not the assessable type according to the provisions of the Law <ol style="list-style-type: none"> 1. Education and training organized by NGOs without guarantee for its relevance 2. unspecific education and training for its profession 3. discontinue package of PLC activities 4. Collection of LKS 5. Collection of RPP 6. Question banks 7. Clipping 8. The learning manual is not a guideline for the principal 9. Book chapter report 		
		Personal: <ol style="list-style-type: none"> 1. lack of motivation, 2. lack of time, 3. lack of understanding of types and mechanisms, 4. lack of writing skills, 5. technology stutter, 6. no reference, 7. in-active in the PLC. 		
		Institution: <ol style="list-style-type: none"> 1. lack of socialization of CPD programs, 2. lack of clear programs, 3. dis-functioning CPD management, 4. the absence of CPD coordinators at schools, 5. yet optimal work of CPD Coordinators, 6. powerless PLC (KKG, MKKS). 		

There is yet any full and clear socialization on CPD implementation. CPD policies require intense socialization because the substance contains an in-depth understanding of concepts, mechanisms for implementation and reporting. It cannot be said that the CPD policy

failed when the media is not properly socialized. Not all media are effective in promoting CPD. The most appropriate media to get a comprehensive understanding of CPD is training media / technical guidance and assistance, such as for conducting school action research. In addition, socialization efforts are a form of policy communication that requires an effective and efficient governance plan that can provide accurate, consistent, and timely information that reaches all relevant stakeholders as part of the communication process to facilitate clear efforts of CPD implementation (Knill and Tosun, 2010). Therefore, it is necessary for school readiness to obtain successful CPD so that it can be able to respond and implement it appropriately. Institutional readiness is one of the various factors that can influence the process and the success of policy implementation.

3.3. Outcomes of Policy (Outcomes)

Description of CPD outcomes is addressed at two things, namely the benefits for leadership capacity building and its sustainability through relevant activities. Benefits for leadership capacity building are obtained through self-development activities, scientific publications and innovative works that are relevant to the principal's duties and related to competency improvement. Unfortunately, there is a low level of activity relevance, and principals do not have the freedom to choose any type of activity because training is 'given' from the government and there are no independent training options. Evaluation Outcome of Research Results, namely

there is yet any desired impact from the policy implementation. This is indicated by: (1) the policy results only influence on the fulfilment of credit rating increases, the fulfilment of performance and have no influence on competency / qualification improvement as principals who must meet managerial competencies, entrepreneurship and supervision; (2) the results of the CPD policy implementation in the level of elementary school and junior high school in Bogor Regency have not been able to overcome any problems related to school management innovation, entrepreneurship, and supervision. So that it can be said that there are no significant effects on the improvement of principal leadership capacity.

The implementation of principal CPD leads to a review stating that relevant CPD can improve principal leadership capacity, because through the CPD, the principals can develop themselves, improve their abilities, increase productivity through scientific publications and innovative works and can implement innovations obtained from self-development for better quality education services.

Table 4. Outcomes of Policy Implementation (Outcomes)

Sub-category	Description Outcomes		
Benefits	Leadership Capacity Building	It should be: <ul style="list-style-type: none"> • Self-development to strengthen managerial competence, entrepreneurship and supervision. • Quality school governance innovations • Building a climate and quality school culture 	The facts: Education and training , innovative publications and works for interests of promotions and meeting workloads

Continuous	Relevant activities to leadership capacity building	It should be: <ul style="list-style-type: none"> • Programmed education and training continuous for the principal 	The facts: <ul style="list-style-type: none"> • There is Education and training to strengthen school principals held by the Regional Personnel Agency for new school principals. • Other types of self-development are incidental • Scientific publication works are not programmed from MKKS. • The principal does not plan scientific publications and innovative works.
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CPD policies should be a strategic activity to change principals behavior towards their competence and performance improvement as educational leaders. The main objective of policy implementation is to modify the behavior of policy recipients (Knill and Tosun, 2010). CPD policies systematically maintain and simultaneously develop one's professional capacity through improving and expanding knowledge and skills, and improving personal quality as required to apply professional and technical tasks throughout the principal's working life. CPD acts as a keeper, enhancer, knowledge and skills broader, developer of personal qualities as required to apply professional and technical work in the life of an individual's work. Through CPD activities, principals are expected to be able to improve and develop their knowledge and skills to remain up-to-date; this can be useful for providing the best service to schools continuously and consistently. (Friedman et al. 2000). Practically, CPD is managed formally through education and training activities as well as group activities of principals (Gardner et al., 1978).

Kolb's (1984) formulated the CPC implementation model in a circle called as theory of cycles of learning with four activity stages, namely: (1) Concrete experience (doing/having an experience); (2) Reflective observation (reviewing/reflecting on the experience); (3) Abstract conceptualization (concluding/ learning from the experience); (4) Active experimentation (planning/trying out what you have learned). Background of thinking stating that relevant CPD principals can improve their leadership capacity is adapted from the results of Kolb's (1984) ideas. This learning circle theory begins with daily work practices, then follows with awareness to reflect and think about the shortcomings or imperfections of the daily work practices by reflecting on the experience, then follows by finding out the best concepts to be applied for the perfection of daily tasks -day and do the best actions of CPD study results. Visualization of CPD implementation stages to increase the principal leadership capacity is shown in Figure 2.1 below (Catherine et al., 2009).



Figure 2.1 CPD Implementation Stages, Adopted from “A Journey Round the CPD Cycle

As a leader, the principal must have leadership capacity. Leadership capacity is defined as someone who has the influence to bring others to the awareness to be responsible of their work duties and have a vision of progress for any people they lead. Leadership capacity is principal awareness to be responsible for the progress of teachers, employees and students so that they can be dedicated to their work (Terry, 1972).

Leadership capacity development through 4CS capacity is casings / performance, communication, competencies, contributions and samples / examples in networking 4CS fraternity, namely building strong networks between supervisors, principals, CPD coordinators and teachers in implementing Continuous Professional Development (CPD) efforts (Satori and Komariah, 2016). The key word for leadership is influence. A person's influence can come from a number of advantages that he has and can then move his followers to jointly have efforts simultaneously to achieve school goals. A leader strength can come from his competence, the way he communicates, the way he works as a direction of strategy giving influences on his followers to make efforts to realize a shared vision. In general, the leader will have strong influences if he has five comprehensive indicators forming one characteristic of overall leadership, namely physical appearance, communication style, competence, contribution and role model. These five indicators of influence are often referred to as leadership experts as 'the influence pyramid'.

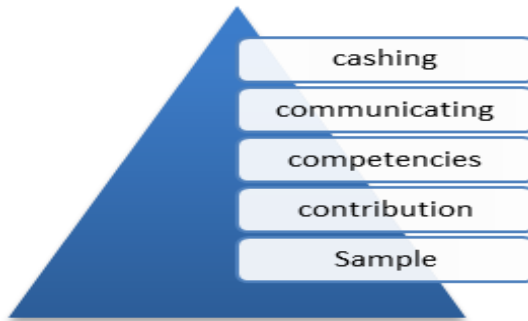


Figure 3. Pyramid of Influence

4. CONCLUSION

Continuous professional development has been carried out by the principal in a limited way in education and training for principal strengthening, school action research, and article writing in journals. The three popular CPD activities have not been successful in influencing on managerial competence, entrepreneurship, and supervision as a core part of principal's leadership capacity. Improvement the principal leadership capacity can be conducted through relevant CPD activities, namely through continuous programmed education and training for principals, self-development to strengthen managerial competence, entrepreneurship, and supervision, quality school governance innovations, and building quality school climate and culture. However, the CPD policy has succeeded in encouraging principals to take part in self-development, scientific publications and innovative works even though the type of professional development has not been specifically focused on developing

leadership capacity, as well as there is yet any structured and continuous implementation.

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