Conclusion

The study of school culture provides information on common values, beliefs, behavior patterns and relationships in school. Each factor measures a unique aspect of common culture. Based on the research presented in this paper we can discuss the following dimensions of school culture present in primary schools: encouraging joint work, evaluating employee achievement, teacher collegiality, principal-teacher feedback, learning partnership, colleagues' compliments and personal involvement of teachers. Based on these indicators it is possible to gain insight into the quality of school culture in primary schools in our country. The dimensions of school culture are directly dependent on the style of school management, as well as on the specific conditions in which the school operates. Summarizing the results we can draw a general conclusion that the condition of school culture is at a satisfactory level, but only when talking about relationships related to teaching, the relationship between colleagues as well as principals and teachers. When it comes to evaluating the professional development of teachers, colleagues' compliments and rewards from principals it may be concluded that these are the indicators on which schools have to work more. If there are no praises and rewards, this reduces teachers' motivation for professional development, which is a key indicator of improving the overall school culture. Relationships with parents are also at a low level and concerning expectations regarding student achievement it is possible to arrange more frequent meetings of teachers and parents and with better informing of parents about their children's accomplishments. Whether and to what extent this subject will attract special attention depends on school principals, who are the direct creators of school culture. Raising principals' awareness of the need for better motivation and rewarding of teachers and development of better relationships between parents and teachers are criteria of developing better school culture that will in future be in accordance with the needs of all stakeholders involved in primary education.

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