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**THE IMPACT OF THE EFFECTIVENESS OF EDUCATIONAL
MANAGEMENT ON THE PERFORMANCE OF SCHOOLS IN
ECONOMICALLY WEAK REGIONS**

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ABSTRACT

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I. CONCEPTS OF THE RESEARCH

Actuality and importance of research theme. The contemporary challenges of education, arising from socio-economic inequality and limited resources, amplify the need for effective school management in disadvantaged regions. Under conditions of financial and staffing shortages, it is strategic management that ensures sustainability, educational quality, and the reduction of social vulnerability. The scientific and practical significance of this research lies in the development of an adaptive model of educational management for schools in economically weak regions of Israel. This model is grounded in resource efficiency, strategic planning, leadership, and the integration of schools into the regional environment. The analysis of existing practices revealed the fragmented nature of management, largely dependent on the initiatives of school leaders and external support, thereby confirming the necessity of a comprehensive model. Its implementation will enhance management effectiveness, ensure equal access to quality education, strengthen the resilience of schools, and contribute to social cohesion and the achievement of sustainable development goals in education in Israel.

Study degree of the research theme. The problem of educational management in schools remains only fragmentarily developed: there is no comprehensive understanding of its essence and methods of evaluation, which hinders the formation of effective strategies. Existing research provides limited coverage of implementation, while the variability of interpretations complicates the creation of a unified theoretical foundation for managerial decision-making. Several authors, including Abdalla M.S., Ali I.A., Sabrina E., Giatman M., Ernawati E., distinguish various approaches to defining educational management (pedagogical, managerial, results-oriented, etc.). Authors such as Grębosz-Krawczyk M. and Otto J. note that educational management is viewed as a process of purposefully creating conditions for students' personal development and teachers' professional growth. Another approach, supported by Bush T., emphasizes the managerial component of educational management, which plays a dominant role. The results-oriented approach is also of considerable importance, as highlighted by Levina E.Y.

In theory, socially oriented, systemic and environmental approaches are also highlighted, receiving attention in the academic works of Pyhältö K., Soini T., Pietarinen J., Jacobides M.G., Cennamo C., Gawer A. and others. The interdisciplinary nature of educational management is reflected in the studies of Wojtaszek H., Micuła I., Świecarz G.P., Wójcik-Czerniawska A., Thrupp M. and Willmott R., who also examine various aspects of the managerial process within this type of service. The conditions under which approaches to educational management are shaped are classified by researchers as organizational and managerial, as emphasized in the works of Kondratenko N.O., Aliyev P., Huseynova F., Salloum S.J., Goddard R.D., Berebitsky D., Van V.H., and others. Moldovan scholars such as Nikolaesku I., Gribincea A., Crișciuc V., Ciobanu M., Gutium T., Condrat V., Vicol N., Ivancov L., Pestusco N., Călugăreanu I., Sârbu O., Jalencu M. and Robu E. have also pointed out that these conditions significantly affect the formation and development of educational management in schools. These researchers concluded that the effectiveness of school education is a response to the influence of external and internal conditions, as well as to managerial activity – namely, the adaptation of educational management to the contextual conditions and resource capacities of schools.

Israeli researchers such as Dadon-Golan Z., Ben David-Hadar I., Klein J., Isbanionly M., Ben-Asher Smadar, Israeli M., Shaked H. and others have advanced research in the development of tools and methodologies for the implementation of educational management in schools, as well

as the adaptation of managerial instruments to the conditions of different regions.

The purpose of the research is to develop an adaptive model and strategy of educational management aimed at increasing the effectiveness of managing schools operating in economically weak regions of Israel. **Objectives of research:** to describe the essence and prerequisites for the development of educational management; to identify the organizational and economic conditions for the formation of educational management in schools; to present the methodological aspects of evaluating the effectiveness of educational management in educational institutions; to outline approaches to the implementation of theoretical research; to reflect the process of organization and the tools of empirical research; to describe the methodology for obtaining and presenting the results of scientific research; to identify the features of managing school educational institutions in the regions of Israel; to analyze the process of educational management in schools of economically weak regions of Israel; to assess the possibilities of applying educational management in schools of disadvantaged regions of Israel; to develop an adaptive model of educational management for schools in economically weak regions of Israel; to formulate a strategy of educational management for Israeli schools, taking into account the conditions of regional economic vulnerability; to adapt the methodology for assessing the effectiveness of applying educational management in schools.

Hypothesis of research. The effectiveness of school management in economically weak regions of Israel depends on the degree of adaptability of the managerial model to local socio-economic conditions and on the strategic directions applied in educational management. The implementation of such an adaptive model, which takes into account the environmental conditions affecting schools' activities in the region, can significantly improve the efficiency of managerial processes, thereby contributing to the enhancement of educational service quality and to the sustainable development of the national educational environment as a whole. The study confirmed the hypothesis that the introduction of an adaptive model of educational management, tailored to the economic specificities of Israel, increases managerial efficiency, educational outcomes, and participant satisfaction. This conclusion is based on the analysis of empirical data, expert assessments and school practice.

Synthesis of research methodology and justification of chosen research methods. The methodological framework of the research is built upon systemic and contextual approaches, which take into account the interdisciplinary nature of educational management and the specific characteristics of schools operating under conditions of economic vulnerability in Israel. The methodology comprises three blocks: the conceptual-analytical block – literature analysis, refinement of the categorical framework, and identification of research gaps; the diagnostic-research block – collection and interpretation of school practice data; the prognostic-modeling block – construction and evaluation of the educational management model. In the theoretical part, literature analysis and synthesis, comparative and modeling methods were employed, which made it possible to clarify concepts and criteria of effectiveness. In the empirical part, both quantitative and qualitative methods were used, including content, statistical, comparative, SWOT, and factor analysis, as well as surveys, interviews, case analysis, focus groups, and the CIPP-CMO methodology. The comprehensive application of these methods ensured the reliability of the conclusions and facilitated the transition from theory to practical solutions for improving educational management while maintaining scientific rigor.

The scientific originality and novelty of the research lie in the following: refinement and

extension of the concept of educational management with an emphasis on its applied aspect within the system of school governance, which enhances theoretical precision and ensures consistency in the interpretation of managerial categories in the field of education; development of an adaptive model of educational management for schools in economically weak regions of Israel, taking into account the interrelation of organizational-economic, human resource, and socio-cultural conditions that influence the quality of educational processes and managerial decision-making in schools; design of a structural framework for the strategy of educational management and presentation of a methodology for its formation and implementation in schools of economically disadvantaged regions of Israel; proposal of a methodology for assessing the effectiveness of educational management, aimed at monitoring the developmental trajectory of schools under the conditions of regional economic vulnerability in Israel.

Summary of the chapters of the doctoral thesis. The doctoral thesis is presented in 157 pages of main text. Its structure includes an introduction, four chapters, conclusions and recommendations, a bibliography of 280 sources, 37 tables, 56 figures and 72 appendices. **The introduction** substantiates the relevance and the degree of study of the research topic, outlines the aim and objectives, the working hypothesis and the research methodology, briefly presents the content of the doctoral thesis chapters. It is formulated clearly and concisely to convey the essence of the doctoral thesis and to highlight its theoretical and practical significance. **Chapter I “Theoretical foundations of educational management in schools within the economic environment”** reveals the approaches to defining the concept of educational management, examines its essence and prerequisites for development, and presents the impact of organizational and economic conditions on the formation of educational management in schools. Theoretical aspects of evaluating the effectiveness of educational management in schools are also studied. **Chapter II “Theoretical and methodological foundations of conducting scientific research”** demonstrates the structure and content of the research methodology within the framework of the doctoral thesis. It sets out the approaches, organizational process, and tools for conducting both theoretical and practical research. An important part of this chapter is the presentation of the methodology for obtaining and presenting the author’s research results. **Chapter III “Analysis of practices in the application of educational management in the regional context of Israel”** presents the results of the author’s empirical research aimed at identifying the characteristics of school management in different regions of Israel. The results and conclusions of the analysis of the educational management process in schools of economically weak regions of Israel are also provided. A comprehensive assessment of the effectiveness of educational management under conditions of regional economic vulnerability is carried out. **Chapter IV “Improving educational management in schools of economically weak regions of Israel”** sets out the results of developing a model of educational management for schools, the central core of which is a strategy of educational management designed and adapted for application in economically weak regions of Israel. The application of an assessment of the effectiveness of school educational management is also substantiated. In the **general conclusions and recommendations**, the author synthesizes the research findings and formulates conclusions applicable to the managerial practice of schools in Israel. The recommendations are addressed to the heads of schools and are aimed at improving the quality of school performance under the conditions of economic vulnerability in Israel’s regions. They are based on the empirical data of the study, the analysis of scientific literature and practical managerial experience in enhancing the effectiveness of educational management.

II. CONTENT OF PHD THESIS

The first chapter “Theoretical foundations of educational management in schools within the economic environment” reveals the essence of educational management, the organizational and economic conditions of its formation, and the methodological aspects of evaluating its effectiveness in schools. Contemporary approaches integrate technology, data analysis, and inclusiveness, shaping adaptive and sustainable models of educational management in the face of global challenges. The essence of educational management is defined by the integration of two key dimensions – pedagogy (the pedagogical component) and management (the managerial component). The pedagogical component serves as the fundamental basis of educational management, shaping the essence of the educational process¹. The managerial component establishes the foundations of management for its application in the educational sphere². The analysis of scientific literature enabled the author to identify various approaches to defining “educational management” (EM), which are presented in Figure 1.

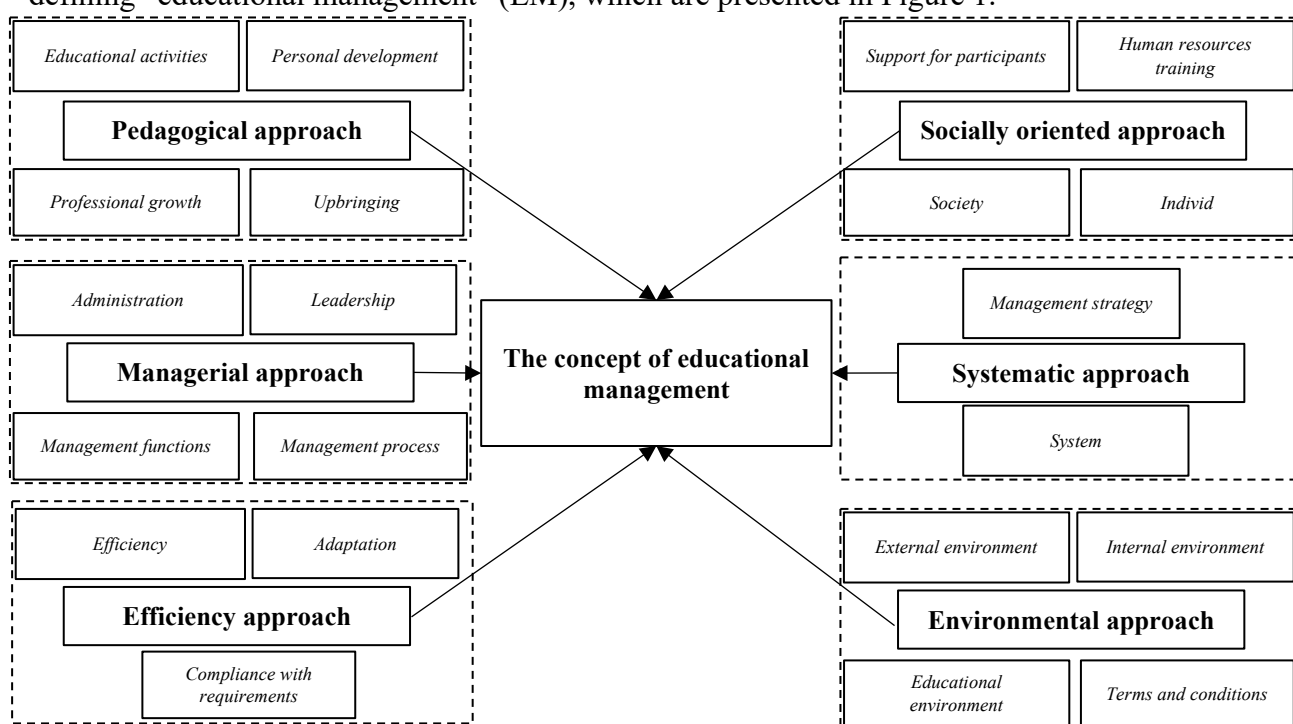


Figure 1. Approaches to the concept of educational management [developed by the author based on ^{3 4}]

The pedagogical approach to educational management views it as a process of purposefully creating conditions for students’ personal development and teachers’ professional growth. The managerial approach to educational management emphasizes the structured management of resources and processes in the field of education. Efficiency approach focuses on enhancing the

¹ NIKOLAESKU, I. et al. *Pedagogical management in inclusive process of the educational institution*. In: Amazonia Investiga, 2021, nr.10(Is. 39), p. 77-84. ISSN 2322-6307.

² THRUPP, M., WILLMOTT, R. *Educational Management in Managerialist Times: Beyond the Textural Apologists*. Berkshire: Open University Press, 2003. 265 p. ISBN 978-0335210282.

³ ABDALLA, M. S., ALI, I. A. *Educational management, educational administration and educational leadership: definitions and general concepts*. In: SAS Journal of Medicine (SASJM), 2017, nr. 3(12), p. 326-329. ISSN 2454-5112.

⁴ SABRINA, E., GIATMAN, M., ERNAWATI, E. *Development of curriculum management in the world of education*. In: Fair Value: Jurnal Ilmiah Akuntansi dan Keuangan, 2022, nr. 4(10), p. 4691-4696. ISSN 2622-2191.

competitiveness of the educational system by achieving measurable outcomes and impacts, such as students' knowledge levels, competencies, graduates' employability and others. The socially oriented approach emphasizes the social role of educational management. This approach is based on the premise that education is a key instrument of social integration, human capital development, and the promotion of equal opportunities. The systemic approach highlights the strategic role of educational management, viewing it as a set of interconnected pedagogical, organizational, economic, and informational elements. The environmental approach regards the management of an educational organization as a process dependent on the influence of external and internal environmental factors⁵. Such a complex essential characteristic of the definition leads to the absence of a unified approach to interpreting this concept. The author has formulated an integrated definition that encompasses most of the semantic features of the notion of educational management: educational management is a holistic system of managing the educational process, based on strategic development, social responsibility, adaptation to changes in the external and internal environment, and resource optimization, aimed at ensuring high-quality education and the effective functioning of educational institutions under conditions of dynamic socio-cultural and economic transformations. This definition integrates existing theoretical approaches to educational management, emphasizing its key role in organizing the educational process, ensuring its effectiveness and adapting to changing socio-economic conditions.

Educational management in schools is a complex and multifaceted process, the effectiveness of which is determined by the depth of understanding of the organizational and economic conditions that form the basis of its implementation. A comprehensive analysis of these conditions makes it possible to identify the key factors that influence school performance and to develop strategies for improving the quality and sustainability of educational management. The organizational and economic conditions for the implementation of educational management in schools are classified into groups and presented in Figure 2.

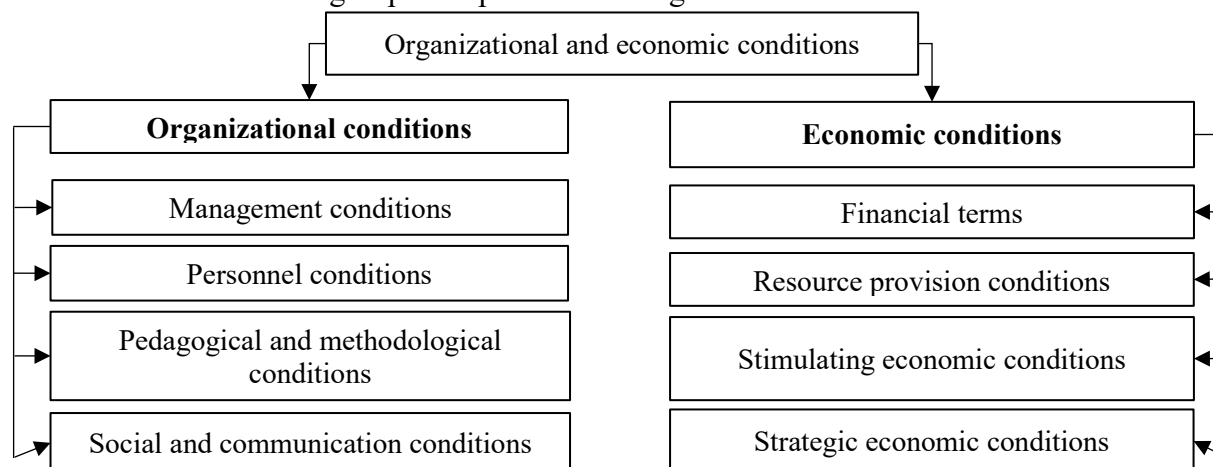


Figure 2. Organizational and economic conditions for the implementation of educational management in schools [developed by the author based on ^{6 7}]

⁵ FERNÁNDEZ DÍAZ, M. J., RODRIGUEZ MANTILLA, J. M., FONTANA ABAD, M. *Impact of implementation of quality management systems on internal communications and external relations at schools*. In: Total Quality Management & Business Excellence, 2016, nr. 27(1-2), p. 97-110. ISSN 14783363.

⁶ BLAGORAZUMNAIA, O., MENASHKO, Y. Conditions for the formation of educational management in schools of economically weak regions of Israel. In: *Бізнес-навігатор*, 2025, nr. 3 (80), p. 227-232. ISSN 2522-4751.

⁷ KONDRATENKO, N. O. et al. *Organizational and economic support of educational services management in Ukraine*. In: Studies of Applied Economics, 2021, nr. 39(5), p. 1-7. ISSN 1133-3197. DOI: 10.25115/eeav39i5.4899

The category of organizational conditions for the implementation of educational management in schools encompasses managerial, human resource, pedagogical-methodological, and socio-communicative conditions, which together form the foundation for the effective functioning of the educational process. These conditions determine the school's management strategy, the level of teachers' professional training, the quality of methodological support, and the degree of the school's interaction with the external environment, thereby influencing the stability and effectiveness of educational activities. The category of economic conditions influencing the implementation of educational management in schools includes financial conditions, resource provision conditions, incentive-based economic conditions, as well as strategic economic conditions. This category defines the school's capacity to ensure sustainable financing, develop infrastructure, motivate staff and implement innovations. Economic conditions, like organizational ones, form the basis for the effective allocation of resources, but they also influence the accessibility and quality of education, as well as the long-term development of the school.

The evaluation of the effectiveness of educational management is a key instrument for identifying managerial resources and growth points. It is a systematized process of analyzing and measuring the degree to which managerial and pedagogical objectives of an educational organization are achieved, based on the use of quantitative and qualitative indicators. The author identifies the types of effectiveness of educational management in schools, which are presented in Table 1.

Table 1. Characteristics of types of educational management efficiency [developed by the author based on ^{8 9}]

Type of efficiency	Characteristics	Directions
Pedagogical	the degree of achievement of the goals of training, education and the effectiveness of the methods and technologies used.	human resources and development of competencies, the state of infrastructure, ICT, distance and modular learning, as well as modern methods of pedagogical control.
Economic	the ratio of results and resources expended in educational activities.	resource management, economic efficiency, budgetary discipline and competitiveness of educational services.
Organizational and managerial	achieving management goals, implementing planned activities	optimization of the school management structure, distribution of powers, school status, staff stability, use of data, network technologies, self-assessment and audit.
Social	accounting of consumer satisfaction of educational services	interaction with public institutions, taking into account educational needs, school image.

The types of educational management effectiveness are shaped by the objects targeted by its influence. An analysis of the scientific literature has shown that the evaluation of educational management effectiveness is characterized by a range of approaches applied by schools depending on management objectives, available resources, educational policy requirements, and the specific features of their internal organizational structure. The institutional approach to evaluating the

⁸ TESHABOEV, A. *Effectiveness of pedagogical diagnostics in school practice*. In: Science and innovation, 2023, nr. 2(B11), p. 110-113. ISSN 2409-9066.

⁹ KIM, J. *School accountability and standard-based education reform: The recall of social efficiency movement and scientific management*. In: International Journal of Educational Development, 2018, nr. 60, p. 80-87. ISSN 0738-0593.

effectiveness of educational management in schools views it as a complex social system functioning within established norms, rules, and values that ensure its development. The criterial approach is based on measuring management effectiveness using clearly defined indicators and benchmarks. The traditional approach relies on classical principles of teaching and formal control over program mastery. The factor-based approach focuses on analyzing the relationship between various school resources and the outcomes of the educational process. The objectivist approach measures educational effectiveness through objective quantitative indicators, enabling the establishment of facts, comparison of educational institutions, and analysis of the education system as a whole. In contrast, the relativist approach rejects absolute evaluation criteria and instead focuses on the alignment of educational outcomes with stated goals. The “Development Concept” approach emphasizes the internal analysis of organizational processes and their impact on the quality of education. The “Economic Model of the School” approach interprets the educational institution as a system functioning under conditions of limited resources and oriented toward optimizing the balance between costs and results. The approach to evaluating the effectiveness of educational management represents a system based on principles, types of effectiveness, and evaluation criteria, aimed at measuring and analyzing the performance of managerial activities in schools. The approach sets the parameters for evaluation and data interpretation to support managerial decision-making in EM. The choice of approach depends on the focus on internal or external evaluation and is based on specific criteria.

The second chapter “Theoretical and methodological foundations of conducting scientific research” provides a detailed description of the methodology for carrying out both theoretical and empirical research. The research methodology is aimed at a comprehensive understanding of the studied phenomenon of educational management, ensured by a consistent transition from the theoretical-analytical level to the applied one, with a focus on identifying causal relationships between the effectiveness of educational management and the performance of schools. This approach makes it possible to examine managerial practices not in isolation but within a dynamic and functional context that reflects the interaction of multiple factors. The research is grounded in an interdisciplinary synthesis of methodological approaches drawn from pedagogy, economics, and organizational management.

The author has developed a structural flowchart of the research methodology, the logic of which represents a consistent sequence of stages of scientific analysis aimed at achieving the stated objective and addressing the research tasks. At the first stage “Designing the research program” the relevant scientific and practical problem was formulated, related to the effectiveness of educational management in schools of economically weak regions of Israel. The second stage “Research process” is divided into three components: the conceptual-analytical component, focused on developing the theoretical foundations of the study; the diagnostic-research component, aimed at providing empirical justification for the proposed theoretical positions; and the prognostic-modeling component, responsible for building the applied part of the research. The third stage “Obtaining and presenting the results” finalizes the research process and includes key activities directed toward the interpretation, practical understanding, and presentation of the scientific findings. The theoretical research was organized using methods such as analysis of scientific literature, inductive-deductive approach, comparative-historical and comparative analysis, and theoretical modeling. The empirical research employed content analysis of managerial documentation, reflective analysis of practices, case study, SWOT analysis, expert

interviews, questionnaires, focus groups, comparative and factor analysis, effectiveness assessment by indicators, Porter's five forces analysis, regression analysis of educational outcomes, and the CIPP-CMO framework.

The third chapter is “Analysis of practices in the application of educational management in the regional context of Israel” reflects the results of the study of existing management practices in schools across different regions of Israel, identifying their strengths and weaknesses, the degree of compliance with national educational policy and regional socio-economic characteristics, as well as the assessment of opportunities for applying educational management in schools of economically weak regions of Israel. The education system in Israel represents a complex structure that combines centralized state management mechanisms with regional specificities shaped by socio-economic, cultural, and demographic conditions. It demonstrates a multi-level structure organized in accordance with the international ISCED classification, covering the entire educational cycle – from early childhood to doctoral studies – thus ensuring continuity and broad opportunities for individualized educational trajectories. The sources of funding for the education system in Israel are presented in Figure 3.

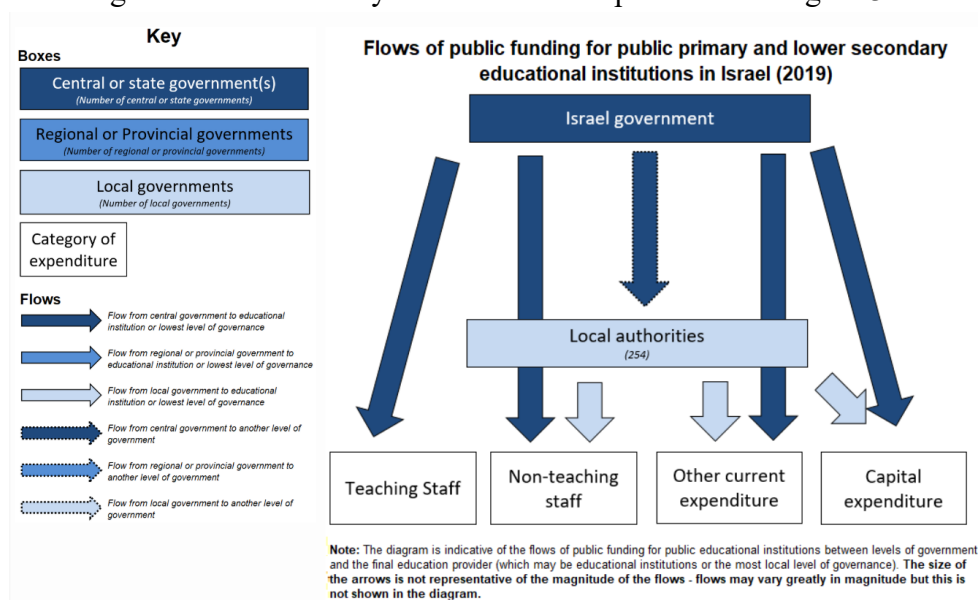


Figure 3. Sources of funding for the education system in Israel¹⁰

The primary source of funding is the government of Israel, which provides direct transfers to local authorities. The local authorities, in turn, allocate funds for various categories of expenditure, including teachers' salaries, non-teaching staff wages, current operating costs and capital investments.

The sectoral division of Israel's school system makes it possible to take into account the cultural, linguistic, and religious characteristics of different ethnic groups living in the country. However, despite its pluralism, such division reinforces social segmentation, creating parallel educational trajectories and complicating the task of integration within a unified civic space. This situation requires flexible solutions in educational management, aimed at preserving identity while simultaneously ensuring equal access to quality education. A summary chart reflecting hebrew and arab schools, classes and students in primary education (2019–2024) is presented in Figure 4.

¹⁰ Education GPS. Israel. [accessed 23.11.2024]. Available at: <https://gpseducation.oecd.org/CountryProfile?primaryCountry=ISR>

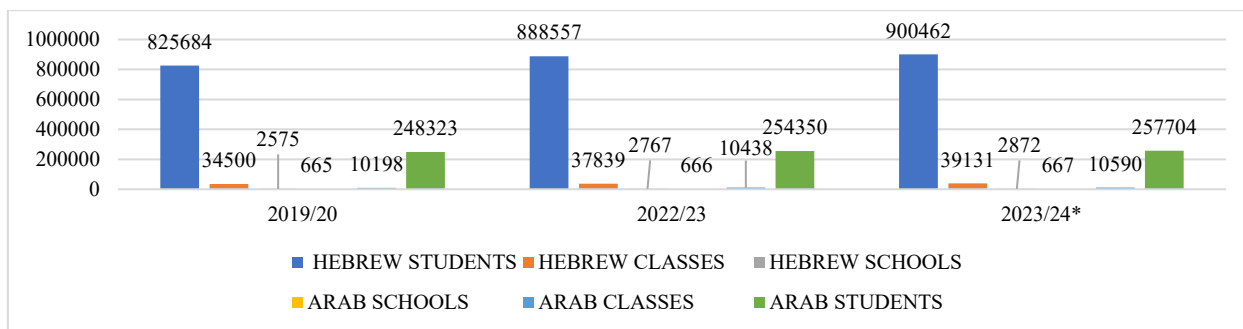


Figure 4. Hebrew and arab schools, classes and students in primary education (2019-2024)¹¹

From the 2019/20 to the 2023/24 academic years, the number of students in israel's primary schools steadily increased in both the jewish and arab sectors. At the same time, the growth in the number of students in arab schools outpaced the growth in the number of schools and classes, indicating rising pressure on the educational infrastructure of the arab sector. The analyzed education policy of Israel makes it possible to provide the following projection of students in secondary education (2023–2029), which is presented in Figure 5.

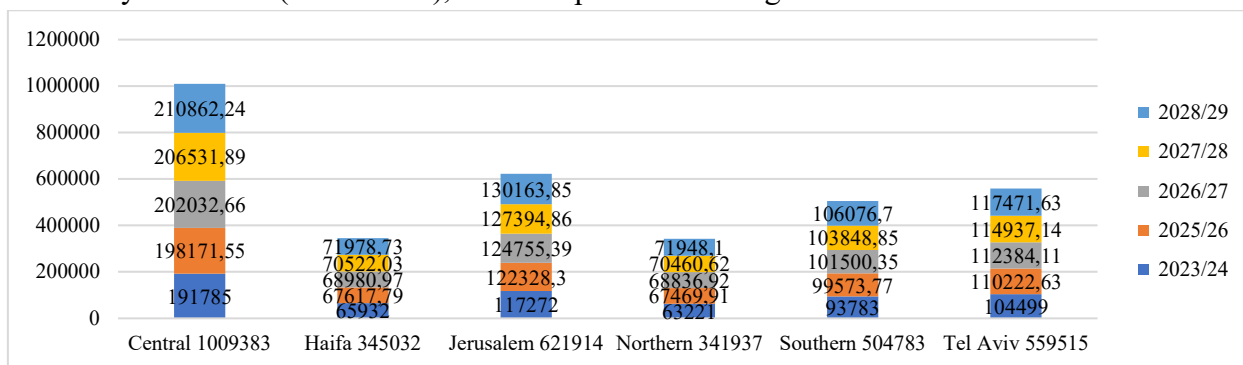


Figure 5. Projection of students in secondary education (2023-2029)¹²

The projection for 2023–2029 shows that the growth in the number of hebrew students in secondary education will be uneven across Israel's regions. The Central District will retain absolute leadership in terms of student numbers and will demonstrate the largest increase, driven by high population density and the region's dynamic economic development. Jerusalem and the Southern District also show steady growth, reflecting both natural demographic dynamics and government programs aimed at developing peripheral areas. At the same time, the Haifa and Northern Districts demonstrate more moderate growth rates, linked to more stable or stagnating demographic trends. The Tel Aviv district, despite its high level of urbanization, shows relatively modest growth, due to limited space for new construction and a more mature population structure. Thus, the projection points to an intensification of regional educational asymmetry, which will require resource reallocation, planning of new schools, and expansion of infrastructural capacity in fast-growing districts, particularly in the Central, Jerusalem, and Southern regions.

The economically weak region of Israel includes the Southern District (Negev), the Northern District (Galilee), East Jerusalem, as well as a number of peripheral settlements. Within these

¹¹ Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

¹² Ibidem, Education - Statistical Abstract of Israel 2024. [accessed 12.02.2025]. Available at: <https://www.cbs.gov.il/en/publications/Pages/2024/Education-Statistical-Abstract-of-Israel-2024-No75.aspx>

territories, particularly problematic areas can be identified, including Bedouin settlements in the Negev, Arab villages in the north of the country, and small towns facing chronic infrastructure challenges, low levels of funding, and limited resources. To obtain empirical data on the degree of application of educational management in Israeli schools, the author conducted a survey and in-depth interviews with school teachers in Israel. The responses generally indicate that educational management in schools of economically weak regions of Israel develops under conditions of resource, staff, and infrastructure shortages. The main problems are related to the limited authority of schools in addressing resource issues and their high dependence on external support. At the same time, management demonstrates flexibility, adaptation of programs to local conditions, the search for alternative resources, and a focus on inclusiveness and social integration.

As part of this research, an analytical review was carried out based on statistical data in the field of school education in the Republic of Moldova. The analysis of Moldovan statistics reflected a situation typical for weak regions: uneven distribution of resources, disparities in access to educational opportunities, imbalances in staffing, and territorial differences in the level of material and technical provision of schools. These aspects proved to be critically important for assessing the specifics of applying educational management in schools operating under conditions of limited resources and high variability of external factors. Statistical data on day institutions of primary and secondary education, in the territorial aspect are presented in Table 2.

Table 2. Day institutions of primary and secondary education of the Republic of Moldova, in territorial aspect (day education) 2015-2024 ¹³

<i>Municipalities/ districts/ regions</i>	<i>Number of institutions</i>					<i>Number of pupils</i>				
	2015/16	2020/21	2021/22	2022/23	2023/24	2015/16	2020/21	2021/22	2022/23	2023/24
Chisinau	149	153	153	153	153	80 878	94 009	97 746	100 273	103 564
<i>North</i>	433	403	399	395	153	86 874	83 702	83 360	81 657	80 394
<i>Center</i>	453	423	418	411	405	101 060	94 549	93 899	92 293	91 006
<i>South</i>	231	209	208	207	202	48 807	43 840	43 110	42 051	41 057
UTA Gagauzia	49	46	46	45	45	14 614	15 846	16 116	15 849	15 778
UATSN and Bender	6	5	5	5	5	1 197	1 410	1 490	1 505	1 656
Total	1 321	1 239	1 229	1 216	1 199	333 430	333 356	335 721	333 628	333 455

The analysis of school education data in the Republic of Moldova for the period 2015/16–2023/24 shows a reduction in the number of schools from 1,321 to 1,199, while the number of students remained relatively stable (around 333,000), reflecting the optimization of the school network while maintaining overall coverage. In Chisinau, the number of students increased by 22.7 thousand with no change in the number of institutions, which is linked to internal migration and the concentration of resources in the capital. In the regions, a moderate decline in the number of schools and students is observed due to depopulation, whereas in Gagauzia, Bender, and Transnistria the indicators remain stable. Thus, both Moldova and Israel's weak regions face similar challenges in educational management, primarily limited funding and staff shortages.

The research demonstrated that educational management determines the distribution of resources, staffing policy, planning, and the organization of the educational process, influencing student performance and school competitiveness. In economically weak regions, where financial

¹³ *Statistical Yearbook of the Republic of Moldova*, editions 2002-2024. [accessed 01.03.2025]. Available at: https://statistica.gov.md/en/statistical-yearbook-of-the-republic-of-moldova-9877_59482.html

and staffing deficits are present, effective management becomes the decisive factor in overcoming inequality and improving school performance under conditions of limited resources and changing expectations. To analyze these factors, Porter's Five Forces model was applied, Table 3.

Table 3. Porter's 5 Forces analysis for the environment in which schools in an economically weak region of Israel operate [developed by the author]

Strength	Short term impact on educational management
Competition between schools	Intensifying competition for students and resources requires improved management quality.
The threat of new entrants	The growth of alternative forms of education requires flexibility in educational practices.
The threat of substitutes	The popularization of distance learning reduces the attractiveness of traditional schools.
The power of suppliers	Shortages of personnel and resources increase dependence on a limited number of suppliers.
The Power of Consumers	Parents and students have increasingly high demands on the quality of educational services.

The analysis showed that competition between schools is intensifying due to rankings, the struggle for resources, and participation in quality improvement programs. New entrants appear through private schools, online platforms and NGO initiatives. Substitutes include distance and alternative forms of education. Critical factors remain the supply of staff, technologies, and materials, while consumer power is increasing as parents and students become more demanding of educational quality.

Conducting a focus group made it possible to complement the quantitative analysis with qualitative data. The participants' responses provided empirical insights into the perceived role of educational management in improving the performance of schools in economically weak regions of Israel. The results confirmed that educational management is regarded by the teaching community as a key factor influencing the organization, quality, and effectiveness of educational processes. Focus group participants associated educational management primarily with such aspects as activity coordination, strategic planning, motivation, and the development of human resource potential. The empirically identified conditions for the formation of educational management in schools of economically weak regions of Israel are presented in Table 4.

Table 4. Conditions for the formation of educational management in schools in an economically weak region of Israel [developed by the author]

Condition type	Condition	Description
Economic conditions	Limited funding	Insufficient funds for infrastructure development, staff training and technology upgrades.
	Shortage of human resources	Lack of qualified managers and teachers, especially in remote areas.
	Dependence on external sources of funding	Vulnerability to political changes and instability of budgetary funding.
	Low level of school equipment	Limited access to modern educational technologies and resources.
Management conditions	Availability of strategic planning	Development of long-term plans for school development, taking into account educational goals and resource constraints.
	Effective HR policy	Developing strategies to attract, retain and develop professional staff.
	Systematic professional	Continuous professional development of managers and

	development of personnel	teachers through courses, mentoring and self-development.
	Implementation of digital technologies in management	Automation of planning, monitoring and communication processes.
	Development of an internal quality monitoring system	Creation of mechanisms for regular assessment of the effectiveness of educational and management processes.
	Active interaction with the community	Participation of parents, local communities and external stakeholders in school governance.

Economic conditions provide the basic infrastructure for the functioning of the school education system; however, in disadvantaged regions they significantly limit development opportunities. Insufficient funding, staff shortages, dependence on external sources of support, and the low level of school equipment objectively hinder the implementation of innovative management practices and consistently contribute to the decline in educational outcomes. To obtain a more precise answer regarding the applicability of educational management in schools of economically weak regions of Israel, it is necessary to conduct a diagnostic assessment of schools' readiness using the CIPP-CMO model. The model proposed by the author represents a comprehensive analytical approach that combines D. Stufflebeam's CIPP model (Context – Input – Process – Product) and the logic of CMO (Context – Mechanism – Outcome) from realistic evaluation. For each CIPP block, relevant indicators reflecting the specifics of disadvantaged regions were identified. The analysis showed that the development of educational management in schools of economically weak regions depends on a combination of external factors (underfunding, staff shortages, weak infrastructure, unstable support) and internal conditions (strategic planning, personnel policy, professional development, digitalization, monitoring, and community engagement). Sustainable development requires a strategy that combines resource optimization with stronger internal processes to improve education quality.

The fourth chapter “Improving educational management in schools of economically weak regions of Israel” presents the author's original developments of a practical nature. A new managerial framework is proposed – the Context-Adaptive Model of Educational Management (CAM). CAM is introduced into the scientific discourse as an innovative managerial construct, oriented toward the functioning and development of educational institutions under conditions of high environmental volatility, limited resources, and economic instability. Unlike traditional models of educational management widely presented in international and domestic literature, CAM is based on a fundamentally different logic of management. Existing models are generally designed and tested under conditions of stability, institutional support, regulatory predictability, and resource abundance. They prove to be largely ineffective in contexts where the education system faces a permanent shortage of personnel and infrastructure, as well as a high proportion of students from socially vulnerable groups, among other challenges. Contextual adaptability in CAM implies that managerial decisions are built on a detailed analysis of local conditions, including the demographic and economic characteristics of the region, institutional constraints, human and infrastructural capacities, and the socio-cultural particularities of communities. The proposed CAM model is characterized by a high degree of scientific novelty, as it expands the conceptual framework of educational management through the introduction of the category of contextual adaptability; for the first time, it systematically substantiates the necessity of institutionalizing adaptive approaches to education management in vulnerable territories of the Israeli region; and it offers conceptual and applied tools aimed at overcoming asymmetries in the

quality of education at the regional level. CAM establishes a scientific and practical foundation for the strategic rethinking of education management in an unstable environment, emphasizing the creation of management systems that are organically embedded in the local context. The author's proposed CAM of educational management represents a comprehensive managerial tool adapted to the conditions of schools operating in an economically weak region of Israel. Its implementation implies not only administrative and methodological support but also the assurance of real quality in school educational services through well-designed managerial actions and institutional decisions. The model is shown in Figure 6.

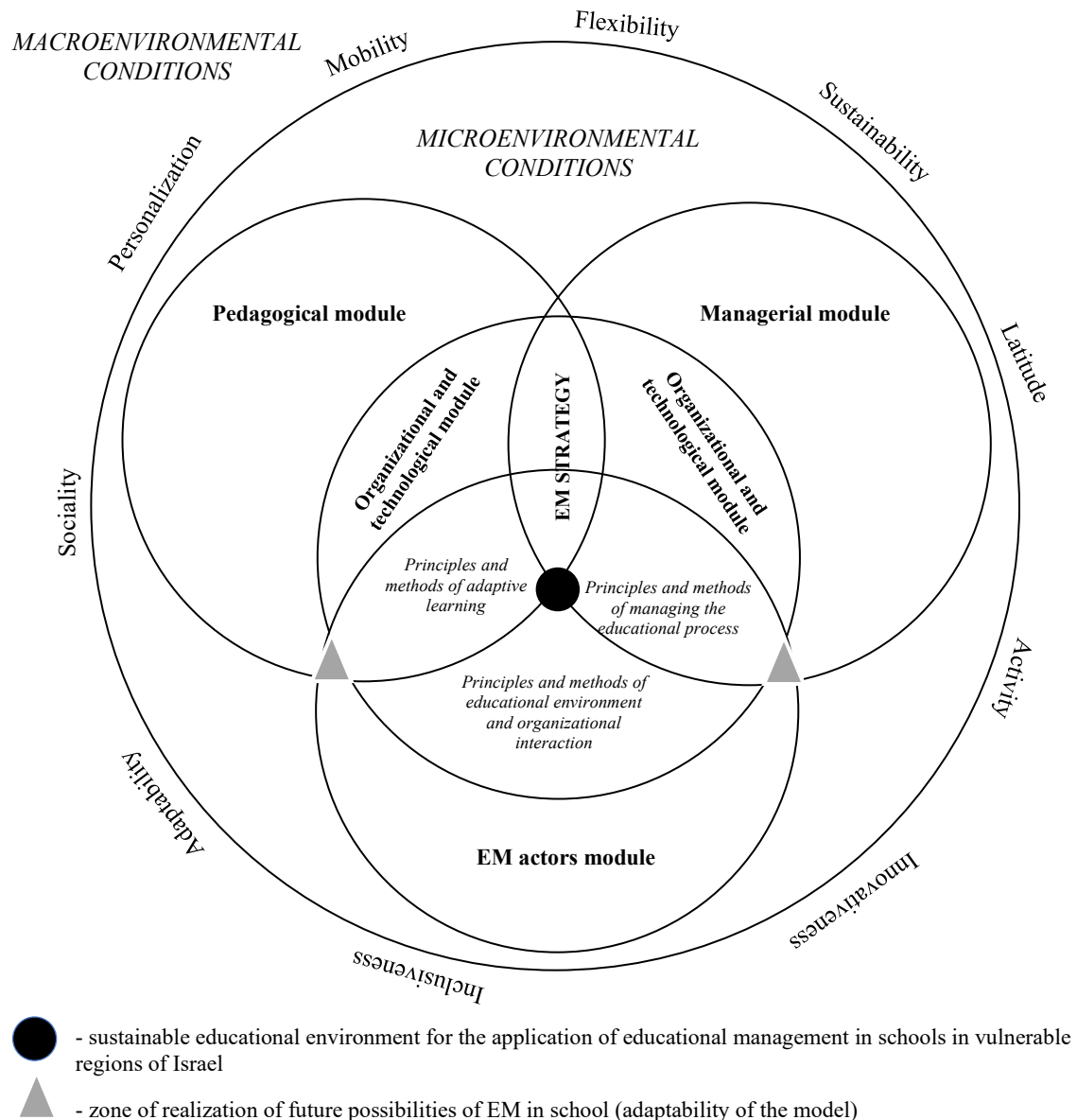


Figure 6. Context-Adaptive Model of Educational Management for schools in a weak region of Israel [developed by the author]

The model represents a holistic system that integrates principles, mechanisms, and management practices aimed at ensuring the sustainable functioning and development of an educational organization in a resource-constrained and unstable environment. The CAM is developed on the basis of adaptive management, a comprehensive approach, and systemic

transformation, and is designed to address specific challenges arising in an economically vulnerable educational landscape. It includes four interconnected modules – pedagogical, managerial, organizational-technological, and the module of educational management actors – each performing specific management functions while being integrated into a unified adaptive management strategy. Within the pedagogical module, curricula, teaching methods, knowledge assessment systems, and mechanisms for teachers’ professional development are designed. The managerial module, ensuring strategic planning, includes mechanisms of financial management, personnel policy, regulatory compliance, and interaction with governmental and community structures. The organizational-technological module comprises the material and technical base, digital educational technologies, automated management systems, and mechanisms for ensuring a safe educational environment. The module of educational management actors is aimed at building effective communication channels, engaging the community in education management, and creating partnership programs to expand educational opportunities. The author has developed a step-functional roadmap for the implementation of CAM, Figure 7.

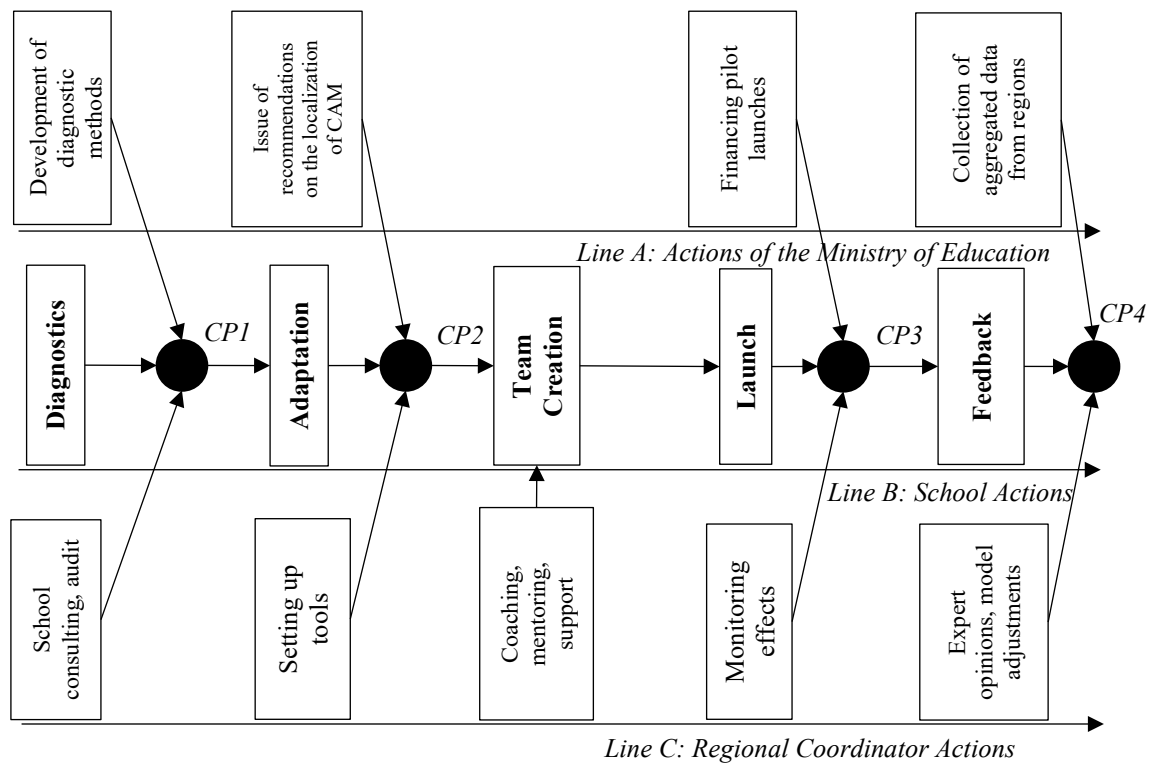


Figure 7. Stage-functional map of CAM implementation [developed by the author]

The step-functional roadmap presented in the diagram reflects the comprehensive mechanism for implementing CAM in schools of economically weak regions of Israel. The scheme is based on the principle of parallel interaction among education management actors at three levels: centralized (the Ministry of Education of Israel), local (schools) and coordination-methodological (regional coordinator). Such a multi-level organization ensures both institutional support for change and flexibility in adapting the model to local conditions.

The author conducted a scenario analysis of CAM application in schools of economically weak regions of Israel to visualize the applied character of the model, that is shown in Figure 8.

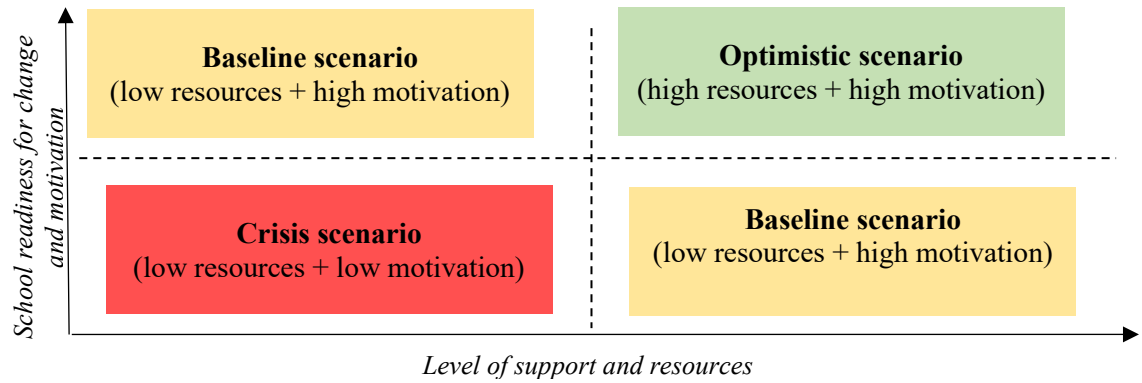


Figure 8. Scenario matrix for the application of the CAM [developed by the author]

The “Maximum potential” scenario reflects the optimistic case, where organizational and economic conditions are highly favorable: management processes are optimized, staff is stable, and resources are fully secured and guaranteed. The “Moderate improvements” scenario implies a partial implementation of CAM: certain modules are introduced selectively, and only some management processes are improved. Unlike the “Maximum potential” scenario, transformation here is limited. The “Minimal survival” scenario represents the least favorable conditions, where management is reduced to maintaining the basic viability of the system. CAM implementation is restricted to the emergency adaptation of individual elements, and managerial decisions are reactive rather than strategic, resulting in a low level of systemic management. At the core of CAM lies the author’s educational management strategy, based on service design and aimed at improving the quality of educational services and the satisfaction of all participants in the process. The structural framework of the EM strategy for schools is presented in Figure 9.

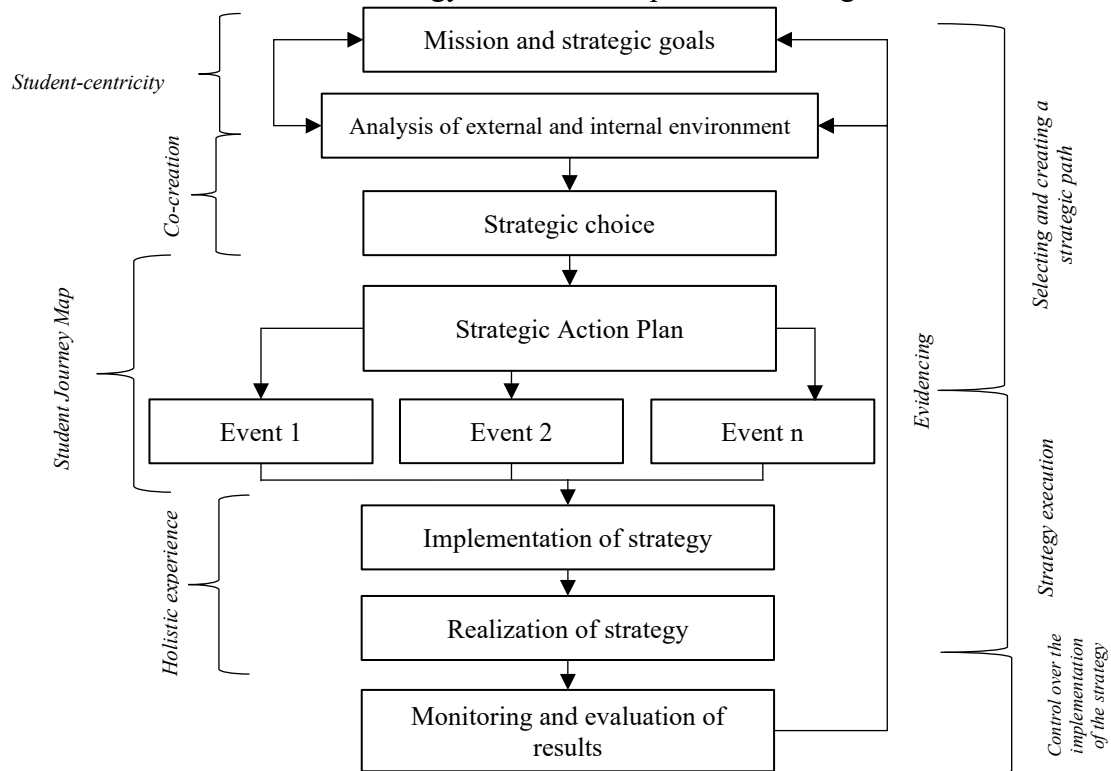


Figure 9. Structural diagram of the educational management strategy for schools in an economically weak region of Israel based on service design [developed by the author]

The scheme integrates the essential elements of the educational management strategy with the

key components of the service design concept, illustrating their interrelations and mutual influence. The main components of the model are conventionally divided into two groups: strategic elements and service design elements. The strategic development pathway of educational management in schools of economically weak regions of Israel is presented in Figure 10.

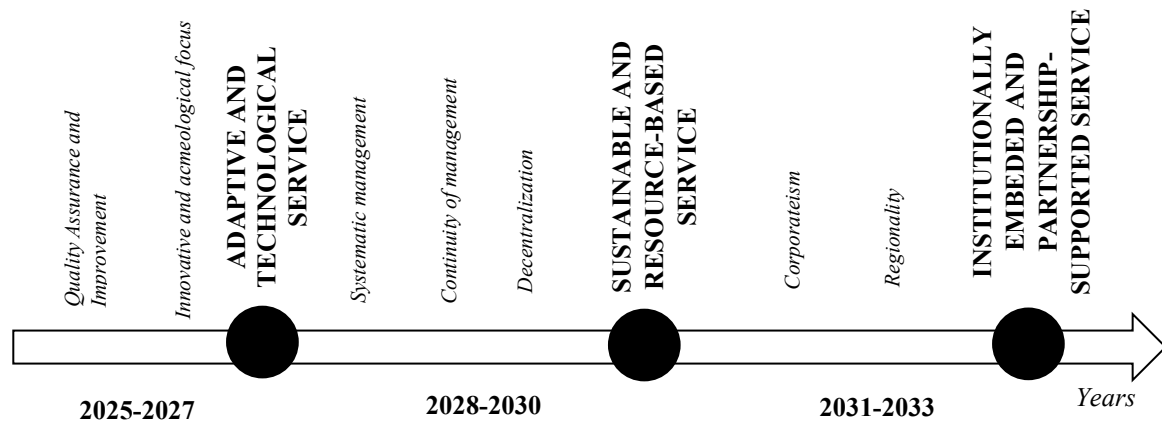


Figure 10. Path of strategic development of educational management in a school in an economically weak region of Israel [developed by the author]

The presented strategic development pathway of educational management in a school of an economically weak region of Israel illustrates a gradual, step-by-step progression from the initial adaptation of the service to its sustainable and institutionally embedded implementation format.

In the context of growing socio-economic disparities at the regional level, particularly in economically weak territories, including vulnerable regions of Israel, a key factor in the successful functioning of school educational institutions is not only the implementation of a strategically oriented model of educational management but also the development of a scientifically grounded and contextually relevant methodology for evaluating its effectiveness. The author has developed a methodological model based on the principle of ascending dynamics – from the basic level of operational sustainability to the strategic impact of educational management on school development.

The model of the developed methodology for evaluating the effectiveness of educational management makes it possible to interpret effectiveness not as a static, one-time indicator, but as a dynamic sequence of interrelated states reflecting the stages of managerial influence within an educational organization. Such an analytical logic is particularly important under conditions of limited resources and high environmental variability, where it is necessary not only to record the presence of a result but also to trace the path of its achievement, determine its sustainability, adaptability and potential for replication.

Thus, the proposed methodology for evaluating the effectiveness of educational management performs not only a diagnostic but also a prognostic function, making it possible to identify trajectories for the further development of schools under conditions of regional vulnerability. It serves as a tool for managers, researchers, and educational policymakers, as it provides a comprehensive understanding of the influence of organizational, human resource, and material factors on the effectiveness of educational processes. The model of the methodology for evaluating the effectiveness of educational management in schools is presented in Figure 11.

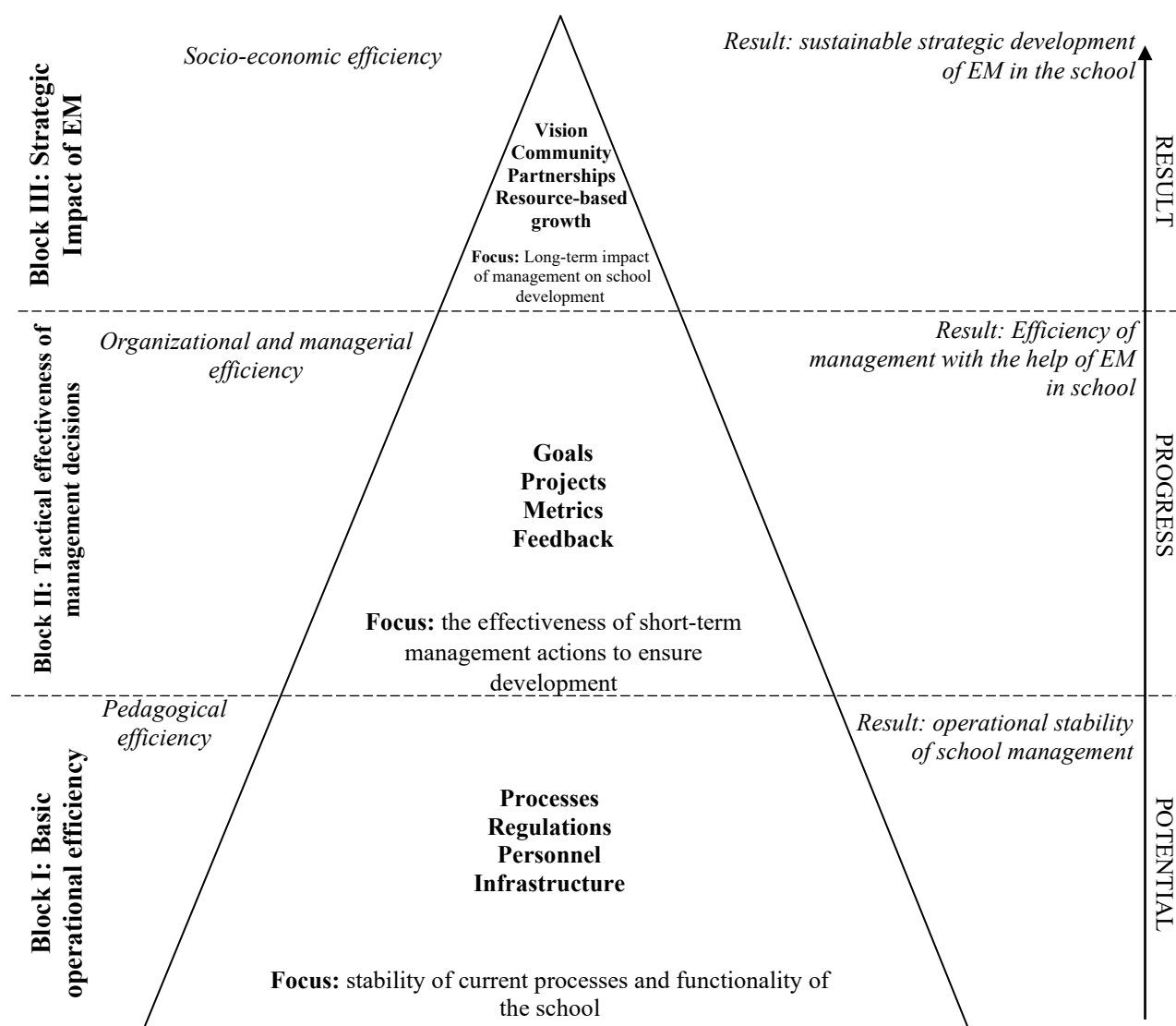


Figure 11. Model of methodology for assessing the effectiveness of educational management in schools [developed by the author]

The author has also developed an algorithm for evaluating the effectiveness of educational management in schools, which represents a structured process consisting of four stages: goal-setting and planning, indicator development, data collection and analysis, and decision-making with system improvement. The algorithm is integrated into managerial practice, ensuring continuous, systematic, and reproducible analysis of school activities, oriented toward sustainable development.

The author proposes and recommends the application of one of two alternative methodologies for evaluating the effectiveness of the CAM model in schools. The choice of methodology depends on the initial level of the integral indicator of target achievement, the presence or absence of critical risk factors, the dynamics of development in recent years, the degree of resource provision, the level of staff motivation and other factors.

For schools in economically weak regions of Israel that demonstrate sustainable development and face no serious risks, it is advisable to apply the methodology of calculating the standard integral index (“Context-Scenario Factor-Trend calculation of educational management effectiveness” (CSFT)), but for schools in a crisis situation or exposed to significant threats, a Crisis-Adaptive Index (CAI) is recommended, which takes into account growth potential and the

influence of negative factors. The choice of methodology for evaluating the effectiveness of the CAM model is made using a decision tree that step by step guides the process toward one of the two options.

The first methodology, the Context-Scenario Factor-Trend calculation of educational management effectiveness (CSFT-method), is based on a combination of factor analysis (to identify the influence of key conditions and the contribution of model components to management outcomes) and scenario modeling (to test the model's resilience under different conditions according to scenarios). In this way, the methodology integrates the following methods: trend analysis, factor analysis, comparative analysis, and scenario modeling. For the calculation, the author proposes the following formula:

$$I_{EM} = \left[\frac{\sum_{i=1}^n (P_i * W_i)}{\sum_{i=1}^n W_i} \right] * K_{tr} * K_{sc} , \quad (1)$$

where:

P_i - the actual value of indicator i in the school (as a percentage of target achievement);

W_i - the weight of importance of indicator i (based on expert survey results or impact analysis);

K_{tr} - trend coefficient (dynamics of change over 3 years: >1 — growth, <1 — decline);

K_{sc} - scenario coefficient reflecting macro- and micro-environmental conditions, taking the following values: optimistic — 1.15; baseline (high resources/low motivation or low resources/high motivation) — 1.00; crisis — 0.85.

The second methodology, the calculation of the Crisis-Adaptive Effectiveness Index (CAI), is designed with regard to the specifics of schools in economically weak regions of Israel that operate under low baseline indicators, limited resources, and critical risk factors. Unlike the standard integral index (I_{EM}), which is focused mainly on recording the current level of target achievement, the CAI incorporates the calculation of growth potential and the direct consideration of negative factors affecting the effectiveness of CAM implementation in school management. Thus, the evaluation becomes more comprehensive, with an emphasis on identifying opportunities for overcoming crisis conditions and determining priority areas for development. This methodology is applied to schools that are initially in unfavorable conditions but aim to use the CAM model as a tool for gradual improvement and the achievement of sustainable development. For calculation, the author suggests using the following formula:

$$CAI = \left[\frac{\sum_{i=1}^n (P_i * W_i)}{\sum W_i} * K_{pot} \right] * (1 - K_{risc}) * K_{sc} , \quad (2)$$

where:

P_i — actual value of the indicator;

W_i — weight of the indicator;

K_{pot} — growth potential coefficient (the rate of improvement of indicators);

K_{risc} — risk coefficient (the impact of negative factors, from 0 to 0.3);

K_{sc} — scenario coefficient (as in the first method).

The model of the methodology for evaluating the effectiveness of educational management in schools, developed by the author, is based on the previously proposed context-adaptive model, which focuses on improving educational outcomes, enhancing managerial flexibility, ensuring institutional sustainability, and fostering teacher engagement in management processes. Thus, the methodology does not assess individual activities or managerial actions but analyzes the system

as a whole, where effectiveness is understood as the result of a balance between operational stability, tactical performance, and strategic development.

III. GENERAL CONCLUSIONS AND RECOMMENDATIONS

Different school institutions apply a variety of approaches to managing their activities. A noticeable heterogeneity can be observed in how these are used: some schools employ only isolated management tools, while others develop more comprehensive and strategically oriented models. Certain tools remain at the level of formal declarations and fail to be integrated into real practice, thereby limiting their actual impact on school effectiveness. The scientific literature lacks sufficient evidence to clearly determine which specific management practices are most effective in economically weak regions and how they influence the sustainability and quality of educational services. Thus, the aim of the research is to develop an adaptive model and strategy of educational management aimed at improving management effectiveness in schools operating in an economically weak region of Israel.

The combination of the analyzed theoretical approaches to the development of educational management and the results of empirical research made it possible to formulate conclusions and practical recommendations for improving school management under conditions of limited resources. Based on the analyzed material on the research topic, the author made the following **conclusions**:

1. This research highlights the essential role of educational management in schools, particularly in economically weak regions. As a result of the theoretical investigations, the author refined the definition of educational management. The author defines educational management as a complex, integrated system that guides the educational process through strategic planning, social accountability, adaptability to internal and external changes, and resource optimization—all directed toward delivering quality education and ensuring the effective operation of schools amid rapid socio-cultural and economic change.

2. Summarizing the conceptual and theoretical perspectives of various scholars on educational management and its formation under socio-economic challenges, the author concludes that education management is carried out in distinct, yet interrelated, stages: environmental assessment, strategic planning, organizational structuring, the application of managerial technologies, stakeholder engagement, and evaluation of results. Each stage contributes a targeted managerial effect, reinforcing the systemic and long-term orientation of decisions aimed at improving the efficiency of school functioning.

3. Building effective educational management systems requires a multifaceted strategy that integrates both organizational and economic factors. Organizational conditions shape structure, innovation capacity, and role distribution within management, while economic factors determine resource availability, staff motivation, and the execution of strategic goals. Addressing these elements within school management fosters resilience, adaptability, and sustained educational quality.

4. The author concludes that assessing the success of educational management requires adaptable and holistic approaches. Schools must individually select and tailor performance indicators covering academic, financial, social, and organizational dimensions, aligning them with the most appropriate evaluation models—whether institutional, criteria-based, traditional, or factor-oriented. Given the lack of universal assessment tools or standardized indicator sets, each

school should develop its own evaluation framework that reflects its operational context and strategic objectives.

5. The empirical component of the study demonstrates that schools in economically disadvantaged regions of Israel face deep-rooted structural challenges, including shortages of qualified personnel, limited budgets, inadequate infrastructure, and population outflows to more affluent areas. This combination of organizational and economic constraints undermines the quality of educational services and exacerbates social inequality, creating persistent barriers to equal educational opportunities.

6. The research further identifies several key factors shaping management success—educational, economic, social, political, technological, and historical—with educational and economic factors exerting the strongest influence. Fieldwork revealed that in such schools, managerial efforts are often directed at solving immediate problems, while strategic management and innovative development practices remain underutilized, largely due to resource constraints.

7. The analysis conducted by the author leads to the conclusion that meaningful progress in school educational management can be achieved only by simultaneously addressing external economic barriers (such as funding and infrastructure) and internal organizational improvements (such as strategic planning, personnel policy, and digital management tools). Only through the coordinated development of these areas can schools in economically weak regions improve learning outcomes, reduce inequality, and enhance their competitiveness despite socio-economic pressures.

As practically applicable measures aimed at improving the quality and effectiveness of the management process in schools, the author has formulated the following **recommendations**:

1. It is recommended that the Israeli Ministry of Education formalize the Context-Adaptive Model (CAM) with its modular structure in ministerial regulations and apply its step-functional implementation roadmap for the systemic transformation needed to ensure cohesive and goal-oriented school management in economically weak regions of Israel. It is crucial to guarantee coordinated implementation across the entire region with the participation of all schools, avoiding isolated application in individual institutions.

2. School administrations are advised to apply the author's CAM within the three scenarios (optimistic, baseline, and crisis), using the scenario matrix to forecast and evaluate managerial decisions. This approach will help identify the most sustainable strategies, compare their effectiveness, and adapt educational management to different resource levels and external challenges, thereby increasing the validity and impact of managerial actions.

3. The leadership of schools in economically weak regions of Israel is encouraged to implement an educational management strategy based on the Double Diamond matrix methodology and service design, carrying it out through the stages of adaptation, sustainable implementation, and institutionalization.

4. School management in economically weak regions of Israel is recommended to integrate the methodology for evaluating educational management effectiveness into internal monitoring and self-assessment practices, applying it according to each school's level of resources, staff capacity, and strategic priorities.

5. Stakeholders in Israel's secondary education system and all interested parties are advised to adopt a structured evaluation algorithm that includes goal-setting, indicator development, data collection and analysis, and decision-making. This will foster a culture of continuous improvement

in educational management. The algorithm is proposed for regular self-assessment and adaptation to the local conditions and capacities of each school.

6. Researchers and practitioners in the field of educational management are encouraged to apply the proposed refined definition of educational management, with an emphasis on its applied dimension within school governance. This will contribute to strengthening conceptual rigor and creating a unified approach to the interpretation of managerial categories in the educational sphere.

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ANNOTATION
to the doctoral thesis in economics by Yfat Menashko
“THE IMPACT OF THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT ON THE
PERFORMANCE OF SCHOOLS IN ECONOMICALLY WEAK REGIONS”
Free International University of Moldova, Chisinau, 2025

Structure of the thesis: introduction, four chapters, conclusions and recommendations, bibliography from 280 sources, 157 pages of main text, 56 figures and 37 tables, 72 appendices.

Key words: management, educational management, educational management model, educational management strategy, school, school performance, economically weak region, Israel.

Research area: 521.03. - Economics and management in the field of activity.

The aim of the thesis is to develop an adaptive model and strategy of educational management aimed at enhancing the effectiveness of school governance in economically disadvantaged regions of Israel.

Objectives: to describe the essence and prerequisites for the development of educational management; to identify the organizational and economic conditions for the formation of educational management in schools; to present the methodological aspects of evaluating the effectiveness of educational management in school institutions; to form the structure of the methodology of scientific research; to reflect the process of organization and tools of theoretical and empirical research; to describe the methodology of obtaining and presenting the results of scientific research; to identify the specific features of managing school educational institutions in various regions of Israel; to analyze the educational management process in schools of an economically disadvantaged region of Israel; to assess the possibilities of applying educational management in schools of a disadvantaged region of Israel; to develop an adaptive model of educational management for schools in an economically disadvantaged region of Israel; to design an educational management strategy for Israeli schools, taking into account the conditions of economic vulnerability; to adapt the methodology for assessing the effectiveness of educational management implementation in schools.

Scientific novelty and originality. The concept of educational management has been clarified and expanded in the context of its application to the governance of school institutions. An adaptive model of educational management has been structurally and substantively developed for schools in economically disadvantaged regions of Israel. A structural diagram of the educational management strategy has been developed and a methodology for its formation and implementation for schools in an economically weak region of Israel has been presented. A methodology for assessing the effectiveness of the application of educational management to track the development trajectory of a school in the context of an economically vulnerable region of Israel has been proposed.

The results obtained, which contribute to solving the scientific problem, consist in the development of a model and strategy of educational management for schools in an economically disadvantaged region of Israel, as well as in the evaluation of the effectiveness of educational management implementation aimed at improving managerial practices in school institutions.

Theoretical significance lies in the comprehensive disclosure of the essence of educational management from the perspective of various scientific approaches, the structuring of organizational and economic conditions for its formation in the school environment, as well as the identification of methodological foundations for evaluating the effects of educational management through typologies and approaches to effectiveness in correlation with performance indicators.

Practical significance is determined by the growing need of an economically underdeveloped region of Israel to provide quality school education. The developed model of educational management, incorporating a strategic component, makes it possible to identify optimal and appropriate management tools aimed at enhancing the effectiveness of educational services, thereby contributing to the overall improvement of school education in the country.

Implementation of scientific results. The research results are presented in the form of one book chapter (0.4 c.a.), 5 articles (4,2 c.a.) published in scientific journals of category “B”, 4 articles (3,4 c.a.) published in scientific journals indexed in other databases, 2 presentations (0.7 c.a.) delivered at international conferences, and 4 presentations (2.2 c.a.) at conferences held in the Republic of Moldova.

ADNOTARE
la teza de doctor în științe economice Yfat Menashko
“IMPACTUL EFICIENȚEI MANAGEMENTULUI EDUCAȚIONAL ASUPRA
PERFORMANȚEI ȘCOLILOR DIN REGIUNILE ECONOMIC SLABE”,
Universitatea Liberă Internațională din Moldova, Chișinău, 2025

Structura tezei: introducere, patru capitole, concluzii și recomandări, bibliografie din 280 de surse, 157 de pagini de text principal, 56 de figuri și 37 de tabele, 72 de anexe.

Cuvinte-cheie: management, management educațional, model de management educațional, strategie de management educațional, școală, performanță școlară, regiune slab dezvoltată din punct de vedere economic, Israel.

Domeniul de studiu: 521.03 - Economie și management în domeniul de activitate

Scopul tezei constă în elaborarea unui model adaptiv și a unei strategii de management educațional, orientate spre creșterea eficienței conducerii școlilor care funcționează în regiunile economic slab dezvoltate ale Israelului.

Obiectivele tezei: descrie esența și premisele dezvoltării managementului educațional; a identifica condițiile organizaționale și economice ale formării managementului educațional în școli; a prezenta aspectele metodologice ale evaluării eficienței managementului educațional în instituțiile școlare; să formeze structura metodologiei cercetării științifice; reflectă procesul de organizare și instrumentele cercetării teoretice și empirice; descrie metodologia de obținere și prezentare a rezultatelor cercetării științifice; a identifica particularitățile managementului instituțiilor școlare în regiunile Israelului; a analiza procesul de management educațional în școlile dintr-o regiune economic vulnerabilă a Israelului; a evalua posibilitățile de aplicare a managementului educațional în școlile dintr-o regiune defavorizată a Israelului; a elabora un model adaptiv de management educațional pentru școlile din regiunea economic slab dezvoltată a Israelului; a formula o strategie de management educațional pentru școlile israeliene, ținând cont de condițiile de vulnerabilitate economică ale regiunii; a adapta metodologia de evaluare a eficienței aplicării managementului educațional în școli.

Noutatea și originalitatea științifică. A fost clarificat și completat conceptul de management educațional în contextul aplicării acestuia în conducerea instituțiilor școlare. A fost elaborat, din punct de vedere structural și conceptual, un model adaptiv de management educațional pentru școlile din regiunile economic slab dezvoltate ale Israelului. A fost elaborată o diagramă structurală a strategiei de management educațional și a fost prezentată o metodologie pentru elaborarea și implementarea acesteia pentru școlile dintr-o regiune slabă din punct de vedere economic a Israelului. A fost propusă o metodologie pentru evaluarea eficacității aplicării managementului educațional pentru a urmări traiectoria de dezvoltare a unei școli în contextul unei regiuni vulnerabile din punct de vedere economic a Israelului.

Rezultatele obținute care contribuie la soluționarea unei probleme științifice importante constau în elaborarea unui model și a unei strategii de management educațional pentru școlile dintr-o regiune economic slab dezvoltată a Israelului, precum și în evaluarea eficienței aplicării managementului educațional în vederea perfecționării practicilor manageriale în instituțiile de învățământ școlar.

Semnificația teoretică constă în dezvoltarea complexă a esenței managementului educațional din perspectiva diverselor abordări științifice, în structurarea condițiilor organizațional-economice ale formării acestuia în mediul școlar, precum și în identificarea fundamentelor metodologice ale evaluării efectelor managementului educațional prin tipologia și abordările eficienței, corelate cu indicatorii de rezultat.

Semnificația practică este determinată de creșterea necesității regiunii economic slab dezvoltate a Israelului de a asigura o educație școlară de calitate. Modelul elaborat de management educațional, care include o componentă strategică, permite identificarea unor instrumente manageriale optime și adecvate, orientate spre creșterea eficienței serviciilor educaționale furnizate, contribuind astfel la îmbunătățirea nivelului general al educației școlare în țară.

Implementarea rezultatelor științifice. Rezultatele cercetării sunt prezentate sub forma unui capitol de carte (0,4 c.a.), a 5 articole (4,2 c.a.) publicate în reviste științifice din categoria „B”, a 4 articole (3,4 c.a.) publicate în reviste științifice indexate în alte baze de date, a 2 comunicări (0,7 c.a.) prezentate la conferințe internaționale și a 4 comunicări (2,2 c.a.) – la conferințe desfășurate în Republica Moldova.

АННОТАЦИЯ

к диссертации на соискание ученой степени доктора экономических наук Ифат Менашко “ВЛИЯНИЕ ЭФФЕКТИВНОСТИ ОБРАЗОВАТЕЛЬНОГО МЕНЕДЖМЕНТА НА РАБОТУ ШКОЛ В ЭКОНОМИЧЕСКИ СЛАБОМ РЕГИОНЕ”,

Международный Независимый Университет Молдовы, Кишинэу, 2025

Структура диссертации: введение, четыре главы, выводы и рекомендации, библиография из 280 источников, 157 страниц основного текста, 56 рисунков и 37 таблица, 72 приложений.

Ключевые слова: менеджмент, образовательный менеджмент, модель образовательного менеджмента, стратегия образовательного менеджмента, школа, эффективность школы, экономически слабый регион, Израиль.

Область исследования: 521.03. - Экономика и управление в сфере деятельности.

Цель диссертации заключается в разработке адаптивной модели и стратегии образовательного менеджмента, направленных на повышение эффективности управления школами, работающими в экономически слабых регионах Израиля. **Задачи диссертации:** описать сущность и предпосылки развития образовательного менеджмента; выявить организационно-экономические условия формирования образовательного менеджмента в школах; представить методологические аспекты оценки эффективности образовательного менеджмента в школьных учебных заведениях; сформировать структуру методологии научных исследований; отразить процесс организации и инструменты теоретических и эмпирических исследований; описать методологию получения и презентации результатов научного исследования; выявить особенности управления школьными образовательными учреждениями в регионах Израиля; провести анализ процесса образовательного менеджмента в школах экономически слабого региона Израиля; оценить возможности применения образовательного менеджмента в школах слабого региона Израиля; разработать адаптивную модель образовательного менеджмента для школ экономически слабого региона Израиля; сформировать стратегию образовательного менеджмента для израильских школ с учетом условий экономической уязвимости региона; адаптировать методику оценки эффективности применения образовательного менеджмента в школах.

Научная новизна и оригинальность. Уточнено и дополнено понятие образовательного менеджмента в контексте применения его в управлении школьными учебными заведениями. Структурно и содержательно сформирована адаптивная модель образовательного менеджмента для школ экономически слабого региона Израиля. Разработана структурная схема стратегии образовательного менеджмента и представлена методика ее формирования и внедрения для школ экономически слабого региона Израиля. Предложена методика оценки эффективности применения образовательного менеджмента для отслеживания траектории развития школы в условиях экономической уязвимости региона Израиля.

Полученные результаты, способствующие решению научной проблемы, заключаются в разработке модели и стратегии образовательного менеджмента для школ экономически слабого региона Израиля, а также оценки эффективности применения образовательного менеджмента для совершенствования управленческих практик в школьных учебных заведениях.

Теоретическая значимость заключается в комплексном раскрытии сущности образовательного менеджмента с позиций различных научных подходов, структурировании организационно-экономических условий его формирования в школьной среде, а также в выявлении методологических основ оценки эффектов образовательного менеджмента через типологию и подходы к эффективности в их взаимосвязи с результативными показателями.

Практическая значимость обусловлена возрастанием потребности экономически слабого региона Израиля в обеспечении качественного школьного образования. Разработанная модель образовательного менеджмента, включающая стратегический компонент, позволяет определить оптимальные и целесообразные инструменты управления, направленные на повышение эффективности предоставляемых образовательных услуг, что способствует улучшению общего уровня школьного образования в стране.

Внедрение научных результатов. Результаты исследования представлены в виде 1 раздела книги (0,4 а.л.), 5 статей (4,2 а.л.), опубликованных в научных журналах категории "В", 4 статей (3,4 а.л.), опубликованных в научных журналах других баз данных, 2 докладов (0,7 а.л.), представленных на зарубежных конференциях и 4 доклада (2,2 а.л.) – на конференциях, проведенных в РМ.

MENASHKO Yfat

**THE IMPACT OF THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT ON
THE PERFORMANCE OF SCHOOLS IN ECONOMICALLY WEAK REGIONS**

Specialty 521.03 - Economy and management in the field of activity

ABSTRACT

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