ION CREANGĂ STATE PEDAGOGICAL UNIVERSITY OF CHISINAU

OPREA Oana-Miruna

MANAGEMENT OF PEDAGOGICAL CONDITIONS TO STIMULATE STUDENT MOTIVATION FOR SCHOOL SUCCESS

Specialty 531.01 – General Theory of Education

SUMMARY
of the Doctoral Thesis in Educational Sciences

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Members of the Public Defense Board:
1. **AFANAS Aliona**, Phd Habil., Associate Professor, Ion Creangă State Pedagogical University of Chisinau – *Doctoral Committee Chair;*
2. **ȘOVA Tatiana,** PhD, Associate Professor, Alecu Russo State University of Bălți – *Scientific Advisor;*
3. **ȘEVCIUC Maia,** PhD, University Professor, State University of Moldova – *Official Referent;*
4. **TURCAN Lilia,** PhD, Associate Professor, Ion Creangă State Pedagogical University of Chisinau – *Official Referent;*
5. **STAN Maria Magdalena**, PhD, Associate Professor, National University of Science and Technology, Politehnica Bucharest, Pitești University Center – *Official Referent.*

Doctoral Committee Chair:
AFANAS Aliona, Phd Habil., Associate Professor

Scientific Advisor:
ȘOVA Tatiana, PhD, Associate Professor

Author:
OPREA Oana-Miruna

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List of abbreviations:

In Romanian:
ESD – Education for Sustainable Development
SDGs – Sustainable Development Goals
GSO – Goal Setting Theory
SMART – Specific, Measurable, Applicable, Relevant, Time-bound
LCE – Learner-Centered Education
EG – Experimental Group
CG – Control Group
ARACIP – Romanian Agency for Quality Assurance in Pre-university Education

In English
SDT – Self-Determination Theory
VAK – Visual, Auditory, Kinaesthetic
ECTS – European Credit Transfer System

CONCEPTUAL FRAMEWORK OF RESEARCH

The relevance and importance of the research topic is justified by the educational and professional development policies of Romania in the context of the *Educated Romania* Strategy for 2018-2030, which mentions that teachers are mentors and facilitators, education professionals that are responsible, on the one hand, for the management of the teaching career, and on the other hand, for the effective management of the processes of motivating students for school success. Dynamic and complex transformations at the social level and at that of the educational system register trends and new orientations of school management that determine managers and teachers to create psycho-pedagogical conditions necessary for the full engagement of students in the learning process through education and self-education with optimal school results, an idea highlighted at the World Conference on Education for Sustainable Development. *Learn for Our Planet. Act for Sustainability*, (17-19 May, 2021), organized by UNESCO within the New Framework of Education for Sustainable Development (ESD) for 2020-2030.

The importance of studying motivation for learning of middle school students results from the novelty of this topic, which has been insufficiently researched given that global challenges exert pressure on the educational system that has to reconsider its directions of action in terms of student training and instruction by stimulating student motivation for school success, which can substantially contribute to increasing the quality of education by turning to advantage students' learning opportunities in school environment. In this context, given their professional roles, managers and teachers are considered agents of change and sustainable development.

In the Republic of Moldova, the *Development Strategy Education 2030,* approved by the Ministry of Education and Research, regulates training actions focused on theoretical approaches and current trends in the evolution of education: being learner-centered, designing objectives formulated in terms of competences, active and interactive learning, developing critical thinking etc. At the same time, *the Regulation on the Certification of Teachers in General Education, Vocational Education and Psycho-Pedagogical Assistance Services* provides for the continuous development of pedagogical competences, which confirms the need to align the competence profile with societal challenges and to update the multiple dimensions of continuous professional development of teachers in general education.

Omnipresent in the pedagogical discourse, the concepts of motivation and school success are often recognized by the authors as being complex and varied in terms of interpretation, a fact that creates difficulties in providing an exhaustive definition of the phrase *motivation for success*. In our research, *by the scientific phrase student motivation for success* we understand a set of internal forces and external determinants, reflected in psychological, social and environmental factors that determine students' school success. The arguments brought forth confirm the importance of the scientific approach and justify the need to determine scientific foundations on the management of the necessary pedagogical conditions and the identification of a system of coherent actions, oriented towards stimulating students' motivation for school success, propelling the discovery of new directions of research on student learning.

Description of the situation in the area of research. Interpreted from the perspective of a system of contradictions, the phenomenon has presented interest for the scientific community, registering concerns of authors from all over the world. *Internationally*, the problem *of motivation for learning* has been addressed by: B.J. Zimmerman [36]; A.H. Maslow [32]; H. Heckhausen and J. Heckhausen [30]; D.C. McClelland and D.H. Burnham, [33]; T.R. Mitchell [34]; N. Sillamy [24]; E.A. Locke and G.P. Latham [31] etc. *In Romania and the Republic of Moldova,* research *into motivation for learning* is part of the area of interest of such authors as: S. Cristea [8], M. Golu [12], G. Pănișoara and I.-O. Pănișoara [21], I. Neacșu [18, 19], V. Curelaru [9], C. Crețu [7], A. Roșca [23], M. Cojocaru-Borozan [4], [5], D. Antoci [1]; E. Losîi [16], T. Șova [27], [28], I. Grigor [13], M. Decean and M. Șevciuc [10] etc. *Continuous professional development of teachers to stimulate student motivation* is under the attention of the following researchers: Vl. Guțu [14], [15], A. Afanas [2], V. Cojocaru [6], D. Antoci [1]; T. Nagnibeda-Tverdohleb [17], M. M. Stan [26], L. Turcan [29] etc.

From a managerial perspective, *the research problem* is shaped by teachers' insufficient concern for stimulating student motivation for school success, which generates an early appearance of learning difficulties and requires personalized interventions, adapted to the needs of each student. Consequently, *the problem of insufficient research of student motivation for school success* explains our concern for *solving research contradiction* resulting from the disagreement between increased demands for school success and inadequacies of managerial communication, necessary to create pedagogical conditions oriented towards stimulating student motivation for success.

Research problem: *From a managerial perspective, what pedagogical conditions can be created and turned to advantage in general education to stimulate motivation for success of middle school students*?

Research purpose: conceptualization, theoretical substantiation and practical validation of *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.*

Research hypothesis: Student motivation for school success in general education can be complexly valued through effective management of pedagogical con-

ditions necessary for managerial communication represented by: theoretical foundations of educational management oriented towards school success; evolution of the significance of such operational research concepts as: motivation for success, educational management, school success, teachers, students; Matrix of teacher's pedagogical competences, who is the manager of school success; Profile of the student motivated for success and scientific description of the given values; experimental establishment of the levels of teacher's professional training with regard to student motivation for school success; pedagogical conditions to stimulate student motivation in the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success; experimental arguments regarding positive dynamics of student motivation for success.

Investigation objectives:

1. Determining the theoretical foundations of educational management oriented towards school success.
2. Scientific interpretation of the evolution of operational research concepts: *motivation for success, educational management, school success, teachers, students*.
3. Conceptualizing *the Matrix of pedagogical competences of the teacher-manager of school success*.
4. Development and scientific description of *the Profile of the student motivated for success*.
5. Experimental study of professional training of teachers regarding student motivation for school success.
6. Assessing the levels of motivation for school success of middle school students.
7. Elucidating methodological experiences to ensure school success.
8. Development and experimental validation of pedagogical conditions within the framework of *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success*.

Synthesis of the research methodology and justification of the research methods selected for the research needs: bibliographic study, theoretical modeling, pedagogical experiment, test, questionnaire, scientific observation, conversation, case study, mathematical processing methods and qualitative analysis of experimental data.

Scientific novelty and originality: determining the theoretical foundations of educational management oriented towards school success; conceptualizing the Matrix of pedagogical competences of the teacher – manager of school success; developing the Profile of a student motivated for success and the scientific description of the values that facilitated the identification of pedagogical conditions turned to advantage within the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.

Results that contribute to solving an important scientific problem in research refer to: theoretical foundations of educational management oriented towards school success; Matrix of pedagogical competences of the teacher – manager of school success; Profile of a student motivated for success and scientific description of the subscribed values; pedagogical conditions within the framework of the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.

Theoretical significance: scientific interpretation of the evolution of operational concepts of research: motivation for success, educational management, school success, teachers, students; elucidation of factors of school success, pedagogical conditions for stimulating student motivation and methodological experiences for ensuring school success in general education, theoretical synthesis regarding the specifics of the development of motivation of middle school students and developing new scientific conclusions on management of student motivation for school success.

Applied value derives from: progress of continuous professional training of teachers regarding student motivation for school success; evaluation and description of levels of motivation for school success of middle school students; establishing factors of student motivation for school success; description of methodological experiences to ensure school success in general education; development and experimental validation of pedagogical conditions within the framework of the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.

Implementation of research scientific results has been carried out through theoretical research presented at scientific conferences and experimental studies conducted to validate *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success* at Oniceni Middle School and Manolea Middle School, Forăști commune, Romania.

Approval of the research results has been achieved by publishing research findings in **scientific journals**: *Acta et Comentationes. Sciences of Education*. Scientific Journal (2024), *Didactica Pro* Journal (2024), Studia Universitatis Moldaviae, *Sciences of Education* Series (2024); **presentations and articles published in collections of national and international scientific events:** *Pedagogical Research: Contemporary Requirements and Development Perspectives*, International Scientific Conference, Ion Creangă State Pedagogical University of Chisinau (2023, 2024); *Educational Management: Achievements and Development Perspectives*, International Scientific Conference, Alecu Russo State University of Bălți (2022, 2020), *Inclusive Education: Dimensions, Challenges, Solutions*, International Scientific Conference, Alecu Russo State University of Bălți (2021), *Quality in Education – Imperative of Contemporary Society,* Scien-

tific Conference with International Participation, Ion Creangă State Pedagogical University of Chisinau (2020); *Problems of Social and Human Sciences and Modernization of Education*, International Scientific Conference, Ion Creangă State Pedagogical University of Chisinau (2020); *Current Problems of the Humanities,* Scientific Works of PhD Students and Candidates, Ion Creangă State Pedagogical University of Chisinau (2019) etc.

Publications on the topic of the thesis: 10 scientific papers: 3 articles in specialized scientific journals included in the National Register of specialized journals and in the List of databases accepted by ANACEC, 7 articles in the materials of national and international conferences.

Thesis structure: introduction, 3 chapters, general conclusions and recommendations, bibliographical sources and annexes.

Key concepts: teachers, motivation, school students, school success, psycho-pedagogical conditions, management.

THESIS CONTENT

Introduction scientifically explains the relevance and importance of motivating students for school success; it specifies the contradiction, problem, purpose and objectives of the research. It also presents the theoretical and scientific support of the research, the theoretical significance and praxiological value of the research on motivation of middle school students' success.

Chapter 1. Theoretical Foundations of Management of Student Motivation for School Success describes the evolution of the concept of motivation for success, explains the definitions, theories, models, paradigms, principles, and internal and external factors of school success. Motivation, viewed as a process, includes six stages [38, p. 78].
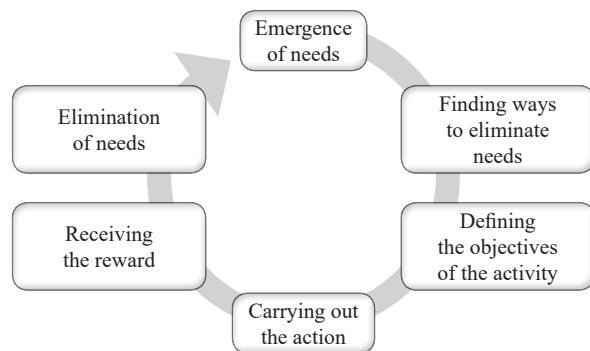

Figure 1. Stages of the motivation process [38, p. 78]

The level of complexity of pedagogical interventions designed to stimulate student school success depends, to a large extent, on the meaning we give to the term school success/failure. Associated with "academic achievement" at a general level, school success means "obtaining a superior performance, meeting the requirements and educational goals of educational programs", while failure is interpreted as "academic nonperformance", meaning falling behind in learning or failing to meet mandatory curricular requirements, being the effect of the discrepancy between demands, possibilities and results" [3, p. 24].

Researcher I. Nicola emphasizes that school success results, on the one hand, from the harmonization of objective requirements with the student's abilities, and on the other hand, from the efficiency of the educational process, which facilitates achieving this balance.
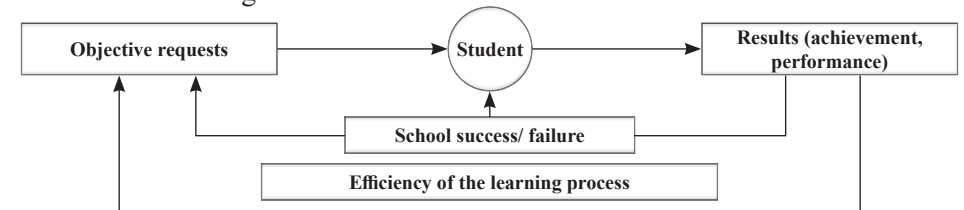

Figure 2. Correlation between the efficiency of educational process and school success/failure [20, p. 346]

Therefore, *success-oriented activity* has a dual structure. The component elements and their temporal and hierarchical organization are illustrated in Figure 3.
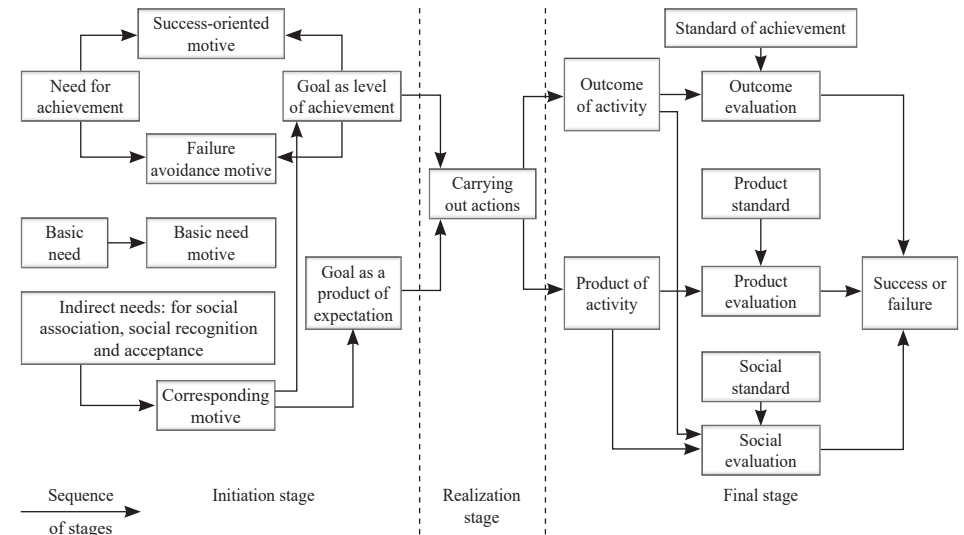

Figure 3. The structure of success-oriented activity [37. p. 17]

In this chapter, we present a comparative analysis of professional competence standards of teachers from the Republic of Moldova and Romania and develop a system of ideas regarding the management of the educational process oriented towards school success. Finally, we end with scientific conclusions regarding the priority factors and strategies for motivating students in general education for learning activity.

Educational process, focused on stimulating students' motivation for success, is complex and requires a systemic approach and respecting the following *pedagogical conditions*: detailed, constructive and rigorous planning of the educational process, setting clear objectives and communicating them to students in advance, creating an active and participatory learning environment, focusing the educational activity on the student and his/her needs, ensuring a positive socio-emotional climate, respecting the principles of inclusion and equity, individualizing and differentiating the teaching process, constantly evaluating students' progress, promoting effective partnership with parents and educational agents.

Chapter 2. Conceptual Framework on Stimulating Student Motivation for School Success describes the original elements of the research.

The profile of the student motivated for success is aligned with the educational goals established within the National Curriculum of Romania and that of the Republic of Moldova, emphasizing the importance of motivating, balanced, inclusive and sustainable education, an approach based on the following *pedagogical principles:* holistic development, balanced approach, spirit of reflection, overcoming self-limitation, prospective character, resilience, promotion of inclusion, sustainability and environmental awareness, active citizenship.

Determinants of motivation for success (of personal, family, institutional, and social nature) have a significant impact on students' ability to overcome difficulties and maintain constant engagement in learning.

In figure 4, we present the values that refer to the Profile of the student motivated for success.
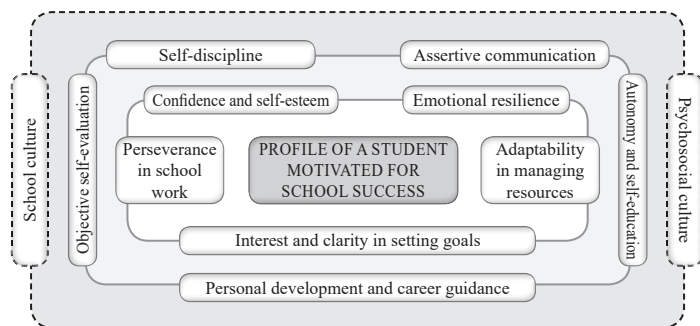

Figure 4. Profile of the student motivated for success

Profile of the student motivated for success contains the following values: self-discipline, emotional self-regulation, interest and clarity in setting goals, adaptability in managing personal and temporal resources, perseverance in school work, assertive communication, emotional resilience, confidence and self-esteem, objective self-evaluation, personal development and career guidance, autonomy and self-education.

The structural elements of *the Profile of the student motivated for success* reflected in Figure 4. are organized on concentric levels and suggest both internal and external influences on student's motivation for success [35, pp. 143-151].

The Matrix of pedagogical competence of the teacher – manager of school success contains a system of competences relevant to the formation of a motivated student: communication based on emotional culture, creating a motivating learning environment, turning to advantage student's individual potential, planning activities to stimulate school success, adapting strategies to students' needs and learning styles, cooperation in monitoring student progress, providing constructive feedback, pedagogical creativity and innovation, ethics and professional integrity and professional development.

In the context of our research, to conceptualize and describe *the Matrix of pedagogical competences of the teacher – manager of school success,* we relied on the provisions of the normative acts of Romania – (1) *Professional Standards for the Teaching Profession* [11], (2) *Profile and Professional Standards of Pre-university Teachers, by Career Stages and Education Levels* [22] and those of the Republic of Moldova – *Standards of Professional Competence of Teachers in General Education* [25].

At the preliminary stage of the pedagogical experiment, the teachers involved in the experimental study (a total of 79 teachers) were asked to select ten most relevant pedagogical competences out of twenty, considering the interest for stimulating students' motivation for school success.

Table 1 presents the criteria formulated, aiming to design *the Matrix of pedagogical competences* of the teacher – manager of school success and the options expressed for each criterion.

Table 1. Experimental results (preliminary stage) regarding the pedagogical competences of the teacher that motivates for success

Pedagogical competence	No.	%
1. **Communication based on emotional cultur**e	56	70.89
2. Communication oriented towards institutional norms (clear, concise and regulated by institutional orders/provisions)	33	41.77
3. Setting clear and achievable goals to give them direction and purpose	35	44.30
4. **Creating a motivating learning environment**	49	62.03

Pedagogical competence	No.	%
5. **Turning to advantage students' individual potential (teaching students to plan their goals)**	**53**	**67.09**
6. Developing self-organization skills and responsibility	38	48.10
7. **Planning activities to stimulate school success**	**61**	**77.22**
8. Encouraging students to analyze, synthesize and develop critical thinking	22	27.85
9. **Adapting strategies to students' needs and learning styles**	**51**	**64.56**
10. **Cooperation in monitoring student's progress**	**47**	**59.49**
11. **Providing constructive feedback**	**49**	**62.03**
12. Developing a curriculum adapted to the needs of students, establishing clear objectives and evaluation methods	17	21.52
13. Promoting a culture of excellence and responsibility in education	28	35.44
14. Contribution to the continuous development of the educational community	21	26.58
15. **Creativity and pedagogical innovation**	**53**	**67.09**
16. Integrating digital tools and online resources into the learning process	32	40.51
17. **Ethics and professional integrity**	**59**	**74.68**
18. **Professional self-update**	**51**	**64.56**
19. Managing conflicts, promoting dialogue and mutual respect.	45	56.96
20. Participation in planned training and courses	23	29.11

Experimental data highlight ten professional competences that, in the opinion of educators, create the necessary premises to use fertile strategies, generating functional mechanisms in terms of motivation for achieving school success.
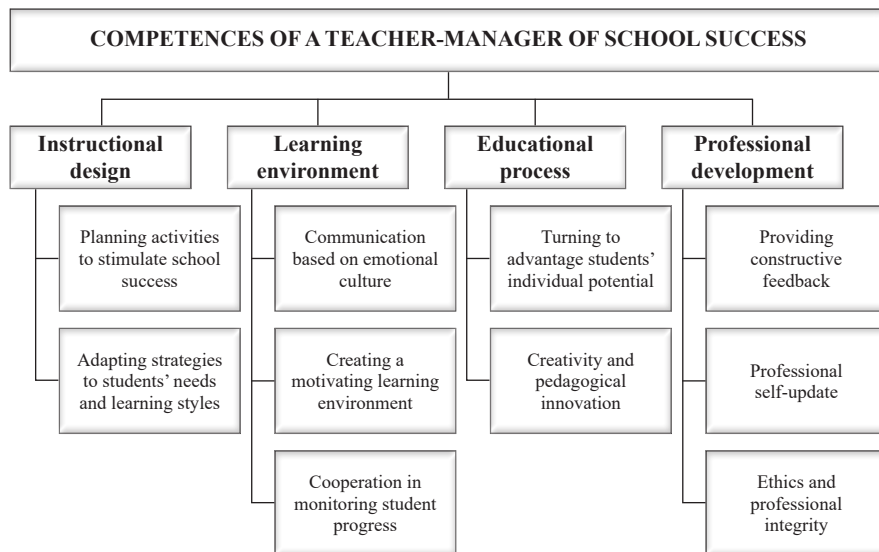

Figure 5. Pedagogical competences of the teacher – manager of school success

We infer that the emphasized competences correspond to the areas of teachers' competences stipulated in policy documents [25] at the level of descriptors and standards.

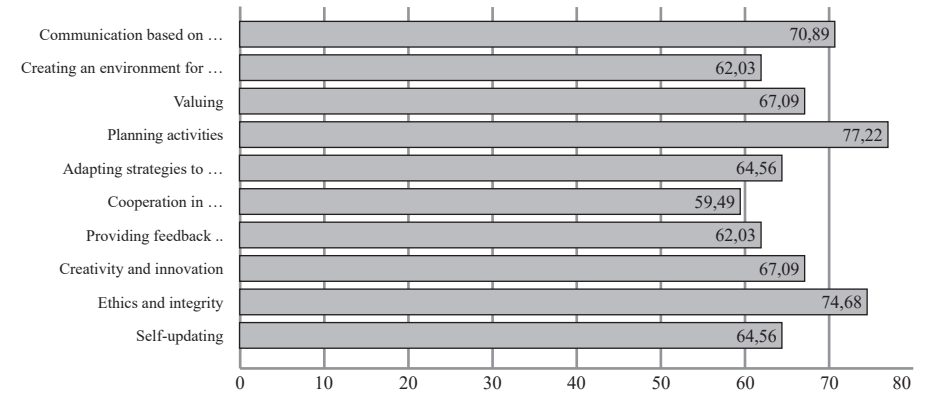**Figure 6. Pedagogical competences of teachers that motivate for success**

The Matrix of Pedagogical Competences of the Teacher – Manager of School Success was conceptualized on the basis of theoretical and experimental arguments, which reflect the correlation between the professional competences of teachers (Figure 7).
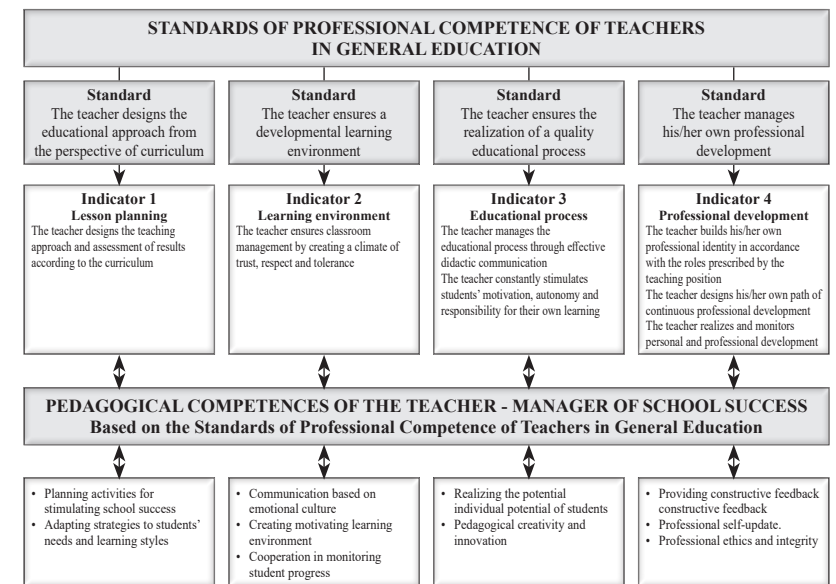

Figure 7. Matrix of pedagogical competences of the teacher – manager of school success

In this context, following the analysis of pedagogical and psychological literature, as well as that of the Standards of Professional Competences of Teachers in Romania and the Republic of Moldova, we developed premises for the validation in the pedagogical experiment of the Matrix of Pedagogical Competences of the teacher – manager of school success.

Chapter 3. Pedagogical Conditions to Stimulate Students' Motivation for School Success presents data resulting from experimental study of teacher training with regard to student motivation for school success.

The research sample was objectified by the participation of 79 teachers from Suceava County, Fălticeni area (teaching staff working in middle school classes) and 145 middle school students from Oniceni and Manole, Forăști commune.

Table 2. Research Design

Stages of pedagogical experiment	Beneficiary category	No.	Involvement period	Assessment tools
Preliminary stage	Teaching staff	79	May 2022	• Questionnaire Personal characteristics of the student motivated for success • Questionnaire Pedagogical competences of the teacher – manager of school success
Finding stage	Teaching staff	79	September 2022	• Evaluation form to assess the level of pedagogical competence of the teacher – manager of school success
	Students	145		• Observation sheet to assess the profile of the student motivated for success • School results evaluation sheets • Student questionnaire
Training stage	Teaching staff	79	October 2022 – May 2023	-
	Students	74		
Control stage	Teaching staff	79	January 2024	• Self-assessment questionnaire on the degree of achievement of school and extracurricular activities in order to increase students' motivation for school success • Evaluation form to establish the level of pedagogical competence of the teacher – manager of school success
	Students	145		• Student school performance evaluation sheet • Evaluation of the degree of integration of middle school graduates into high schools and colleges

At the *finding stage*, research tools were applied to determine the initial level of teacher's pedagogical competences, in their capacity of managers of the educational process, responsible for stimulating students' motivation for school success.

The training stage included activities designed and carried out within *Management program for continuous professional training of teachers aimed at stimulating student motivation for school success*.

The control stage aimed to evaluate the results recorded regarding the efficiency of the Program by comparing the results registered by teachers through *a plan with a test- posttest group* and, in the case of students, by the groups made up for the purpose of the research: experimental group (EG) and control group (CG).

Figure 8 presents experimental results at the levels of teacher competence training related to motivating students to achieve school success, obtained by applying *the Evaluation Form to assess the level of Pedagogical competences of the teacher – manager of school success*.
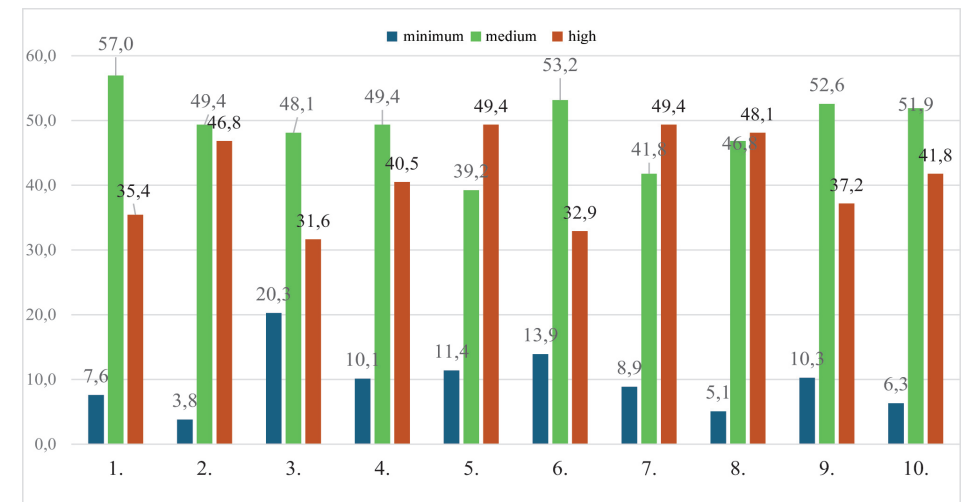
Figure 8. The level of pedagogical competences of the teacher – manager of school success (*findings*)

The finding stage of the research concerned *students* as well, the experimental plan being defined by two established research groups (experimental and control) for the *pre-test stage*. Data presented in figure 9 show the results that derived from the observation sheet of students motivated for school success, included in the experimental group.
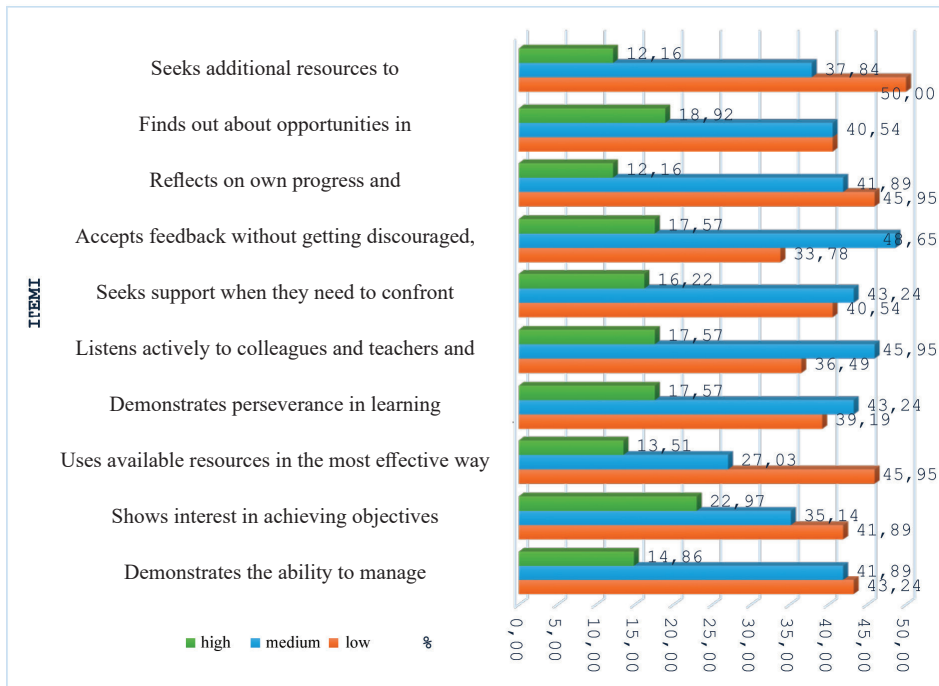
Figure 9. Levels recorded by the students motivated for success based on the observation sheet (EG findings)

Analyzing the data obtained in the observation stage, we noticed the configuration of a complex image of values a student motivated for success has. The results of the control group are similar to those obtained by the experimental group. At the same time, the need for teachers' professional training to motivate students for success became evident at the observation stage. For these reasons, *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success* has been designed.
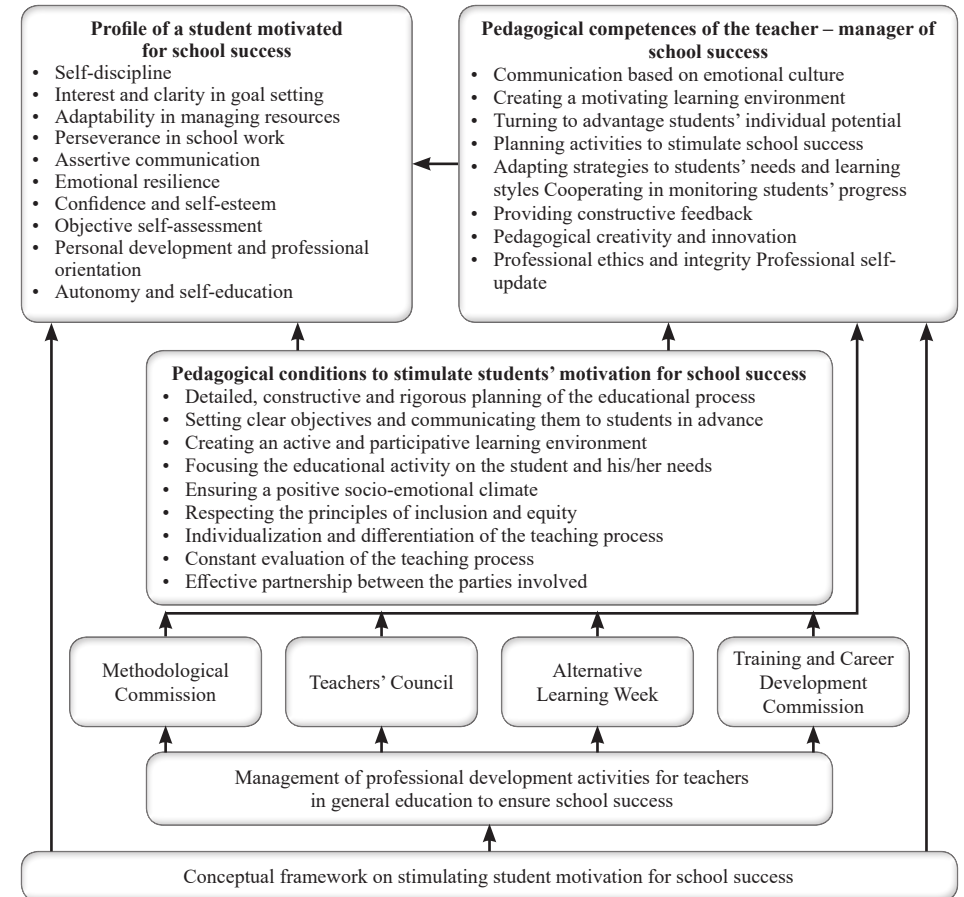

Figure 10. Management program for continuous professional training of teachers aimed at stimulating student motivation for school success

Professional development activities for teachers carried out during the implementation of the *Management program for continuous professional training of teachers aimed at stimulating student motivation for school success* are reflected in Table 3.

Table 3. Managerial actions aimed at developing pedagogical competences of the teacher– manager of school success

No. d/o	Competences of the teacher – manager of school success	Activity topic	Form of activity
1.	Communication based on emotional culture	Effective communication through emotional culture	Teachers' Council
2.	Creating a motivating learning environment	Success-oriented learning environment design	Methodological Commission of class teachers
3.	Turning to advantage students' individual potential	From individual short-term goals to long-term goals	Alternative Learning Week
4.	Planning activities to stimulate school success	Designing for every student's success	Methodological Commission
5.	Adapting strategies to students' needs and learning styles	Developing teaching strategies adapted to students' needs	Methodological Commission at school level
6.	Cooperation in monitoring student progress	Together for the success of every student	Training and Career Development Commission
7.	Providing constructive feedback	Constructive feedback – the key to student progress	Methodological Commission
8.	Creativity and pedagogical innovation	Creativity and innovation in education: transforming teaching through interactive methods	Teachers' Council
9.	Ethics and professional integrity	Good practices in education: How to build a culture of ethics and integrity?	Alternative Learning Week
10.	Professional self-update	Through self-update towards success and excellence	Teaching Career Training and Development Commission

Professional development and training of school teachers have created premises for the development of student's values oriented to school success.

Table 4. Activities carried out by teachers to develop students' motivation for success

No. d/o	Personal characteristics of the student motivated for success	Activity topic	School subject
1.	Self-discipline	Self-control in the face of challenges – characters facing moral dilemmas	Romanian language and literature
		Conflict Management – Steps to Stay Calm and Resolve Problems	Civic education
2.	Interest and clarity in setting goals	Setting goals and planning steps in solving math problems	Mathematics
		How to plan research in a natural environment	Biology
3.	Adaptability in resource management	Natural resource management: challenges and solutions	Geography
		School days	Extracurricular activity
4.	Perseverance in school work	Perseverance – the path to school success	School counseling and guidance
		You will succeed if only you persevere.	Extracurricular activity
5.	Assertive communication	Assertive communication and school success	Class management
6.	Emotional resilience	The power to overcome challenges and motivation for school success	School counseling
		Developing emotional resilience in children: the role of parents	Parent-teacher conference
7.	Confidence and self-esteem	Discover self-confidence!	School counseling
8.	Objective self-assessment	How to correctly evaluate our performance in chemistry	Chemistry
		Reflections on one's own learning through physics experiments	Physics
9.	Personal development and career guidance	Parental involvement in students' school success	School counseling and guidance
		The road to the future	Educational activity with students and parents
10.	Autonomy and self-education	The importance of autonomy in learning through the analysis of literary texts	Romanian language and literature
		Healthy mind in a healthy body	Physical education and sports

The control stage is an essential step in determining the effectiveness and pedagogical applicability of a new educational method or intervention. This stage allowed for an objective and documented assessment of the progress achieved, supporting the conclusions of the experiment and providing a basis for generalizing the results.
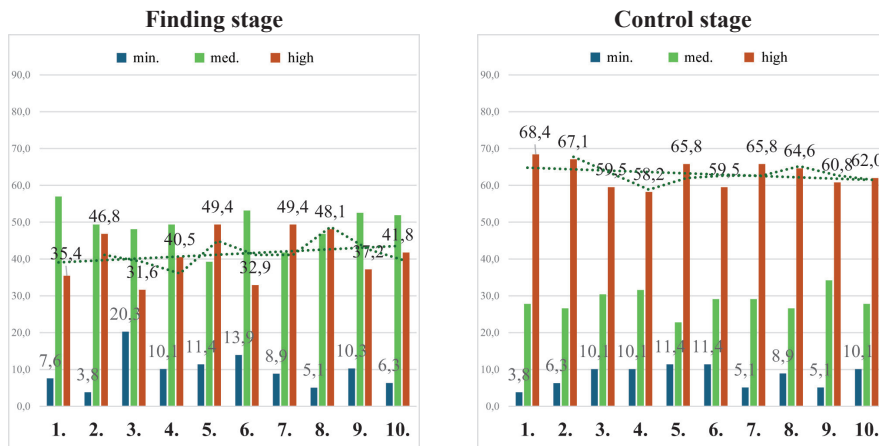
Finding stage

min. | med. | high

35,4 · 46,8 · 31,6 40,5 · 49,4 · 32,9 49,4 48,1 · 37,2 41,8
7,6 3,8 20,3 10,1 11,4 13,9 8,9 5, 10,3 6,3

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Control stage

min. | med. | high

68,4 67,1 59,5 58,2 65,8 59,5 65,8 64,6 60,8 62,0
3,8 6,5 10,1 10,1 11,4 11,4 5,1 8,9 5, 10,1

1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

Figure 11. Comparative experimental data on the levels of pedagogical competences of the teacher – manager of school success

The positive dynamics of experimental data demonstrate the efficiency *of the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success,* as well as the fact that it has a significant impact on the motivation for success of middle school students.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The theoretical and applied study described in the doctoral thesis contains arguments with regard to the management of the pedagogical conditions necessary to ensure student school success and allows us to draw the conclusion about the achievement of the purpose and objectives of the investigation. The scientific approach designed, carried out and elucidated in the present research presents the theoretical foundations of educational management oriented towards school success, the determination of which was the first objective of the research. Analysis of specialized literature in the fields of pedagogy and psychology allowed us to state the complexity and variety of interpretations that create difficulties in providing an exhaustive definition of the phrase *motivation for success*. In this research, *by the scientific phrase students' motivation for success,* we mean a set of internal forces and external determinants reflected in psychological, social and environmental factors that ensure students' school success. The arguments brought forth confirm the importance of the scientific approach and justify the need to determine the scientific foundations of the management of the necessary pedagogical conditions and identify a system of coherent pedagogical actions, oriented towards stimulating students' motivation for school success, stimulating the discovery of new dimensions of research on student learning.

2. Having analyzed the existing scientific studies in the field, the following *psycho-pedagogical conditions necessary to stimulate students' motivation for school success have been identified and described*: *detailed, constructive and rigorous planning of the educational process, setting clear objectives and communicating them to students in advance, creating an active and participatory learning environment, focusing educational activity on the student and his/her needs, ensuring a positive socio-emotional climate, respecting the principles of inclusion and equity, individualizing and differentiating the teaching process, constantly assessing student progress, promoting effective partnership with parents and educational agents* (Chapter 1, 1.3). It has also been established that teachers have various professional roles – from motivating agents to providers of constructive feedback – contributing to the optimization of the educational process. Thus, the commitment of teachers, parents and other educational agents, continuous updating of their competences are essential to support the diversity of students' needs and ensure permanent stimulation of students' motivation.

3. In terms of problems generated by insufficient student motivation for school success, following a thorough theoretical and methodological study, the investigation led to the development of *the Profile of the Student Motivated for Success,* which includes the following *personal characteristics,* specified by teachers based on the profile of the middle school graduate and related documents from Romania and the Republic of Moldova: *self-discipline, interest and clarity in setting goals, adaptability in managing resources, perseverance in school work, assertive communication, emotional resilience, confidence and self-esteem, objective self-evaluation, personal development and professional orientation, autonomy and self-education* (Chapter 2, 2.1). *The profile of the student motivated for success* has been developed by respecting *the following pedagogical principles: holistic development, balanced approach, spirit of reflection, overcoming self-limitation, prospective character, resilience, promotion of inclusion, sustainability and care for the environment, active citizenship. The determining factors of success motivation* were described and grouped into three categories: personal, family, institutional and social environment.

4. *Evolutionary pedagogical impact of the managerial activity of teachers in the educational process is demonstrated by stimulating student motivation and increasing school results* providing the existence of an explicitly success-oriented lesson plan, its relevant implementation and monitoring of student progress, as well as an educational environment conducive to learning. Teachers'

professional competences, outlined in educational standards and strengthened through continuous development, allow for the implementation of student-centered pedagogy principles and innovative content oriented towards ensuring school success. To streamline the process of monitoring students' school progress, **the Matrix of Pedagogical Competences of the Teacher-Manager of School Success has been developed,** which includes: *communication based on emotional culture, creating a motivating learning environment, turning to advantage students' individual potential, planning activities to stimulate school success, adapting strategies to students' needs and learning styles, cooperation in monitoring students' progress, providing constructive feedback, pedagogical creativity and innovation, ethics and professional integrity, continuous professional self-update* (Chapter 2, 2.2) . These competences are related to the areas specified in educational policy documents of Romania and the Republic of Moldova, highlighting a scientifically grounded and validated approach to the educational process, supporting teachers in achieving a quality educational process, adjusted to students' needs and curricular requirements, contributing to improving school performance and promoting modern and inclusive education.

5. *The pedagogical experiment,* designed and conducted on a stratified sample of subjects consisting of teachers and middle school students, *generated scientific conclusions on the issue of motivating students for school success* and highlighted the importance of collaboration between teachers, students and parents, based on objectivity and fairness, on professionalism and openness to students' needs, on commitment to professional and educational responsibilities. To meet the needs of the research, *a research methodology has been developed and applied, which facilitated assessing teacher training on motivating students for school success* (Chapter 3, 3.1).

6. Having synthesized and described a system of pedagogical conditions, for the training stage of the experiment, *we have developed and experimentally validated The Management program for continuous professional training of teachers aimed at stimulating student motivation for school success, which is* theoretically founded by *the Profile of the student motivated for success* and *the Matrix of pedagogical competences of the teacher-manager of school success.* The comparative evaluation of the experimental data at the control stage of the pedagogical experiment allowed us to confirm the research hypothesis and certify the efficiency of the continuous training activities carried out within: *Methodological Commissions, meetings of the Teachers' Council, workshops of Teaching Career Training and Development Commission*, through the educational project dedicated to extracurricular activities, *Alternative Learning Week* and through other didactic and educational activities specific to mid-

dle school education (Chapter 3, 3.2., 3.3). ***The scientific problem tackled in the research*** consists in configuring, theoretically establishing and validating in educational practice the *Management program for continuous professional training of teachers aimed at stimulating student motivation for school success* through *psycho-pedagogical conditions of a managerial nature*: constructive and rigorous planning of the educational process, in terms of turning to advantage interactive motivation strategies for success, guiding students by setting clear objectives and stimulatingly oriented managerial communication, creating an active and participatory learning environment, focusing the educational activity on students and their needs, ensuring a positive socio-emotional climate, respecting the principles of individualization and differentiation of the teaching process, constant assessment of student progress and promoting educational partnership. The pedagogical conditions highlighted and described in the research have a constructive impact on motivation and school success, contributing to the affirmation of students' personal identity in the social environment.

RECOMMENDATIONS:

1. **To researchers in the field:** pedagogical investigation of the psycho-pedagogical conditions to prepare parents and other educational agents to stimulate children's school success.

2. **To designers of teacher training programs:** integrating content aimed at training teachers to stimulate school success into initial teacher training programs; developing thematic and/or modular programs for continuous professional training of teachers (with a volume of 5 ECTS/ 10 ECTS) on the issue of motivating students for success.

3. **To school managers:** turning to advantage *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success* in managing the educational process in educational institutions.

4. **To trainers of trainers:** implementing thematic modules in teachers' continuous professional development programs regarding stimulating students' school success.

5. **To teachers:** professional self-update through trainings in terms of motivating students for school success; expansion *of the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success* through curricular and extracurricular activities.

6. **To parents:** permanent monitoring of school results to ensure personal development and professional guidance of children.

7. **To students:** personal development based on the values *of the Profile of the Student Motivated for Success.*

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ADNOTARE
OPREA MIRUNA OANA
„Managementul condițiilor pedagogice de stimulare a motivației elevilor pentru succesul școlar", Chișinău, 2025

Structura tezei include: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 200 de surse, adnotare (română, engleză), concepte-cheie în limbile română și engleză, lista abrevierilor, 145 pagini de text de bază, 26 de tabele, 59 figuri, 7 anexe.

Publicații la tema tezei: 10 lucrări științifice.

Concepte-cheie: cadre didactice, motivație, elevi, succes școlar, condiții pedagogice, management.

Domeniul de studiu: Teoria generală a educației.

Scopul cercetării: conceptualizarea, fundamentarea teoretică și validarea practică a *Programului managerial de formare profesională continuă a cadrelor didactice în vederea stimulării motivației elevilor pentru succesul școlar.*

Obiectivele investigației: Determinarea fundamentelor teoretice ale managementului educațional orientat spre succesul școlar; Interpretarea științifică a evoluției conceptelor operaționale ale cercetării: *motivație pentru succes, management educațional, succes școlar, cadre didactice, elevi*; Conceptualizarea *Matricei competențelor pedagogice ale profesorului-manager al succesului școlar*; Elaborarea și descrierea științifică a *Profilului elevului motivat pentru succes*; Studiul experimental al pregătirii profesionale a cadrelor didactice privind motivarea elevilor pentru succesul școlar; Evaluarea nivelurilor motivației pentru succesul școlar al elevilor de gimnaziu, Elucidarea experiențelor metodologice de asigurare a succesului școlar; Elaborarea și validarea experimentală a condițiilor pedagogice în cadrul *Programului managerial de formare profesională continuă a cadrelor didactice în vederea stimulării motivației elevilor pentru succesul școlar*.

Noutatea și originalitatea științifică: determinarea fundamentelor teoretice ale managementului educațional orientat spre succesul școlar; conceptualizarea Matricei competențelor pedagogice ale profesorului – manager al succesului școlar; elaborarea Profilului elevului motivat pentru succes și descrierea științifică a valorilor subscrise care au facilitat identificarea condițiilor pedagogice valorificate în cadrul Programului managerial de formare profesională continuă a cadrelor didactice în vederea stimulării motivației elevilor pentru succesul școlar al elevilor.

Rezultate obținute ce contribuie la soluționarea unei probleme științifice importante în cercetare se referă la: fundamentele teoretice ale managementului educațional orientat spre succesul școlar; Matricea competențelor pedagogice ale profesorului – manager al succesului școlar; Profilul elevului motivat pentru succes și descrierea științifică a valorilor subscrise; condițiile pedagogice în cadrul Programului managerial de formare profesională continuă a cadrelor didactice în vederea stimulării motivației elevilor pentru succesul școlar.

Semnificația teoretică: interpretarea științifică a evoluției conceptelor operaționale ale cercetării: motivație pentru succes, management educațional, succes școlar, cadre didactice, elevi; elucidarea factorilor succesului școlar, a condițiilor pedagogice de stimulare a motivației elevilor și a experiențelor metodologice de asigurare a succesului școlar în învățământul general, sinteza teoretică privind specificul dezvoltării motivației elevilor de gimnaziu și formularea unor concluzii științifice noi referitoare la managementul motivației elevilor pentru succesul școlar.

Valoarea aplicativă derivă din: progresul formării profesionale continue a cadrelor didactice privind motivarea elevilor pentru succesul școlar; evaluarea și descrierea nivelurilor motivației pentru succesul școlar al elevilor de gimnaziu; stabilirea factorilor motivației elevilor pentru succesul școlar; descrierea experiențelor metodologice de asigurare a succesului școlar în învățământul general; elaborarea și validarea experimentală a condițiilor pedagogice în cadrul Programului managerial de formare profesională continuă a cadrelor didactice în vederea stimulării motivației elevilor pentru succesul școlar.

Implementarea rezultatelor științifice a fost realizată prin cercetări teoretice prezentate în cadrul conferințelor științifice și studii experimentale desfășurate pentru validarea *Programului managerial de formare profesională continuă a cadrelor didactice în vederea stimulării motivației elevilor pentru succesul școlar* la Școala Gimnazială Oniceni și Școala Gimnazială Manolea, comuna Forăști, România.

ANNOTATION
OPREA MIRUNA OANA
Management of Pedagogical Conditions to Stimulate Student Motivation for School Success, Chisinau, 2025

The structure of the thesis: introduction, three chapters, general conclusions and recommendations, bibliography consists of 200 sources, annotation (Romanian, English), key concepts in Romanian and English, list of abbreviations, 145 pages of basic text, 26 of tables, 59 figures, 7 annexes.

Publications on the topic of the thesis: 10 scientific papers.

Key concepts: teachers, motivation, students, school success, psycho-pedagogical conditions, management.

Field of study: General theory of education.

Research purpose: conceptualization, theoretical substantiation and practical validation of *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.*

Objectives of the investigation: Determining the theoretical foundations of educational management oriented towards school success; Scientific interpretation of the evolution of operational concepts of the research: *motivation for success, educational management, school success, teachers, students*; Conceptualization *of the Matrix of pedagogical competences of the teacher-manager of school success*; Development and scientific description of *the Profile of the student motivated for success*; Experimental study of the professional training of teachers on student motivation for school success; Evaluation of the levels of motivation for school success of middle school students, Elucidation of methodological experiences to ensure school success; Development and experimental validation of pedagogical conditions within the framework of *the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.*

Scientific novelty and originality: determining the theoretical foundations of educational management oriented towards school success; conceptualizing the Matrix of pedagogical competences of the teacher-manager of school success; developing the Profile of the student motivated for success and the scientific description of the values that facilitated the identification of pedagogical conditions turned to advantage within the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.

Results that contribute to solving an important scientific problem in research refer to: theoretical foundations of educational management oriented towards school success; Matrix of pedagogical competences of the teacher-manager of school success; Profile of the student motivated for success and scientific description of the subscribed values; pedagogical conditions within the framework of the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.

Theoretical significance: scientific interpretation of the evolution of operational concepts of research: motivation for success, educational management, school success, teachers, students; elucidation of factors of school success, pedagogical conditions for stimulating student motivation and methodological experiences for ensuring school success in general education, theoretical synthesis regarding the specifics of the development of motivation of middle school students and developing new scientific conclusions on management of student motivation for school success.

Applied value derives from: progress of continuous professional development of teachers regarding the student motivation for school success; evaluation and description of levels of motivation for school success of middle school students; establishing factors of student motivation for school success; description of methodological experiences to ensure school success in general education; development and experimental validation of pedagogical conditions within the framework of the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success.

Implementation of research scientific results has been carried out through theoretical research presented at scientific conferences and experimental studies conducted to validate the Management program for continuous professional training of teachers aimed at stimulating student motivation for school success at Oniceni Middle School and Manolea Middle School, Forăști commune, Romania.