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**THE MANAGEMENT OF TEACHER MOTIVATION FROM
THE PERSPECTIVE OF ORGANIZATIONAL PERFORMANCE DEVELOPMENT**

Speciality: 531.02 – Educational Management

Abstract of the doctoral thesis in education science

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List of abbreviations:

ME - Educational Management

LE - Educational Leadership

PNRR - National Recovery and Resilience Plan

SWOT - Strengths, Weaknesses, Opportunities, Threats

RLMO - The Role of Leadership in Education Management

CPI - Professional Learning Communities

CD - Teaching staff

CDL - Teaching Staff-Leaders

CONCEPTUAL LANDMARKS OF THE RESEARCH

The relevance and importance of the topic

The evolution and the need to adapt the contemporary world to the influx of information, the impact of digitalization of education, and the policies of the education system have given rise to new challenges and topical issues, which are reflected in the managerial system, requiring a modern, constant updating in line with the needs of the employees, in order to keep them motivated in achieving the goals of the organization.

Currently, educational and management issues in educational institutions cannot be solved only by bureaucratic, authoritative solutions, which still persist in the education system. In this regard, there is a need for a motivational approach to educational management in order to create a favorable school environment for students, teachers and all the staff, so as to inspire and mobilize them to achieve performance in the education system.

This is the direction taken by the Ministry of National Education from Romania, through the official document "Guidelines for designing, updating and evaluating the National Curriculum - Educational Policy Document", in compliance with the provisions of the National Education Law no. 1/ 2011 and the Education Code (2014) of the Republic of Moldova, the Ministry of National Education and Scientific Research Order no. 6.158/22.12. 2016 for the adoption of the Action Plan for school desegregation and increasing the quality of education in pre-university education units in Romania, the Order of the Minister of National Education and Scientific Research no. 6.085/14.12.2016 on the establishment of the Council for Ethics and University Management, and the approval of the Regulation of organization and functioning etc., on the importance and actuality of the management of teachers' motivation from the perspective of organizational performance development, within the educational organization.

Given the current context of teacher motivation management from the perspective of organizational performance development and its characteristics, researchers and practitioners in the field have addressed various tangential issues.

Description of the research field situation. The dialectic and the retrospective of the investigations indicate that currently, there is research that addresses the following areas and reference aspects of the given investigation.

Firstly, the issue of managing teacher motivation for the development of organizational performance is not covered by the emerging research in the field of education, educational management and educational leadership that is integrated and regularly updated in the 24 editions of the International Encyclopedia of Education. [25]

Secondly, the prevailing idea in the research conducted over the years is that these concepts lack universally, unanimously recognized definitions due to their diverse origins. [1; 9; 14]

Thus, Tony Bush states that educational management needs to focus on the purpose and objectives of education, so that management is not just about procedures, but also about motivation, goals and educational

values. [1]

Thirdly, the multidimensional approach to the management, educational management, educational leadership and educational leadership phenomena constitutes the interest of researchers Tony Bush [1], Ray Bolam [3], Timothy R. Clark [5], Susan Fowles [6], Peter Senge [20] who confirm that educational management and educational leadership differ from each other in the conceptualization of leadership [1]. Educational management and educational leadership are equally important as schools want to be effective and achieve their goals at high performance level.

Fourthly, the following topics are addressed in the process of elaborating the overview of the leadership problem (we are referring to Romania and the Republic of Moldova), which has been a subject of increased interest in the research of M. Şleahitiţchi [23] and D. Patraşcu [13,14]: finding common features in the multitude of concepts; extracting the need for leaders from the specifics of general human needs; examining the models of leaders; types of leaders; and the model in which different social groups imagine the proactive leader.

Research on leadership and educational leadership has been conducted in Romania by: Ş. Iosifescu [8], who observes the various definitions of leadership and the complexity of this type of leadership; A. Prodan [19], who offers managers a formula for successful management aimed at increasing motivation and performance; and M. Vlăsceanu [25], who explains by his research that leadership style is described by the functions that the leader performs (planning, decision, motivation and control, organization) [25].

V. Goraş-Postică and R. Bezede [2, p. 16-20] have carried out research in the field of educational leadership in Moldova, elaborating a model for training and involving teachers as teachers-leaders; D. Patraşcu [14, p. 8] analysed a retrospective of the evolution and trends of leadership, determining the levels of leadership, theoretical bases, theories and models of educational leadership.

Various aspects of performance evaluation and measurement in educational institutions have been clarified in the research of P. Lisievici [11], D. Patraşcu, V. Crudu [15], Horea D. Pitaru [16], C. Platon [17], I. T. Radu [20], A. Stoica, and S. Mustaţă [23].

By analyzing the ideas formulated by specialists in the fields and aspects concerned, it was found that the issues and specifics of teacher motivation management from the perspective of organizational performance development are not clarified, and the lack of fundamental ideas of reference to the investigated topic highlights the importance of the research topic.

Following the synthesis of the various opinions of the researchers, related to the researched issue, the analysis of the tasks performed and personal experience in the professional activity, as theoretical-praxeological premises, the following **contradiction** *between the increasingly active involvement of teachers in drawing the prospects for the development of organizational performance in schools in the context of new educational requirements and the lack of a managerial tool to motivate teachers to achieve organizational performance* was outlined.

The topic of the research: What are the pedagogical foundations of teacher motivation management in order to develop organizational performance in pre-university educational institutions?

The aim of the research is substantiating the conceptual and methodological basis of teacher

motivation management and designing a **motivation methodology (the basis of the case study)** that contributes to the development of organizational performance.

The objectives of the research:

1. Analyzing the evolution of management models and leadership styles in education.
2. Highlighting the influence of leadership style and organizational culture as a basis for teacher motivation and organizational performance achievement.
3. Identifying the weaknesses in authoritarian managerial style and emphasizing the contribution of educational leadership in the exercise of the managerial role from the perspective of teachers' efficiency and effectiveness.
4. Analyzing the importance of professional learning communities for motivating teachers and determining the optimal conditions for the development of teacher-leaders capable of multiplying the organizational performance of the school.
5. Scientific substantiation of the application of a methodology of teacher motivation.
6. Elaboration and experimental validation of the Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities.

Research hypothesis: Leadership style can increase teachers' motivation to develop organizational performance if:

- a) the leadership style is updated according to the changes and needs of the current modern social context;
- b) the leadership-based management style is applied in accordance with teachers' personal needs and objectives;
- c) the teachers are professionally valorized within professional communities by training leaders at all levels through the development of leadership competences;
- d) the motivational management is promoted and harmonized by aligning teachers' goals with organizational goals;
- e) the organizational culture is achieved, adapted to the characteristics of the school's internal environment, focused on organizational and personal performance.

Research methodology consisted of:

At the theoretical level: scientific documentation, analysis of pedagogical phenomena and regulatory documents, synthesis, deduction, correlation, generalization, systematization, comparison and theoretical modelling.

At the experimental level: observation, interview, questionnaire, pedagogical experiment, carrying out specific stages: observation, training and control, data collection through questionnaires, case study.

At the level of statistical analysis and data processing, also graphical representation of the research results.

The scientific novelty and originality lies in the substantiation of the *Methodological conceptual*

model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities, based on the training - action - evaluation relationship in the educational field.

The scientific problem solved within the research paper consists in the conceptualization and the functionality of the *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities* and of the training program "*Role of leadership within the Organization Management*", that brought a significant contribution to the motivation of teachers and to the development of the organizational performances.

The theoretical significance of the research is supported by the theoretical argumentation of the *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities*, grounded in postmodern, integralist vision, based on a system of values and principles authentic and relevant to the educational field.

The applied value of the paper is outlined by the following: 1) praxiological configuration of educational leadership, 2) identification of the needs for training and manifestation of teams of teacher-leaders, 3) experimental use in the educational system of the *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities*. 4) development and implementation of the continuous training program "*The Role of Leadership in Organizational Management*".

Approval and implementation of scientific results: accomplished by disseminating the results of the pedagogical experiment, exploited by applying the *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities* and teacher-leader teams, by exchanging best practices, through conference presentations, scientific publications, seminars and methodical meetings with directors of educational institutions in Iasi County, Romania.

The structure of the thesis: introduction, 3 chapters, general conclusions and recommendations, bibliography of 301 titles, 6 appendices, 137 pages of scientific text, 22 figures, 16 tables, 13 diagrams. The results are published in 12 scientific papers.

Keywords: management, educational management, motivation, teachers, performance, quality in education, organizational performance, leadership, educational leadership, teacher as leader, professional learning community.

THESIS CONTENT

Chapter 1. Epistemological landmarks of the management of teacher motivation for the development of organizational performance - conceptual clarifications are made on management and educational management, organization and organizational development of the school from the perspective of performance growth, leadership styles and leadership typologies, principles that ensure the achievement of the educational system objectives; the essential principle of educational management - motivation of human resources and in particular motivation for the teaching career, the utmost importance of educational leadership as a management tool in organizations, providing teachers with common meanings and visions in shaping the organizational framework - professional learning communities, facilitating the performance achievement. Professional learning communities and organizational culture are determining conditions for the promotion of educational leadership and professional enhancement.

The analysis of the diversity of concepts and their definitions highlighted the vastness of the field of management, representing the starting point for research and their applicability in the managers' practice, identified different leadership styles, the differences between manager and leader and the leadership typologies used in the professional learning communities of teacher-leaders.

The literature review outlined the idea that organizational development is a long-term process within the organization/school, which aims to increase the level of performance as a result of the members' efforts, by improving the organizational climate and cooperation.

The analysis of the performance concept has been based on the fact that it represents one of the value indicators at the level of the institution (organization/school), having a special meaning for future actions.

M. Zlate considers performance as "a very high and superior level of achievement of the proposed objectives", according to the common definition of performance and the possibility of measuring results" [apud 26, p.178].

Performance represents the way organizations, teams and individuals act to accomplish their tasks.

In differentiating performances, M. Zlate resorts to grouping/classifying them according to certain taxonomic criteria. By analyzing the diversity of performance, we were able to draw up the following taxonomy of performance, which in our opinion is not exhaustive, but open to further development (Table 1.1).

Table 1.1. Taxonomy of performance

| Taxonomic criterion | Taxonomic groups and performance categories |
|--|--|
| Affiliation to a reference system: social; human | Social performance. Human performance. |
| In relation to the outcome | Human performance: <ul style="list-style-type: none"> - in the workplace/workstations, - in the work group/team, - in the whole institution/organization/society. |

| | |
|---|---|
| | |
| Affiliation to the individual and territory | Human performance: <ul style="list-style-type: none"> - <i>individual,</i> - <i>local,</i> - <i>national: absolute or relative to a given time interval</i> - <i>continental,</i> - <i>worldwide</i> |
| Involvement of core personality components | Human performance: <ul style="list-style-type: none"> - mental: - scientific performance (in the form of discovery), - technical performance (in the forms of invention, literary-artistic, economic, social-political, educational, - physical, with the main sporting form. |
| Level according to the nature of resources | Performance: <ul style="list-style-type: none"> - personal, - interpersonal, - group, - organizational. |

Motivational management is a performance-oriented determinant of teachers' behavior, since the motivational component is worthy of consideration in the field of management.

In this thesis, I approached management and leadership from the perspective of interdependence and instrumentality, an approach that led to the ideal leadership model adapted to the current social and educational context (Figure 1.1).

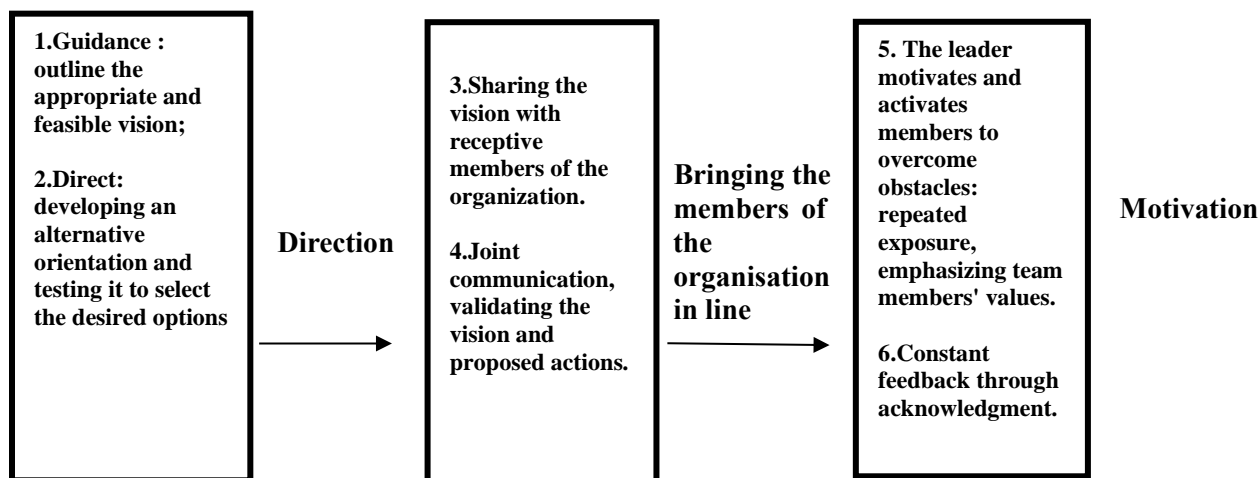


Figure 1.1. *The social dimension of leadership in organizations (Source: adaptation [14])*

By analyzing the influence of professional learning communities, we can say that they provide the

context in which teachers can train, develop personally and professionally at their best, involving themselves in decision-making at school level, in a committed way. Professional learning communities allow all members to be in control and to learn, to participate in the decision-making process, to exchange best practices, driven by a common purpose in a democratic atmosphere, with constructive effects both at the student and at the organizational level.

The analysis of leadership styles revealed that in educational management, the use of leadership competences enables managers and teachers to lay the foundation for professional learning communities.

Chapter 2. Praxeology of educational leadership in the context of organizational performance development targets efficiency and effectiveness as dimensions of performance for both teachers and students, targets organizational conditions of training and expression of teacher-leader teams in schools - the foundation for organizational motivation and performance. By praxeology of educational leadership we understand the branch of the science of educational leadership that studies the general structure of educational actions and the conditions of their effectiveness.

In his works, Peter Drucker emphasizes that management performance has effectiveness and efficiency as attributes. Effectiveness implies the correct choice of objectives and their attainment, while efficiency refers to the power to make optimal use of the resources available to achieve objectives [12]. In organizations, both dimensions of effectiveness (high quality educational activities) and efficiency (correct ways of carrying out activities) are necessary to achieve performance. Ensuring the balance between efficiency and effectiveness is the responsibility of the leading manager.

Managerial performance is achieved by managers as a result of forecasting, organizing, coordinating, coaching, controlling and evaluating work. And organizational performance is achieved through the affective and active involvement of both managers and staff in the organization. Leadership-based management ensures consistency between managerial and organizational performance.

Performance management is a dynamic, evolutionary process which, conceptualized on an axis of values, has its starting point in the identification of needs for change, continuing naturally with the setting of objectives (in behavioral terms), followed by the selection of methods for cultivating performance behavior congruent with the objectives set.

The formula for success/performance is the product of three defining factors: $S/P = A \times M \times Oc$ [10], where: **S** – success; **P** – performance; **A** - abilities; **M** – motivation; **Oc** - opportunities in leadership.

The strategic path of applying management through leadership instrumentation in order to streamline the activity and achieve organizational performance in the educational institution requires the development and optimization of transformations and the development of their own beliefs about skills and self-motivation performing functions and interpreting roles of directing / *leading* teachers by demonstrating inspiration, motivation, mobilization, achieving synergy of teacher teams. This pathway produces linking motivation and performance with change (Figure 2.1).

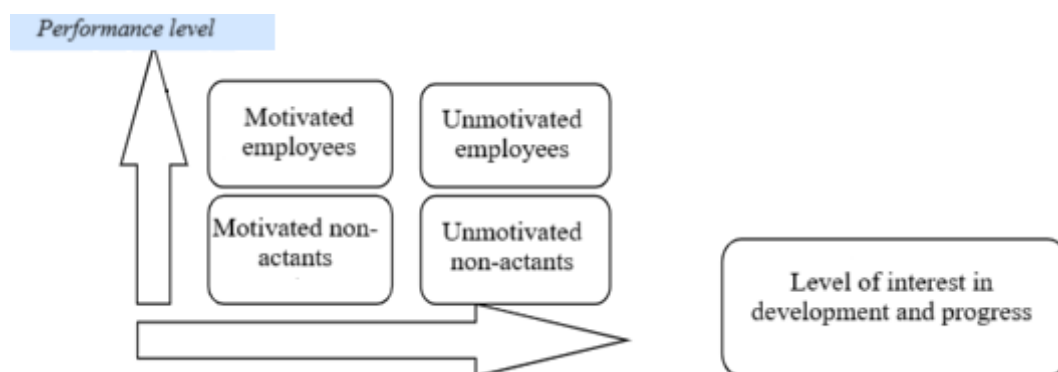


Figure 2.1. *Correlation of performance/motivation with change*

The professional learning community is one of the main prerequisites for developing the teacher leader.

A strong learning community within the school organization is made up of teachers with a shared vision, directed towards knowledge, motivation and collaborative efforts aimed at improving the performance of individual students, teachers and the overall organizational performance of the school.

The learning community as a form of professional development for teachers, proposes the framework in which they can co-construct their knowledge and develop professionally. In studies of teachers' professional development, researchers emphasize the importance of providing practitioners with multiple opportunities to explore and become aware of themselves, their own and their colleagues' views, values and practices about teaching and learning. [7]

Carrying out specific educational leadership activities, displaying specific behaviors and promoting values and being involved in the decision-making process ensure the development of teachers interested in change and innovation, and motivate them to implement their vision with a proactive attitude.

The theoretical analysis of the specific phenomena of educational leadership for motivating teachers and developing organizational performance in professional learning communities and relating them to the real situation in pre-university education allow the development of the *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities* (Figure 2.2).

The designed model demonstrates:

- A complex perspective on educational leadership in pre-university education;
- The impact on the teachers' motivation process;
- The analytical dimension in relation to organizational performance development directions;
- Flexibility and customization to the specifics of each school;
- Diversity of motivation, so as to include forms that have proven their effectiveness in relation to professional development and individual performance.

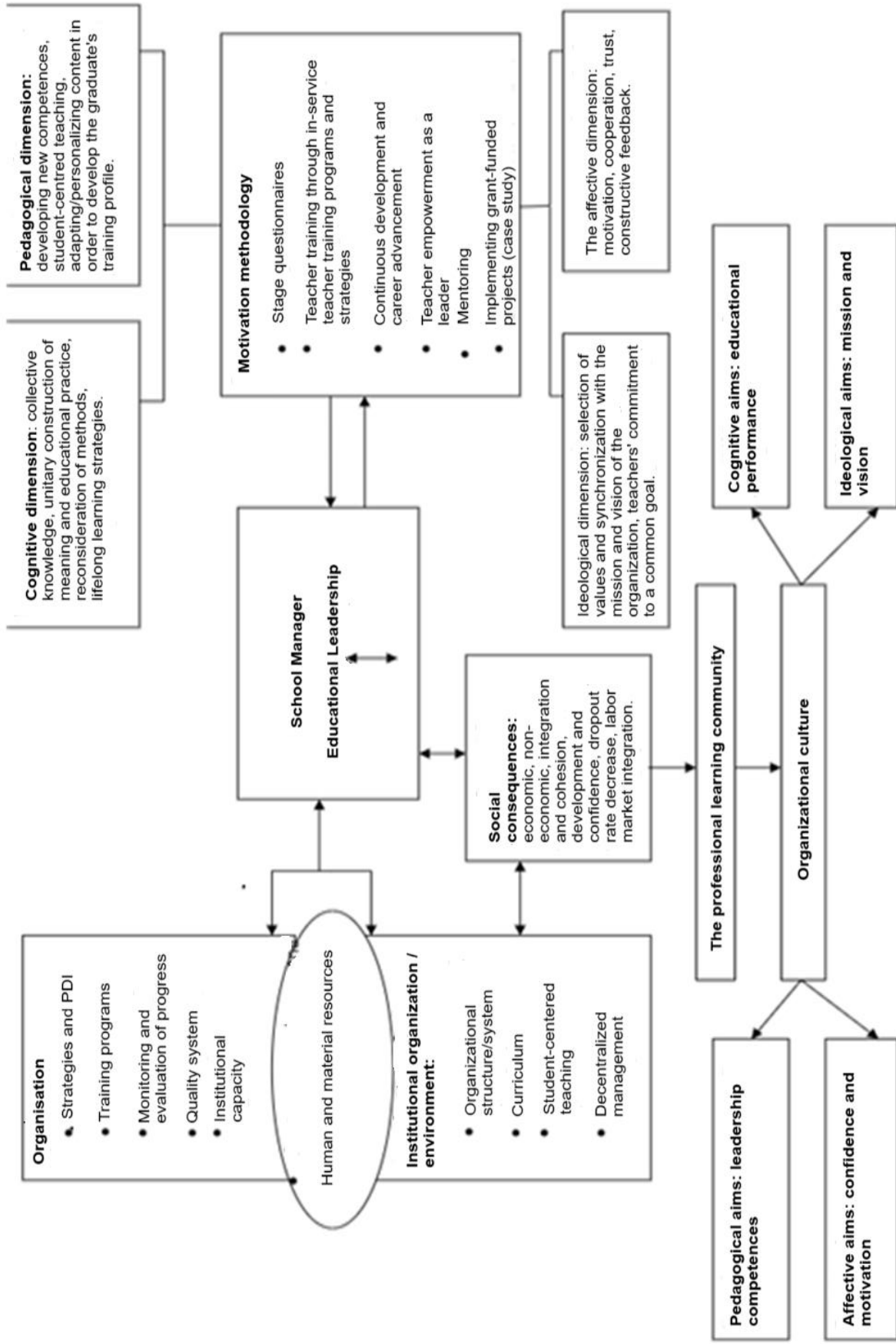


Figure 2.2. Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities

The model defines the complex, systemic vision of educational leadership for motivating teachers and developing organizational performance, through professional re-dimensioning of the teaching career and the active and effective involvement of the teachers in this process, through re-dimensioning the teachers' roles, by acquiring the status of teacher-leader.

The conceptual model applied in the framework of teacher motivation management, instrumented by educational leadership, from the perspective of organizational performance development, conceived by us, harmoniously integrates the 4 goals: pedagogical, affective, cognitive and ideological, and it is functional, systemic, methodological-managerial, motivational, coherent, and oriented towards organizational performance.

In the context of the research topic, one can notice that achieving organizational performance depends on teachers' motivation and efficient use of resources, therefore, it should be the priority of the school manager.

Performance needs to be approached at school level, which also generates individual performance, an issue exemplified by identifying and measuring changes in school development. School performance may vary over the years, depending on different factors and having different 'consequences' (social, economic, demographic, educational), but the factors that directly influence organizational performance at the school outcome and process level are the level of motivation of the teachers (training, reward, promotion).

In the existing context, educational leadership streamlines the managerial activity and contributes to professional development, being promoted and implemented in a well-defined system - the professional community - based on a concrete methodology, oriented towards achieving clear goals (cognitive, pedagogical, ideological and affective), which reflect organizational performance.

The pedagogical model is based on the psycho-pedagogical landmarks of Educational Leadership, including professional communities and organizational culture, but also on continuous training as a relevant methodological tool, oriented towards achieving organizational performance, which is dependent on the motivation of the teachers and the efficient use of material resources.

In Chapter 3. Experimental Validation of the Methodological Conceptual Model of Educational Management and Leadership for Teacher Motivation and Organizational Performance Development in Professional Learning Communities, the object of our research is presented: the stages in the formation and expression of the teacher-leader in the professional communities at different levels and an expansion of their professionalism, including the empowerment to continuously utilize their leadership potential in the process of pedagogical activity, a process of formation and development of the teacher-leader's competences in professional learning communities, on several levels, by contributing to the development of their professionalism, providing them with the empowerment and context to constantly use their leadership competences in the pedagogical activity, a process of constant motivation, genuine support for professional development and performance.

The experimental research aimed to methodologically validate the *Conceptual methodological model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities* by practicing different types of leadership and developing leadership

competences, with the basic criteria of *educational management and leadership competence* evidenced by school managers, motivating the teachers in the training activities to improve the organizational performance of the school.

Managerial competence is evidenced by the ability of the leaders to perform their specific activities according to the standards adopted by the organization.

The success of the managerial approach is conditioned by the teachers' acquisition of communication and interpersonal skills, psycho-social skills, ICT skills, leadership, coordination and organization skills, evaluation skills, resource and asset management and administration skills, institutional development skills, and personal management skills.

To implement Educational Leadership as a method or tool for managing professional and institutional development, we developed an experimental design, based on the *Methodological conceptual model of educational management and leadership for teacher motivation and organizational performance development in professional learning communities*.

Objectives of the experiment: 1. Identifying the level of teachers' competences in the field of educational leadership. 2. Enriching leadership competences through the training program "The Role of Leadership in the management of the school organization". 3. Designing a development plan and implementing it at school level with a view to developing organizational performance. 4. Analysis of the impact of leadership behaviour in the learning community

During the training program, we addressed the following content units/topics: 1) presentation of the concept of leadership/educational leadership; 2) managerial levels of leadership; 3) the importance of vision, mission and goals in leadership; 4) psycho-pedagogical requirements for teacher-leader training; 5) professional learning community; 6) organizational culture - managerial-value requirement in teacher-leader training; 7) the core of educational leadership strategy; 8) communication management in leadership; 9) leadership styles. Leadership based on principles and values; 10) training program assessment.

Sixty teachers were included in the training experiment - middle management: committee, professorship, departmental level.

To capitalize on the content of ELM for the development of specific competences, 10 hours synchronous webinar in online format (8 hours - lectures and 2 hours - evaluation seminar) and 30 hours asynchronous webinar were allocated.

In the observational experiment, the level of specific competences in the field of educational leadership was observed (Table 3.1.).

Table 3.1. Benchmark for assessing the initial level of specific competences in educational leadership

| Evaluation criteria | Evaluation indicators participants in the experiment: | Evaluation descriptors |
|---|---|---|
| 1. Identifying and recognizing terminology, general ideas and specific characteristics of educational | 1. They have competence in defining general ideas related to motivation management and the field of educational leadership as a | 1. Use of appropriate terminology; 2. Development of appropriate |

| | | |
|--|---|--|
| leadership | management tool 2. they have the ability to outline and justify their own vision of the values, principles and functionality of motivation management and educational leadership as a management tool; | answers, accurately (where possible) 3. Expressing complex views |
| 2. Psycho-pedagogical circumstances in the training and development of the teacher-leader, through a motivational management instrumented by leadership | 3. they identify and use methods that are characteristic of educational leadership diagnostics specific to the teacher as a leader 4. they have the skills to create a table presenting the actual values included in the profile of the teacher as a leader 5. they have the ability to justify how such a table of values, specific to the teacher as a leader, is developed 6. they design a plan for the development and continuous improvement of the values specific to the teacher leader profile, following a leadership-instrumented motivation management programme aimed at developing leadership competences and organizational performance. | 1. Logic and organization of ideas 2. Quality |
| 3. Designing a specific strategy for the professional learning community, geared towards the development of organizational performance, through a management instrumented by leadership | 7. they have the ability to formulate strategic objectives, related to professional learning communities, in order to motivate teachers and develop the performance of the institution; 8. they can operationalize professional learning community objectives, carefully linked to the IDP (Institutional Development Plan) 9. they design and have the skills to carry out relevant, impactful activities at the level of the professional learning communities, through the exchange of good practices; 10. they have the ability to formulate performance indicators in accordance with benchmarks set by legislation | 1. Logic and applicability of answers 2. Quantitative and qualitative evaluation indicators corresponding to quality benchmarks |
| 4. Implementation of the specific strategy of professional learning communities, through leadership-instrumented management, aimed at motivating teachers and developing teaching performance. | 11. they have the ability to devise and identify appropriate methods to implement the strategy 12. they have the ability to relate the indicators for monitoring the implementation of the strategy to the realities and environment of the institution's activities 13. they have the ability to determine and identify the resources (physical and human) | 1. Complexity and adaptation of responses to the specific context |

| | | |
|--|---|---|
| | needed to implement the strategy. | |
| 5. Monitoring and updating the level of motivation and satisfaction registered within the professional learning community. | 14. they have the skills to define the necessary steps to be followed in the process of monitoring the level of motivation and satisfaction in professional learning communities; | 1. Logic of answers 2. Relevance of answers |
| 6. Monitoring the status of the voluntary initiatives of contribution to the development of educational performance and evaluation of the performance achieved as a result of the implementation of the strategy for the functioning of professional learning communities formed by applying leadership behaviour in order to motivate teachers, in relation to the benchmarks | 15. they have the ability to correctly identify criteria and indicators, according to standards, criteria and benchmarks (quality management of education) 16. they have skills in evaluating the effectiveness of monitoring and data collection methods, analysis and interpretation | 1. Consistency with context 2. Novelty and originality of response (creativity and innovation) |
| 7. Constant expansion and improvement of the strategy for the functioning of professional learning communities, in relation to the level of motivation and performance indicators targeted and achieved, during the process of organizational performance development | 17. they possess the skills to develop methods and techniques to improve the strategy for the functioning of professional learning communities through leadership skills and maintaining an interdependent relationship between the manager and the teacher leader in order to motivate teachers and develop organizational performance; 18. they are able to correctly identify improvement measures applicable to the professional learning communities in schools, through leadership competences and leadership-led motivation management. | 1. Accuracy and complexity of answers |

The observation unit totalled 100 subjects, 40 school managers and 60 teachers, and we noticed the following: at the beginning of the experiment 37% of them identified and recognized the terminology, general ideas and specific characteristics of educational leadership; 29% identified the psycho-pedagogical circumstances in the formation and development of the teacher leader, through a motivation management instrumented by leadership; 27.84% had the ability to formulate strategic objectives, which are related to professional learning communities, with the aim of motivating teachers and developing the performance of the institution; 26.38% had the ability to design and identify the appropriate methods of strategy implementation; 28,15% had the skills to define the necessary steps to be followed in the process of monitoring the level of motivation and satisfaction within the professional learning communities; 26,81% had the skills to evaluate the performance achieved as a result of the implementation of the strategy for the functioning of the professional learning communities; only 24,16% had the skills to develop methods and techniques to improve the strategy for the functioning of the professional learning communities, through leadership skills and maintaining a

relationship of interdependence between the manager and the teacher leader, in order to motivate teachers and develop organizational performance.

Thus, the aims of the observation experiment were: 1. to determine and quantify the level of conceptual and methodical knowledge, specific to educational leadership; 2. to determine the degree of teachers' needs for the development of leadership competences; 3. to evaluate the leadership potential and motivation; 4. to assess the level of progress made at the level of the learning community in relation to the pre-set objectives and own beliefs.

In order to determine the level of achievement of the formative experiment, the questionnaire "Profile of the educational leader" was applied to the control group - 40 headmasters. Quantitatively, in this test, in section I, for the statement "Assuming the position of a leader"-72,5% - total agreement; for the statement " Sharing the common vision in the school organization"-92,5% total agreement; for the statement " Gathering supporters around the organizational vision"- 62,5% total agreement. In section II- the statement "exercising the power to reward and motivate"-52,5% - total agreement; the statement "forms of influence / direct influence through the participation of collaborators and recognition of their skills"- 72,15% total agreement. Therefore, the questionnaire - Profile of the Educational Leader, from the perspective of motivation, is embodied and materialized in creating trust and support for the manifestations of teachers-leaders in professional learning communities.

Following the comparison of the quantitative and qualitative results of the ascertaining and the formative experiment, we conclude that the objectives of the pedagogical experiment, established in accordance with the purpose of the research, were validated in a percentage of 68%, and the results of the formative experiment increased on average compared to those of the confirmatory experiment with 28%, which indicates that the experimental group, among the 60 teaching staff involved in the training experiment, 68.11% demonstrate skills specific to educational management and leadership from the perspective of motivating and developing organizational performance in the fields of: organizational culture, management strategic, school inclusion, curriculum, educational process, learning environment, student results, quality management, etc.

The formation of the training group was based on a survey on the training needs of each subject, the desire to develop their managerial and leadership skills, individual motivation to express themselves in the school as authentic leaders, managers with vision, the qualities of successful teachers-leaders who aim to achieve performance in teaching, both personally and with students. The training was conducted online, on the Google Meet platform, their participation was particularly active, their involvement was very high, and they managed to produce complete and visionary strategies, with applicability in their home school for the evaluation.

The training program "*The Role of Leadership in Organizational Management*" aimed to improve and train qualities such as: knowledge of leadership and educational leadership, knowledge of managerial levels of leadership, the importance of knowledge of vision, mission and goals in leadership, psycho-pedagogical qualities of teacher-leader training, qualities of a teacher in the professional learning community, organizational culture - managerial-value condition in teacher-leader training, knowledge of communication management in leadership. At the end of the training program the "Final evaluation questionnaire" was applied and we recorded

the following percentages: Teacher with vision-85.57%, Teacher who organizes quality school and extracurricular activities with impact-76.4%, Teacher who supports and collaborates with colleagues-82.9%, Teacher who participates in decision making-86.5%, Teacher who gathers colleagues around the vision of the organization- 86.95%, factors that contribute to the formation of teachers' leadership skills- organizational culture (89.37%), conditions created at the level of the institution and support of the collective (91.63%), intrinsic motivation (87%).

As a conclusion, following the training program, as an added value provided in the thesis, we appreciate that the following qualities were developed in the 60 subjects: extensive knowledge of the concepts of educational management and instrumented management through leadership; understanding and implementation of multiple roles by teachers, familiarization, practice and implementation of specific techniques of diagnosis and forecasting of teachers' motivation management in schools, teachers' ability to formulate and pursue strategic goals in professional learning communities, skills of operationalization of targets for effective functioning of the communities, skills of correct setting of performance indicators in Professional Learning Communities, skills of describing the concept of optimizing change at school level, skills of identifying resistance within the school to the implementation of motivation strategy.

In order to illustrate and demonstrate the validity of the pedagogical model - *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities* we conducted a **case study** within the educational institution, Gâștești Secondary School, Pașcani municipality, Iasi County.

Subject of the case study: *The application of leadership in the manager - teacher leader relationship, as a form of teacher motivation management from the perspective of organizational performance development, in a school located in a disadvantaged area of Romania.*

The case study was carried out in the 2021-2022 school year, being an example of good practice, a realization of management skills instrumented through educational leadership, for the development of educational and organizational performances, the school benefiting from funding, during the years 2022 - 2025, through PNRR.

The following objectives were targeted and achieved within the case study: involving the teachers in the process of making decisions, implementing projects with irredeemable grants – with performance objectives according to the environment of the school, correlating the needs with the organizational objectives, executing the internal and external assessments based on the performance and organizational criteria and standards and identifying the real performing results from the school. In order to achieve these objectives, the following steps were followed: selection of teachers as leaders and their involvement in the elaboration of the project with irredeemable funding meant to contribute to the decrease of the early school leave percentage within the institution, training the new leaders, teachers and students, developing the trainings meant to increase the competences of leadership in order to multiply the organizational performances.

The case study was led by the management team from school, by carrying on the following activities: identification of the needs through the SWOT method in school, using the brainstorming method when writing the project.

Therefore, after the case study, the management team and the teachers, members of various work teams, developed leadership competences by training and active participation in the process of making decisions, they applied improvement measures meant to increase the organizational performances, according to the official reference standards.

In the context of teacher motivation management, instrumented through different types of leadership (transformational, participative, distributed, etc.), professional learning communities were created that facilitate career guidance, didactic mentoring and the exchange of best practices, through clear instructions and tasks, for achieve organizational performance that is recognized and reflected in the school's organizational culture.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The conducted research confirmed that the management of teacher motivation in the perspective of organizational performance development instrumented through different types of leadership has proven its validity. The theoretical and methodological perspectives, analysed in the context of the conducted investigations, led to the identification of new values and strategies in the field, which is a topical subject, both in Romania and in the Republic of Moldova.

1. Through literature review and analysis of different types of management, the following aspects were highlighted: the concept of educational leadership as a tool of educational management, aimed at motivating teachers in the perspective of developing organizational performance, from a conceptual-methodological, systemic perspective, adapted to the organizational context; the contribution of educational leadership in the exercise of the managerial act, from the perspective of teachers' efficiency and effectiveness; the importance of professional learning communities in the development of leadership competences for the teachers. Moreover, the optimal organizational conditions for teachers-leaders, capable of multiplying the organizational performance of the school were identified. [14]

2. The conducted study proved that the manager leader motivates the members of the team by promoting different leadership behaviors, by referring to individual behavioral theories, carefully linking personal goals with those of the organization, aiming at developing educational performance, and that the management instrumented by educational leadership is an effective leadership style, as it is bidirectional (manager - teacher leader), and consists of a set of actions, based on a process of cognitive comparison of the targeted performance and a realistic assessment. Transformational leadership is a leading approach that enhances valuable and positive improvements for the followers. Leaders increase the level of motivation, of moral and the performance of the coordinated group. At the organization level, the leader identifies the need of change, creates a vision in order to coordinate the change by inspiring the others and realizes the change through the devotion of the members. [18]

3. The synthesis of the different types of management emphasizes the efforts of researchers in the field to identify the basis for building professional learning communities, operating through the sharing of good practice and mentoring, development and training activities that facilitate adaptation, collaboration, mutual support, psychological comfort and motivation of teachers. It has been proven that leadership-informed management, geared towards teachers' effectiveness and continuous motivation, is an innovative, successful leadership style.

4. Starting from the one-dimensional theory regarding the different types of behaviors and leadership styles (R. Glatter) [7], the importance of professional learning communities was justified, within which teacher-leaders develop their leadership skills and are motivated, contributing to the development organizational, materialized through cognitive, ideological, pedagogical and affective purposes, capitalized in the methodological conceptual model of educational management and leadership for the motivation of teaching staff and the development of organizational performance in professional learning communities. Based on the standards and criteria of performance in the pre-university education system, performance appraisal is carried

out continuously, capitalizes on the results of monitoring, on the basis of which the manager establishes the path of continuous development, rewards on the basis of evidence of performance, reflected by indicators. The level of performance is determined by members' competences and continuous development programs, enriched by various activities within the professional learning community, directed towards achieving the educational goals.

5. Given the changes and research in school organizations, the strategic focus shifts from management to leadership in order to make work more efficient, from development and optimization to transformation and development of one's own beliefs about skills and self-efficacy, from performing functions to role-playing, from directing people to inspiring, motivating, mobilizing, achieving synergy of teams of teachers.

6. This research has shown that the efficiency of the managerial act and the achievement of organizational performance are tangible managerial objectives through the motivation of teachers with leadership competences in the view of developing organizational performance.

7. This research has shown that the achievement of a strong organizational culture, adapted to the characteristics of the internal school environment, ensures organizational and personal performance.

8. The scientific problem solved within the research paper consists in the conceptualization and the functionality of the *Methodological conceptual model of educational management and leadership for motivating teachers and developing organizational performance in professional learning communities* and of the training program "*Role of Leadership within the Organization Management*", that brought a significant contribution to the motivation of teachers and to the development of the organizational performances.

Recommendations for school directors:

1. To implement a modern school management system, using innovative tools in a creative way, by adapting the leadership style to the changes in the educational system and in the current socio-educational context, linking the personal needs and objectives of the members of the collective with the organizational ones, by making the most of the *Conceptual methodological model of educational management and leadership in order to motivate teachers and develop organizational performance in professional learning communities*.

2. To address the methodology of motivating teachers, capitalizing on the relationship manager-teacher leader and management instrumentation through educational leadership, using physical and human resources effectively by developing leadership competencies in members of the professional community, by actively contributing to the development of organizational culture.

3. To promote training and development programs for professional and leadership skills, establishing a good collaboration based on the exchange of best practices and the development of an authentic organizational culture, by balancing personal and organizational needs and objectives for the development of performance, objectively assessed by applying standards, indicators and criteria in accordance with the legislation in force.

Recommendations for teachers:

1. To participate in development programs that support their professional development and leadership skills, in order to apply effective leadership behaviors and achieve performance.

2. To be actively involved in the professional learning communities in the schools where they are placed to develop the organizational culture.

3. To establish with the managers of the institutions, constructive, supportive and collaborative relationships that lead to progress and achieving performance.

Recommendations for decision-makers at the level of the ministry and school inspectorates:

1. To finalize the new educational reforms by systematizing the leadership style, adapted to the existing needs in the current socio-educational context.

2. To customize the criteria and performance indicators in education depending on the socio-educational environment of the schools in the pre-university education system.

The performed research defines its scientific identity through:

- The conceptual approaches deduced from the analysis of the theories regarding the approaches and the practices of conceptualization of the motivation management and its instrument through educational leadership.

- The elaboration and validation of the Conceptual methodological model of educational management and leadership in order to motivate teachers and develop organizational performance in professional learning communities.

- The Training Conceptual and methodological framework and the development of the organizational performance of the teachers as leaders.

- The development of the teachers' leadership competence in order to increase the level of organizational performance.

- Training program for leading teaching "*Role of Leadership within the Organization Management*".

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ANNOTATION

Plescan Monica-Vasilica, "The Management of Teacher Motivation from the Perspective of Organizational Performance Development" doctoral thesis in Educational Sciences, specialty 531.02, Educational Management, "Ion Creanga" State Pedagogical University Chisinau, 2024.

Structure of the thesis: introduction, 3 chapters, general conclusions and recommendations, bibliography of 301 titles, 6 appendices, 137 pages of scientific text, 22 figures, 16 tables, 13 diagrams. The results are published in 12 scientific papers, co-authored 5 books, ISBN 978-973-57933334-0.

Keywords: management, motivation, performance, organizational performance, educational leadership, teacher - leader, professional learning community.

Area of study: general educational theory, educational management.

The purpose of the research is to substantiate the theoretical-methodological basis of the pedagogical model applied in the management of teacher motivation, instrumented by educational leadership from the perspective of educational performance development.

The objectives of the research: 1. To analyze the evolution of management models, leadership styles in education; 2. To highlight the influence of leadership style and organizational culture as a form of teacher motivation and organizational performance; 3. To identify the weaknesses in authoritarian management style and to emphasize the contribution of educational leadership in the exercise of management from the perspective of teacher efficiency and effectiveness; 4. To determine the optimal conditions for training leaders at all levels and motivating all employees; 5. The scientific substantiation of the application of a methodology of teacher motivation; 6. The experimental validation of the *Pedagogical model applied within the management of teacher motivation, implemented through educational leadership from the perspective of developing educational performance*.

The novelty and scientific originality resides in the substantiation of *the Pedagogical model applied within the management of teacher motivation, implemented through educational leadership from the perspective of developing educational performance*, conceived in a modern, integralist vision, based on a realistic evaluation, relevant to the field of activity.

Important scientific issue solved in the research: scientific substantiation of management and motivational leadership style, instrumented by leadership, for motivating teachers in the perspective of organizational performance development in the current context.

Theoretical Significance: 1) The model of educational leadership, in a postmodern vision, based on a system of authentic values and principles relevant to the field of reference; 2) The managerial mechanism of the development of professional learning communities; 3) The system of specific competences of school managers in the field of leadership; 4) The managerial procedures and tools for institutionalizing professional learning communities; 5) The essence of professional learning communities as the purpose of educational leadership at the institutional level.

Applicative value: 1) praxiological design of the concept of educational leadership, 2) establishing the possibilities of optimizing the process of teachers' professional development, by involving them in a complex continuous training program leading to the development of leadership skills and promotion, as an important concept in expanding the teachers' professionalism; 3) experimental validation in the national education system of *the Pedagogical model applied within the management of teacher motivation, implemented through educational leadership from the perspective of developing educational performance*; 4) development and implementation of the continuous training program "The role of leadership in organizational management".

Implementation of the scientific results: the results of the pedagogical experiment were disseminated, capitalized through the application of *the Pedagogical model applied within the management of teacher motivation, implemented through educational leadership from the perspective of developing educational performance* within professional learning communities and teams of teachers-leaders, through the exchange of best practices, through conference papers (6), scientific publications (5), seminars and methodical meetings with school managers from Iasi County, Romania.

ADNOTARE

Pleşcan Monica-Vasilica, "Managementul motivării cadrelor didactice din perspectiva dezvoltării performanțelor organizaționale" teză de doctor în științe ale educației, specialitatea: 531.02 Management Educațional, Universitatea Pedagogică de Stat „Ion Creangă” Chișinău, 2024

Structura tezei: introducere, 3 capitole, concluzii generale și recomandări, bibliografia din 301 titluri, 6 anexe, 137 pagini de text științific, 22 figuri, 16 tabele, 13 diagrame. Rezultatele obținute sunt publicate în 12 publicații științifice, co-autor la 5 cărți.

Cuvinte-cheie: management, management educațional, motivare, managementul motivării, leadership, leadership educațional, cadre didactice, performanță, performanțe organizaționale, profesor-lider, comunitate profesională de învățare.

Domeniul de studiu: managementul educațional.

Scopul cercetării: constă în fundamentarea bazei conceptual metodologice a managementului motivării cadrelor didactice și realizarea unei metodologii de motivare care contribuie la dezvoltarea performanțelor organizaționale.

Obiectivele cercetării: Analiza evoluției modelelor de management, a stilurilor de conducere în educație; evidențierea influenței stilului de conducere și a culturii organizaționale ca fundament pentru motivația cadrelor didactice și a obținerii performanțelor organizaționale; identificarea punctelor slabe în stilul managerial autoritar precum și accentuarea contribuției leadershipului educațional în exercitarea actului managerial motivant, prin prisma eficienței și eficacității cadrelor didactice; analiza importanței comunităților profesionale de învățare pentru motivarea cadrelor didactice și determinarea condițiilor optime pentru formarea cadrelor didactice-lideri capabile de a multiplica performanțele organizaționale ale școlii; fundamentarea științifică a aplicării unei metodologii a motivării cadrelor didactice; elaborarea și validarea experimentală a Modelului conceptual metodologic al managementului și leadershipului educațional pentru motivarea cadrelor didactice și dezvoltarea performanțelor organizaționale în comunitățile profesionale de învățare.

Noutatea și originalitatea științifică: rezidă din fundamentarea *Modelului conceptual metodologic al managementului și leadershipului educațional pentru motivarea cadrelor didactice și dezvoltarea performanțelor educaționale în comunitățile profesionale de învățare*.

Problema științifică soluționată în cercetare constă în conceptualizarea și funcționalitatea *Modelului conceptual metodologic al managementului și leadershipului educațional pentru motivarea cadrelor didactice și dezvoltarea performanțelor organizaționale în comunitățile profesionale de învățare* și a programului de formare RLMO, care au contribuit la motivarea cadrelor didactice și dezvoltarea performanțelor organizaționale.

Semnificația teoretică este susținută de argumentarea teoretică a Modelului conceptual metodologic al managementului și leadershipului educațional pentru motivarea cadrelor didactice și dezvoltarea performanțelor organizaționale în comunitățile profesionale de învățare, fundamentat în viziune postmodernă, integralistă, bazat pe un sistem de valori și principii autentice și relevante domeniului educațional.

Valoarea aplicativă este conturată de următoarele: configurarea praxiologică a leadershipului educațional; identificarea nevoilor de formare și manifestare a echipelor de cadre didactice-lideri; valorificarea experimentală în sistemul de învățământ a Modelului conceptual metodologic al managementului și leadershipului educațional pentru motivarea cadrelor didactice și dezvoltarea performanțelor organizaționale în comunitățile profesionale de învățare; elaborarea și implementarea Programului de formare continuă „Rolul Leadershipului în managementul organizației”.

Implementarea rezultatelor științifice: s-a realizat diseminarea rezultatelor experimentului pedagogic, valorificate prin aplicarea *Modelului pedagogic aplicat în cadrul managementului motivării cadrelor didactice, instrumentat prin leadership educațional din perspectiva dezvoltării performanței educaționale în cadrul CPÎ* și a echipelor de CDL, prin schimb de bune practici, prin intermediul comunicărilor la conferințe (6), publicații științifice (5), seminarelor și întrunirilor metodice cu managerii școlari din județul Iași, România.

PLEȘCAN MONICA-VASILICA

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