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**THE CONCEPTUAL AND METHODOLOGICAL FRAMEWORK
FOR THE MANAGEMENT OF EDUCATIONAL ACTIVITIES IN
GENERAL EDUCATION INSTITUTIONS**

531.01. General theory of education

ABSTRACT

of the doctoral thesis in education sciences

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LIST OF ABBREVIATIONS

EG – Experimental Group
CG – Control Group
CPD - Continuing Professional Development
CPDP – Continuing Professional Development Programs
MAE –Management of Educational Activities
PMMEA – Pedagogical Model for the Management of Educational Activities at
Classroom Level in General Education
PC – Professional Competences
PCST – Professional Competence Standards for Teachers
CPT - continuing professional training
UNESCO – United Nations Educational, Scientific and Cultural Organization

CONCEPTUAL FRAMEWORK OF THE RESEARCH

The relevance and importance of the research topic stem from the identified need to streamline the management of educational activities within general education institutions in the context of contemporary social, economic, and educational transformations. The topic's relevance is further substantiated by the fact that changes generated by today's knowledge-based society, lifelong learning requirements, and the educational system's orientation toward competence development demand new approaches to designing, organizing, and evaluating educational activities in schooling.

In this context, education represents a strategic priority for societal development, and the efficiency of educational activities constitutes an essential condition for the holistic formation and development of the student's personality. According to the provisions of the *Reference Framework for the National Curriculum*, educational goals aim at developing a system of values, attitudes, behaviors, and competencies necessary for the student's social and professional integration [11]. From this perspective, the quality of educational activities depends largely on the level of professional competencies of teaching and managerial staff, the utilization of the school–family–community partnership, and the capacity of general education institutions to create relevant educational contexts for the harmonious development of the student's personality.

At the same time, the transformations taking place within the educational system require a reconsideration of the role of managing educational activities, orienting it toward identifying and leveraging conceptual and methodological benchmarks that ensure the efficient design, organization, and evaluation of educational activities, aiming to achieve educational goals and enhance the quality of the educational process in our country.

From this perspective, the management of educational activities becomes an essential condition for ensuring the quality of the educational process and fulfilling the educational goals promoted by the education system.

The analysis of international [35; 39] and national educational policy documents—including the *Education 2030 Development Strategy* [42], the *Reference Framework for the National Curriculum* [11], and the *Professional Competence Standards for Teachers in General Education* [41]—highlights the need to strengthen the professional competencies of teaching and managerial staff regarding the design, organization, and evaluation of educational activities in relation to students' individual characteristics, educational goals, and current societal needs.

The premise underlying the analysis of educational policies in the domain of educational activity management resides in the fact that continuous professional development for teaching and managerial staff constitutes one of the priorities of the contemporary educational system. In this context, managing educational activities involves developing professional competencies related to designing, organizing, and evaluating educational activities according to the needs of students, the educational institution, and the educational community.

Contextualization of the Topic within International and National Concerns, in Inter- and Transdisciplinary Contexts, and a Brief Presentation of Previous Research Results

The issue of managing educational activities represents a domain of interest for contemporary pedagogical research, being approached from pedagogical, psychological, managerial, and sociological perspectives. The complexity of educational activities and their role in achieving educational goals have led to numerous research studies regarding classroom management, educational climate, educational relationships, the school–family–community partnership, and the development of teachers' professional competencies.

The analysis of specialized literature reveals significant contributions to educational management, classroom management, and the organization of educational activities at both international and national levels. Simultaneously, the analyzed studies highlight the need to deepen the conceptual and methodological dimensions of managing educational activities in general education institutions and to identify praxiological benchmarks to support teaching and managerial staff.

The analysis of the presented theoretical and methodological sources reveals that educational activity management is approached in specialized literature through complementary perspectives: managerial, pedagogical, psychological, and social. Examined research emphasizes the importance of classroom management, educational relationships, and the school–family–community partnership in fulfilling educational goals. However, it is observed that most studies analyze these dimensions separately, making less use of an integrative perspective on managing educational activities within general education institutions. This finding supports the necessity of elaborating a conceptual and methodological framework that ensures a systemic approach to the management of educational activities.

The foundation of this research draws upon established theories and models from educational management, pedagogy, psychology, and sociology. Management and leadership models provide benchmarks for organizing, coordinating, and developing educational processes in complex institutional contexts [12; 20; 22; 27]. At the same time, learning theories contribute to understanding the mechanisms of student personality development and formation [23; 31; 36; 37], while concepts from educational psychology and sociology highlight the role of motivation, identity, school culture, and educational relationships in achieving educational goals [17; 25; 26; 27; 28; 29; 34].

The analysis of these theories and models allows for an interdisciplinary and transdisciplinary approach to managing educational activities, integrating managerial, pedagogical, psychological, and social dimensions of the educational process.

In Romania, the topic of educational management and educational activity is reflected in a significant number of scientific studies and research. Romanian authors have addressed aspects related to classroom management, student and teacher motivation strategies, educational climate, evaluation of educational activities, and the development of teachers' professional competencies. Relevant

contributions in this field belong to researchers R. B. Iucu [22], C. Gheorghiu [19], E. Stan, V. Nicolaescu, C. Iurea, and A. Brezoi [40], E. Joița [23], M. R. Niculescu [24], among others, who have established concepts, theories, and models of educational management adapted to the Romanian educational context.

The analysis of Romanian scholars' contributions highlights the importance of a systemic approach to educational processes and the necessity of developing effective management strategies for educational activities focused on forming and developing the student's personality.

In the Republic of Moldova, the issue of educational management and educational activity is reflected in the works of distinguished researchers such as V. Gh. Cojocaru [16], V. Andrițchi [6-11], A. Afanas [1-5], L. Cebanu [14;15], A. Paniș and T. Callo [13], T. Șova [30], among others. Their research addresses aspects related to educational management, educational activity, professional development of teaching staff, learning processes, educational partnerships, and the modernization of pedagogical practices in general education institutions.

The analysis of domestic scholars' contributions highlights a constant concern for developing educational management and improving the efficiency of educational activities in the context of contemporary educational reforms. Furthermore, analyzed studies reveal the need to deepen the conceptual and methodological foundations of managing educational activities and to develop praxiological benchmarks that facilitate its implementation in general education institutions.

In this context, examined studies demonstrate that the majority of research focuses on analyzing isolated components of educational activities, such as classroom management, interpersonal relationships, or educational partnerships. However, there is an insufficient integrative approach to managing educational activities in general education institutions regarding the articulation of conceptual, methodological, and praxiological dimensions—a fact that justifies the necessity of the present research.

Thus, following the analysis of specialized literature, educational policy documents, and existing practices in general education institutions, the following contradictions were identified:

- ❖ Between the need to streamline the management of educational activities in general education institutions—driven by contemporary educational transformations and the requirements of Professional Competence Standards for Teachers—and the insufficient conceptual grounding of this process in educational theory and practice.
- ❖ Between the need for a systemic, coherent, and results-oriented organization of educational activities in general education institutions and the insufficiency of methodological benchmarks to ensure their design, organization, coordination, and evaluation.
- ❖ Between the need to develop the professional competencies of teaching and managerial staff regarding the management of educational activities and the limited opportunities for continuous professional development (CPD) and methodological support in this field.

The identified contradictions generated the following **research problem**:

What are the theoretical-conceptual and methodological benchmarks for the management of educational activities in general education institutions that can ground the elaboration and implementation of a pedagogical model oriented toward developing the professional competencies of educational actors and enhancing the quality of the educational process?

Research Aim: to establish the conceptual and methodological grounding of the management of educational activities in general education institutions in order to elaborate a Pedagogical Model for organizing and leveraging educational activities.

Research Object: The process of conceptual and methodological development of educational activity management in general education institutions.

Research objectives:

1. To analyze and determine the theoretical foundations of the concept of “educational activity management” in general education institutions.

2. To identify and apply theoretical approaches, models, and strategies relevant to the management of educational activities in general education institutions.

3. To substantiate the principles, functions, and psychopedagogical conditions underlying the management of educational activities in general education institutions.

4. To develop the *Pedagogical model for the management of educational activities at classroom level in general education*.

5. To experimentally validate the *Pedagogical Model for the management of educational activities* through the implementation of a *Continuing Professional Development (CPD) Program intended for teaching and managerial staff*.

Research hypothesis: it is hypothesized that the management of educational activities in general education institutions can be enhanced through the implementation of a conceptually and methodologically grounded Pedagogical Model, applied through a professional development program intended for teaching and managerial staff, provided that:

➤ the specific principles, functions, and strategies of educational activity management are effectively applied;

➤ the professional competences of teaching and managerial staff in designing, organizing, monitoring, and evaluating educational activities at classroom level are developed;

➤ the *Pedagogical Model for the management of educational activities at classroom level in general education* is implemented;

➤ the methodological resources and praxiological tools required for implementing the *Pedagogical Model* are developed and effectively applied.

The scientific novelty and originality of the research lie in establishing the conceptual and methodological framework for the management of educational activities in general education institutions by integrating pedagogical, managerial, and praxiological approaches into a unified perspective at classroom level; developing and substantiating a *Pedagogical Model for the management of*

educational activities, based on educational relationships and the school–family–community partnership; developing a *Professional Development Program for teaching and managerial staff* to support the implementation of the *Pedagogical Model*; and experimentally validating its effectiveness in the context of classroom-level educational activities in general education institutions.

The scientific results obtained, which contribute to resolving a significant scientific research problem, include:

- establishing the conceptual and methodological framework for the management of educational activities in general education institutions;
- systematizing and applying theoretical approaches, models, and strategies relevant to the management of classroom-level educational activities in general education institutions;
- substantiating the principles, functions, and psychopedagogical conditions underpinning the management of educational activities;
- developing the *Pedagogical Model for the management of educational activities at classroom level in general education*, structured around conceptual, methodological, and praxiological components;
- developing and implementing the *CPD Program for teaching and managerial staff* to facilitate the effective application of the Pedagogical Model;
- experimentally validating the effectiveness of the *Pedagogical Model for the management of educational activities* through the development of the research participants' professional competences.

The significant scientific problem addressed by the research lies in overcoming the limitations of the conceptual and methodological foundations of educational activity management in general education institutions through the development and experimental validation of an Integrative *Pedagogical Model* and a *Continuing Professional Development Programme*. Their implementation contributed to developing the professional competences of teaching and managerial staff in designing, organising, and effectively implementing educational activities at class level, with a view to improving the quality of the educational process.

The theoretical significance of the research lies in developing the conceptual and methodological foundations of the management of educational activities in general education institutions by clarifying and deepening the key concepts, integrating pedagogical, managerial and praxiological approaches into a unified perspective, and substantiating the relationship between the management of educational activities, teachers' professional competences and educational partnership; as well as in conceptualising the *Pedagogical Model for the Management of Educational Activities at Classroom Level in General Education*, which broadens the integrative perspective on the organisation, coordination and evaluation of educational activities.

The practical value of the research derives from the possibility of using the *Pedagogical Model*, the CPDP, the assessment grid, the diagnostic, monitoring, assessment, and feedback tools, as well as the activities, case studies, and training resources developed within the research. These resources contribute to the

development of the professional competences of teaching and managerial staff and may be used by school managers, class teachers, teaching staff, trainers, and developers of CPDP.

The applicability of the research findings is supported by the development and implementation of the *CPD Program* on educational activity management, which may be applied in CPD activities, institutional development processes, and initiatives aimed at strengthening the school–family–community partnership.

The research findings provide methodological guidelines for organizing and enhancing the effectiveness of educational activities in general education institutions and may support the development of institutional strategies and professional development programs in the field of educational activity management.

Summary of the Research Methodology and Rationale for the Selected Research Methods. The research methodology comprised a set of theoretical, empirical, statistical, and qualitative methods used complementarily to investigate the management of educational activities in general education institutions: **the theoretical methods:** the analysis and synthesis of the literature, the examination of education policy documents and regulatory acts, comparative analysis, generalization, and the systematization of conceptual approaches to educational activity management; **the empirical methods:** questionnaires, interviews, pedagogical observation, conversation, the Values Reflection Inventory, and the analysis of educational activity outputs; **the statistical data-processing methods:** comprised the calculation of weighted means and the comparative analysis of the results obtained at the baseline and final assessment stages; **these methods were employed** to assess the impact of the CPDP and the effectiveness of the *Pedagogical Model*; **the qualitative methods** involved interpreting data obtained from interviews and observations, as well as analyzing educational activity outputs. The integrated use of these methods ensured a comprehensive investigation of the phenomenon under study and the validation of the research findings.

The scientific results were implemented through were implemented through the experimental application of the *Pedagogical Model* and the *CPD Program* among the teaching staff, managerial staff, and other education professionals involved in the research. The findings were disseminated through scientific papers presented at international conferences, national conferences with international participation, and other scientific events organized in the Republic of Moldova and abroad, as well as through the publication of scientific articles in specialized journals and edited volumes.

Approval and Validation of the Scientific Results. The research findings were examined and approved during the meetings of the Advisory Committee of the Doctoral School of Education Sciences at Ion Creangă State Pedagogical University of Chişinău. The findings were validated through the pedagogical experiment and the implementation of the *CPD Program* intended for teaching and managerial staff.

Publications on the Thesis Topic. The research findings were presented in 12 scientific publications, including 5 articles published in specialized scientific

journals and 7 papers published in the proceedings of national and international scientific conferences held in the Republic of Moldova and abroad.

Scope and Structure of the Thesis. The doctoral thesis comprises annotations in Romanian and English, a list of abbreviations, an introduction, three chapters, general conclusions and recommendations, references, and appendices. The main text consists of 154 pages and includes 19 tables and 30 figures. The reference list comprises 236 sources, while the supplementary material is presented in 18 appendices.

Keywords: management of educational activities, general education institution, pedagogical model, educational activity, professional competences, continuing professional development program, school–family–community partnership, educational activities, pedagogical experiment, psychopedagogical conditions.

CONTENT OF THE THESIS

The **Introduction** substantiates the topicality and relevance of the research topic and highlights its place within national and international research priorities from interdisciplinary and transdisciplinary perspectives. It also synthesises previous studies and the contributions of key scholars in the fields of educational management and educational activities. On this basis, the conceptual, methodological, and praxiological coordinates of the investigation are specified, and the central elements of the scientific inquiry are delineated: the premises underlying the formulation of the research problem, the aim, objectives, hypothesis, theoretical significance, and practical value of the research. The Introduction also presents the scientific problem resolved by the study, information concerning the implementation and validation of the research findings, and an overview of the length and structure of the thesis.

Chapter 1, “**Theoretical and conceptual foundations of the management of educational activities in general education institutions**”, develops the conceptual foundations of the research by examining the evolution of the concepts of educational activity and educational activity management, the main theoretical and conceptual approaches reflected in the literature, and the theories, models, and paradigms underpinning this field of research. Contributions made by researchers from different academic traditions are examined, and the conceptual distinctions and terminological clarifications required for developing the theoretical framework of the research are provided.

The chapter also highlights the principles and psychopedagogical conditions supporting the design, organization, and implementation of educational activities in general education institutions. The analysis conducted made it possible to substantiate the theoretical and conceptual framework of educational activity management and to identify the foundations required for developing the Pedagogical Model proposed in the research.

Educational activity represents the operational dimension of the educational process, determined by the class teacher’s capacity for pedagogical design, organization, and implementation, exercised in accordance with the specific

characteristics of each class group. Educational institutions, particularly general education institutions, are now expected to contribute not only to students' instruction but also to the development of the values, attitudes, behaviours, and competences required for their active and responsible integration into society.

In this context, *educational activity* acquires particular importance, providing the framework through which educational goals are translated into concrete experiences of learning, personal development, and socialization. The complexity of current challenges generated by globalization, the development of digital and information technologies, the diversification of learning environments, and the intensification of social phenomena affecting students' development requires a reconsideration of how educational activities are designed, organized, and evaluated in general education institutions.

The review of the literature indicates that the concept of *educational activity* has evolved considerably and has been interpreted differently depending on the dominant pedagogical paradigm and the socio-educational context in which it has been examined. From being understood as a set of actions complementary to the instructional process to being approached as a complex system of formative and managerial influences, the concept has been continuously redefined and adapted to the requirements of contemporary education.

Consequently, analyzing the evolution of the *concept of educational activity and of educational activity management* is a necessary prerequisite for the theoretical grounding of the research and for delineating the conceptual foundations underlying the development of the conceptual and methodological framework for the management of educational activities in general education institutions.

An important contribution to clarifying the concept has also been made by N. Garștea, T. Callo, and L. Granaci, who highlight the role of *educational activities* conducted during class guidance sessions in developing students' social, civic, and moral competences [18]. The authors emphasize the need to employ interactive, effective, and participatory methods and strategies that encourage students' active involvement in their own development.

The review of the literature indicates that educational activity has evolved from a predominantly instructional and extracurricular approach towards an integrative perspective that encompasses both the *pedagogical and managerial dimensions* of the educational process.

Based on these considerations and the findings of the research conducted, we consider it necessary to broaden the traditional perspective on *educational activity* by explicitly integrating the *managerial dimension* into the definition of the concept.

In light of the above, we conceptualize *educational activity as an integrated managerial-pedagogical system oriented towards the design, organization, implementation, monitoring, evaluation, and reflection upon educational experiences intended to support the holistic development of the student's personality* (Fig. 1).

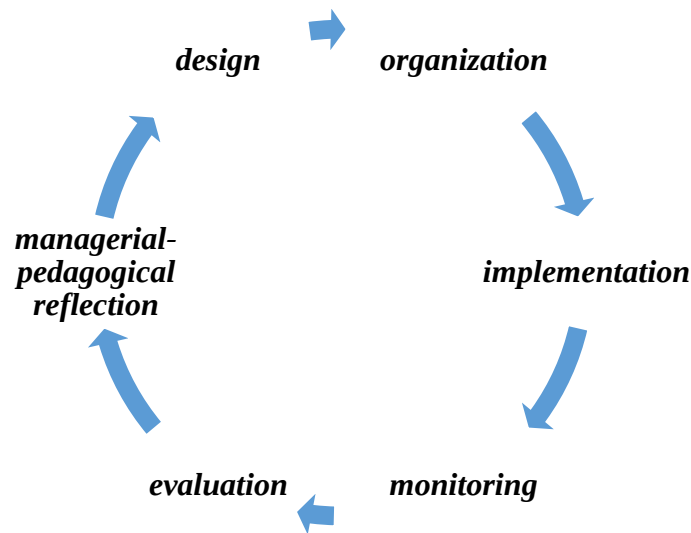


Fig. 1. Conceptual Model of Educational Activity from a Managerial-Pedagogical Perspective (developed by the author)

It can therefore be inferred that managerial-pedagogical reflection is a process through which teaching and managerial staff analyse the impact of educational activities on students, assess the extent to which educational goals have been achieved, and identify avenues for improving educational practice. This approach transforms educational activity into a dynamic, self-regulating process capable of responding to change and to the specific needs of the educational community. To provide a clearer understanding of the proposed concept, the main defining characteristics of educational activity were identified through an analysis of the specialist literature and the relevant theoretical, methodological, and regulatory frameworks (Table 1.1).

Table 1. Defining Characteristics of Educational Activity (developed by the author based on the review of the literature and the research findings [2; 6; 11; 18; 20; 36; 41])

Characteristic	Pedagogical and managerial significance
Orientation towards educational goals	Educational activity is designed and implemented in accordance with educational aims, objectives formulated according to the SMART criteria, and clearly defined educational outcomes [11].
Systematic nature	<i>Educational activity</i> is conducted continuously and coherently through a logical sequence of design, implementation, evaluation, and optimization stages [2; 20].
Educational purpose	Educational activity aims to promote the holistic development of students' personalities through the formation of values, attitudes, competences, and social behaviours [2; 11].
Active participation	Educational activity entails students' conscious and responsible involvement in the design, implementation, and evaluation of educational experiences [18; 41].
Contextualization	Educational activity is adapted to students' individual and age-related characteristics, the needs of the class group, and the institutional and social context [2; 41].

Characteristic	Pedagogical and managerial significance
Flexibility	Strategies, methods, and forms of organisation may be adjusted in response to the identified educational needs and the outcomes achieved [2].
Managerial dimension	Educational activity involves the systematic design, organisation, coordination, monitoring, and evaluation of educational interventions [6; 20].
Axiological orientation	Educational activity contributes to the internalisation of values, the formation of attitudes, and the development of responsible social behaviours [11].
Formative nature	Educational activity brings about changes in students' personal and social development, observable in their attitudes, behaviours, and ways of relating to others [2; 11].
Managerial-pedagogical reflection	Educational activity involves analysing the outcomes, reflecting on the experience gained, and using the resulting conclusions to redesign and optimise subsequent interventions [36].

To facilitate a clearer understanding of the proposed concept, the main defining characteristics of educational activity were identified based on the review of the literature and the interpretation of the research findings.

The analysis of the characteristics presented in *Table 1.* indicates that *educational activity* is a complex process characterized by its orientation towards educational goals, systematic nature, flexibility, and formative character. At the same time, integrating *the managerial dimension* and *managerial-pedagogical reflection* broadens the traditional interpretative framework and provides a basis for developing a conceptual model adapted to the current requirements of general education. The term 'managerial-pedagogical reflection' represents a conceptual development proposed by the author and grounded in D. A. Kolb's experiential-reflective perspective [36].

Educational activity may therefore be understood as the fundamental unit through which an educational institution utilizes the available educational resources and translates educational goals into concrete experiences that contribute to the formation and development of the student's personality.

The analysis of these approaches indicates that *the management of educational activities represents a specific component of educational management concerned with organizing and coordinating activities aimed at students' personal and social development.* At the same time, the research reviewed demonstrates that the emphasis is placed predominantly on classical managerial functions and the *organization of educational activities*, while the reflective dimension of the managerial process receives comparatively less attention.

Within the education system of the Republic of Moldova, *the management of educational activities* is supported by curriculum and regulatory documents that promote the holistic development of the student's personality and the acquisition of key competences [11; 20].

In this context, we consider that *educational activity management* cannot be reduced to the performance of traditional managerial functions. Under the current conditions of general education, ***it must be understood as a continuous process of***

design, organization, implementation, monitoring, evaluation, and managerial-pedagogical reflection aimed at optimizing educational experiences and supporting the holistic development of the student's personality.

Accordingly, we consider it necessary to introduce ***the concept of managerial-pedagogical reflection*** into the analysis of *educational activity management*. This concept is not limited to merely recording the results obtained or highlighting students' achievements and difficulties. Rather, it involves a deliberate process of analyzing, interpreting, and drawing upon the educational experience that has taken place. Through *managerial-pedagogical reflection*, the teacher, class teacher, or education manager examines how educational activities were designed, organized, and implemented, determines the extent to which the intended educational goals were achieved, and establishes directions for optimizing future educational interventions.

In light of these analyses, the need to approach educational activity as a complex, systematic, and reflective process grounded in psychopedagogical principles and conditions becomes evident. Conceptually, *the management of educational activities* becomes effective when their design and organization are aligned with clearly defined educational goals, students' individual characteristics, classroom-group dynamics, and the available institutional resources. From this perspective, psychopedagogical principles and conditions constitute the methodological foundation for developing the PMMEA.

Chapter 2, **“Methodological foundations of the management of educational activities in general education”**, builds upon *the theoretical and conceptual foundations* and establishes ***the methodological framework*** for *educational activity management* in general education institutions. Accordingly, emphasis is placed on the methodological organization of *educational activities*, the *positioning of the classroom* within the educational institution, *the typology of educational activities*, and the development of *the Pedagogical Model for the Management of Educational Activities*.

The classroom cannot therefore be regarded merely as an organizational unit within the school but must be understood as *a complex educational environment* in which *the pedagogical, psychological, social, axiological, and managerial dimensions* of educational activity intersect. *Educational activity management* is applied primarily at classroom level because this is where the relationships, norms, values, behaviours, and experiences contributing to the formation of the student's personality are manifested in concrete terms.

The methodological foundations examined are based on the premise that *educational activity* cannot be implemented effectively through isolated or occasional actions but requires a coherent process of *pedagogical management*. This process includes establishing educational goals, designing activities, organizing resources, engaging educational stakeholders, monitoring the process, evaluating the results, and conducting *managerial-pedagogical reflection* on the educational experiences provided.

Particular attention is given to *the typology of educational activities* conducted at classroom level. This typology enables activities to be systematized *according to their educational goals, content, forms of organization, actors involved, and formative impact*. By establishing a clear typology, educational activities can be designed more rigorously in relation to the holistic development of the student's personality and the educational goals promoted in general education.

The central part of the chapter is ***devoted to substantiating the pedagogical model for the management of educational activities at classroom level in general education***. The proposed *Model* integrates the pedagogical, managerial, psychosocial, axiological, and reflective dimensions of educational activity, providing a methodological framework for designing, organizing, implementing, monitoring, evaluating, and optimizing educational activities.

Following the analysis and systematization of the conceptual approaches, theories, models, paradigms, and theoretical and praxiological foundations identified in the literature, as well as the regulatory framework, the PMMEA was developed around four dimensions: *the theoretical-conceptual dimension, the methodological-managerial dimension, the praxiological-formative dimension, and the evaluative-reflective dimension*.

In conclusion, *the positioning of the classroom within the general education institution* confirms its role as the operational core of *educational activity management*. The classroom represents the setting in which students' needs are identified, educational activities are designed, formative relationships are established, the development of the class group is monitored, and managerial-pedagogical reflection is applied. This approach establishes the methodological premises for analyzing the typology of classroom-level educational activities, which is addressed in the following subsection.

The classroom group therefore ***represents a formal entity based on distinct roles and a diversity of relationships established through the planning, organization, coordination, and evaluation of educational activities within the educational institution***.

A typology of educational activities is necessary because it provides teachers, school managers, and class teachers with guidelines for selecting, designing, and adapting activities according to educational goals, the needs of the classroom group, students' individual characteristics, institutional resources, and the available educational partnerships. From the perspective of *educational activity management*, the typology constitutes both a formal classification of activities and a methodological tool for organizing educational interventions. Within the present research, it is regarded as a *managerial-pedagogical* tool through which teachers and class teachers can select, adapt, and integrate educational activities according to the actual needs of the classroom group.

Following the same line of reasoning, the *OECD Learning Compass 2030* emphasizes student agency, well-being, values, attitudes, and the competences required for life in a changing society [38]. Accordingly, the typology of educational activities proposed in our research is aligned with both national and international

trends *promoting active student participation, the development of transversal competences, experiential learning, and social responsibility.*

In this regard, we propose the term **„managerial-pedagogical algorithm for educational activity.”** It expresses the logical sequence of actions through which the teacher transforms an educational need into a formative experience. The algorithm includes diagnosing the needs of the classroom group, formulating educational goals, selecting the type of activity, determining the necessary resources, involving educational stakeholders, implementing the activity, monitoring participation, assessing its impact, and reflecting on its optimization. Through this algorithm, educational activity becomes a pedagogically guided process that remains flexible and adaptable to the actual classroom context. This process involves several stages (Fig. 2).

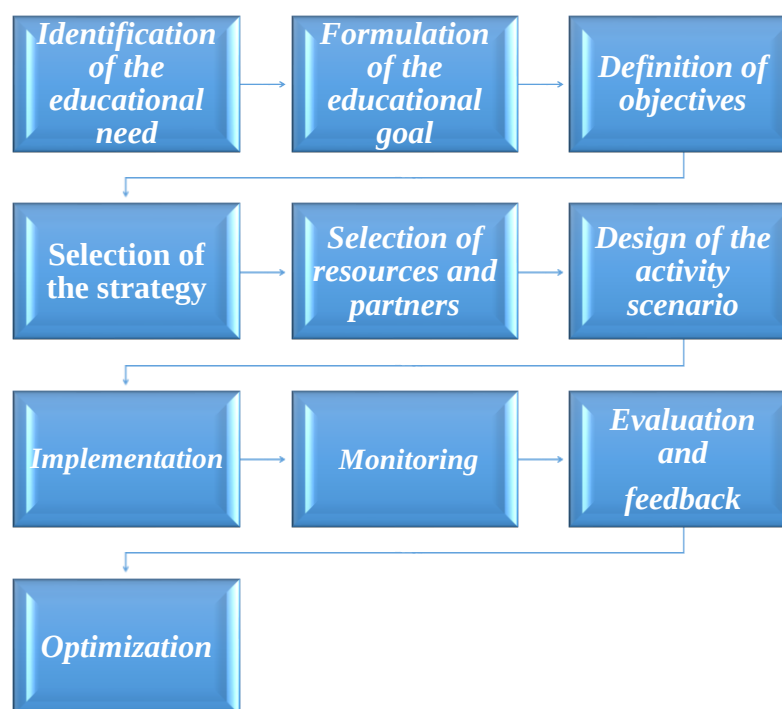


Fig. 2. Managerial-pedagogical algorithm for educational activity

Source: developed by the author based on an analysis and synthesis of the relevant theoretical and methodological literature [2; 3; 6; 12; 16; 22; 23; 32; 36; 38; 41; 42]

Following the analysis and systematization of the conceptual approaches, theories, models, paradigms, and theoretical and praxiological foundations identified in the literature, as well as the regulatory framework, the PMMEA was developed (Fig. 3). The proposed pedagogical model is structured around *four complementary dimensions: the theoretical-conceptual dimension, the methodological-managerial dimension, the praxiological-formative dimension, and the evaluative-reflective dimension.* These dimensions operate interdependently, ensuring the transition from theoretical substantiation to practical application and the experimental validation of classroom-level *educational activity management* in general education..

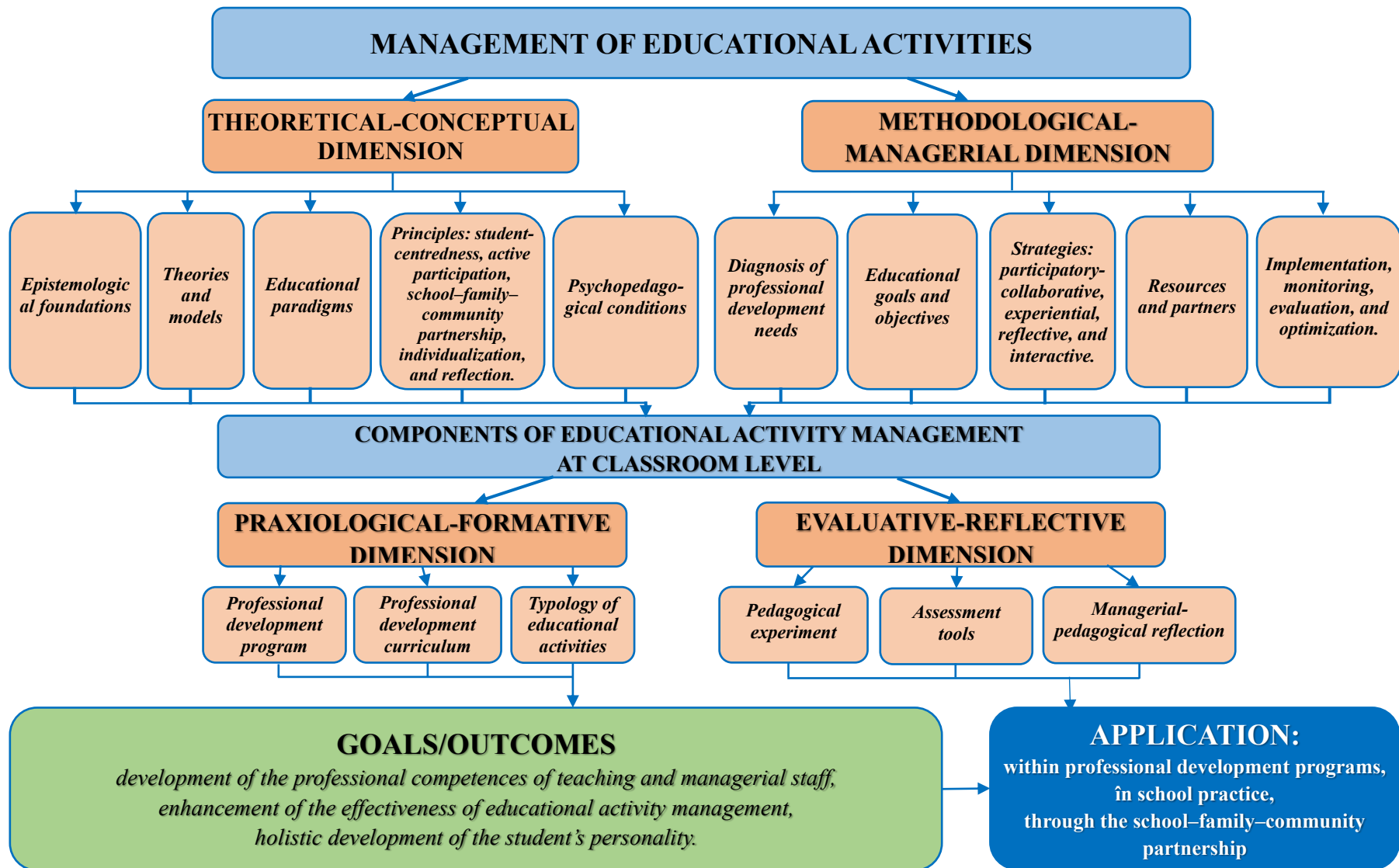


Fig. 3. Pedagogical Model for the Management of Educational Activities at Classroom Level in General Education (PMMEA)

MAE comprises the planning, organization, coordination, and evaluation of classroom-level educational activities based on educational objectives and pedagogical strategies. It involves the principal educational actors, namely the teacher, student, and parent, who interact under specific conditions and assume distinct relationships and complex roles in carrying out the planned tasks. Its main components include communication with students and parents, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the teacher–student–family relationship, educational partnership, and the assessment and feedback of the actors involved in the educational process.

The proposed *Model* overcomes the fragmented nature of educational activities and provides a coherent framework for their organization at classroom level. By integrating the theoretical-conceptual, methodological-managerial, praxiological-formative, and evaluative-reflective dimensions, it supports a deliberate, participatory educational practice focused on formative outcomes. Educational activity thus becomes a student-centred managerial-pedagogical process grounded in positive educational relationships and holistic personal development.

Thus, PMMEA synthesizes the theoretical, methodological, and praxiological foundations of the research and provides a practical framework for the coherent organization of educational activities in general education institutions. Through its constituent dimensions, integrative relationships, and proposed managerial-pedagogical mechanism, the *Model* aligns educational activity with students' needs, classroom-group dynamics, the competences of teaching and managerial staff, and the school–family–community partnership.

Chapter 3, “**The Experimental framework for the management of educational activities in general education institutions**”, builds upon the theoretical-conceptual and methodological foundations established in the previous chapters and presents the experimental framework for educational activity management in general education.

The experimental framework was designed as an organized methodological approach aimed at identifying the initial level of the professional competences of teaching and managerial staff in educational activity management, designing and implementing a professional development program, and assessing its impact on the development of the targeted competences. Accordingly, the pedagogical experiment comprised three essential stages: the baseline assessment stage, the training stage, and the validation stage.

The pedagogical experiment aimed to implement and validate the *Pedagogical Model for the management of educational activities at classroom level through the CPD Program*. The validation was conducted based on assessment criteria and success indicators and included participants' solutions to case studies and educational situations encountered in general education.

For data collection, pedagogical research methods and instruments aligned with the experiment's objectives were used: questionnaires, analysis of activity

outputs, pedagogical observation, self-assessment, comparative analysis, and statistical interpretation of the results. The instruments assessed the main EAM components: *communication with students and parents, student participation in decision-making, use of pedagogical methods and strategies, creation of a positive environment, the teacher–student–family relationship, the school–family educational partnership, and assessment/feedback.*

Experimental data processing. The weighted mean was used to analyze and interpret questionnaire data collected during the pedagogical experiment. This method converts participants' qualitative responses into numerical values, enabling clearer comparisons across research stages and between the groups involved.

Questionnaire responses reflected different levels of perception, assessment, or demonstration of *educational activity management* competences. For statistical analysis, the responses were converted into numerical values according to level intensity: high = 4, medium = 3, minimum = 2, and insignificant = 1. This coding quantified the responses and converted them into comparable mean scores.

The **weighted mean** was calculated using the following formula:

$$Mp = [(p1 \times v1) + (p2 \times v2) + \dots + (pn \times vn)] / 100,$$

where Mp - represents the weighted mean, p - represents the percentage of respondents who selected a particular response option, and v - represents the numerical value assigned to that response option. Within the research, each percentage was multiplied by the numerical value corresponding to the selected level, and the sum of the resulting products was divided by 100 because the distribution of responses was expressed as percentages.

The *weighted mean* method was applied to the seven components of *educational activity management* investigated during the pedagogical experiment: *communication with students and parents, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the teacher–student–family relationship, the school–family educational partnership, and assessment and feedback.* A mean score was calculated for each component, enabling the level of development of educational activity management competences to be determined.

The mean scores obtained provided relevant quantitative indicators for assessing the effectiveness of the *CPD Program*. The increase in the mean values recorded for the experimental group, compared both with the baseline stage and with the control group, highlighted the positive effect of the formative intervention on the development of the professional competences of teaching and managerial staff. The *weighted mean method* therefore contributed to a more objective interpretation of the experimental findings and supported the conclusions regarding the functionality of the *Pedagogical model* (PMMEA).

To strengthen the validity of the experimental findings, the descriptive analysis was supplemented by a comparative interpretation of the differences between the values obtained by the experimental and control groups. Thus, the experimental research sought not only to identify increases in the recorded values

but also to substantiate the impact of the formative intervention on the development of educational activity management competences.

The design of the pedagogical experiment therefore ensured progression from determining the initial level of competences to the formative intervention and the subsequent validation of the findings, confirming the applied nature of the research and the relevance of the *Pedagogical Model* developed.

Research sample. *The pedagogical experiment* was conducted between 2024 and 2026 and involved a total sample of 127 teaching and managerial staff members from general education institutions: school principals, deputy principals for instruction, deputy principals for educational activities, and form teachers. The sample comprised an experimental group (EG, $n = 63$) and a control group (CG, $n = 64$). The experimental research was organised into three successive stages: baseline assessment, training, and validation.

During the baseline assessment stage (2024–2025), the diagnostic questionnaire was administered to all 127 participants. This stage aimed to identify the professional development needs of teaching and managerial staff in the field of educational activity management at class level and to obtain the baseline data required for comparing the two groups.

During the training stage (2025–2026), the 63 participants in the EG completed the continuing professional development programme, which was delivered online. The diagnostic questionnaire was not re-administered at this stage. Instead, the training intervention was monitored through the activities undertaken and the outputs produced within the programme. The participants in the CG did not receive the training intervention and served as the reference group for the comparative analysis.

During the validation stage (2026), the questionnaire used at the baseline assessment stage was re-administered to the participants in both groups. The final results were compared with the baseline data and across the EG and CG in order to assess the changes observed and the effectiveness of the training programme.

For the descriptive interpretation of the group-level results, the percentages of participants corresponding to the indicators analysed were classified according to four thresholds: high level (4), 75.00–100%; medium level (3), 51.00–74.99%; minimal level (2), 15.00–50.99%; and negligible level (1), 0–14.99%. The evaluation grid was used to interpret the percentages recorded in the EG and CG, rather than to assign an overall level to each individual participant.

The questionnaire entitled “*Identifying the Professional Development Needs of Teaching and Managerial Staff regarding the Design and Planning of Educational Activities*” was developed by us and administered between *may-october* 2024 to a sample comprising 64 participants in group CG and 63 participants in group EG. Its purpose was to identify the views of teaching and managerial staff at different levels of educational institutions regarding the need and opportunities for designing and organizing educational activities within educational institutions. It also sought to collect information about the participants’ perceptions of their professional development needs concerning the competence to design and plan educational

activities. Based on the analysis of the experimental findings and the comparison of the participants' responses, the *CPD Program on EAM* was developed and implemented, and the validity of the PMMEA was tested experimentally.

The quantitative and qualitative analysis of the data collected through the questionnaire highlighted several aspects of educational activity management requiring improvement, while revealing both existing strengths and gaps. The research identified the following components of educational activity management: *communication with students, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the teacher–student–family relationship, the educational partnership between school and family, and assessment and feedback.*

The analysis of the experimental data for the experimental group (EG, 63 participants) and the control group (CG, 64 participants) revealed the following results (*Figs. 4 and 5*):

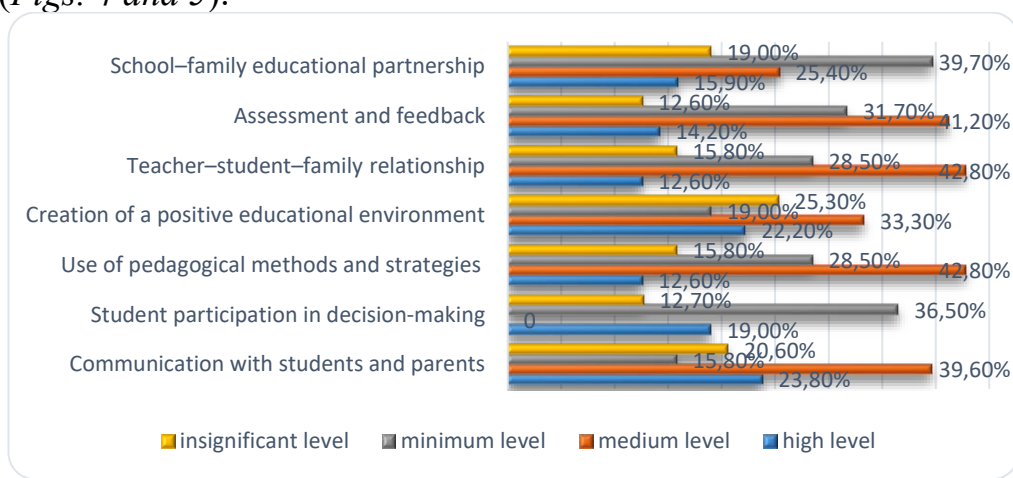


Fig. 4. Baseline assessment results for educational activity management among school principals, deputy principals, and class teachers in the EG

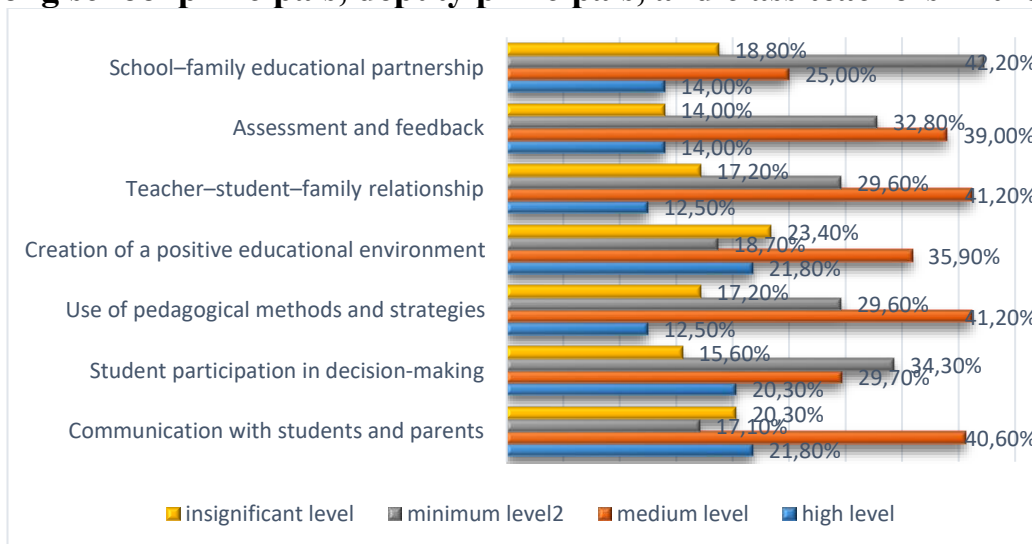


Fig. 5. Baseline assessment results for educational activity management among school principals, deputy principals, and class teachers in the CG

The training stage of the pedagogical experiment was conducted during 2025–2026 and involved 63 participants, including class teachers, school principals, and deputy principals from general education institutions who agreed to participate in the professional development program.

The training experiment aimed to implement the *Pedagogical Model* through the continuing professional development of class teachers, principals, and deputy principals working in general education, based on the *CPD Program* on educational activity management in general education.

The *CPD Program* developed during the training experiment comprised four learning units:

- Learning Unit 1: Theoretical and conceptual foundations for designing and organizing classroom-level educational activities;
- Learning Unit 2: designing and organizing educational activities at classroom level;
- Learning Unit 3: Parent meetings: their role and importance in educational activity;
- Learning Unit 4: Educational mentoring in teachers' professional development.

The organized activities included instructional and formative sessions, training seminars, individual and group activities, case studies, guided discussions, design exercises, workshops, pedagogical reflection activities, formative feedback, and questionnaire-based assessment of the implementation of the *CPD Program* and the *Curriculum for the thematic module* entitled “Management of educational activities at classroom level.” The Program and curriculum were developed based on the analysis of the relevant literature. These forms of organization enabled theoretical foundations to be integrated with practical applications, guiding participants towards the design, organization, implementation, and evaluation of classroom-level educational activities.

The learning units address the relevant competence units and learning outcomes. The curriculum was implemented to develop the CP of the experimental participants. Module-specific professional competences were formulated based on national education policy documents, particularly the PCSGETS.

An important feature of the *program* was its focus on the essential components of classroom-level *educational activity management: communication with students and parents, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the strengthening of the teacher–student–family relationship, the development of the school–family educational partnership, and the effective use of assessment and formative feedback*. These components formed the basis for designing the training activities and guided both the program content and the assessment instruments administered to the participants.

The validation stage aimed to assess the effectiveness of the professional development program and the proposed Pedagogical Model by analyzing the results obtained following the formative intervention. This stage enabled an assessment of

the changes in participants' professional competences, their approach to designing educational activities, their capacity for *managerial-pedagogical reflection*, and their use of participatory strategies within the educational process.

The research design involved dividing the sample into an experimental group and a control group, applying an assessment grid to determine participants' level of competence in EAM at the baseline and final assessment stages, examining the challenges encountered in designing and planning educational activities, and analyzing the baseline and final results obtained by the EG and CG; it also included a CPD intervention supported by praxiological tools; the classroom-level EAM components examined were *communication with students, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the teacher–student–family relationship, and assessment and feedback*.

The control stage of the experiment aimed to validate the *Pedagogical model experimentally through the CPD Program*.

From a methodological perspective, the final questionnaire comprised scale-based items and open-ended items. The scale-based items enabled the analysis of frequency and percentage distributions across response categories and, where appropriate, the calculation of composite indicators for each dimension. The open-ended items enabled qualitative analysis through thematic coding.

The scale-based items were used to estimate participants' levels of agreement, confidence, and self-efficacy regarding the specific competences targeted by the Program, including designing and planning educational activities, adapting them to students' needs, managing the teacher–student relationship, developing educational partnerships, and using modern resources. The open-ended items complemented the quantitative analysis by identifying the specific elements participants had acquired from the Program and their intentions to transfer them into educational practice.

The data from the final questionnaire were analyzed in two stages. In the first stage, descriptive statistics, including frequencies, percentages, and, where appropriate, means and medians, were calculated for each item or dimension. In the second stage, the results were interpreted in comparison with the initial diagnostic assessment, focusing on the direction of change, namely an increase or decrease in the perceived level, and its consistency with the objectives of the formative intervention. Thematic coding was applied to the qualitative items, and the resulting themes were mapped onto the dimensions of the *PMMEA* to ensure that the interpretation remained aligned with the conceptual framework of the thesis.

The changes in the experimental group's results (EG, 63 participants) between the baseline and validation stages are presented in Table 2.

Table 2. Results of the Baseline Assessment (B) and Validation (V) Stages for the EG

Components of educational activity management at classroom level	High level		Medium level		Minimum level		Insignificant level	
	EG (63 participants)		EG (63 participants)		EG (63 participants)		EG (63 participants)	
	C	V	C	V	C	V	C	V
Communication with students and parents	23,8%	79,4%	39,6%	15,9%	15,8%	4,8%	20,6%	0%
Student participation in decision-making	19,0%	63,5%	31,7%	19,0%	36,5%	15,9%	12,7%	1,6%
Use of pedagogical methods and strategies	12,6%	55,6%	42,8%	26,9%	28,5%	14,3%	15,8%	3,2%
Creation of a positive educational environment	22,2%	76,2%	33,3%	15,9%	19,0%	7,9%	25,3%	0%
Teacher–student–family relationship	12,6%	60,3%	42,8%	23,8%	28,5%	12,7%	15,8%	3,2%
School–family educational partnership	15,9%	65,1%	25,4%	19,0%	39,7%	15,9%	19,0%	0%
Assessment and feedback	14,2%	50,8%	41,2%	23,8%	31,7%	22,2%	12,6%	3,2%

The statistical analysis of the scientific findings obtained following the implementation of the CPD Program demonstrates an increase in the level of development of the respondents' pedagogical competences related to the components of EAM in the EG compared with the CG. The following increases were recorded: **1.11 points** for communication with students and parents; **0.90 points** for student participation in decision-making; **0.84 points** for the use of pedagogical methods and strategies; **1.13 points** for the creation of a positive educational environment; **0.91 points** for the teacher–student–family relationship; **1.11 points** for the school–family educational partnership; and **0.70 points** for assessment and feedback (*Fig. 6*).

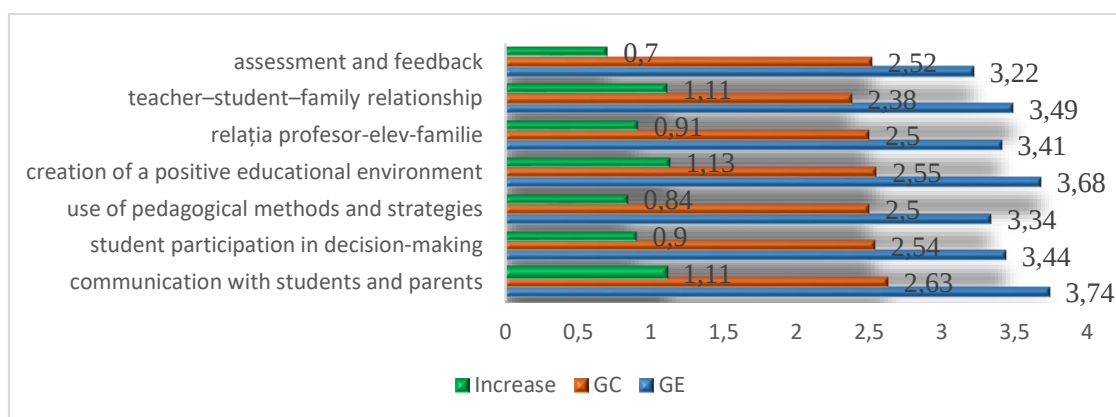


Fig. 6. Statistical data on the Experimental results for the EAM Components in the EG and CG, control stage (PostExperiment)

The analysis of the findings obtained through the questionnaire administered to teaching and managerial staff revealed several relevant trends concerning how educational activity is perceived and implemented in general education institutions.

Most respondents recognize the importance of educational activities for students' development and the improvement of the school climate. However, their understanding of how such activities should be designed and organized is often fragmented and focused primarily on organizational aspects or isolated activities. In other words, educational activity is frequently associated with events or extracurricular initiatives without always being integrated into a coherent and systematic pedagogical framework.

The analysis of the experimental data obtained from the EG, comprising 63 participants, and the CG, comprising 64 participants, supports the research hypothesis. According to this hypothesis, the *Pedagogical model*, implemented through the *CPD Program* on classroom-Level educational activity management and the associated *CPD Curriculum*, improves participants' professional competences in managing educational activities in general education. This effect was demonstrated by the results obtained during the validation experiment. The research instruments employed confirm the effectiveness of the *CPD Program* and support the validity of the *Pedagogical Model*, as well as the pedagogical methods and strategies applied.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

The research focused on conceptualizing the theoretical and applied foundations of *classroom-level educational activity management*, developing the *Pedagogical model for the management of educational activities at classroom level*, and implementing it experimentally in general education. *The research process began with an analysis of the current situation in the field, the clarification of key concepts, and the substantiation of the conceptual and methodological framework, followed by its validation through the experimental framework for classroom-level educational activity management in general education.*

1. The analysis of *the concepts of management, educational management, educational activity, and educational activity management* highlighted the diversity of approaches found in the national and international literature. The research delineated the theoretical and conceptual foundations of educational activity management and demonstrated that it cannot be reduced to the organization of extracurricular or occasional activities. Rather, it represents a complex managerial-pedagogical process aimed at the holistic development of the student's personality. In this context, *classroom-level educational activity management* is defined as *a process of designing, organizing, implementing, monitoring, evaluating, and optimizing educational activities through the involvement of teaching staff, students, parents, and other educational stakeholders. Its purpose is to strengthen educational relationships, develop students' competences, and create a positive educational climate.* The essential components of this process are *communication with students and parents, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the teacher-student-family relationship, the school-family educational partnership, and the assessment and feedback of the stakeholders involved in the educational process* (Chapter 1).

2. *The theoretical and conceptual substantiation* of the research enabled the identification of the theories, models, paradigms, principles, and psychopedagogical conditions relevant to *educational activity management*. The analysis demonstrated the need to approach educational activity as a systemic, participatory, axiological, and reflective process in which the classroom constitutes the primary operational setting for educational intervention. Accordingly, the principles of *educational activity management* were established, *the typology of educational activities* was structured, and the need to employ pedagogical strategies centred on the student, positive educational relationships, participation, collaboration, reflection, and the school-family partnership was substantiated (Chapters 1 and 2).

3. Based on the theoretical and methodological foundations established, the *Pedagogical model for the management of educational activities at classroom level* was developed. The proposed Model is integrative, systemic, and praxiological and is structured around four interdependent dimensions: *the theoretical-conceptual dimension, the methodological-managerial dimension, the praxiological-formative dimension, and the evaluative-reflective dimension.* The *theoretical-conceptual dimension* provides the scientific foundation of the Model. *The methodological-*

managerial dimension explains the mechanisms for designing, organizing, implementing, and monitoring educational activities. *The praxiological-formative dimension* encompasses the professional development program, curriculum, and applied activities and the *evaluative-reflective dimension* enables impact assessment, feedback provision, and optimization of the educational process. Through its structure, the Model ensures the functionality of the conceptual and methodological framework for classroom-level educational activity management in general education (Chapter 2).

4. *The experimental framework* of the research confirmed the need to develop the professional competences of teaching and managerial staff in educational activity management. The *CPD Program* developed and implemented within the research included training activities focused on clarifying the theoretical and conceptual foundations, designing educational activities, formulating objectives, aligning methods with educational goals, analyzing implementation, using formative feedback, strengthening the teacher–student–family relationship, and developing the school–family partnership. The final questionnaire evaluating the professional development program enabled the collection of data on participants’ perceptions of the Program’s usefulness, the applicability of the proposed instruments, and the impact of the training on their competences in designing, organizing, and implementing educational activities (Chapter 3).

5. The results of the pedagogical experiment demonstrated significant positive changes in the experimental group compared with both the baseline assessment stage and the control group. In the experimental group, the proportion of participants at the high level increased across all the dimensions investigated: communication with students and parents, from 23.8% to 79.4%; student participation in decision-making, from 19.0% to 63.5%; use of pedagogical methods and strategies, from 12.7% to 55.6%; creation of a positive educational environment, from 22.2% to 76.2%; teacher–student–family relationship, from 12.7% to 60.3%; school–family educational partnership, from 15.9% to 65.1%; and assessment and feedback, from 14.2% to 50.8%. At the same time, the proportions of participants at the minimum and insignificant levels decreased, confirming the effectiveness of the formative intervention and the functionality of the *Pedagogical model* (Chapter 3).

The scientific problem resolved through the research consists in the theoretical, methodological, and experimental substantiation of *classroom-level educational activity management* through the development and validation of the *Pedagogical model for the MEA* and the CPD Program intended for teaching and managerial staff. Resolving this problem contributes to the development of the General Theory of Education by clarifying the concept of *educational activity management*, structuring its components, and providing an applied framework for designing, organizing, implementing, evaluating, and optimizing educational activities in general education.

The scientific identity of the research is defined by:

- *conceptualizing classroom-level educational activity management as an integrated managerial-pedagogical process;*

•*delineating the components of educational activity management: communication with students and parents, student participation in decision-making, the use of pedagogical methods and strategies, the creation of a positive educational environment, the teacher–student–family relationship, the school–family educational partnership, and assessment and feedback;*

•*developing the Pedagogical Model for the Management of Educational Activities at classroom level in general education;*

•*developing and implementing the CPD Program on EAM;*

•*developing the research instruments and the assessment grid for educational activity management competences;*

•*experimentally implementing the proposed conceptual and methodological framework;*

•*substantiating a managerial-pedagogical algorithm for designing, organizing, implementing, evaluating, and optimizing educational activities.*

Suggestions for future research.

➤ **For researchers in the educational sciences**, further investigation of educational activity management at different levels of education is recommended, including vocational education and training, higher education, and adult education. Further research should also examine the influence of digital technologies, educational platforms, and collaborative tools on the design, organization, and evaluation of educational activities.

➤ **For developers of initial and continuing professional development programs**, it is recommended that the conceptual and methodological framework for educational activity management be integrated into the curricula for the professional development of teaching and managerial staff. The content, strategies, and instruments developed within the research may be incorporated into modular professional development programs, advanced training courses, methodological workshops, and practical guides on *classroom-level educational activity management*.

➤ **For managers of general education institutions**, it is recommended that teachers and class teachers be supported in designing and implementing educational activities by creating an institutional framework conducive to collaboration, pedagogical reflection, and the school–family–community partnership. *Educational activity management* should also be incorporated into institutional development strategies, managerial plans, and the institution’s methodological activities.

➤ **For teachers and class teachers**, it is recommended that the *Pedagogical model for the management of educational activities* and the instruments developed within the research be used to design, organize, implement, and evaluate classroom-level educational activities. Teachers should formulate clear educational objectives, select appropriate methods, involve students in decision-making, strengthen the teacher–student–family relationship, and use formative feedback to optimize educational activities.

➤ **For parents**, active and responsible involvement in classroom and school life is recommended through regular communication with class teachers and other

teaching staff, participation in educational activities, support for their children's personal development, and collaboration with the school in preventing and addressing educational difficulties. *The family* should be regarded as a genuine educational partner rather than merely a beneficiary or observer of the educational process.

➤ **For students**, it is recommended that opportunities be created for students' active involvement in the design, organisation, and evaluation of educational activities conducted at class and institutional levels. Participation in decision-making and the assumption of responsibilities within the class group could provide favourable conditions for students' personal, social, moral, civic, and interpersonal development, while also strengthening positive relationships and improving the quality of school life. These potential effects were not measured directly in the present study; their empirical examination using data collected from students therefore represents a direction for future research.

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ADNOTARE

BALANICI Olga

„Cadrul conceptual și metodologic al managementului activității educative în instituția de învățământ general”, Chișinău, 2026

Structura tezei: adnotări în limbile română și engleză, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie cu 236 de titluri și 18 anexe. Teza cuprinde 154 de pagini de text de bază, inclusiv 19 de tabele și 30 de figuri.

Rezultatele obținute sunt publicate în 12 lucrări științifice.

Cuvinte-cheie: managementul activității educative, clasa/grupul de elevi, relație educativă, parteneriat școală–familie, model pedagogic, experiment pedagogic, teorii, modele și paradigme, principii, condiții psihopedagogice.

Domeniul de studiu: Teoria generală a educației. Profesionalizarea cadrelor didactice și manageriale.

Scopul cercetării: Fundamentarea conceptuală și metodologică a managementului activității educative în instituția de învățământ general în vederea elaborării unui Model pedagogic de organizare și valorificare a activităților educative.

Obiectivele cercetării: analiza și determinarea fundamentelor teoretice ale conceptului „managementul activității educative” în instituția de învățământ general; identificarea și valorificarea abordărilor teoretice, a modelelor și a strategiilor relevante pentru managementul activității educative în instituția de învățământ general; fundamentarea principiilor, funcțiilor și condițiilor psihopedagogice ale managementului activității educative în instituția de învățământ general; elaborarea *Modelului pedagogic al managementului activității educative la clasa de elevi în învățământul general*; validarea experimentală a *Modelului pedagogic al managementului activității educative* prin implementarea *Programului de FPC destinat cadrelor didactice și manageriale*.

Noutatea și originalitatea științifice constau în fundamentarea cadrului conceptual și metodologic al managementului activității educative în instituția de învățământ general prin integrarea abordărilor pedagogice, manageriale și praxiologice într-o viziune unitară asupra clasei de elevi; elaborarea și argumentarea unui *Model pedagogic al managementului activității educative*, construit pe valorificarea relațiilor educaționale și a parteneriatului școală–familie–comunitate; dezvoltarea unui *Program de formare profesională* destinat cadrelor didactice și manageriale pentru implementarea *Modelului pedagogic* și validarea experimentală a eficienței acestuia în contextul activității educative la clasa de elevi din instituția de învățământ general.

Rezultatele științifice obținute, care contribuie la soluționarea unei probleme științifice importante, în cercetare, constau în: fundamentarea cadrului conceptual și metodologic al managementului activității educative în instituția de învățământ general; sistematizarea și valorificarea abordărilor teoretice, a modelelor și a strategiilor relevante pentru managementul activității educative la clasa de elevi în instituția de învățământ general; argumentarea principiilor, funcțiilor și condițiilor psihopedagogice care fundamentează managementul activității educative; elaborarea *Modelului pedagogic al managementului activității educative la clasa de elevi în învățământul general*, structurat pe componente conceptuale, metodologice și praxiologice; elaborarea și implementarea *Programului de FPC* destinat cadrelor didactice și manageriale pentru valorificarea modelului pedagogic; validarea experimentală a eficienței *Modelului pedagogic al managementului activității educative* prin dezvoltarea competențelor profesionale ale participanților la cercetare.

Problema științifică soluționată în cercetare rezidă în depășirea insuficienței fundamentelor conceptuale și metodologice ale managementului activității educative în instituția de învățământ general prin elaborarea unui Model pedagogic integrator și a unui Program de formare profesională, a căror validare experimentală a demonstrat eficiența dezvoltării competențelor profesionale ale cadrelor didactice și manageriale în domeniul managementului activității educative.

Semnificația teoretică a cercetării constă în dezvoltarea fundamentelor conceptuale și metodologice ale managementului activității educative în instituția de învățământ general prin clarificarea și aprofundarea conceptelor de referință, integrarea abordărilor pedagogice, manageriale și praxiologice într-o viziune unitară și argumentarea relației dintre managementul activității educative, competențele profesionale ale cadrelor didactice și parteneriatul educațional, precum și în conceptualizarea *Modelului pedagogic al managementului activității educative la clasa de elevi în învățământul general*, care extinde perspectiva integratoare asupra organizării, coordonării și evaluării activităților educative.

Valoarea aplicativă a cercetării constă în posibilitatea utilizării *Modelului pedagogic*, a *Programului de FPC*, a *grilei de evaluare*, a instrumentelor de diagnoză, monitorizare, evaluare și feedback, precum și a activităților, studiilor de caz și produselor formative elaborate în cadrul cercetării, în vederea dezvoltării competențelor profesionale ale cadrelor didactice și manageriale. Aceste rezultate și produse pot fi valorificate de manageri, diriginți, cadre didactice, formatori și concepatori de programe de FPC.

Implementarea rezultatelor științifice s-a realizat prin prezentarea unor comunicări la conferințele științifice internaționale organizate în țară și peste hotare, la conferințe naționale cu participare internațională desfășurate în instituții de învățământ superior din Republica Moldova, precum și prin publicarea rezultatelor cercetării în volumele conferințelor și în reviste științifice de specialitate.

ANNOTATION

BALANICI Olga

“The Conceptual and Methodological Framework of the Management of Educational Activity in General Education Institutions”, Chişinău, 2026

Structure of the thesis: annotation in Romanian and English, a list of abbreviations, an introduction, three chapters, general conclusions and recommendations, a bibliography of 236 sources, 18 annexes. The thesis consists of 154 pages of basic text, including 19 tables and 30 figures.

The research findings are reported in 12 scientific publications.

Keywords: educational activity management, class/group of students, educational relationship, school-family partnership, pedagogical model, pedagogical experiment, theories, models and paradigms, principles, psychopedagogical conditions.

Field of study: General theory of education; professionalization of teaching and managerial staff.

The purpose of the research: Conceptual and methodological substantiation of the management of educational activity in the general education institution in order to develop a Pedagogical Model for organizing and capitalizing on educational activities.

Research objectives: to analyse and define the theoretical foundations of the concept of educational activity management in general education institutions; to identify and apply theoretical approaches, models and strategies relevant to educational activity management in general education institutions; to substantiate the principles, functions and psychopedagogical conditions of educational activity management in general education institutions; to develop the *Pedagogical Model* of educational activity management for the class group in general education; and to validate the *Pedagogical Model* experimentally through the implementation of a continuing professional training (CPT) *Programme for teaching and managerial staff*.

The novelty and scientific originality reside in: the substantiation of the conceptual and methodological framework of educational activity management in the general education institution by integrating pedagogical, managerial and praxiological approaches into a unitary vision of the student class; the development and argumentation of a *Pedagogical Model* of educational activity management, built on the valorization of educational relationships and the school-family-community partnership; the development of a *CPT Program for teaching and managerial staff* for the implementation of the *Pedagogical Model* and the experimental validation of its efficiency in the context of educational activity in the student class in the general education institution.

The scientific results obtained that contribute to solving an important scientific problem in research consist of substantiating the conceptual and methodological framework of the management of educational activity in the general education institution; systematizing and capitalizing on theoretical approaches, models and strategies relevant for the management of educational activity in the class of students in the general education institution; arguing the principles, functions and psychopedagogical conditions that underpin the management of educational activity; developing the *Pedagogical Model* of the management of educational activity in the class of students in general education, structured on conceptual, methodological and praxiological components; developing and implementing the *CPT Program* intended for teaching and managerial staff to capitalize on the pedagogical model; experimentally validating the efficiency of the *Pedagogical Model* of the management of educational activity by developing the professional skills of the research participants.

The scientific problem addressed in the research concerns the insufficient conceptual and methodological foundations of educational activity management in general education institutions. It was addressed through the development of an integrative Pedagogical Model and a professional training programme, whose experimental validation demonstrated their effectiveness in developing the professional competencies of teaching and managerial staff in this field.

The theoretical significance of the research lies in advancing the conceptual and methodological foundations of educational activity management in general education institutions by clarifying key concepts, integrating pedagogical, managerial and praxiological approaches into a coherent framework, and substantiating the relationship among educational activity management, teachers' professional competencies and educational partnership. It also lies in conceptualising the Pedagogical Model of educational activity management for the class group in general education, which broadens the integrative perspective on the organisation, coordination and evaluation of educational activities.

The practical value of the research lies in the potential use of the Pedagogical Model, the CPT Programme, the assessment grid, the diagnostic, monitoring, evaluation and feedback tools, and the activities, case studies and training products developed in the research to enhance the professional competencies of teaching and managerial staff. These research outputs may be used by school leaders, form teachers, other teaching staff, trainers and designers of CPT programmes.

The research findings were implemented and disseminated through papers presented at international scientific conferences in the Republic of Moldova and abroad, as well as at national conferences with international participation hosted by higher education institutions in the Republic of Moldova, and through publication in conference proceedings and specialised academic journals.

BALANICI Olga

**THE CONCEPTUAL AND METHODOLOGICAL FRAMEWORK
FOR THE MANAGEMENT OF EDUCATIONAL ACTIVITIES IN
GENERAL EDUCATION INSTITUTIONS**

531.01. General theory of education

ABSTRACT

of the doctoral thesis in education sciences

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