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*Міжнародний незалежний університет Молдови***CONDITIONS FOR THE FORMATION OF EDUCATIONAL MANAGEMENT
IN SCHOOLS OF ECONOMICALLY WEAK REGIONS OF ISRAEL****УМОВИ ФОРМУВАННЯ ОСВІТНОГО МЕНЕДЖМЕНТУ
У ШКОЛАХ ЕКОНОМІЧНО СЛАБОГО РЕГІОНУ ІЗРАЇЛЮ**

The article reveals the relevance of studying the conditions for the formation of educational management in schools of Israel's economically weak regions. The authors provide analysis of the concept of educational management as a system of managerial actions aimed at organizing, coordinating, and controlling all components of the educational environment. The study examines the specific features of applying educational management in the context of the region's socio-economic instability. Particular attention is given to identifying the complex set of conditions that determine the effectiveness of educational management in schools. The authors develop and justify a set of practical recommendations aimed at improving the effectiveness of educational management, including proposals for optimizing strategic planning and creating mechanisms for adapting schools to the economic conditions of Israel's regions.

Keywords: educational management, economically weak region, school management, environmental conditions, Israel.

У статті розкривається актуальність дослідження умов формування освітнього менеджменту в школах економічно слабкого регіону Ізраїлю, що зумовлюється необхідністю досягнення сталого рівня якості освітніх процесів за умов недостатності матеріальних, кадрових та інфраструктурних ресурсів. Автори детально аналізують поняття освітнього менеджменту як системи управлінських дій, спрямованих на організацію, координацію та контроль усіх компонентів освітнього середовища. Освітній менеджмент розглядається з погляду можливості вирішення питань стратегічного розвитку шкільного навчального закладу, управління якістю освіти та адаптація до змін довкілля. У сучасних умовах він стає невід'ємним елементом успішного функціонування освітніх організацій. Розглядаються особливості його застосування в умовах соціально-економічної нестабільності регіону, а також виявляються ключові проблеми впровадження управлінських підходів, зокрема невідповідність стратегій управління місцевим потребам, низький рівень професійної підготовки управлінських кадрів та обмежений доступ до інноваційних педагогічних і управлінських практик. Увага приділяється виявленню комплексу умов, що визначають ефективність освітнього менеджменту в школах, включаючи їхній багаторівневий вплив на структуру планування, управління ресурсами, кадрове забезпечення, моніторинг якості освіти та досягнення встановлених цілей. Важливим аспектом статті є дослідження характеру впливу макро- та мікросередовищних факторів, зокрема державної політики, участі громадськості, впливу родини та особливостей шкільної спільноти, які сприяють або перешкоджають адаптації управлінських моделей школи до специфіки місцевого середовища. Ефективне управління в освіті неможливе без урахування локального контексту та тісної взаємодії з усіма зацікавленими сторонами. Автори розробляють і обґрунтовують низку практичних рекомендацій, спрямованих на підвищення результативності освітнього менеджменту, включаючи пропозиції щодо оптимізації стратегічного планування, розвитку професійних компетенцій і створення механізмів адаптації шкіл до складних економічних умов регіону Ізраїлю.

Ключові слова: освітній менеджмент, економічно слабкий регіон, управління школами, умови середовища, Ізраїль.

Statement of the problem. In Israel, economically weak regions face persistent challenges that deeply affect the functioning of schools and the implementation of effective educational management. Limited financial resources, infrastructural deficiencies, shortages of qualified staff, and socio-economic instability combine to create an educational environment where traditional management models often fail to achieve intended goals. Schools in these regions must operate under significant constraints, balancing the need to deliver quality education with the harsh realities of limited budgets, outdated facilities, and under-resourced support systems.

Despite national efforts to improve educational equity, the application of educational management strategies in these regions remains inconsistent and fragmented. School leaders often lack access to professional development in modern management practices, and there is insufficient adaptation of managerial models to the local socio-economic context. This creates a critical gap between national educational policy and the real conditions on the ground. Understanding the specific conditions that shape the success or failure of educational management in economically weak Israeli regions is therefore essential for designing targeted, context-sensitive solutions that can improve school performance, ensure better resource allocation, and ultimately support the broader goal of educational and social equity.

Analysis of recent research and publications. In the scientific literature, many researchers have focused on examining the influence of various conditions on the management processes within educational institutions, among them: Glover D., Levačić R., and others. Other researchers, such as Kafel T. and Ziębicki B. [7], Kharkivska A. et al. [8], Nychkalo N., Muranova N., Voliarska O.S. and Kudina V. [12], focus on critically evaluating these conditions and identifying the fundamental (primary) and secondary factors that exert indirect influence on management activities within school educational institutions. A number of authors, including Knysh O. [9], Amiel M. and Yemini M. [2], Poesen-Vandeputte M. and Nicaise I. [13], study the Israeli education system, highlighting school education as the foundation for the country's future social and economic development. Some authors, such as Agunwa J.N., Owan V.J. and Owan M.V. [1], Avidov-Ungar O. [3], Poesen-Vandeputte M. and Nicaise I. [13], share the view that understanding the complex set of conditions influencing the application of educational management in schools significantly facilitates management challenges and increases the effectiveness of school operations in Israel's economically weak regions.

Formulation of the research task. The main purpose of this work is to analyze and define the key conditions that shape the formation and implementation of educational management in schools located in economically weak region of Israel. Specifically, the research aims to explore how organizational, economic, and socio-cultural factors influence the effectiveness of management practices under conditions of limited resources, and how these conditions affect the achievement of educational goals. This study seeks to identify both the challenges and the opportunities inherent in applying educational management strategies in disadvantaged settings, with the ultimate goal of developing practical recommendations that can enhance the adaptability, efficiency, and results of

school management. By focusing on the specific context of Israel's economically weak region, the research contributes to a better understanding of how localized management approaches can help overcome systemic barriers and improve the overall quality and stability of educational processes.

Summary of the main research material. In today's world, where rapid technological advancement, globalization processes, and increasing competitive demands exert significant influence across all sectors, the education system faces the urgent need to adapt to new challenges. The management of educational organizations acquires critical importance, as it ensures their ability to respond to the evolving demands of the labor market and maintain the relevance of their programs [2, p. 586]. Educational management, having emerged as an independent field within management science, serves as the primary mechanism for developing strategies aimed at improving the quality of instruction, introducing innovations, and ensuring the long-term sustainability of educational processes [15, p. 61].

The importance of educational management is further underscored by its role in shaping human capital, which acts as an indispensable resource for economic development in the modern era. Well-established and effectively functioning management practices allow for the rational allocation of resources, the flexible adaptation of educational initiatives to societal and economic needs, and the building of strong partnerships between schools, business entities, and government institutions. Therefore, the analysis and study of educational management are not merely timely tasks but essential conditions for improving the quality and effectiveness of educational systems and advancing socio-economic development at both national and global levels.

The content of educational management is shaped at the intersection of two fundamental domains – pedagogy (the educational foundation) and management science. This raises an important methodological question: to what extent is it appropriate to combine the concept of “educational management,” which brings together two inherently distinct fields, each with its own goals, principles, and methods? It is precisely this integration that determines the key elements of management activity in education, including the formulation of content, the setting of objectives, the identification of subjects and objects, and the establishment of principles and functions for managing educational processes.

In this study, the authors view educational management as a systematic and purposeful activity aimed at governing educational systems, designing the organizational structure of educational institutions, allocating human and other resources, and employing advanced management approaches and digital tools to enhance the quality of educational services, ensure the strategic development of organizations, and support their adaptation to rapidly changing socio-economic realities [4, p. 225]. A distinctive feature of this phenomenon is that it involves the management not merely of individual institutions, but of the entire educational system as an integrated social and institutional organism [3, p. 664].

The interdisciplinary nature of educational management is due to its dual character, as well as the fact that the field of educational governance remains relatively young and

lacks unified terminology and widely accepted definitions [6, p. 85]. Thus, educational management can be described as a comprehensive system for managing educational processes, grounded in strategic planning, social responsibility, adaptability to both external and internal changes, and aimed at the optimal use of resources to ensure high-quality education and the effective functioning of institutions in an era of socio-cultural and economic transformations.

Israel is a country of advanced technologies and modern practices in the field of education, which foster an innovative environment, stimulate the development of creativity, digital skills, and flexible learning formats, and promote the integration of international educational standards. However, the main challenge lies in the pronounced socio-economic and territorial division of the country into two regions – the economically developed and the economically weak.

- **Economically developed region:** Tel Aviv, Central District, parts of Haifa.

- **Economically weak region:** Southern District (Negev), Northern District (Galilee), East Jerusalem, peripheral settlements. Within the weak region, particularly problematic zones include: Bedouin settlements in the Negev, Arab villages in the North, and small towns.

Economically weak regions face a shortage of qualified teachers, low wages in the education sector, and intense population migration toward more developed urban centers. Social inequality in these areas is manifested through limited access to educational, economic, and infrastructural resources, as well as insufficient support for local initiatives and projects [13, p. 92]. Economic underdevelopment is largely tied to low levels of engagement in innovative and high-tech sectors, unsatisfactory quality of educational services, and the geographic isolation of certain localities [9, p. 94]. Together, these factors lead to reduced average incomes, rising unemployment rates, and slowed regional economic growth.

At the same time, economically developed areas of the country display higher educational outcomes and better infrastructure quality, which further exacerbates the socio-economic gap between regions. The problem of educational inequality is intensified by insufficient funding of peripheral schools, a shortage of human resources, and weak integration of modern management tools.

Additionally, national educational policies often fail to adapt to the specific regional conditions, creating a gap between formal standards and on-the-ground realities. As a result, schools in weaker regions show lower levels of educational quality, limited access to necessary resources, and lower academic achievement among students.

Despite the state's overall efforts to modernize the educational system, a significant portion of schools located in economically disadvantaged areas continues to operate under conditions of chronic resource scarcity, inadequate infrastructural support, and restricted access to innovative programs and pedagogical practices [17, p. 41]. Such inequality creates a systemic divide in educational opportunities, reduces the overall quality of the learning process, and limits the chances of students from economically weak regions to achieve successful social and professional integration.

Therefore, the application of educational management is a highly relevant issue for schools operating in the economically weak regions of Israel. This relevance stems from the low competitiveness of these schools, as well as their limited capacity in terms of resource provision, recruitment of qualified teaching and administrative staff, modernization of infrastructure, and implementation of innovative educational technologies. Moreover, such schools often face elevated socio-economic risks, which complicate the implementation of development strategies aimed at improving educational quality and achieving sustainable learning outcomes [5, p. 2]. The use of well-considered management approaches helps minimize the impact of these negative factors, enhance the efficiency of existing resource utilization, and adapt the school system to the demands of a complex external environment. Thus, educational management becomes a key instrument for achieving educational and organizational goals under conditions of limited opportunities.

Managing educational processes in schools represents a complex and multifaceted system, whose effectiveness largely depends on the depth of understanding and analysis of the organizational and economic factors underpinning it. These organizational and economic conditions, which define the implementation of educational management in school institutions, are categorized into distinct groups and are schematically presented in Figure 1.

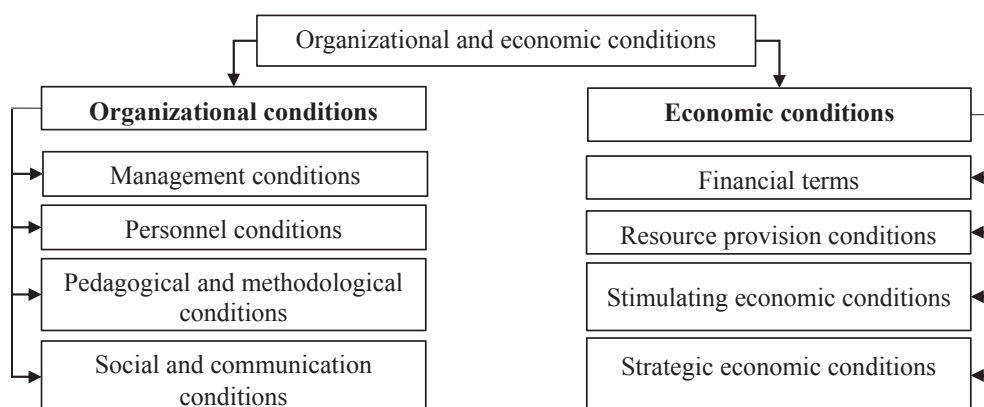


Figure 1. Organizational and economic conditions for the implementation of educational management in schools

Source: developed by the authors

The category of organizational conditions that determines the implementation of educational management in school institutions includes managerial, human resource, pedagogical-methodological, and socio-communicative aspects, all of which provide the foundation for the effective functioning of educational processes. These conditions shape the school's strategic management directions, define the level of professional competence within the teaching staff, determine the quality of methodological support, and regulate the degree of interaction between the educational organization and its external environment – all of which directly impact the stability and effectiveness of its operations.

The economic conditions influencing the implementation of educational management in schools encompass financial support, resource provision, economic incentives, and strategic financial-economic factors. They determine the school's capacity to secure stable funding, develop material and technical infrastructure, establish effective staff motivation systems, and introduce innovations [11, p. 117]. While organizational conditions set the managerial framework, economic conditions provide the resource base, and together they form the foundation for effective resource allocation, improved accessibility and quality of education, and the long-term development of the educational institution.

The interplay and mutual influence of these two categories of conditions ultimately determine the effectiveness of management decisions, the degree of educational opportunity access, and the prospects for applying innovative approaches. Therefore, their influence should be comprehensively assessed, both from short-term and long-term perspectives, with careful attention to maintaining a balance between organizational and economic aspects. Such a balance is key to strategic school management, rational resource use, and the delivery of high-quality educational processes. In this study, the authors conducted a detailed analysis of the organizational and economic conditions shaping educational management, with particular emphasis on internal organizational structures, the distribution of roles and functions, and mechanisms of coordination and control. This analysis makes it possible to identify the most significant factors influencing management practices and to determine optimal approaches for their improvement.

Managerial conditions refer to a set of factors that determine how effectively a school organizes and coordinates its educational processes. These include a flexible management structure, decision-making autonomy, the digitalization of administrative processes, and strategic planning [12, p. 162]. These elements enable rapid adaptation to change, simplify administration, and promote long-term development. They must be considered when forming management strategies, as they determine the system's resilience, level of self-governance, and efficiency in resource allocation.

Pedagogical-methodological conditions cover the methodological aspects and quality of the educational process [8, p. 219]. They include adaptation to standards, the introduction of innovative teaching methods, the individualization of learning pathways, project-based approaches, and the development of the school's informational and educational base. These elements increase the flexibility of educational trajectories, ensure

compliance with state requirements, and strengthen the integration of digital tools. Considering such factors is essential for creating a modern, adaptable educational system tailored to the needs of students and society.

Human resource conditions encompass the professional potential of teachers, systems of professional development and upskilling, leadership, and the cultivation of a strong corporate culture [10, p. 448]. These factors influence the staff's readiness for innovation, the quality of teaching, and the stability of the school's personnel development system. Taking human resource aspects into account directly impacts staff motivation and student academic achievement.

Socio-communicative conditions are related to the school's interactions with parents, the local community, educational and civic organizations, the creation of a supportive environment, and the development of digital infrastructure [18, p. 427]. These factors strengthen connections with external partners, increase student engagement, and open up new educational opportunities. Their role is crucial in shaping a positive school climate and ensuring effective feedback mechanisms.

Economic conditions provide the resource base for school management. They include funding, economic incentives, and the consideration of regional characteristics. Financial aspects – such as budget stability, financial autonomy, and the attraction of extra-budgetary funds – make it possible to modernize infrastructure, develop staff, and implement innovations. Resource provision refers to the material and technical base, access to modern technologies, expenditure optimization, and budget control, all of which are essential for creating an effective educational environment.

Incentive-based economic conditions focus on motivating teachers and ensuring access to education – through bonuses, benefits, grants, and financial support programs [19, p. 44]. These measures help retain qualified personnel and guarantee equal opportunities for all students.

Strategic economic conditions are linked to long-term planning, investment in innovative projects, and economic cooperation with partners. They enable schools not only to maintain a stable educational process but also to grow and adapt to changes in policy and technology.

The formation of educational management in schools relies on a combination of organizational and economic factors, which largely determine the effectiveness of managing educational activities [14, p. 123; 1, p. 393]. Considering the specific characteristics of the school environment, the tasks of educational management acquire unique features that require a specialized approach. It is essential to analyze the interconnections between various conditions, assess the degree of their impact, and account for the need to adapt management decisions to the specific demands and needs of each school. A balanced combination of organizational and economic elements allows for the construction of a dynamic and resilient educational system, capable of effectively responding to contemporary challenges and ensuring equal access to high-quality educational services.

In the course of this study, the authors identified a set of factors influencing the establishment and development of educational management in schools within Israel's economically weak regions. The analysis showed that the effectiveness of educational management is determined

by the interaction between external economic conditions and internal managerial factors. Economic conditions provide the resource foundation for the operation of educational institutions, while managerial factors are responsible for the quality implementation of educational and organizational tasks within schools. To organize and systematize these factors for further analysis and practical application, a table was prepared highlighting the key economic and managerial conditions that impact the formation of effective educational management in schools located in economically weak regions. The empirically identified conditions are presented in Table 1.

The conducted study made it possible to reasonably identify two main levels of factors influencing the formation of educational management in schools located in Israel's economically disadvantaged regions: economic and managerial. The analysis revealed that the economic component forms the foundation for the functioning of the school education system; however, under the conditions of a weak region, it becomes the primary limiting factor. Limited funding, a shortage of qualified specialists, high dependence on external support sources, and a low level of material and technical infrastructure significantly complicate the implementation of innovative management approaches and directly contribute to the decline in educational outcomes.

At the same time, managerial conditions play a crucial role in determining the extent to which a school is able to adapt to a challenging and unfavorable external environment. Strategic planning [7, p. 8], well-designed human resource policies, continuous professional development, digitalization of management processes, an established internal monitoring system, and active engagement with local communities emerge as key factors that can partially compensate for resource deficits and promote the sustainable improvement of educational service quality. An essential element of the managerial conditions is strong school leadership, expressed both at the administrative and pedagogical levels.

Conclusions. The conducted study established that educational management in schools of Israel's economically weak regions plays a strategic role in ensuring the sustainability of the educational process, adapting to external challenges, and improving the quality of educational services. The scientific significance of this work lies in emphasizing the importance of a comprehensive approach to analyzing the economic and managerial factors that determine the effectiveness of school management. Despite the existence of several theoretical contributions, the multifaceted and interdisciplinary nature of educational management remains insufficiently explored, which limits its potential for practical application. The analysis of the conditions influencing the application of educational management showed that the combination of strong managerial practices (such as strategic planning, human resource policies, and digitalization) with the effective use of limited resources can partially compensate for the economic deficits of the regions and ensure positive educational outcomes.

Furthermore, the analysis revealed that the effectiveness of educational management in economically weak regions is determined not only by the presence of individual managerial or economic conditions but also by the nature of their interconnection. Organizational conditions (such as strategic planning, human resource policies, corporate culture, and digitalized management) create the managerial foundation that ensures the school's internal stability and adaptability. Economic conditions (including funding, resource provision, incentive-based measures, and strategic economic factors) shape the material and financial base, without which managerial intentions cannot be realized. Only a balanced and complementary interaction between these two groups of conditions allows schools to build an effective management system, remain resilient to external pressures, improve educational quality, and achieve long-term development goals.

As directions for future research, it is reasonable to highlight the theoretical refinement of the concept of educational management with the goal of creating a unified

Table 1

Conditions for the formation of educational management in schools of economically weak regions of Israel

Condition type	Condition	Description
Economic conditions	Limited funding	Insufficient funds for infrastructure development, staff training and technology upgrades
	Shortage of human resources	Lack of qualified managers and teachers, especially in remote areas
	Dependence on external sources of funding	Vulnerability to political changes and instability of budgetary funding
	Low level of school equipment	Limited access to modern educational technologies and resources
Management conditions	Availability of strategic planning	Development of long-term plans for school development, taking into account educational goals and resource constraints
	Effective HR policy	Developing strategies to attract, retain and develop professional staff
	Systematic professional development of personnel	Continuous professional development of managers and teachers through courses, mentoring and self-development
	Implementation of digital technologies in management	Automation of planning, monitoring and communication processes
	Development of an internal quality monitoring system	Creation of mechanisms for regular assessment of the effectiveness of educational and management processes
	Active interaction with the community	Participation of parents, local communities and external stakeholders in school governance

Source: developed by the authors

conceptual framework and systematizing approaches; a comparative analysis of regional school management practices in Israel, taking into account socio-economic differences, to identify and adapt best practices; the conduct of empirical studies on the effectiveness of management

innovations and their impact on educational outcomes and social equity; and the development of monitoring and evaluation tools for educational management, which will help produce practical recommendations for managers at various levels and in diverse contexts.

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