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METHODOLOGICAL ASPECTS OF ASSESSING THE EFFECTIVENESS OF EDUCATIONAL MANAGEMENT

The article explores the methodological aspects of assessing the effectiveness of educational management, highlighting their role and significance in improving the quality of governance in educational organizations. Special attention is given to the selection of assessment approaches and tools, with an analysis of the criteria and indicators that enable an objective evaluation of managerial decisions and the identification of organizational strengths and weaknesses. The author emphasizes the necessity of a comprehensive assessment approach that takes into account the specifics of the educational environment, available resources, and the strategic objectives of the institution. Recommendations are provided for implementing effective assessment methodologies and adapting them to the conditions of specific educational organizations.

Keywords: educational management, assessment, approaches, effectiveness, methodological framework.

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МЕТОДОЛОГІЧНІ АСПЕКТИ ОЦІНКИ ЕФЕКТИВНОСТІ ОСВІТНОГО МЕНЕДЖМЕНТА

Стаття присвячена дослідженню методологічних аспектів оцінки ефективності освітнього менеджмента, акцентуючи увагу на їхньому значенні для підвищення якості управління освітніми організаціями. У роботі підкреслюється, що розвиток системи оцінки управління є найважливішим інструментом для підвищення результативності управлінських рішень, дозволяючи об'єктивно аналізувати як успіхи, так і проблемні зони в діяльності організації. Особливу увагу приділено вибору підходів та інструментів оцінки, їх адаптації до специфіки освітнього середовища та умов роботи організації. Автори розглядають критерії та індикатори, які забезпечують всебічну та об'єктивну оцінку діяльності управлінських структур навчальних закладів. У статті проаналізовано такі ключові параметри, як відповідність прийнятих рішень стратегічним цілям установи, використання ресурсів, а також облік факторів, що впливають на внутрішні та зовнішні процеси освітньої організації. Важливою частиною дослідження є виділення необхідності комплексного підходу до оцінки, що включає різні аспекти управління: планування, розподіл ресурсів, організацію та контроль за виконанням завдань. Комплексний підхід дозволяє враховувати різноманітність умов, у яких функціонують освітні установи, а також динаміку змін у зовнішньому середовищі. У рамках статті авторами розглядаються рекомендації щодо вибору та адаптації методів оцінки, наголошуючи на значущості їх прив'язки до конкретних потреб організації, включаючи відмінності в рівні освіти, обсязі ресурсів та довгострокових цілях. Крім того, у статті запропоновано практичні рекомендації щодо впровадження ефективних методик оцінки та їх адаптації до реальних умов, у яких діє освітня установа. Наголошується, що для успішного застосування розроблених методологічних підходів важливо не лише враховувати специфіку конкретних освітніх закладів, а й активно залучати фахівців для регулярного коригування та оновлення методів аналізу. Це сприяє підвищенню прозорості та ефективності управлінської діяльності, що в кінцевому підсумку відбивається на загальній якості освіти.

Ключові слова: освітній менеджмент, оцінка, підходи, ефективність, методичні основи.

Statement of the problem. Effective educational management is a vital tool for ensuring high quality education, rational use of resources and achieving the strategic goals of educational organizations. Modern challenges in the field of education, including growing expectations of society, digitalization of processes and limited financial and human resources, require the introduction of systematic approaches to assessing management activities. Assessing the effectiveness of educational management allows not only to monitor current results, but also to identify key areas for improvement and develop long-term development strategies. Methodological aspects of this assessment play

a central role in building a reliable and objective analysis system. The choice of appropriate criteria, indicators and assessment tools is determined by many factors, including the specifics of the educational organization, its goals, scale and available resources. In this context, approaches such as the Kirkpatrick model, the balanced scorecard (BSC), the European Quality Model (EQM) and other methodologies that allow integrating qualitative and quantitative analysis methods become relevant.

Analysis of the latest research and publications. The development of educational and scientific infrastructure, the level of education of the population become an

indispensable condition for the formation and development of society, state, culture, and economy. Of particular importance is the problem of management efficiency in an educational institution, which according to Levina E.Y. characterizes both the educational system as a whole and the forms, technologies, methods of teaching and management used within its framework [10, p. 278].

Several types of efficiency are characteristic of educational systems according to Johnes J., Portela M., Thanassoulis E.: economic, pedagogical, organizational and managerial, social [9, p. 334]. Depending on the types of results obtained, effects, the efficiency of educational systems can be presented through a number of its varieties, as Jermsittiparsert K. believes [8, p. 1914]:

- economic – reflects the ratio of the obtained results and the applied material and financial resources, the resource intensity of educational activities, the cost of measures for its organization;
- pedagogical – shows the degree of achievement of the goals of training, education and development of participants in the educational process, the effectiveness of the use of certain forms, means, technologies;
- organizational and managerial – demonstrates the achievement of management goals, the implementation of planned activities;
- social – focuses on taking into account the satisfaction of consumers of educational services.

To assess the effectiveness of educational systems, it is necessary to develop a methodology that would allow, firstly, to avoid some one-sidedness when considering effectiveness, and secondly, to ensure objectivity in the course of evaluation activities.

Formation of the objectives of the article (task statement). The purpose of this article is to study the methodological foundations for assessing the effectiveness of educational management, their practical application and importance for increasing the competitiveness of educational organizations in modern conditions.

Summary of the main research material. The author proposes an algorithm for assessing the effectiveness of educational management in the school education system, presented in Figure 1. The presented algorithm includes successive stages of the process of assessing the effectiveness and efficiency of educational institutions.

The first stage is to determine the purpose of assessing the effectiveness of school educational management. This assessment is necessary for making informed management decisions, monitoring the quality of management, optimizing processes and resources, meeting the needs of participants in the educational process. It will help to identify the strengths and weaknesses of the organization of the educational process, personnel policy and use of resources. This creates the basis for ensuring high quality management, increasing the competitiveness of the school and the satisfaction of all participants in the educational process.

The second stage is the selection of methodological models for assessing the effectiveness of educational management. When choosing methodological models, one should be guided by the following key aspects: the purpose of the assessment, the characteristics of the educational organization, the complexity of the approach, the availability and measurability of data, the possibility of implementation and adaptation, focus on results.

To assess the effectiveness of educational management, one or more models can be used: the Kirkpatrick model [1, p. 37], the Balanced Scorecard (BSC) [4, p. 218], the European Framework for Quality Management (EFQM) [5, p. 8206].

If the main goal is to assess the satisfaction and involvement of staff and students, the Kirkpatrick model can be useful. This model allows you to assess learning at four levels: reaction, learning, behavior, results. It can be implemented faster in an organization that requires a flexible and simple assessment of learning and interaction results.

The Balanced Scorecard (BSC) offers a balanced approach to assessing effectiveness, taking into account financial, customer, internal and innovation perspectives. BSC is suitable for schools with a clearly structured management system and data (easily accessible and standardized) on key indicators.

The European Framework for Quality Management (EFQM) is based on nine criteria. EFQM provides a comprehensive approach and allows you to assess an organization from the point of view of strategic management, processes and results. If a school's priority is strategic development, then EFQM is best suited to analyse strengths and areas for improvement.

The third stage of the algorithm is the formation of a system of indicators for assessing the effectiveness of educational management. Indicators for assessing the effectiveness of educational management are formed in accordance with the selected approaches (models).

The author formulated the requirements for the system of indicators: adaptation to the specifics of a particular educational institution; readiness for changes associated with the development of the school and the external environment; understanding and accessibility for all participants in the educational process. All indicators are developed in such a way as to achieve the strategic goals of a given school.

According to the author, a comprehensive system of indicators for assessing the effectiveness of educational management in the school education system should be considered in two aspects: in the context of assessing the quality of education and in the context of assessing the educational school environment.

Assessment of the quality of education is an evaluation procedure that is carried out in relation to the activities of educational organizations [11, p. 198]. The objects of education quality assessment can be: quality of goals [6, p. 997]; quality of the educational process [7, p. 1303]; conditions for the implementation of the educational process [12, p. 153]; quality of educational outcomes [2, p. 90] and socialization [3, p. 1465].

Indicators of the quality of goals: analysis of the achievement of established goals that contribute to the expansion of opportunities for students; support for innovation; attraction of new resources.

Indicators of the quality of the educational process: organization of training based on an individual educational route; educational process management system taking into account individual achievements of students; socially significant activities in education; level of student achievement, percentage of graduates, etc.

Indicators of the quality of educational conditions: development of teaching staff; creation of an information, educational and subject-development base; conditions

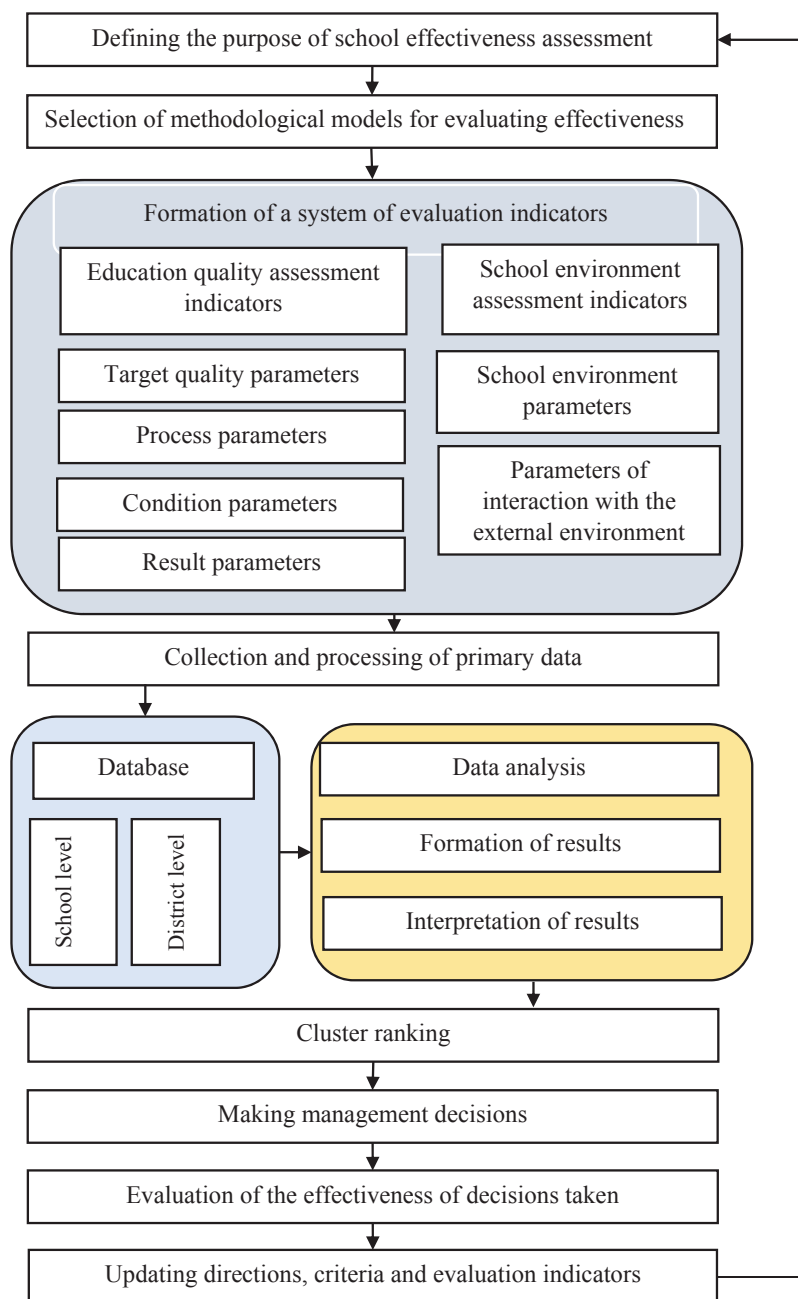


Figure 1. Algorithm for assessing the effectiveness of educational management in the school education system

Source: developed by the authors

for teaching children with different educational needs; availability of material resources (premises, school equipment, etc.); efficiency of use of material, technical and financial resources.

Indicators of the quality of educational results and socialization: subject and meta-subject results; participation in olympiads, competitions; personal results; dynamics of subject results; retention of the contingent of students; satisfaction with educational services of all categories of consumers; effectiveness of participation in socially significant activities; competitiveness of the institution, students and teachers; results of professional and public expert assessment.

The above indicators reveal the content of the quality of education and the activities of school institutions.

The ecological (environmental) approach in education can be used as a methodological basis for assessing the school environment. Within the framework of this approach, the educational environment is understood as a territorially and event-limited set of influences and conditions for the formation of personality, as well as opportunities for its development that arise during the interaction of the individual with his social and spatial-subject environment. The educational environment of the school can be considered from the point of view of the educational conditions and capabilities of educational organizations. The concept of "opportunities" presupposes the active role of the individual himself (i.e. his subject position) in the development of the developing resources of the environment, since it is determined equally by

both the specific properties of the environment and the properties of the individual. At the same time, "influences" and "conditions" presuppose the impact of the "active" environment on the "passive" person, i.e. they predetermine the object position of schoolchildren.

The school educational environment can be characterized on the basis of a set of its parameters (indicators) and the interaction of the school with the external environment.

The set of parameters of the school environment includes the following: the breadth of the school environment (subjects, objects, processes and phenomena of the environment); the degree of awareness (conscious inclusion of all subjects of the educational process); intensity (the degree of saturation of the school environment with conditions, influences and opportunities); safety (in relationships with other students, with teachers, school administration and with the external environment); sustainability (stability over time) and others.

The indicators of interaction of the school with the external environment can be divided into three groups: integration of the educational organization into the local community, relationships with the economic environment and the image of the school.

Integration of the educational organization into the local community [Jermsittiparsert]: feedback from consumers, involvement of parents and employers; availability and variability of services for the population; interaction of the educational organization with the regional community.

Relationships with the economic environment: intensity of links between the educational institution and the economic environment; number of days when enterprises host students to get acquainted with production; number of days when representatives of enterprises speak to students; number of sponsored enterprises; number of partnership agreements.

School image: share of students participating in international projects; reputation of the educational institution.

All components of the indicator system, according to the author, should be aimed at the efficiency of educational institution (school) management. It can include financial or budget efficiency, resource efficiency, operational efficiency (speed of decision-making, quality of planning).

The above system of indicators allows educational organizations not only to objectively assess the current state of their management, but also to identify areas requiring improvement. The system helps to maintain a high level of responsibility for the results of activities, promotes greater transparency and openness of management processes and stimulates continuous development. It contributes to improving the quality of education, satisfaction of all participants in the educational process and more rational use of resources.

The indicators for assessing the effectiveness of educational management can become the basis for a unified description and analysis that can be used by every school leader. The obtained digital indicators should be compared with other similar data.

The next stage of the algorithm for assessing the effectiveness of educational management in the school education system is the collection and processing of primary data. It includes data sources (questionnaires, reports, databases, external ratings) and the frequency of data collection (the frequency of data collection depends on

the type of indicators and the purposes of the assessment). The data collection system is necessary for the prompt collection of up-to-date information on the level and quality of student training.

The database for assessing the effectiveness of educational management in schools should contain structured information on key aspects of the activity: student performance, professional development of teachers, use of resources and satisfaction of participants in the educational process. It provides the ability to systematically collect, store and analyze data for making informed management decisions. The database should be integrated with the school's information systems, such as an electronic journal and accounting, to automatically update the indicators. Its use allows you to effectively track the dynamics of changes, identify problem areas and evaluate the results of the implemented management strategies. A user-friendly interface and data visualization tools facilitate the availability of information for all stakeholders, including management, teachers and parents.

The analysis of the obtained data reveals trends in students' academic performance and habits, helps make decisions on the development of curricula and teaching strategies. Various analysis methods are used here (for example, statistical analysis, comparative analysis, benchmarking). Based on the collected data, clear and accessible reports are developed for various categories of users. Graphs, charts, tables and interactive panels are used to clearly present the data. This helps the school management, teachers and other stakeholders easily interpret the analysis results.

Based on the analysis, conclusions (results) are formed that reflect the current effectiveness of educational management, and recommendations for improvement are developed.

Cluster ranking. In the educational cluster, the results of professional competitions at various levels, which have now acquired the status of events designed to declare management activities as a separate, independent professional direction of the education system, as well as the participation of school leaders in professional associations and groups, are considered as elements of assessment;

The results of the data analysis allow making effective management and personnel decisions at school, as well as new relevant assessment systems in the field of education:

- education quality assessment systems, rating of educational organizations;
- certification of leaders in the field of education at various levels;
- expert (public) assessment system.

In order for the educational process to be effective, it is necessary to correctly allocate resources, set goals and objectives, create optimal conditions for learning, and provide feedback and assessment of results.

Conclusions. Based on the conducted research, the following conclusions can be drawn:

- the creation of an effective system of indicators for assessing educational management is a complex task that requires a clear understanding of the goals of the educational institution, its specifics and context. Such a system should allow not only to track the current state of affairs, but also to predict future results, as well as identify areas for improvement;

– Depending on the set goals of the assessment, either qualitative or quantitative indicators, or a combination of both, are selected. Qualitative indicators show the essential features and properties of the objects under study (for example, the level of satisfaction of students, teachers, employers, parents). Quantitative indicators are

expressed in specific, measurable units and characterize the effectiveness of the educational process (for example, academic performance of schoolchildren, the number of scientific publications, budget indicators). It is necessary to combine indicators (balance of indicators) that reflect both results (efficiency) and processes (performance).

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