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SALIH NAJI

**THE IMPACT OF SELF ECONOMIC MANAGEMENT AND
TECHNOLOGY ON ELEMENTARY SCHOOLS ACHIEVEMENTS
AT ARAB SCHOOLS IN ISRAEL**

**Speciality: 521.03 - ECONOMICS AND MANAGEMENT IN THE
FIELD OF ACTIVITY**

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Scientific advisor: Nicolae ȚĂU, dr. hab., univ. prof.

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BURLACU Natalia, chairman, doctor habilitatus in economics, university professor

DRĂGĂLIN Iuliana, scientific secretary, doctor in economics, associate professor

CROTENCO Iuri, doctor habilitatus in economics, university professor

COBZARI Liudmila, doctor habilitatus in economics, university professor

GRAUR Elena, doctor in economics, associate professor

FARHAN Hbus, doctor in philosophy (Israel)

Official referents:

GRIBINCEA Alexandru, doctor habilitatus in economics, university professor

CRUDU Rodica, doctor in economics, associate professor

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**Scientific Secretary of the
Scientific Specialized Council**

Drăgălin Iuliana
doctor in economics,
ass. prof.

Scientific advisor

Nicolae ȚĂU,
dr. hab., univ. prof.

Author

Salih Naji

CONCEPTUAL LANDMARKS OF THE RESEARCH

Actuality and importance of the problem addressed. Self-management of the school is defined as a strategy aimed to improve the education by the transfer of the important decision-making body from the central and regional public administration offices to the schools administration, by enabling managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff, and the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for students.

School-Based Management and technology are two modern trends in education. The experience of Self Based Managed schools had attracted the experts of the educational process because this idea is based on the school complete independence in its budget, curricula, and management where the school principal is considered as the general manager of the office, who has full authorities to assign teachers and use the school budget to implement the school vision and goals.

These moments confirm the actuality of addressed research theme and identify the need to develop methodological and applied aspects in the field of self economic management and technology on elementary schools achievements at the Arab schools in Israel.

The degree of the study of investigated theme: Research on specific studies about the impact of self-economic management and technology on elementary schools achievements at Arab schools in Israel does not exist. Some of the most important authors who raised this issue in general are: Banicky L., Behrman E., Blake R., Botha N., Caldwell B. Cheng Y., Cooperman S., Corten R., Cotton K., Gamage D., Gall M., Hanson E., Iverson C., Jesson D., Joyce M., Levine M., but they like some of the native Israel's researchers study this topic in the Jewish schools not in the Arab schools.

Research in this area has also been carried out in the Republic of Moldova. However, as a science and practice it is a relatively new theme. The national authors who have researched in this field are: Burlacu N., Cojocaru V., Graur E., Guțu V., Jalenco M., Stratan A., Țâu N., Țurcanu G.

Therefore, the author consider insufficient research on impact of self-economic management and technology on elementary Arab schools achievements in Israel, causing lack of assessment of efficiency of self-economic management and technology in Arab schools.

Just this situation determined purpose of this thesis and area of problems that the author proposed to settle in this thesis.

Scope and objectives of the thesis: The scope consists in the relief and argument of the impact of self-economic management and technology on the development and achievements at elementary Arab schools in Israel.

In accordance with the proposed scope in the work it aims and addressing the following **objectives:**

- Study impact of self-economic management on elementary Arab schools achievements in Israel;
- Analyze the current theoretical approaches of self-economic management in the elementary Arab schools;
- Clarifying the institutional aspects of financial self-management in the Israel educational system;
- Investigate the impact of technology on the achievements on elementary Arab schools in Israel;
- Conducting a survey to determine the impact of self-economic management and technology on the achievements on elementary schools in Israel.

The scientific novelty of the investigation consists in:

- Deepening and completion of theories on self-economic management on elementary schools in Israel;
- Streamline of self-economic management and technology on elementary Arab schools achievements in Israel;
- Theoretical substantiating of the impact of technologies on the achievement on elementary Arab schools in Israel;
- Determination of the multi-channel type of financial self-management in the elementary Arab schools in Israel through a survey study;
- Assessing the potential for financial self-management in conditions of limited resources.

The important scientific problem solved is to demonstrate the necessity of implementation of self-economic management and technology on elementary Arab schools which will contribute on impact on the achievement of schools development.

The theoretical significance and applicative value of the thesis is determined by:

- Issues theoretical founded on self-economic management and technology and impact on the achievement of elementary Arab schools development;
- Possibility to implement the proposals and conclusions in order to improve self-economic management and technology on elementary Arab schools;
- Promotion of dependency of achievements in elementary Arab schools in Israel from the self-economic management and technology.

The applicative value of the work resides in the fact that by studying the conclusions and recommendations of the author, elementary Arab schools from Israel can implement self-economic management and technology to ensuring the manager's responsibility to achieve a higher level of a schools self-economic management development.

The main results submitted to the defense:

1. Deepening and completion of theories on self-economic management on elementary Arab schools in Israel;

2. Theoretical substantiating of the impact of technologies on the achievement on elementary Arab schools in Israel
3. Determination of the multi-channel type of financial self-management in the elementary Arab schools in Israel

The theoretical and methodological fundamentals of the research:

Position of author in the domain of research was made based on the work of domestic and foreign scientists on impact of self-economic management and technology on achievements in elementary Arab schools in Israel. Among the most important scientists who contributed to the theoretical and methodological fundamentals of the research we can include local foreign authors: Burlacu, N., Cojocaru V., Jalenco M., Graur E., Guțu V., Stratan A., Roșca P., Țurcanu G., Țâu N., Hanson, E., Iverson C, J., Jesson, D., Joyce, M., Levine, M., Behrman, E.T., Blake, R.J., Botha, N., Caldwell, B. Cheng, Y.

When preparing the thesis author use of methods of research such as: deduction; induction; analysis and synthesis; graphics methods to illustrate some obtained results; comparative methods of analysis that allowed the comparison of the dynamics of several entities on the basis of a specific indicator.

Approval of scientific results:

Conference: Conflict between and within individual / University of Negev/ Israel- faculty of business & Management, June 3/2016, The 10th Chais Conference for the study of innovation and learning technology, Feb. 10-11/2015, The Open University of Israel; Global Economy Conference/National Conference of Business & Economics, Dec.6-7/2015. Tel Aviv –Israel, Van Leer Jerusalem Conference, International Conference Assessment & Evaluation, Dec.15-16/2014. Israel.

Implementation of the scientific results: The study may also have important practical importance for governments, organizations and institutions relevant to the investigated issues. The dissertation assessments and findings can be considered by the leaders of educational institutions and government bodies involved in the development and implementation of development programs in education. The study of self-economic management and technology is significant for several reasons. Self-economic management is a new trend in the Arabic schools in Israel; we need to investigate its effect on school achievement. The use of current technologies for instructional purposes has great impact on the student engagement, learning styles, student-teacher interactions, and teachers' satisfaction as well as learning outcomes.

Volume Structure of thesis: Introduction, three chapters, conclusions and recommendations, 147 titles of bibliographical resources, 6 annexes, 142 pages of main text, including 11 figures, 23 tables.

Publications on the thesis: The results are published in 13 scientific papers.

Keywords: management of educational process, research, technology integration, school budget, financial self management, self-economic management, education budget, Israeli educational system.

II.THESIS CONTENT

In the first chapter **“The theoretical and methodological aspects of the study of the financial self-management of the educational institutions in Israel”** author reveals the terms which are defined according to their use in this study, the terms included Self Economic Management which was defined to be a strategy aimed to improve the education by the transfer of the important decision-making body from the countries and the offices of the region to the schools, by enabling managers, teachers, students and parents to control the process of education by giving them the responsibility to take decisions about the budget and staff, and the intervention of teachers, parents and those interested in education in key decisions to find a more effective environment for learners [19, p.120].

Technology was also defined as the type of knowledge that deals with the invention and use of technical means and their interrelation with life, society, and environment, drawing upon such subjects as industrial arts. Schools, districts, and governments have heavily invested in instructional technology since the early 1990s. Teacher technology preparedness has been emphasized in policies and reports as the “single most important step” towards integrating technology into education.

The concept of self-based management was illustrated and this system provides us with the best program for students, as education sources will be available in line with the needs of each community separately. It was to be in line with the developments and find a modern type of administration to break all of the red tape and lack of participation and continuing to comply with the orders of the higher authorities [27, p.11-21].

Education technology and concept of self-management were discussed in details; The instructional uses of technology tools; these can include software, hardware, web-based resources; examples are podcasts, laptops, netbooks, smart phones, tablet computers, course management systems, learning management systems, among others.

Self-management of the school was defined as: "The school method of formulation of school management tasks according to the school circumstances, characteristics and needs, so that the school board members become more independent and responsibility in the employment of available resources to solve problems and activation of effective educational activities for the development of the school in the long run." [6, p. 65].

Integration of technology in education and history of technology use in education practices were also discussed in this chapter. Communication was primarily oral 2,500 years ago, wherein memorization was the only way to pass along knowledge and skills. The arrival of written records caused concerns, even then, among scholars. A troubling question was whether the written record would reduce the need for human memory.

How financial decisions are placed in the light of self-management (SM)

of the school was a topic that took special interest in this chapter. Many researchers and intellectuals called for giving full authority to act in the school budget and what it may consider appropriate to the needs of the students and the community, and to give each school appropriately net amount.

Financial need for all schools was decided by the provincial office or the region, including the cost of administration and the central transport, based on the needs of each school individually, in line with the number of students and the school itself, to determine how to distribute the money to each of the [staff, devices, equipment and maintenance]. In this case, the Director is entrusted with the achievement of the objectives of the region through school (5, p. 9).

This would lead to raising the morale of teachers, and motivating them to work and develop their performance, to become more effective. When you contribute in the development or making any decision that helps positively in the decision application and thus achieve the general objectives behind.

Decentralization is seeking to ease the burden of management for Mother administration, this is because each environment has its own needs and circumstances, according to the different environment and circumstances, here comes the role of effective school council in determining the needs of students and preparing the adequate programs in line with the objectives of higher education management. Decentralization of education cannot be applied to legally, but they are built by overcoming many challenges such as the development of new skills, to convince officials and leaders of the authority in the need to assign some responsibilities to others and the promotion of local initiatives. The governments must consider that it takes years, not weeks or months. Decentralization is not only an administrative value, but rather a cultural dimension, because it will increase the opportunities for citizens to participate in public works and training on the use of freedom in the implementation of these actions.

Models of independent schools where shown and discusses in details including the Queensland Independent Schools, Dallas Independent Schools, and Pflugerville Independent School. Some of the world experiences of the application of self-management of schools: such as the experience of the United States of America, the experience of Japan, the experience of Cambodia, the experience of the United Kingdom " Britain", and the experience of China.

A Preface about Arab Minority in Israel showed that the Palestinian citizens of the state comprise 20% of the total population, numbering almost 1.2 million people. 2. They remained in their homeland following the establishment of the State of Israel in 1948, becoming an involuntary minority. A part of the Palestinian people who currently live in the West Bank, the Gaza Strip and the Diaspora, they belong to three religious communities: Muslim [82%], Christian [9.5%] and Druze [8.5%]. 3. Their status under international human rights instruments to which Israel is a State party is that of a national, ethnic, linguistic and religious minority [16].

The Israeli Minister of Education commissioned in 1992 a steering committee to study the possibility of the trend towards self-management of the school, for two main reasons: first: shift senior staff to decentralization as a last resort after they realized that all the other control mechanisms failed, secondly: teachers recognize the negative educational impact of the central radical. The implementation of this project began in 1996, the primary goal of this type of school was to change the nature of the administration and the transition from bureaucracy to democracy in decision-making [Volansky & Friedman, 2003], another "managed schools self-meaning" give a role to the teacher in decision-making, and changing the school's policy. [8, p. 40].

Regarding the Israeli Ministry of Education, 2015, the researcher observed that:

- (1) The estimation depends on the academic year prices.
- (2) Renting expenditures are not included and the addition is not allowed widely for all schools.
- (3) The expenditures do not include those generally given to the local authorities such as transportation, security and the like.
- (4) It does not include paying for rents by teachers [such as drinking fees].
- (5) It does not include teachers' payments according to the law.

The characteristics of financing of education in Israel were discussed and found that funding of Schools in order to promote the education. Israel's education laws recognize three types of educational institutions that differ from each other according to their ownership and the degree of how the educational institutions are subordinated to the State; their subordination to the Ministry of Education: the formal education including the recognized education which is not formal includes the educational institutions of the independent education networks, including the educational institutions of Maayan (Fountain) and independent networks of the religious education of Torah, exemption institutions which are under private ownership of the religious and ultra-religious sectors and act under the partial supervision of parts of the Ministry of Education, especially regarding the issues of health and safety. There are no few pupils who are in alternative institutions to the formal education. In 1992, 10% of the pupils studied in the orthodox education frameworks, and the forecast is that until 2009, 25% of the pupils will study in these frameworks [1, p. 6].

The Ministry of Education and the local authorities are responsible in common for the activation of the education system. The state has overall responsibility for building of the institution and the activation of the system and the local authority must take care of the daily activity of the system, and the maintenance of institutions. The formal education (state education) is mostly funded by the state through local authorities. Non state schools (recognized non-formal institutions) which are owned by public or private organizations are also funded by the state, but the funds are transferred directly to education

institutions. The recognized non formal receive funding from the Ministry of Education, although that they do not fulfill the requirements of the Compulsory Education Law, and according to their definition in the Ministry of Education also are not required to fulfill the same conditions that are required from the recognized education. As a result, these institutions (which are mostly Ultra-Orthodox) do not teach the core professions of English, Mathematics and Science. Various budgeting methods are implemented in the schools according to the steps of education that are activated into them. In 2001 Education Minister Limor Livnat appointed the commission to examine the budgeting method in elementary education system headed by Dr. Shimshon Shoshani , such as:

- The Method of Uniform for Pupil Standard
- The Method of Standard per Class plus "Baskets" of all Kinds.
- The Method of Standard per Class without "Baskets".
- The Method of Integrated Standard per Class and per Pupil
- The Method of Standard per Pupil.

Several stages of self-management were discussed regarding technology integration in school were detailed and commented on.

Institutional aspects of financial self-management in the Israel educational system included that the Israeli Education Reform (IER)".The State of Israel is responsible for providing free compulsory education for children between the ages of 3 and 15, through grade 10 .The Ministry of Education, Culture, and Sport [comprised of a number of divisions, each responsible for the development of a particular element of the education system], the Ministry of Science and Technology, and the local municipalities administer and finance the education system in Israel [20,p. 169].

In response to the needs of the different types of resident populations Israel has four separate school systems: Arab and Druze; public; private and; religious. Arab and Druze schools offer instruction in Arabic and lessons about their respective religion, history, and cultures.

The Science and Technology Administration is responsible for the encouragement of science and technology within the education system, and for preparing relevant curricula and study materials. The administration also equips and maintains science laboratories in schools and learning centers around the country [18, p.215].

Technology is universally used by students as an adjustment to overpass a learning gap. Some researchers maintain, as such, that the use of technology by educators could potentially increase student learning [3, p. 42].

This chapter dealt with an analysis of the research problem, it started with a glimpse about educational and developmental benefits of self-management, then it talked about disadvantages of self-management and the critics' views, then it discussed how financial decisions are placed in the light of self-management of the school.

The chapter also mentioned some models of independent schools, and some of the world experiences of the application of self-management of schools.

Investigation accomplished in the first chapter let us to propose following points:

- The study sought to investigate the influence of self economic management and technology on elementary schools achievements at Arab Schools in Israel, and to explore principals' perceptions of the influence of self-economic management and technology on elementary schools achievements at Arab Schools in Israel.
- The research problem involves the influence of self-economic management and technology on elementary schools achievements at Arab Schools in Israel. It was argued that that the principals and teachers have concerns about the effect of self economic management and technology on elementary schools' achievements, while the specialized directions in the schools make additional efforts to develop schools and to enhance using technology in education to cope with the requirements of globalization age in which we live, which urged the researcher to explore the subject of the effect of self-economic management and technology on school achievements.

This chapter dealt with the essence of the educational system and its role in economic growth of Israel, an analysis of the situation of self-economic management [SEM] and Technology in Israel was provided. Firstly a preface was presented about Arab Minority in Israel The experience of Israel.

It was mentioned that in 1992 the Israeli Minister of Education commissioned a steering committee to study the possibility of the trend towards self-management of the school which has affected the Israeli Education System. The researcher also mentioned about science and technology administration and Decentralization in school management in Israel. Views about Self Economic Management in Israel were discussed. Decentralization in school management in Israel was discussed in addition to the views about self-economic management in Israel. The chapter talked about self-managed school-Israeli model, and the Israeli education system as a whole.

In the second chapter “**Diagnosis of the financial self managment of the schools in israel**” the researcher included an analysis of the financial system of education in Israel and the institutional changes of financial self-management of the educational system. It appeared that the Ministry of Education is responsible for school curricula, educational standards, supervision of teaching personnel, and construction of school buildings. Local authorities are charged with school maintenance as well as with acquisition of equipment and supplies. Teaching personnel at the kindergarten and primary school level are ministry employees, while those in the upper grades are employed by local authorities, which receive funding from the ministry according to the size of the school population. The government and local authorities’ finance 80 percent of

education, while the rest comes from other sources. Although Israel spends relatively little on education per student, it spends one of the highest percentages of its gross domestic product [GDP] on education, which may partially be due to its high enrolment rates among the total population. Israel spends the equivalent of 6.5% of its GDP on education; 4.4% on all non-tertiary education [above the OECD average of 3.7%], and 1.6% on tertiary education, on par with the OECD average of 1.5%. [26, p.10]

The MOE and the local authorities are jointly responsible for the operation of the education system. The state has the overall responsibility but the municipality must look to daily operations, the construction of schools, and their maintenance. State-run schools are fully financed by the state, through local authorities. The state also finances non-official recognized schools [mostly Orthodox], to which funds are transferred directly. In addition, the MOE finances many ultra-Orthodox institutions through local municipalities [29, p.3].

Institutions classified in the last two categories [non-official recognized and ultra-Orthodox] are not bound to adhere to the Compulsory Education Act, and in MOE terms, they do not have to meet any of the demands applicable to public education. As a result, they do not teach such core subjects as English, mathematics, and sciences. To legitimize financing of ultra- Orthodox schools previously rendered illegal by the Supreme Court, a new act was passed. [28, p.52]

The report of Taub Center [2015] highlights that the Israeli education system is budgeted in different ways at each level of education: In preschool and upper secondary school, the state has rarely applied a policy of affirmative action. However, in primary and lower secondary education, the state has used three main budgeting methods in recent years, each of which includes elements of affirmative action: [1] per class budget with the addition of “baskets” of supplements; [2] differential per pupil budget [pupil-weighted formula]; and, [3] the combined budget method [5, p. 499].

Table1. National and public expenditure on education

Year	National expenditure on education [as percent of GDP]	Current expenditure on education** [as percent of private and public consumption]	Government sector portion [as percent of national expenditure on education]	Ministry of Education budget [as percent of government budget]
1995	8.8	9.6	78	9.0
2000	8.5	9.8	79	9.5
2005	8.3	9.6	76	9.9
2010	8.2	9.3	80	10.1

Source: [2].

The national expenditure on education from the GDP varied from one year to another, comparing the national expenditure on 2005 was 8.3% but decreased in 2010 with a percent of 0.1%, it became 8.2%, and the ministry of

education budget in 2005 was 9.9% increased by 2010 to be 10.1%. The increase in the ministry of education budget reflects the increasing demand for expenditures on education that copes with the growth of the number of students, and the need for expanses [13, p.460].

The Ministry of Education provides several kinds of funding to schools. The largest amount goes to teachers' salaries and related expenses such as in-service teacher training. The second type supports a range of supplemental programs, both enrichment and remedial, that plays a critical role in the Israeli education system. Some of this funding is purportedly allocated on the basis of need, although even the least needy schools depend heavily on this funding. The Ministry also finances school construction [15, p12].

The chapter also dealt with the elements of the financial self-management mechanism of schools in Israel. It concluded that a model construction of a school budget includes budget planning sheets for different income level of the school, local authority transfers ', Parental Income and Other Revenue 'budget planning sheets for the various expenses school level' administrative expenses ', educational programs expenses " Parents expenses, "HR managers expenses and designated Spend (for the benefit of long-term planning) finally, the model includes a 'concentration of income and expenses, centralizes all data sheets and design presents a comprehensive picture regarding the distribution of budget and fiscal balance. This model is currently used in the self-management of schools entered, from 2011, planning their budget, while receiving financial aid counselors accompany the school. [2]

A study by the Taub Center for Social Policy Studies in Israel shows that only 4% of total working hours of teachers are funded by the municipalities. Municipalities with socioeconomically stronger populations fund more working hours within the schools in their districts relative to municipalities located in weaker socioeconomic areas, which reduces the effectiveness of the affirmative action policies of the Ministry of Education. At the same time, however, municipalities allocate more resources to schools within their districts that have weaker socioeconomic profiles – an action that strengthens affirmative action efforts. The overall effect is that municipal allocation of working hours served to slightly reduce the effect of affirmative action efforts by the Ministry of Education [24, p. 200].

It appeared that the current Israeli education system consists of two factions: the religious state education (about 20%) and the secular state education (about 80%). The Israeli educational system is structurally and procedurally centralized. All educational staff at the elementary school level and 25% of the staff at the secondary school level is state employees. Thus, the Ministry of Education is responsible for hiring and placing teachers, principals, and inspectors. School curriculum at the elementary level is uniform and mandatory, with materials being developed centrally. Finances, administration, and organization as well as teachers' education for the primary and middle levels are decided at the Ministry of Education.

Under SBM, the primary principals usually carry not only the managerial responsibility for resources but also the operational activities connected with financial management. The assistant principals offer help with stock ordering, checking and educational resource allocation, but the logical support of senior management teams and bursars is not apparent (Bennett et al., 2000). Funding of schools strongly depends on school size (i.e. the number of students school counts). Larger schools receive substantially more financial means to operate effectively than smaller schools. In consequence, principals of small schools have less financial breathing space than their colleagues of larger schools. Decentralized budgeting means the allocation of funds in a lump sum rather than predetermined categories of expenditures (e.g. a certain amount for books, a certain amount for salaries) given to the school the opportunity to spend money to achieve its goals. Self-budgeting may provide an important condition for schools to use resources effectively according to their own characteristics and needs to pursue their own goals and to solve their own problems in time.

The multi-channel type of financial self-management in the school conditions of Israel was discussed in this chapter and showed that the local authorities, which play an important role in the distribution of educational resources. The trend to devolve educational policymaking to the local authorities benefits primarily well-to-do communities while undermining education in the poorer local authorities. Affluent municipalities add teaching hours and other services from their city budgets [such as dental care, operated in only a third of the local authorities; preparatory courses for the matriculation exam; payments for additional teaching hours whose purpose is to create smaller classes].

It was shown that the local authorities, which play an important role in the distribution of educational resources. The trend to devolve educational policymaking to the local authorities benefits primarily well-to-do communities while undermining education in the poorer local authorities. Affluent municipalities add teaching hours and other services from their city budgets [such as dental care, operated in only a third of the local authorities; preparatory courses for the matriculation exam; payments for additional teaching hours whose purpose is to create smaller classes [25, p. 207].

These local authorities take an active role in managing the schools: They are involved in the schools run by networks and in the "recognized but unofficial" schools; they raise and distribute monies; and they maintain contact with nonprofits and businesses through "matching" funds [when project-contributed monies are matched by outside funding]. Other local authorities, on the other hand, are beset by management and financial problems, rendering them incapable of supplementing the education budget, and unable to fully collect parental co-payments, which often result in their transferring school management to one of the school networks. These local authorities are able to offer new educational programs primarily with the aid of philanthropy [12, p.11].

Even in a system that allows the school a large degree of autonomy, it is important to design some sort of basic and common understandings by mutual discourse among the schools, as well as between schools and authorities. School decentralization framework offers opportunities for a new type of school governance. It is favor a communal or partnership governance mode that empowers teachers and parents over hierarchical patterns of bureaucratic control and management. According to the decentralization approach, sharing school governance with teachers and parents is perceived as a strategy for improving the educational system. Contrary to other countries, decentralization in Israel was not accompanied by statutory backing. Although the basic school laws were amended many times since their acceptance by Israeli parliament during the 1950s and 1960s, the legal structure of the school system remains unchanged to this day. However, school decentralization goes on all the time, some through administrative directives from the Ministry, usually through its prerogative to conduct "experiments" in schools. Some of these so-called "experiments" last for over 10 years and involve several hundred schools (out of a total of about 2,700), rendering these attempts permanent policy changes rather than experiments. Other changes happen simply through convention, custom, and pressures from parents, local authorities, various interest groups, and from within the schools themselves [9, p. 195].

A Field Study was conducted in Israel, this study consisted of the descriptive analytic approach; a quantitative approach utilizing a questionnaire developed from some universal instruments to gather information from the research sample. Ary et al., [2006] stated that quantitative research is the "Inquiry employing operational definitions to generate numeric data to answer predetermined hypotheses or questions" [1, p. 637]. A quantitative research minimizes researcher or contextual bias by limiting the framework to the analysis of objective numerical data.

A causal comparative approach, also known as *ex post facto*, was considered for this study because it determines a relationship between independent and dependent variables of two or more groups. This study sought to determine a relationship between the variables of the teachers and the principals. Correlation does not attempt to understand cause and effect but seeks to determine the strength and direction of the relationship between variables. "Correlation is used to measure the association between variables" The researcher's intent for this study was to measure the influence of self-economic management and technology on elementary schools' achievements at Arab Schools in Israel.

Data was also collected through exploratory open-ended questions at the conclusion of the survey. Themes from the data provided valuable information about the influence of self-economic management and technology on elementary schools' achievements at Arab Schools in Israel. Analysis of these data also added to the validity and strength of the research results.

Research Questions

The following research questions were investigated:

1. What is the influence of self-economic management and technology on elementary schools' achievements?

2. Are there any significant statistical differences in the influence of self-economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to gender, career level, academic level, years of experience, and training courses?

Hypotheses

1. Self-economic management has an influence on elementary schools' achievements in the Arabic schools in Israel.

2. Technology has an influence on elementary schools' achievements in the Arabic schools in Israel.

Participants

The target population of the study was teachers and principals in elementary schools in Israel, these teachers and principals were males and females, from two career levels [teacher and principal], different academic levels, different years of experience, and different training courses. The target population consists of the institutions, persons, problems, and systems to which or whom the survey's findings are to be applied or generalized. A sample of 330 teachers and principals was utilized and participants were from thirty schools in Israel. Random sampling is generally considered beneficial because members of the population will have the same chance of being selected and the results can be generalized to the larger population of individuals.

The gap between the Arab schools and Jewish counterparts is clear and huge, since the Arab municipalities suffer governmental neglect and loss of finance that made them weak which also affected their ability to offer high support for the SBM Arab schools.

Reorganization and cooperation between the schools on one hand, and the municipalities, parent and families, local bodies, commercial sectors in the municipalities to elevate the schools level and improve the educational outputs. This chapter sought to determine the influence of self-economic management and technology on elementary schools' achievements in Israel.

The chapter describes the research questions, hypotheses and null hypotheses. This study depended on the descriptive analytic approach; a quantitative approach utilizing a questionnaire developed from some universal instruments to gather information about the influence of self-economic management and technology on elementary schools' achievements at Arab Schools in Israel. The target population of the study was teachers and principals in elementary schools in Israel.

Results of the field study showed that the sample contained [330] individuals including [90.9%] teachers and [9.1%] principals, [81.5%] holders of bachelor degree, [15.5%] holders of master degree and [3%] holders of PhD degree. [20%] with years of experience less than 3 , [28.8%] with experience 3-6 years and [60.3%] with years of experience more than 6 years. [10.3%] with

number of training courses less than 6, [50%] with 6-10 training courses and [39.7%] with more than 10 training courses .Description of the study questions by the means and the standard deviations showed that the mean of the economic self-management scope was 3.93 and the degree according to the scale was [agree], which means that the sample agreed about the application of economic self-management in all its items and that the sample assures that the aspects of economic self-management are observed in the schools subject to study . The mean of the technology scope was 3.93 and the degree according to Likert scale was [agree], which means that the sample agreed about the implementation of technology integration in the school, the sample also assured that the aspects of technology integration are observed in the schools .

Description of the study questions by the means and the standard deviations:

The sample agreed about the realization of school achievements in the school, and that the achievements are shown in the students' improvements and in the school buildings, laboratories, methods of teaching, tools, educational means and school capabilities.

The results showed that there were no significant statistical differences in the influence of self-economic management and technology on elementary schools' achievements from the viewpoint of teachers and principals attributed to gender, career, academic level, years of experience, and No. of training courses.

The results also showed that there is a correlation at the level of [$\alpha=0.05$] between economic self-management and Schools' achievement and that there is a correlation at the level of [$\alpha=0.05$] between technology and Schools' achievement.

Table 2. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Economic Self-management	330	2.93	5.00	3.9364	.39273
Technology	330	1.26	4.95	4.0386	.41041
Schools' Achievement	330	3.35	5.00	4.1463	.37235
Total	330	2.87	4.79	4.0404	.27272
[Valid N [listwise]	330				

Source: SPSS

Which are exams done at Arab schools in Israel for the second, fifth, and eighth grades in the subjects: Arabic, Hebrew, Science and English? These exams test the students' achievement every 4 years and executed by the Regional Committee for Measurement and Evaluation which is related to the Ministry of Education [33].

The results of these exams are open, everyone can reach them using the school code. The exams were done in 2011 in the schools included in the current study, and after 4 years during which there were integration of self-economic management and computerized programs, the exams were done again

in 2015 and the results were announced in 2016. It is noticed that although there were other factors that might have an influence on the results but the influence of self-economic management and computerized programs was assured by the teachers and principals included in the research sample.

The results of the two mentioned tests showed that fifth grades results change before and after decentralization at the schools of northern Israel. And according to the Ministry of Education, the gap between students in Israel in both communities, Arab and Jewish, have widened during the past years, as proved by the results of Meitzav through the different grades and across the various school subjects, which endangered the educational process as whole, therefore, the Ministry have devised new and multiple methods including decentralization of school administration as means of supporting the schools provide for the students' needs, since the ministry does not allocate satisfactory budget for the Arab schools in Israel [31].

In the following graph the results of fifth grade students are presented showing the differences in achievement among students in various subjects indicating the positive impact of decentralization on the students' Meitzav outcomes in Science and technology as shown below:

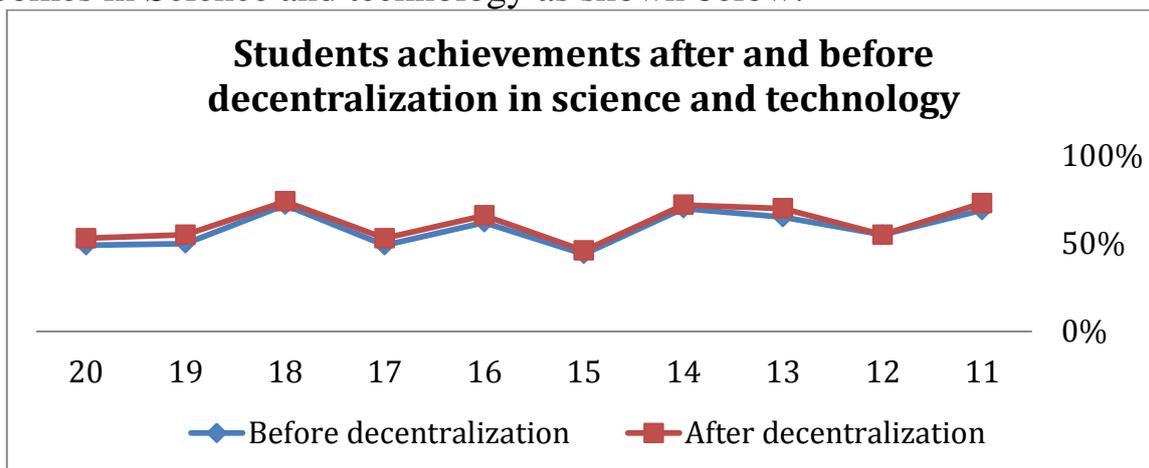


Fig. 1. Students' Meitzav outcomes.
Source: Elaborated by the author

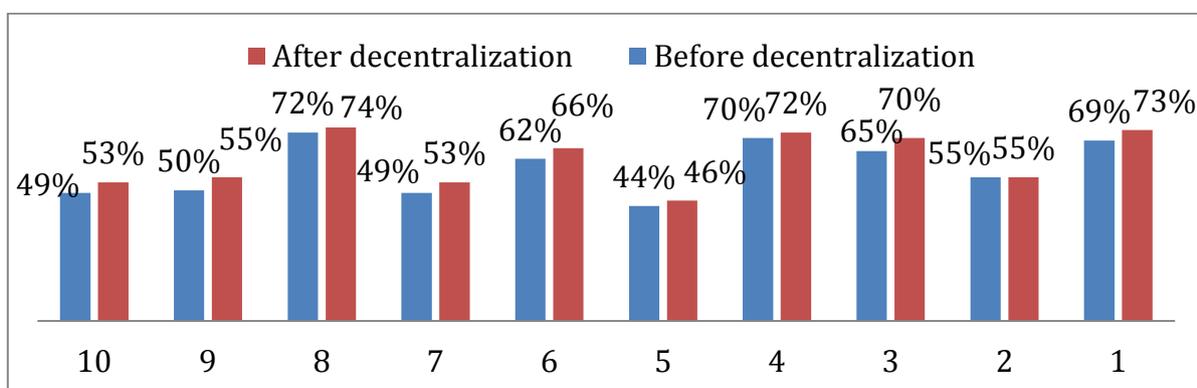


Fig. 2. Constant rise and fall in the students' performance
Source: Elaborated by the author

The figure above shows the improvements in the outcomes of selected schools in northern Israel indicating progress in the results of the students Meitzav math exams, although the improvement is slight in some schools, but it is significant considering the meager financial support the Ministry allocates to the Arab schools community, that differed after the application of decentralization and technology integration in the educational process [23].

In Chapter 3, “The development of methods of financial self-management of schools in Israel based on crowd fuzzy theories and multifactorial approach” has been analyzed the institutional changes in the financial self management system of school in Israel, and clustering of the school system in Israel and Republic of Moldova were included in the beginning of chapter 3. The results showed that the Israel's primary education system, in which some 800,000 pupils currently participate at 2,200 educational institutions, developed in three main stages. The first stage, which spanned the first two decades of Israel's existence, was characterized by a melting-pot policy, half of the country's pupils' came from immigrant families; in some localities immigrants formed the decisive majority. In order to promote the development of a homogeneous society and to blur differences and disparities between immigrants and veteran Israelis and between Jews of Western and of Middle Eastern ethnic background, a uniform curriculum was adopted for the entire pupil population [21].

The main goal was to do away with the various educational streams that had existed prior to the founding of the state and to absorb and unite the immigrants under a 'single uniform curriculum – to ensure the development of one unified people within one state, by means of a single curriculum, and students and teachers were regarded as partners in the ideological mission to forge a cohesive society. This aspiration to uniformity cast the teaching profession in a conservative mold and impaired its ability to address the tremendous differences that actually existed between different pupil groups [7, p137]. The second period began in the late 1960s, when an approach gradually emerged that called for emphasizing differences in pupil needs over uniformity in the provision of educational services. This approach engendered a policy of the child centered approach. It led Israel's primary education system to stress individually-tailored instruction, to encourage independent learning and to foster the acquisition of inquiry based learning; it promoted active learning, enrichment of the learning environment, the offering of electives, schedule flexibility and a multi-year curricular structure, democratization of the school social framework, involvement in the community, an emphasis on identifying individual pupil needs and a diminished reliance on standardized assessments [17, p. 130].

The third stage in the development of Israel's primary education system is characterized by contradictions in the realm of pedagogical policy. On the one hand, a teacher empowerment policy and a trend toward transferring authority to the schools; an understanding of the new information age and accessibility to

knowledge and its concomitant re-casting of the teacher as “facilitator” guiding the pupil to knowledge sources, rather than serving as the sole source of knowledge in the classroom. This trend harmonized with the growing tendency toward encouraging pupils to actively build their own individual “knowledge maps” and toward employing the computer for instructional purposes, but at the same time, contradictory pedagogical approaches began to garner support, approaches that called for increased standardization of teaching, learning and testing methodologies. These approaches drew strength from Israel’s medium to low rankings on international scales of scholastic performance, and from growing criticism of instructional methods that gave pupils excessive degrees of creative and scholastic latitude. This is reflected in the growing use of strictly-defined and rigid instruction frameworks for the entire pupil population, as well as in the development of a culture of high-stakes testing [34].

Through reviewing the educational system in the Republic of Moldova it was noticed that Pre-school education covers children aged from 3 to 6[7]; primary education lasts 4 years [I–IV grades]; gymnasium education has a five-year duration [V–IX grades]; lycee education lasts 3 years [X–XII grades]. Secondary general schools [eleven-year length of studies] will exist until the end of the period of transition towards the new structure of the educational system [4, p. 138].

Secondary vocational education provides pre-service training in a trade [profession] as well as lifelong learning and requalification training for skilled workers and unemployed. Secondary professional education is provided by colleges and holders of baccalaureate diplomas and of school or gymnasium certificates can be enrolled in colleges as a result of an admission contest. The length of day-time studies is 2–3 years. The duration of part-time studies is one year longer [22].

Higher education is delivered by higher education institutions: universities, academies and institutes. Specialized post-graduation education is provided by higher education and research institutions which dispose of the required conditions for theoretic and specialized education of researchers and of the teaching staff. Post-graduation education is implemented by the means of doctorate, post-doctorate and other types of post-graduation courses, as well as professional development courses provided by research and accredited higher education institutions. Lifelong learning courses are delivered by specialized vocational training institutions and by other types of public or private institutions which are subject to academic accreditation or hold are licensed to deliver such training according to the legislation into force. In 2014 the expenditures for support teachers’ salaries and equipment supply to resource centers were included in the schools’ per-student normative [31]:

- Support teacher - 76.0 MDL
- Resource Centre - 84.8 MDL

For the past three years, the Ministry of Education has been promoting social accountability instruments across the country's educational establishments, with the support of the World Bank. As part of these education system reforms, schools have received greater autonomy and are now empowered to engage more with local communities in managing their financial and human resources [30].

The benefits they gained with financial autonomy are many—its all about being better at governing schools at a local level. They received a chance to make decisions on the teaching system they run there; they received a chance to develop, to invest, and to determine their priorities on their own: we do what we need the way we like, it also comes with being fully responsible for the money we spend, the life of our school in the eyes of our community and in the best interests of our students.

The lyceum's story is part of the school-based management reforms introduced across Moldova with the help of the World Bank. Moldova was one of the first countries to join the Global Partnership for Social Accountability, a World Bank-administered initiative that promotes citizen engagement in the activities of public institutions [27, p.11-12].

Changing approaches was not easy at first, however, as school directors and teachers needed to learn how to run a budget and how to efficiently procure goods and services. But, as former Education Minister Maia Sandu argued, the effort was well worth it.

When they first raised the issue of quality of education, everybody would come back to us and say 'yes, but we need proper financing'. And we agreed: schools have to be well-financed. But what does it mean, how much and where do we get the money? The first thing we should do is to look into the funding that is already allocated. And see whether this money is used properly and in a transparent manner. Central to the success of the reforms was the understanding that schools are institutions that know best what it is they need and how to finance their activities.

The first thing they did was to implement the financing autonomy of schools. And in the last three years, they have seen lots of projects being implemented by schools with almost the same money, which proves that the money is now being spent more efficiently. Social accountability works as a multilateral coalition, where both parents and students are key.

The benefits Moldavian school gained with financial autonomy are many – its all about being better at governing school at a local level. They received a chance to make decisions on the teaching system they run there; they received a chance to develop, to invest, and to determine their priorities on their own [10, p.100].

In our opinion, greater autonomy for the school comes with three specific strengths: power in decision-making, responsibility, and transparency. With this, students, parents, teachers and indeed the whole community can hold the school accountable for the quality of education it provides and such an

education can then enable Moldova's children to be more competitive and to pursue their dreams.

In this chapter, the researcher also illustrated the financial self management system in the framework of school in Israel (The Israeli Self Based Model (ISBMM)), he included that the Israeli school system still has a strong public infrastructure and most of the teaching hours are financed from the public coffers and most teachers are employees of the Ministry of Education or the local authorities. However, over the past three decades privatization has made serious inroads, as parents, nonprofits, and commercial bodies – referred to as “market forces” – play a growing role. Privatization is not only a product of the weakened public service network, but also a catalyst of it. With neoliberal social and economic policies, and a dwindling of public investment in education, the private sector has stepped up its involvement in funding and shaping education. And because private sector activity is rooted in family, sectoral, or business interests, the ability of the state to maintain control over the format and content of education is further eroded [OCED, 2014].

The principal manifestations of self management system in Israel school are as follows:

- Severe cutbacks in state allocations for education together with increased private funding of public schools.
- Adoption of a free market model for the school system emphasizing the uniqueness, competitiveness, and marketability of schools.
- Measurement and evaluation methods borrowed from the corporate world.
- Private entrepreneurship.
- Outsourcing and the commercializing of functions that had previously been performed directly by the Ministry of Education.
- Companies, nonprofits, and foundations operating within the schools.
- The corporate ethos of “management flexibility” has fostered new employment arrangements for teachers, and recently also new training formats [14, p. 67].

Through assessing the potential for self management in conditions of limited resources showed that the autonomous schools face the same budgetary challenges as other schools. The key to their success is in “delivering the goods” despite strapped finances and limited resources universal to all school systems. The key lies in investing in educational ingredients that do not necessarily carry a price tag:

1. strong institutional leadership, nurtured by the system's autonomous character
2. the presence of strong shared values among the school staff concerning educational goals
3. a safe and orderly environment

4. core curriculum requirements and high expectations from all students, regardless of background.

Chapter three concluded that the evolving privatization of Israel's school system has far-reaching consequences: It hastens the decline of public education and the faltering of the leadership of the Ministry of Education; it entrenches the diminished state investment in schooling and bolsters the role of the private sector in financing and shaping education; it replaces learning with competition for test grades in the basic subjects; and it widens cultural and class-based gaps, thereby deepening inequalities in education.

The appearance and proliferation of autonomous schools will require a new mindset among administrators at all levels but particularly at the school level itself. Recognizing that schools may be at different levels of readiness to operate independently, the Ministry of Education and local municipalities should be encouraged to establish differentiated approaches to supervision of each school in their districts. Using objective criteria such as student performance, teamwork and operations, or school-level educational strategies [budget and personnel plans], the Ministry of Education and municipalities may give some schools greater autonomy for developing their own educational strategies, budgets and team operational plans while providing other schools with higher levels of guidance, technical assistance and support.

Autonomous schools began as a progressive, social-political project in education that was a reaction against both: stagnation in educational research and "business as usual" educational politics that created severe social inequalities in the society. Often autonomous schools system of education is seen as something that comes from outside - a foreign discipline that some individuals are trying to incorporate into an established field. Nevertheless, the field of education has always been open to other systems. At the same time, education has always been central to the process of globalization. Ultimately, autonomous schools system of education continues a general trend in the global history, a work that began with worldwide socio-cultural market and continues today in the philosophy, sociology, and history of education.

A challenge is that of formulating an education budget capable of addressing the system's various other challenges. The budget cuts that Israel's education system has absorbed over the last few years have led to larger class sizes, fewer weekly class hours, a heavier burden on the teacher, a loss of pedagogical flexibility in the schools, a cessation of the trend toward school autonomy and self-management, and fewer resources for advancing disadvantaged populations, including the Arab sector, these are the challenges faced by the Israeli education system in the middle of the first decade of the 21st century.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Research done in the field of self economic management and technology on achievements in elementary Arab schools in Israel by using diagnosis of the financial self-managment potential allowed the following **conclusions**:

1. Self-economic models and programs investigated and detailed from different points of views and studies made in Israel about the subject. Self-economic management and technology integration was given a special concern being a great shift in education system in Israel and determined specific information about the impact of self-economic management and technology on elementary schools' achievements at Arab Schools in Israel [1, p.131-137].

2. The evolving privatization of Israel's school system has far-reaching consequences: It hastens the decline of public education and the faltering of the leadership of the Ministry of Education; it entrenches the diminished state investment in schooling and bolsters the role of the private sector in financing and shaping education [4, p.132].

3. Challenge is that of formulating an education budget capable of addressing the system's various other challenges, budget cuts that Israel's education system has absorbed over the last few years have led to larger class sizes, fewer weekly class hours, a heavier burden on the teacher, a loss of pedagogical flexibility in the schools [3, p. 1403].

4. Self economic management enables the school to set its educational targets itself, cooperating with teachers, students, parents and community in making decisions, and determining to achieve them. School administration became flexible to comprehend various partners of educational process [6, p. 249].

5. The organizational climate at the school is open and based on autonomy and trust. The school reports to the central authorities on goals set for itself, the way in which it spends its resources and sets its priorities and its educational and social outputs" Giving broad powers to the school both in pedagogy and in the area of the budget requires trust and flexibility of the school principal [7, p. 128].

6. Self-managed school appropriates teaching methods in schools, being aware of the changing needs and limitations, the principle of self managed school requires schools to develop expertise in various areas and to act as an intelligent, flexible and respondent. The ability to change the educational approach, set the vision, goals and objectives of the school. enable educational staff to make priorities, and lead the pupils attain the expected results will enable the self-managed schools to focus on achieving the goals and priorities [2, p. 31].

7. Self managed schools see themselves as responsible and committed to the success of all students in the school. Self-managed schools raise educational achievement of students, the right and the best conditions to learn and grow to be given to each student. Self-managed schools will increase students' esteem and satisfaction, teachers and parents and academic climate, are significantly improve [8, p. 250].

8. The school staff knows the needs of the students and the population given the independence, resources, appropriate tools and training where needed, improves the management culture of the school, educational staff will be provided spaces of autonomy and authority, and the school will professionally develop [9, p.35].

Recommendations:

The research carried out in the field of self-economic management and technology on elementary Arab schools allows us to propose following conclusions:

1. Ministry of Education of Israel must implement self economic management at all Arab elementary schools in Israel for its benefits and advantages that impact schools' achievement as a whole.
2. Implementation of technology is very fast, and education must cope with its revolution in order to create students armed with all types of information needed for future generations.
3. Ministry of Education and local administration must give more attention to elementary stage for its importance in developing students' personality.
4. Ministry of Education must organize more courses for principals at Arab schools in Israel about self-economic management and its requirements and ways to develop it.
5. The Ministry of Education has to continue support of the model applied at Arab schools in Israel and to expand it to other stages other than elementary schools in the next years.
6. The Ministry of education in Israel should continue integrating technology in education because there are many Arabic schools in Israel that still not integrating technology. Budgets should be provided in order to increase student achievement.
7. The local authorities and the Arabic Municipalities should bear the burden of completing the student basket, and must consider education as an urgent priority than other issues.

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ANNOTATION

Name of the author: Salih Naji

Thesis title: The impact of self-economic management and technology on achievements in elementary Arab schools in Israel

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Thesis structure: introduction, three chapters, conclusions and recommendations, 147 titles of bibliographical resources, 6 annexes, 142 pages of main text, including 11 figures, 23 tables. The results are published in 13 scientific papers.

Key words: school-economic management, economic education, education, research, effective education, technology integration, school budget, self-based management, financial self-management.

Field of study: 521.03-Economics and management in the field of activity.

Scope and objectives of the thesis: The scope consists in the relief and argument of the impact of self-economic management and technology on the development and achievements at elementary Arab schools in Israel. In accordance with the proposed scope in the work it aims and addressing the following **objectives:** Study impact of self-economic management on elementary Arab schools achievements in Israel; Analyze the current theoretical approaches of self-economic management in the elementary Arab schools; Clarifying the institutional aspects of financial self-management in the Israel educational system; Investigate the impact of technology on the achievements on elementary Arab schools in Israel; Conducting a survey to determine the impact of self-economic management and technology on the achievements on elementary schools in Israel.

The scientific novelty of the investigation consists in: deepening and completion of theories on self-economic management on elementary schools in Israel; streamline of self-economic management and technology on elementary Arab schools achievements in Israel; perfecting the correlation between self-economic management, technology and activity of local authorities in the context of decentralization and self-management as a decision-making in the elementary Arab schools in Israel on the basis of survey study; theoretical substantiating of the impact of technologies on the achievement on elementary Arab schools in Israel; determination of the multi-channel type of financial self-management in the elementary Arab schools in Israel; assessing the potential for financial self-management in conditions of limited resources.

The important scientific problem solved is to demonstrate the necessity of implementation of self-economic management and technology on elementary Arab schools which will contribute on impact on the achievement of schools development.

The theoretical significance and applicative value of the thesis is determined by issues theoretical founded on self-economic management and technology and impact on the achievement of elementary Arab schools development; possibility to implement the proposals and conclusions in order to improve self-economic management and technology on elementary Arab schools; promotion of dependency of achievements in elementary Arab schools in Israel from the self-economic management and technology.

Implementation of the scientific results: The study may also have important practical importance for governments, organizations and institutions relevant to the investigated issues. The thesis assessments and findings can be considered by the leaders of educational institutions and government bodies involved in the development and implementation of development programs in education. The study of self-economic management and technology is significant for several reasons. Self-economic management is a new trend in the Arabic schools in Israel; we investigate the self-economic management and its effect on school achievement. The use of current technologies for instructional purposes has great impact on the student engagement, learning styles, student-teacher interactions, and teachers' satisfaction as well as learning outcomes.

ADNOTARE

Numele și prenumele autorului: Salih Naji

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Localitatea: Chișinău

Anul perfectării: 2018

Structura tezei: introducere, trei capitole, concluzii și recomandări, bibliografia din 147 titluri, 6 anexe, 142 pagini de text de bază, inclusiv 11 figuri și 23 tabele. Rezultatele sunt publicate în 13 lucrări științifice.

Cuvinte cheie: autogestiunea economică, managementul economiei școlare, educația economică, educația, cercetarea, educația eficientă, integrarea tehnologică, bugetul școlii, auto-managementul bugetului școlar, auto-managementul financiar.

Domeniul de studiu: 521.03 – Economie și Management în domeniul de activitate.

Scopul și obiectivele lucrării: scopul lucrării este de a reliefa și argumenta impactul managementului auto-economic și tehnologiei asupra dezvoltării și realizărilor în școlile elementare arabe din Israel. În conformitate cu scopul propus în activitatea pe care o urmărește și care se adresează următoarelor **obiective:** studierea impactului managementului auto-economic asupra realizărilor școlilor elementare arabe în Israel; analiza abordările teoretice actuale ale managementului auto-economic în școlile elementare arabe; clarificarea aspectelor instituționale ale auto-managementului financiar în sistemul educațional din Israel; investigarea impactului tehnologiei asupra realizărilor școlilor elementare arabe din Israel; realizarea unui studiu pentru a determina impactul managementului auto-economic și tehnologiei asupra realizărilor în școlile elementare din Israel; perfecționarea corelării dintre managementul autoeconomic, tehnologie și activitatea autorităților locale, în contextul descentralizării și autoadministrării ca proces decizional în școlile elementare arabe din Israel pe baza studiului de anchetă.

Noutatea și originalitatea științifică a investigației constă în aprofundarea și completarea teoriilor privind managementul auto-economic în școlile elementare din Israel; eficientizarea managementului auto-economic și tehnologiei în ale școlilor elementare arabe din Israel; demonstrarea teoretică a impactului tehnologiilor asupra realizării în școlile elementare arabe din Israel; determinarea tipului multi-canal de auto-gestiune financiară în școlile elementare arabe din Israel; evaluarea potențialului de auto-gestiune financiară în condițiile unor resurse limitate.

Problema științifică importantă soluționată este demonstrarea necesității implementării managementului auto-economic și tehnologiei în școlile elementare arabe, care vor contribui la impactul asupra realizărilor și dezvoltării lor.

Semnificația teoretică și valoarea aplicativă a tezei sunt determinate de aspectele teoretice bazate pe managementul auto-economic și tehnologie și impactul asupra realizării și dezvoltării școlilor elementare arabe; posibilitatea punerii în aplicare a propunerilor și concluziilor pentru a îmbunătăți managementul auto-economic și tehnologiei în școlile elementare arabe; promovarea dependenței realizărilor în școlile elementare arabe din Israel, de managementul auto-economic și tehnologiei.

Implementarea rezultatelor științifice: Studiul poate avea, de asemenea, o importanță practică importantă pentru guverne, organizații și instituții relevante privind problemele investigate. Evaluările tezei și constatările pot fi luate în considerare de conducătorii instituțiilor de învățământ și de organele guvernamentale implicate în elaborarea și implementarea programelor de dezvoltare în domeniul managementului educației. Studiul managementului auto-economic și tehnologiei este semnificativ din mai multe motive. Gestiunea auto-economică este o nouă tendință în școlile elementare arabe din Israel; Investigarea managementul auto-economic și efectul acestuia asupra realizării școlare. Utilizarea tehnologiilor actuale în scopul instruirii are un impact deosebit asupra implicării studenților, a stilurilor de învățare, a interacțiunilor student-profesor și a satisfacției cadrelor didactice, precum și a rezultatelor învățării.

АННОТАЦИЯ

Имя Автора: Наджи Салих

Название Диссертации: Влияние экономического самоуправления и технологии на достижения в начальных арабских школах в Израиле

Академическая степень: доктор экономических наук

Город: Кишинев

Год: 2018

Структура диссертации: введение, три главы, выводы и рекомендации, библиография из 147 наименований, 6 приложений, 142 страниц основного текста, в том числе 11 рисунков, 23 таблицы. Результаты опубликованы в 13 научных статьях.

Ключевые слова: школьно-экономический менеджмент, экономическое образование, образование, исследования, эффективное образование, интеграция технологий, школьный бюджет, управления на основе самоуправления, финансовое самоуправление.

Специальность: 521.03-Экономика и менеджмент в сфере деятельности.

Цель и задачи диссертации: сфера деятельности состоит в в рельефе и аргументации влияния экономического самоуправления и технологии на развитие и достижениях в элементарных арабских школах в Израиле. Для достижения этой цели, были установлены следующие **задачи:** изучить влияние экономического самоуправления на достижениях в начальных арабских школах в Израиле; проанализировать существующие теоретические подходы к экономическому самоуправлению в элементарных арабских школах; уточнение институциональных аспектов финансового самоуправления в образовательной системе Израиля; изучить влияние технологии на достижениях в элементарных арабских школах в Израиле; проведение опроса для определения влияния экономического самоуправления и технологии на достижениях в начальных школах в Израиле.

Научная новизна и оригинальность исследования состоит в углублении и завершении теорий экономического самоуправления в начальных школах в Израиле; оптимизация экономического самоуправления и технологии в достижениях в начальных арабских школах в Израиле; теоретическое обоснование влияния технологий на достижения в элементарных арабских школах в Израиле; определение многоканального типа финансового самоуправления в элементарных арабских школах в Израиле; оценка потенциала финансового самоуправления в условиях ограниченных ресурсов.

Решенная основная научная проблема состоит в демонстрации необходимости внедрения экономического самоуправления и технологии в элементарных арабских школах, которые будут способствовать влиянию на достижениях в развитии школ.

Теоретическая значимость и практическая ценность исследования определяются теоретическими вопросами, основанными на экономическом самоуправлении и технологиях, а также влиянием на развитие начальных арабских школ; возможность реализации предложений и выводов в целях совершенствования экономического самоуправления и технологий в элементарных арабских школах; продвижение зависимости достижений в элементарных арабских школах в Израиле от экономического самоуправления и технологий.

Внедрение научных результатов: исследование может иметь важное практическое значение для правительств, организаций и учреждений, имеющих отношение к изучаемым вопросам. Оценки и выводы исследования могут быть рассмотрены руководителями образовательных учреждений и государственных органов, участвующих в разработке и реализации программ развития в сфере образования. Изучение экономического самоуправления и технологии имеет большое значение по нескольким причинам. Экономическое самоуправление - новая тенденция в арабских школах в Израиле, это исследование экономического самоуправления и его влияние на успеваемость в школе. Использование современных технологий в учебных целях оказывает большое влияние на вовлеченность учащихся, стиль обучения, взаимодействие между учащимися и преподавателями, а также удовлетворенность учителей, а также результаты обучения.

Naji Salih

**THE IMPACT OF SELF ECONOMIC MANAGEMENT AND
TECHNOLOGY ON ELEMENTARY SCHOOLS ACHIEVEMENTS AT
ARAB SCHOOLS IN ISRAEL**

**Specialty: 521.03. ECONOMICS AND MANAGEMENT IN THE
FIELD OF ACTIVITY**

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