

# OPINION

by **Prof. Svetlozar Petkov Vatsov, PhD**

Professor in Faculty of Technical Sciences, Konstantin Preslavsky University of Shumen  
on the dissertation of *Meir Davidesco*

defending the education and scientific degree "Doctor PhD", in the Field of Higher Education

1. Pedagogical Studies, Professional field 1.1. Theory and Management in Education

Dissertation topic "**Consent Factors of the New Teachers  
for Coping with Conflicts in the Class**"

Science major: Assoc. Prof. Krasimira Marulevska, PhD

## 1. Brief Biographical Data for the Candidate

Meir Davidesco is Bachelor in *Israeli Geography* and Master in *Jewish History in the New Age* from University of Haifa, Israel.

He worked like Educational Inspector in Israeli Ministry of Education, CEO and entrepreneur in Private college, School Manager in Kaplan Elementary school, Hedera. At the moment it is Senior Advisor, R&D in educationfrontiers and futuristic pedagogy in Israeli Ministry of Education.

## 2. General Description of the Materials Presented

The subject of the dissertation is current, appropriate for that type of work and relevant to education. The volume of the dissertation is 175 standard pages, 155 of which are text, 13 are bibliographies and 7 are applications.

The aim of the dissertation is to deepen the understanding of teacher resilience and its contribution to beginning teachers.

The work is organized in an introduction, three chapters, a conclusion, references and applications.

The introduction to the dissertation states the object, the subject, the aim and the tasks of the work, it formulates the hypothesis and specifies the method of the research.

Chapter One, "*Problems and challenges in the professional development of teachers in the context of educational management - theoretical foundations*", gives an overview of the scientific developments of regarding the theoretical foundations of school management and the management of teaching staff, the characteristics of the work and the difficulties for new teachers are considered. It is concluded that teachers who decided to remain in the field of teaching reported that their coping strategies prevented them from burning out by setting boundaries and establishing relationships with students. This resilience of novice teachers is reflected in many conflicts and difficulties during their work.

In Chapter Two, "*Classroom and conflict management in the school environment*" the types of conflicts and the strategies for dealing with them are considered and studied. It is stated that teachers' resilience can be strengthened by enhancing mutual reciprocity, social, professional and organizational support to teachers.

Chapter Three, "*Research methodology and analysis of the results of the empirical study*" describes the organization of the empirical study and analyzes the data obtained. It is concluded that:

- there is a positive association between teachers' self-efficacy perception and their resilience, so that teachers which are more resilient are characterized by higher self-efficacy perception

- the higher teachers' resilience and self-efficacy is, the greater their use of skilled and professional coping strategies to cope with conflicts

- the higher teachers' resilience and self-efficacy is, the less difficulties they face coping with conflicts

- new teachers' self-efficacy and resilience is lower than that of experienced teachers

- the ability of new teachers to cope with conflicts is lower than that of experienced teachers

*The Conclusion* draws inferences appropriate summaries of the dissertation.

References include 127 headings and 4 web-based sources. Literary overview shows in-depth and precise knowledge of the field of the author.

### **3. Scientific Contributions of the Dissertation**

I accept most of the contributions described in abstract of the dissertation, to wit:

1. The study confirmed the existence of a positive relationship between self-efficacy and teacher resilience, so that high-resilience teachers have a high level of self-ability

2. Provided an overall affirmation of the relationship between teacher resilience, their perceptions, and their coping patterns, both in the positive aspect of greater use of professional and skill coping strategies and in the negative aspect that expresses fewer difficulties in coping.

3. The dimensions of resilience develop even before the actual work begins in teaching, while the self-concept of competence grows in parallel with teaching and accumulating experience in the field.

4. It has become clear that resilience has a different influence on the self-concept of new teachers and experienced teachers. The dimensions of self-efficacy among experienced teachers were influenced by the resilience that promotes challenging experience and, for new teachers, they were influenced by the resilience dimension of intrinsic motivation.

5. Resilience among new teachers expresses hopes of being "good teachers" and aspirations for their ability to achieve value goals. The willingness to invest and learn to achieve these goals underpins their sense of ability.

6. In general, the ability of new teachers to cope with conflicts is lower than that of veteran teachers

7. However, Difficulty dealing with conflicts due to lack of knowledge was negatively affected only by the Teaching and Interpersonal Efficacy dimension of experienced teachers. This means that teachers experience more Difficulty dealing with conflicts due to lack of knowledge as their teaching and interpersonal efficacy is lower, and vice versa.

8. There is no direct effect of experience and resilience on Difficulty dealing with conflicts due to lack of knowledge, since all influence is expressed within Teaching and interpersonal efficacy, and it affects the ability of teachers to cope.

The survey could be useful in optimizing the management of Schools. The applicability of results thereof and contribution are out of question. They will be of interest and will bring benefits to all active in education.

### **Assessment of the Publications in the Dissertation thesis**

There are 3 out of print Publications relating to the subject of the dissertation thesis. They give a clear picture of the results thereof and provide appropriate publicity to scientific contributions and claims of the author, by strength and volume they satisfy the minimum national standards for the award of a doctoral degree.

#### 4. Author's Summary

The volume of the author's summary is 79 standard pages and contains the main findings of the referred study. It reflects sufficiently complete its contain and the key contributions of doctoral candidate. Author's summary gives the necessary view of the issues being examined and results which have been obtained.

#### 5. Critical Remarks and Recommendations

I do not have any critical remarks to the presented work. My question to the doctoral student is: "How does teacher resilience help build a sense of self-efficacy?"

### CONCLUSION

The dissertation shows that the doctoral candidate Meir Davidesco has an in-depth theoretical knowledge of scientific field *Theory and management of education* by demonstrating qualities and skills in separate conducting scientific research. It contains the scientific and scientific and applied results that represent original contribution in science and satisfy the requirement of The Academic Staff Development Act in The Republic of Bulgaria /ASDARB/, the Implementing Rules of the ASDARB and the Rules of The Academic Staff Development Act in SWU "Neofit Rilski".

In view of the above, I give a positive vote of conducted research and I recommend to the Scientific Jury to propose awarding Meir Davidesco with the education and scientific degree "Doctor" in the Field of higher education 1. Pedagogical Studies, Professional field 1.1. Theory and Management in Education.

31.05.2021  
Shumen

Member of the Scientific Jury:

  
/Prof. Dr. Svetlozar Vatsov/