

REVIEW

for dissertation work
for obtaining an educational and scientific degree "DOCTOR"
Field of higher education 1. Pedagogical sciences,
Professional field 1.1. Theory and management of education,
Doctoral program "Management of Education"

by Prof. YANKA TOTSEVA, PhD - SWU "Neofit Rilski"

on the topic: "**CONSENT FACTORS OF THE NEW TEACHERS FOR COPING
WITH CONFLICTS IN THE CLASS**"

developed by MEIR DAVIDESCO

1. Data for the dissertation

Meir Davidesco has a Bachelor of Geography and a Master of Modern History. He specializes in educational management. He has extensive teaching and management experience in the field of education as a school principal, college teacher, inspector, teacher trainer and advisor to the Ministry of Education of Israel.

2. Data for the doctorate

Meir Davidesco is enrolled as a PhD student in an independent form of study at the Department of Pedagogy at the Faculty of Pedagogy at SWU "Neofit Rilski". He has successfully passed the exams according to his individual plan. There are no data for violations during the implementation of the PhD study.

3. Data for the dissertation and the abstract

The dissertation is developed in a volume of 155 standard pages. It contains: a summary, an introduction, three chapters and a conclusion. The three questionnaires used for the empirical study are presented in the appendix.

127 Latin literature sources and 4 internet-based ones were used.

The development begins with a **Summary** of the dissertation.

The **Introduction** draws attention to the topicality of the problem related to the difficulties faced by newly appointed teachers in the period of adaptation to school work and their readiness and resilience to deal with them.

The *global goal* of the research is to study the impact of sustainability on the ability of newly appointed teachers to deal with conflicts in the school environment.

A *basic research question* is raised: Is whether it is possible to influence the perception of resilience of new teachers, and accordingly, how this sense of resilience contributes to new teacher's coping abilities with conflicts during their first years of work?

The object and the subject are presented descriptively.

The *object* is the "characteristics of the resilience of new teachers and the development of an appropriate training program for building and strengthening this resilience."

The *subject* is a focus on "teacher's ability to cope, overcome and even gain strength in view of the distress that arises as an inherent attribute of the profession."

The main goal of the dissertation is indicated, which will be achieved by solving three *main tasks* related to:

1. a theoretical study of teacher's resilience and self-efficacy, together with an overview of teacher's conflicts and coping strategies;
2. empirical measurement of sustainability in its connection with conflicts;
3. preparation of conclusions and recommendations for support of the newly appointed teachers in the direction of increasing the self-efficiency and resilience.

Five research hypotheses have been formulated.

At the end, the stages of the work and the limitations of the research are presented.

Chapter 1. *Problems and challenges in the professional development of teachers in the context of educational management - theoretical foundations* is 46 pages long. It reviews the literature on issues related to education and its management.

The first paragraph analyzes the links between the education system and innovation in it. The educational projects, their management and the project-based training as innovative and fruitful technology are considered. Innovation in education has also been explored in relation to the role of the school principal for innovation management and staff management on the one hand and the attitude of newly appointed teachers towards them on the other.

The second paragraph continues the issue of school self-management. Aspects of internal school management are presented. Attention is also focused on in-school monitoring

to achieve the goals and high quality. A comparative analysis of public and free schools in Israel has been made.

The third paragraph presents the job characteristics and difficulties of newly appointed teachers and examines sustainability and self-efficacy.

Chapter 2. *Classroom and conflict management in the school environment* is 50 pages long. It provides a theoretical analysis of issues related to classroom management and conflict management.

The management of the class is connected with the topic of the importance of the authority and leadership of the teacher. Theories and typologies of teacher leadership behavior are presented. Good knowledge of both classical and modern and current theories such as transactional and transformational leadership has been demonstrated.

The second part of this chapter presents the problems of conflict management. The concept is clarified and the types of conflicts in which the newly appointed teacher can be involved are presented, as well as the techniques for dealing with each of them in the context of understanding the role of sustainability.

The third Chapter presents the *Research methodology and analysis of the results of the empirical study*. It is 42 pages long and includes three main parts:

- Research methodology – the objectives of the empirical study – “to characterize the main aspects of improving and strengthening the resilience of the newly appointed teacher and accordingly to examine how these aspects affect the self-efficacy and ability of newly appointed teachers to cope with conflicts; hypotheses; argumentation for the research methods – qualitative and quantitative; the sample; the description of the toolkit.

- Analysis of the results, which is precise, correct, successfully visualized with tables, and well argued. Based on the mathematical-statistical processing they make a qualitative pedagogical analysis, in which connections and relations are made meaningful, analysed, and explained.

- Conclusions from the empirical research, which include findings, discussion, summary. It makes a particularly good impression to connect them with the hypotheses of the research and the search for practical-applied consequences.

The dissertation ends with a **Conclusion and practical consequences**. It presents in a synthesized form the main highlights of the theoretical review and analysis; the basic general conclusions and special attention is paid to the recommendations and consequences.

The **Abstract** reflects the main aspects of the dissertation, but it first presents the empirical study, and then part of the theoretical analysis of the first chapter.

4. Scientific contributions

The dissertation has a theoretical-empirical nature, which determines the nature of the contributions, some of which are in theoretical terms, but most have a practical-applied meaning.

5. Publications and participation in scientific forums

The dissertation presented a list of three publications on the topic of the dissertation, of which one article from participation in an international scientific conference and two articles in the Yearbook of the Union of Scientists in Blagoevgrad.

Conclusion

The *strengths* of the presented dissertation can be pointed out the following:

- the choice of current and significant issues, which is developed with a very good knowledge of the theoretical basis in the international aspect, but also taking into account the specifics of the situation in Israel's schools;
- an in-depth analysis of the relationship between management and innovation on the one hand and school management models and leadership styles on the other;
- the successful presentation of the types of conflicts in the school community that may involve newly appointed teachers and the proposed techniques for dealing with them;
- the author's conceptual model and the tools developed on its basis, in which known tools are partially adapted;
- good knowledge of the possibilities of mathematical and statistical methods for data processing and their extremely successful interpretation refracted through the pedagogical reality and knowledge in the field of educational management, psychology of communication, and psychology of personality.

Unfortunately, I am left with the impression of an unfulfilled task related to the development of a program for training newly appointed teachers to increase their resilience in dealing with conflicts, which is requested in the Introduction.

In this regard, I have several *questions* about this program:

- At what stage is its preparation?
- Is it likely that this program will be legitimized by the Ministry of Education in Israel and will be implemented in institutions training future teachers and/or in institutions conducting qualification activities with practitioners?

In conclusion, it can be said that the dissertation has a complete form and is characterized by good scientific style and logic. It meets the requirements such as volume, content and structure. He has objective merits and contributions to the study of the problems of newly appointed teachers – their behavior, resilience, difficulties and conflicts they face.

The dissertation is a personal work, the result of serious research work in the field of education management and has all the necessary qualities to be awarded the Meir Davidesko educational and scientific degree "Doctor" in Field of higher education 1. Pedagogical sciences, Professional field 1.1. Theory and management of education.

6. 06. 2021

Reviewer:



(prof. Yanka Totseva, PhD)