

REPORT

From assoc. prof. Yonka Petrova Parvanova, PhD

About Dissertation on topic:

CONSENT FACTORS OF THE NEW TEACHERS FOR COPING WITH CONFLICTS IN THE CLASS

Author: Meir Davidesco

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"**

Presented dissertation deals with a significant and interesting problem in the field of educational management. Undoubtedly, the ability of new teachers to cope successfully with conflicts between students presents a serious challenge for both human resource management and for building working strategies for improvement of teachers' work in present conditions.

The work has a total of 180 pages, 155 of which are the main body text. The structure of the thesis is clear and logical, presenting main theoretical ideas and the implemented empirical research, including summary and conclusions. Dissertation has introduction, three chapters, summary, reference list and appendices. The reference list includes a sufficient number of scientific literatures in the field, in English and Hebrew.

I will describe in length the analysis and evaluation of separate parts of the work as this will be done in the in-depth reviews. In this report I will just briefly outline some main benefits and will state some recommendations.

The main benefits and contributions of the work can be stated as follows:

- A systematic review of relation "new teachers – innovation – projects" in education has been done, and this puts the question for those teachers' work and work integration in a new paradigm.
- Main characteristics of school-based management are presented. The work presents an attempt this management to be seen and interpreted in a direct relation with the statute and self-management of teachers and especially new teachers.
- Specifics of conflicts in school environment are described in depth and in a systematic way, along with resilience as a psychological construct and strategies for coping with conflicts in their relation with new teachers.

- Quantitative research is based on a clearly stated variables, and relations between them are explicitly stated, tested, and analyzed;
- Mathematical-statistical analysis has been done in a thorough way with a suitable statistical procedure, which can be used to confirm or reject the research hypothesis;
- Analysis and interpretation of empirical data from the survey is clear and reveals the skills of the author to interpret, evaluate and combine empirical data from different sources in a reliable system.
- As a whole, the dissertation is well structured, with a clearly viable empirical part.

Nevertheless, some critiques and recommendations should also be stated:

- There are some discrepancies in the text. For example: on page 7 in the introduction, object of research, there is a stated intention for development of a training program for reinforcing teachers' resilience. The effectiveness of the program in coping with conflicts is about to be analyzed through "a comparative empirical research". Such a program, described in a systematic manner, can not be found in the text, nor any comparative data for its effectiveness, like for example a comparison between resilience levels and strategies for coping with conflicts of control and experimental groups of teachers or a comparison before and after a training program has been implemented.
- Another discrepancy can be found in the research design. On page 110 and later on page 112 (paragraph 3.2) the author stated that an interview with teachers and educational specialists would be done. No questionnaire for such interview can be found in the appendices, nor any visible analysis of interview data is present in the text. The main focus in the third chapter lays in the data of quantitative research and their statistical analysis.
- Last, but not least, the main recommendation is that the topic of the dissertation, research object, subject, and empirical research should be more clearly focused within the educational management field, considering the professional field of the PhD. Although some significant management aspects and paradigms are presented in the theoretical part of the thesis, including classroom management and conflict resolution, those aspects are quite less developed in the empirical research. This comes as a result of the formulation of the research object, aim, and tasks, which are more focused on new teachers, their characteristics, resilience, and self-effectiveness, without a clearly stated management paradigm

both in the research design and in the summery and recommendations of the empirical data.

I would like the author of the dissertation to answer the following question, which arises from my main recommendation above:

- After the review of classroom management in Chapter 2, paragraph 2.1. and the empirical research of teachers resilience, could the author describe specific strategies in the scope of classroom management and/or specific management approaches, which can actually support new teachers in the process of coping with conflicts in class?

The presented summery in English properly reflects the main structure and content of the dissertation. When it comes to the Bulgarian translation of this summery, some serious recommendations can be given regarding clarification and interpretation of specific terms and concepts, the structure of sentences, and some specific translations, which are incorrect or unclear in the context of Bulgarian language norm (for example – some of the translations of classroom management).

The author has present three publications on the topic of the dissertation, which are enough to fulfill the science metric requirements of the law for receiving a PhD in the respected field.

Despite the remarks and recommendations, I believe that the dissertation fulfill the basic requirements and will vote “YES” for awarding the educational and scientific degree “doctor” in professional field 1.1. Theory and management of education, to Meir Davidesco.

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Sofia

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