



Международно Висше Бизнес Училище
International Business School

STATUS

by Assoc. Prof. Dr. Mariana Usheva

Member of the scientific jury in the competition for the award of educational and scientific degree "Doctor", announced by the International Business School

Subject: Dissertation for the award of educational and scientific degree "Doctor", field of higher education 3. Social, economic and legal sciences, in professional field 3.7. Administration and management (Business administration)

Author of the dissertation:

Marieta Alexandrova Goceva

Topic of the dissertation:

Staff motivation, communication and management of educational institutions

Grounds for the opinion:

Participation in the composition of the scientific jury for the defense of the dissertation, according to Order № 261 / 23.12.2021. of the Rector of the International Business School

I. Overall evaluation of the candidate

Marieta Alexandrova Goceva is a PhD student in an independent form of study at the International Business School. The PhD student's CV clearly shows her desire to acquire new knowledge and skills in the chosen field, upgrade her personal and professional competencies and follow the challenge of "Lifelong Learning". Her language skills are impressive, as is the large number of works written on the subject and beyond. From the presented dissertation, as

well as from the publications related to it, it can be seen that the PhD student has in-depth theoretical knowledge in the issues under consideration, has the necessary potential and opportunities for independent research and knows the field of motivation and communication management in the educational institutions.

II. General characteristics of the dissertation

The dissertation submitted for evaluation is properly structured and balanced and contains an introduction, a three-chapter presentation, a conclusion, a bibliography, appendices and a glossary, with a total volume of 226 standard pages. 156 literary sources were used correctly, of which 121 in Latin and 35 in Cyrillic. The dissertation includes 6 tables, 23 figures and 2 appendices.

The topic of the dissertation is relevant and significant, which is well justified by the PhD student. The title of the dissertation is clearly formulated and is closely related to the scientific thesis. There is a clear logical connection between the individual paragraphs, and there is a reasonable upgrade of the content.

The research thesis, the subject, the object, the goal and the tasks of the dissertation are well connected and aimed at clarifying the role of management processes in educational institutions, communication with staff and motivating them to achieve. This justifies the relevance of the chosen topic. The conducted research is in-depth, the essence of the researched issues is covered, an objective analysis is proposed, and the substantiated conclusions are accompanied by own definitions. The used methods, the thematic, temporal and territorial limitations of the research, the methodology and the scope of the developed dissertation are correctly indicated.

The amount of information presented through the used literature, which the PhD student has studied and systematized, is enough to prove the scientific thesis, and together with her own research is a prerequisite and basis for in-depth development of the research problem. The used literature sources are relevant in content and have a clear focus on the researched scientific problem. They are cited in accordance with established standards.

The dissertation is characterized by precision, logical consistency, depth of research and the desire to consider the problems in a complex, in their interrelation and dependence.

Based on all the above, it can be argued that with the above characteristics *the dissertation is a completed scientific study*, covering a complex of theoretical, methodological and scientific-applied issues of the research conducted by the PhD student.

III. Content of the dissertation

The first chapter of the study presents the main theoretical statements about the nature of motivation and communication. It has rightly begun with an in-depth and thorough literary review of the theory on the subject. Along with the systematization of the definitions of leading authors and the clarification of the basic concepts, the PhD student draws a parallel between them and her conclusions, comments and working definitions related to the presented theoretical statements. I appreciate the well-formulated working definitions of "motivation" (pp. 10-11) and "communication" (p. 26) and accept them as a scientific contribution. I also note the qualitative presentation and analysis of motivational theories, as well as the fact that the PhD student clearly distinguishes between those dealing with the dissertation research. I consider the emphasis on the role of management in staff motivation to be fully justified in the context of inducing higher levels of motivation in subordinates through support, encouragement and encouragement from the manager. I also appreciate the PhD student's interpretation of the concept of "career identity" (p. 22), as well as placing a strong emphasis on "career motivation". Based on the presented communication models, a very good classification of the types of communications according to certain characteristics has been made. The systematization of the PhD student of the barriers in communication deserves high praise, as well as the concretization of overcoming them both through different models and through the personal and professional competence of the managers. I also note in particular the systematization of the ten competencies for personal effectiveness and the action-targeted skills for their implementation (pp. 44-46).

Based on the systematization of the results of the effective use of motivation and communication in the school environment, I accept the conclusion of the PhD student that the basis of quality educational consequences are not only teaching and educational competencies, but also the available motivating environment. The PhD student argues the emphasis on the competence approach and describes in detail the educational consequences that create the effective use of motivation and communication in educational institutions.

From the point of view of her own professional experience, the PhD student formulates adequate definitions, makes her own conclusions and substantiated conclusions, and not just offers a summary of the works of famous authors on the subject. This can be considered as a significant contribution both in the theory of motivation and communication, and in the management of a modern educational institution.

The second chapter is devoted to issues related to staff motivation and communication as key elements in the management of educational institutions. I appreciate the systematization of the qualities necessary for the realization of a modern manager in an educational institution in his role of manager and leader, highlighting the constant personal and professional development, upgrading knowledge, skills and competencies. Also, the specifics of the communication processes in the management of educational institutions are excellently presented and substantiated.

The necessary attention is paid and a thorough analysis of the possibilities for achieving management efficiency is proposed, in particular, in the field of organizational behavior with a focus on achieving efficiency (ie achieving and realizing the goals of the educational institution).

By tracking the communications between the participants from the educational institutions: "principal - teacher"; "teacher - teacher"; "teacher-parent"; "communications in the classroom (teacher - student)", the PhD student summarizes and highlights the thesis that communication and proper motivation is the basis of success and effectiveness of the management process in an educational institution and personal and professional success and satisfaction with students, teachers and staff.

The third chapter presents an in-depth empirical study aimed at exploring and discovering opportunities for effective management of educational institutions in relation to staff motivation and communication, the specific mechanisms that are characteristic of this type of institution. The PhD student, through the analysis and synthesis of methodological ideas, compiles the necessary methodology, conducts in-depth empirical research, professionally analyzes the results obtained, performs adequate analysis and makes sound summaries and conclusions.

The empirical research, conducted for the purposes of the dissertation, involves respondents from the staff of educational institutions in the country, from vocational high schools, secondary and primary schools. The results are shown graphically and adequately analyzed.

Significant contribution to this chapter is the highlighting of demotivating factors in management, which the empirical analysis of the PhD student considers the strongest, and the systematization and summarization of proposals, guidelines and recommendations for improving the processes in the management of educational institutions with focus on staff motivation and communications.

In **the conclusion** of the study the PhD student made the necessary summaries of the results of the study. Synthesized main conclusions from the research realized in the present dissertation are formulated.

IV. Evaluation of scientific and practical results and contributions of the dissertation

The PhD student has formulated 4 contributions that reveal what was done in the dissertation. They are precisely defined and correctly reflect the achieved scientific and applied results. The contributions are contained in the dissertation and I accept them in full.

It is important to point out that after some adaptation the results and proposals in the dissertation research in the field of communication management and motivation in educational institutions can be applied in other organizations and can help managers at different levels. Vocabulary can also be useful for researchers and managers.

The PhD student has managed to achieve the set goals and objectives and to prove the research thesis.

The dissertation is an independent development with high scientific value and practical significance. The problem posed in it has the potential to develop both future research and practical application.

V. Publications related to the dissertation

The results of the problems developed in the dissertation are presented in 16 publications, 4 of which are independent. Ten of the publications are in scientific journals with scientific review, five are in collections of papers from international scientific conferences, also with scientific review and one in a collection of project materials. The number of publications and the participation of the PhD student in them meet the minimum national requirements for obtaining the educational and scientific degree "Doctor".

VI. Abstract and reference to the contributions

The developed abstract meets the requirements and corresponds exactly to the content of the dissertation. The report on the contributions correctly reflects the achievements of the PhD student.

VII. Critical remarks and recommendations

The dissertation research meets the content and requirements for the development of such work. A critical remark can be made to the PhD student, *but it is not of a principled nature and cannot significantly affect* the positive assessment of the content of the dissertation research. The critical note is as follows:

1. Following the derivation of her own definitions, the PhD student could, from the point of view of her professional and personal experience, emphasize even more clearly and emphatically her own opinion on some theoretical issues and strengthen the criticality of the analysis when considering the opinions of the presented authors.

I would also like to ask a question to the PhD student:

1. Doesn't the "instilling confidence in every member of the organization" by the head of an educational institution pose a danger of encouraging the development of inadequately increased self-esteem in employees?

I would also like to make some recommendations regarding the future work of the PhD student:

1. Assuming that the topic of the dissertation is significant and concerns a very topical scientific-applied problem, I assume that it would arouse wider scientific interest. Therefore, I recommend that the results obtained be popularized in scientific journals, referenced and indexed in world-famous databases, as well as the dissertation, after possible additions and refinement to be published as a monograph.

2. Research on the problem of organizational behavior in education in the context of the role of the educational leader could be continued and deepened, given its versatility and great economic and social importance.

VIII. Conclusion

The presented dissertation on the topic: "Staff motivation, communication and management of educational institutions" is in accordance with the requirements of the Law on the Development of Academic Staff in the Republic of Bulgaria, the Regulations for its implementation and the Regulations for competitions for the acquisition of scientific degrees and for holding academic positions at the International Business School. The PhD student meets the set national requirements for obtaining the educational and scientific degree "Doctor". The presented scientific and applied results, contained in the dissertation, present the PhD student as a researcher who has knowledge and skills for independent research in the field of business administration. For these reasons, I positively evaluate the dissertation research and call on the esteemed members of the scientific jury to vote for the award of Marieta Alexandrova Goceva

educational and scientific degree "Doctor", field of higher education 3. Social, economic and legal sciences, professional field 3.7. Administration and management (Business administration).

Blagoevgrad, February 2, 2022

SIGNATURE:

(Assoc. Prof. Dr. M. Usheva)