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**STAFF MOTIVATION, COMMUNICATION AND MANAGEMENT OF  
EDUCATIONAL INSTITUTIONS**

**ABSTRACT**

**On the dissertation for the acquisition of the Doctor's degree in the professional  
field 3.7 "Administration and management"**

**Supervisor:**

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The dissertation was discussed and proposed for defense at the International Business School.

The dissertation contains a total of 226 pages. The structure consists of an introduction, an exposition in three chapters, a conclusion, a bibliography (a total of 154 sources, of which 35 in Cyrillic and 119 in Latin), appendices, a glossary. The dissertation includes 6 tables, 23 figures and 2 appendices.

The materials for the defense are available to those interested in the Education Department of the International Business School.

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Title: STAFF MOTIVATION, COMMUNICATION AND MANAGEMENT  
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## **I. GENERAL CHARACTERISTICS OF THE DISSERTATION**

### **1.1. Public significance and relevance of the topic**

Nowadays, all management functions in all spheres of public life are extremely challenging. Staying and surviving in a competitive and highly productive global environment, marked by strong advances in technological, information and communication discoveries, requires strategies, clear goals and sound management. Key, among the factors of production, is human resources. The difference between managing people and managing processes, however, is that managing employees requires skillful handling of thoughts, feelings and emotions to ensure the highest productivity.

In the context of all these challenges, two main management processes play a key role - the communication and the motivational ones. Understanding human behavior in the workplace is one of the highest priorities for any organization. This is due to both globalization and technological progress, as well as the constant changes that modify the structure of the work environment, the behavior of the workforce and the management of employees. In order to continue the existence of any economic or social unit, regardless of the field of its operation, organizations must adapt to these changes. For this reason, it is extremely important for managers, employers, leaders to know what motivates staff to excel and how to properly communicate in a changing environment.

Especially in an environment where employees work in a team, communication conditions and motivating factors must be created and maintained so that they themselves can move towards achieving common goals. In each organization, the staff is unique and performs their tasks based on their knowledge, skills, abilities and the extent to which they are applied in the work. Some people tend to work really harder than others, but if they communicate with their staff constantly, through the correct transmission of information, if there is trust, dialogue, feedback and people are valued for their dedication and hard work, they are motivated and to productivity.

In the current dynamic environment, the need for better management of all organizational resources, and in particular the management of human resources, is becoming a major concern in management. It is generally believed that the use of proper communication improves employee performance. If staff believe that communication from management is effective, it can lead to a sense of job satisfaction, commitment to the organization and increased trust in the workplace.

This brings to the fore the topicality of the topic. Communication plays an important role in determining whether an organization succeeds or not. Motivation is a set of attitudes and values that influence a person to act in a specific way. At the heart of motivation is human needs and their

satisfaction. This is manifested in the fact that employees have different needs and different priorities and thus management must know different motivational tools to meet these needs and desires. The internal activation of each individual must be stimulated in order to generate appropriate behavior that can lead to the satisfaction of his needs in the work environment. One of the most important processes that can stimulate this behavior is the communication process. For this reason, the present study seeks the impact of communication on staff motivation by placing the communication and motivation process in the focus of the management of educational institutions.

### **1.2. Purpose, tasks, subject and object of the research**

The main goal of this dissertation is to present and analyze the key processes for staff motivation and communication in management in the field of education, while proposing approaches to improve the motivational and communication processes in the management of educational institutions.

In order to reach the set goal, the following research tasks are defined:

1. To lay the foundations of the key theoretical positions and the state of the problem for the motivation of the staff and the communications, with emphasis on:

Definitions of basic concepts;

Clarifying the role and influence of communications on staff motivation;

Understanding the relationship between communications and staff motivation to increase the efficiency of work in educational institutions;

Clarification of the educational consequences and benefits of the effective use of motivation and communication in the school environment.

2. To clarify the nature of staff motivation and communications, as key elements in the management of educational institutions, with emphasis on:

Communication, as a key element in management, incl. communication processes in the management of educational institutions;

The importance of motivation and communication in the field of organizational behavior, with a focus on management effectiveness;

Clarification of the importance and role of leadership communication skills in management to increase staff motivation;

Clarifying the influence of organizational behavior, culture and communication climate on motivation in educational institutions.

3. To study, analyze and clarify the specific mechanisms in the management of educational institutions, in connection with the motivation of staff and communications, with emphasis on:

Conducting empirical research using quantitative methods;

Presentation and analysis of the research results and formulation of basic conclusions;

Proposing approaches for improving the motivational and communication processes in the management of educational institutions;

Giving recommendations for future research in the field of management of educational institutions, with a focus on staff motivation and communications.

The subject of the present research are the communication and motivational processes that take place in the management in the educational sphere, and its object - the educational institutions.

### **1.3. Research thesis and working hypotheses of the dissertation**

The research thesis of the study is that the good and adequate management of communication and motivational processes in the field of education leads to increased learning outcomes, higher performance of staff in terms of work tasks and implementation of the overall objectives of educational institutions.

In the course of the research, the dissertation seeks to identify (prove or disprove) the following working hypotheses:

1. The motivation of the staff in the educational institutions is one of the key management processes, which can be improved and increased by the presence of the basic elements of the communication;

2. Between the communication and motivational processes in the educational sphere and their management there is a strong dependence regarding the work of the staff and the achievement of the goals of the institution;

3. The role of the management of the educational institutions is the basis of the good management of the communication and motivational processes in the educational sphere.

### **1.4. Research methods**

The research methodology includes an in-depth study of the theoretical and conceptual framework of the problem of communication and staff motivation in the context of the management of these processes, incl. with a focus on educational institutions. On the other hand, conducting empirical research involves the use of quantitative methods. The methodological tools themselves

consist of a questionnaire / questionnaire, independently created for the purposes of the dissertation, described in more detail in the third part of the paper. For the purposes of the research, fundamental scientific formulations of the communication theory of famous authors were also used.

The research methodology includes the use of the functional approach to research, as well as the sociological approach and system-structural analysis, and the research methods include:

- Theoretical and scientific analysis;
- Comparative analysis;
- Situational analysis;
- Systematic analysis;
- Empirical analysis.

### **1.5. Limitations of the study**

The present work does not claim to be exhaustive and comprehensive on the issues under consideration. The limitations of the study are related to:

- Thematic limitation - focus on two of the main management processes (communications and motivation);
- Time limit - the survey was conducted in the period September 2020 - April 2021;
- Territorial restriction - the surveyed persons are limited to working in non-specialized schools / primary, secondary and high schools / on the territory of Bulgaria.

In the process of work only publicly available information is used - Bulgarian and foreign literature, documentary and scientific sources, electronic sources, Internet sites, primary sources after conducting a survey, secondary information and publications on the topic. The survey is fully compliant with all ethical rules in its implementation and does not harm the prestige of the surveyed persons and / or institutions.

## **II. CONTENT OF THE DISSERTATION**

### **2.1. CHAPTER ONE. BASIC SITUATIONS AND STATUS OF THE PROBLEM FOR MOTIVATION OF STAFF AND COMMUNICATIONS**

Chapter One of the dissertation contains a total of 5 paragraphs. The first paragraph presents the essence, theories and concepts related to the two key concepts regarding the management of educational institutions - staff motivation and communications. Its aim is to present various definitions and a literature review, while at the same time setting the author's working definitions for the purposes of the dissertation.

The basis, the etymological origin and historical development of motivation and communications, incl. and their interrelation in management are very important for the work, as they lay the basis of the research questions and tasks.

The most accurate possible explanation of motivation can be made through a parallel between the terms "motive" and "motivation". In psychological theory and practice, it is accepted that motives are inherently internal motivators, pushing the person to perform or to refrain from performing a certain action. The motives arise before a concrete action and accompany its whole performance or the whole abstinence from its performance, ie. the motive arises from the lack of internal balance as a result of the presence of some unmet needs, desires and expectations. These needs can be personal or the needs of the group as a whole. In order to motivate a certain action or behavior, the needs must be not only conscious, but also logically and emotionally assessed, in terms of the goals and values of both the individual and his social environment.

Motivation is a process of making a voluntary decision for a certain purposeful action or inaction in the presence of a certain situation. Understood in this way, motivation precedes and predetermines people's behavior in the work process, their activity and the degree to which they devote their intellectual and physical abilities. Viewed through the prism of the organizational environment, motivation is a key principle and plays a key role in the choice of individuals.

Thanks to motivation and its main functions, it is possible to reveal the motivating motives for a person's activity, in order to address the specific tasks. The positive impact of motivating motives in a work environment gives the person the opportunity for much faster and adequate adaptation in the host organization / institution.

An essential moment in the disclosure of human potential is the distinction between purely

human needs and professional ones. This is not about covering or displacing some needs from others.

The following is an analysis of the role of communications in staff motivation. Communication is closely related to all areas of human life and activity, so there is no part of personal or any organizational activity in which the role of communication is not important and extremely important. As the present scientific work is focused on the communication in organizational / institutional perspective, it emphasizes in more detail the communication processes between the employees in the organization / institution, and it is important to explain the organizational communication at the beginning.

Here is the place, given the context of the dissertation, to clarify that for the purposes of the work the terms "organization" and "institution" (with a focus on educational institutions) are considered relevant, synonymous and unambiguous. and meaning.

Any organization that wants to achieve activities in full compliance with the society in which it exists, to start working on a predetermined plan, is aware that management strategy and carefully designed goals are a vital aspect of the functioning of organizational and social systems, especially in the conditions of the modern age, marked by the growing complexity of technological, communication and information products, radical transformation of the social level and structure, trends of globalization of the economy and especially the changes at the organizational level. In this context, management must first think about people. The main purpose of their participation in the tasks they have undertaken is the efficiency with which they perform them, as the requirement for teamwork is also very important. Management deals with the coordination of their activities, planning, organization and coordination of pre-established goals, levels, management and control, evaluations, as a result of the work performed.

The people of the organization, namely the workforce, are the first to benefit or not from the results of the strategy, because they are the ones who perform the tasks assigned to achieve the goals<sup>1</sup>. Therefore, the managers who are responsible for performing the functions of management will always and in absolutely all cases use the communication processes to carry out and understandably coordinate their activities, incl. for decision making and implementation.

Communication plays one of the most key roles in the management process, as it informs and

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<sup>1</sup> Bodie, G., N. Crick (2014). Theory of communicative action. Vol. 1: Reason and the rationalization of society. Boston, MA: Beacon Press.

guides people to achieve the best results. Communicating effectively means not only arranging thoughts and presenting them in an accessible and understandable way, but also the ability to express them in a way that grabs the recipient's attention<sup>2</sup>. The role of communication makes possible the interaction between employees in the work teams, and the manager is the first to build the bridge between the members of the organization through careful and effective communication. All these elements form the basis of communication processes, in which individuals in an organization can establish interpersonal relationships, which are the basis of good governance.

As a management tool, communication is also the basis for employee motivation, as in this way, in addition to good interpersonal relationships, relationships can be created that are non-conflicting and based on the achievement of common goals. Applied in the right way, through the right means and channels of communication, communication plays a key role in motivating employees to increase skills levels, the need to mobilize for change, maximize the workforce, evolution in performance and achieving results. All this undoubtedly increases the desire to achieve goals and explains the importance of the role of communication for staff motivation.

The third paragraph includes the impact of communications on staff motivation. Many studies today find that organizations need motivated employees for their survival<sup>3</sup>. This is because motivated employees help organizations to prosper and employees themselves to be much more productive. Motivating employees is perhaps one of the most complex functions that managers perform<sup>4</sup> and it is very important for every manager to understand the needs of their employees and their priorities and in turn, using the best communication techniques, to respond to each unique situation. For this reason, however, effective communication is also very important for motivating employees and has a huge impact on the overall motivation of staff.

An important point of the influence of communications on staff motivation is that communications are a vital step in the career motivation of employees, they are the primary element for understanding how organizations function when it comes to employee growth and development<sup>5</sup>.

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<sup>2</sup> Beattie, G., A. Ellis (2014). The psychology of language and communication. London: Psychology Press. – pp. 22.

<sup>3</sup> Smith, C. (1994). Communications Theory. New York: Wiley & Sons. In: María José Canel & Karen Sanders (2013). Introduction: Mapping the field of government communication (online). Available at: <https://www.ucm.es/data/cont/media/www/pag-37870/Introduction.%20Mapping%20the%20field%20of%20government%20communication.pdf> (Retrieved 02.06.2021).

<sup>4</sup> Cummings, B. (2002). Money aside, rewards lose punch. *Potentials*, 35(1), pp.11-12.

<sup>5</sup> Elashmawi, F., P. Harris (1993). How to recognize and reward employees. New York: American Management Association.

Demotivated employees are often reluctant to communicate with management. This can have negative effects on work, results, achievement of goals. It is not a mandatory condition that new ideas that employees can contribute to the business are immediately accepted by management. But the fact that they are presented, that there is listening and dialogue, is enough to motivate employees, to engage them even more as well as to improve, even increase their performance and results<sup>6</sup>.

Effective communication requires skills whose development requires practice. Those interested in the process, who want to express both content and intention, are constantly learning the "language" of logic and emotion - the latter of which is one of the most powerful and motivating effects. We often come across the expression "people listen first with their eyes", probably looking for an understanding of the intention of communication without prejudice. In the extra time and patience that a person devotes, he / she usually tries to express his / her heart feelings and it is in him / her that he / she presents his / her point of view and begins to show a clearer understanding of other points of view. Therefore, scientists point out that communication is more a matter of trust and acceptance of others, their feelings and ideas that are different from our own point of view.

The fourth paragraph reveals the relationship between communications and staff motivation to increase the efficiency of work in educational institutions. Employee engagement is the focus of any organization to be successful. These employees are considered to be the most important factors in work efficiency. Retaining engaged employees is a difficult task, as modern employees work to meet their needs as well as achieve their individual goals<sup>7</sup>. There is also a growing trend for employees to do a lot of work at once in their careers, while at the same time becoming much more mobile. Therefore, it is necessary to properly understand what motivates and satisfies them in their work to generate such commitments and high productivity. In turn, communication, as an exchange of thought and / or information leading to mutual understanding, trust, confidence and harmony, has the ability to modify behavior, make changes, engage employees and make them more productive and ultimately - to achieve goals.

Good communication is essential for an organization to survive and maintain its competitive advantage. Internal communication is recognized as a strategic focus, along with issues such as leadership, change management, organizational behavior<sup>8</sup>. It is through relationship management

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<sup>6</sup> Ibid.

<sup>7</sup> Dimitrov, D. (2015). Leadership in a humane organization. *European Journal of Training and Development*, 39(4), pp. 122-142.

<sup>8</sup> Eckhaus, E. (2017). A shift in leadership. *Academy of Strategic Management Journal*, 16(1), pp.19-31.

that the conditions of internal communication must be redefined as part of building a favorable relationship between management and employees.

Narrowing the context, in terms of the relationship between communication and motivation in educational institutions, it becomes clear that especially in the new information age, any management must clearly realize that the assets of the institution are also in the hands of employees, ie. superiors cannot afford to ignore the aspirations, attitudes and preferences expressed by employees.

All processes in the educational institution are based on the behavior of people and the communication between them. The communication process is a mirror of the starting organizational behavior, from the management style and leadership to the efforts of teamwork among employees. The task of any educational management is to develop awareness of the importance of effective communication and to have a positive impact on the motivation for career development of employees through communication. In this way, management can increase employee job satisfaction and most importantly - motivate them to be committed and loyal to the common educational values of the institution, to its mission and goals.

As in any organization, and in educational institutions, effective communication refers to well-defined lines of communication, smooth transfer of information between departments and employees, analysis of information related to decision-making, internal communication within the institution, etc. . Therefore, in the field of education, the emphasis is on the communication skills of management and subordinates, as well as on the transfer / transmission of information within the institution; information design; methods, techniques, techniques, communication channels; feedback.

The management of each educational institution motivates and stimulates the employees, evaluating them periodically and providing them with feedback on their work, but also allows them to express their feelings in the general social interaction. Group communication is the main mechanism through which members express their frustration or satisfaction, but also through which higher or lower motivational levels can be achieved. In addition, none of the functions of communication is less significant or more important than the other<sup>9</sup>. If the institution wants to present itself and work successfully, it must maintain control over its employees, motivate and stimulate

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<sup>9</sup> Jurkovic, Z. (2012). The importance of communication in the functioning of an organization. Professional paper: Croatia. – pp. 387-400.

their work, allow them to express feelings, organize and implement decision-making. Every communication interaction that takes place within the educational institution performs one or more functions of communication, and the key importance of motivation is emphasized especially in terms of achieving higher results in the performance of educational duties, higher productivity. and presentation, achievement of the general goals of the educational institution.

It is also important to mention the fact that giving due importance to motives, such as working conditions, in line with the economic situation and respect for teachers, can have a significant impact on changes in the educational aspect. Although development and socialization usually occur in all aspects of society, incl. education, the need to motivate teachers must be viewed from a perspective point of view, in view of all its essential aspects.

The fifth paragraph includes the educational implications of the effective use of motivation and communication in the school environment. With the development of the concepts of communication and motivation, results-oriented learning is brought to the forefront and the emphasis is on the application of knowledge in real situations, thus the education is "pushed" away from its traditional subject orientation, relying on competence building , integrated across all school subjects.

The motivational and communication processes and their effectiveness in schools are important for the realization of these goals and expected results in the educational environment and in connection with the transfer of knowledge by teachers to young people. Outcomes require both the organization of a motivating and stimulating educational environment, attention, support and cooperation, orientation to the result (even through role and game motivation), and the relevant motives, aspirations and communication skills of teachers. They must be motivated and able to communicate in the classroom so that they have the incentive to focus their efforts on building an environment to promote educational activities by applying different approaches in pedagogical interaction.

In today's dynamic world, mastered skills are never enough, it is necessary to develop resilience and the ability to adapt to change, you need confidence in communication and a motivating environment. This is emerging as a primary task for educational staff. In addition, educators today are charged with the serious responsibility to make the transition from aimless accumulation of knowledge to make sense of the result of this knowledge, to work for the integrated acquisition of necessary competencies, to provide each child with a real situation of full learning, to create skills, motivation and willingness to learn.

In addition, in the context of the competence approach and in the age of great educational transformations, teachers need to filter the requirements of society and redefine learning goals and perspectives. Since each learner is first and foremost a person, it is also the task of the educational staff to build self-confidence by encouraging concentration on learning for the sake of knowledge and its practical application, rather than worrying about the presumption that this is the only way to succeed. Making mistakes and getting low grades in a school environment is considered one of the chances for further training and experience<sup>10</sup>.

In this context, the role of the teacher in the communication process to encourage and motivate learners to learn is very big. Communication skills in school activities and teaching include academic motivation - planning for the near and distant future, focus on the goal, meta-cognitive awareness of what the teacher intends to teach his students and how he intends to do it, the active search for new information, the clear perception of the feedback and its timely provision, the satisfaction with the achievements. The fact is that the motivation to learn involves much more than students want or intend to learn. Encouragement and motivation have the power to help students feel confident in their abilities, improve their skills, assess learning objectives and thus remain strongly engaged in the educational process without being threatened and / or threatened by fear of failure.

Today, students' interests are completely different and very flexible, and teachers need to place a strong emphasis on building and developing learners' non-cognitive skills, sometimes called socio-emotional or soft skills, to help them succeed, not only in school but also in school. and in their future careers, in the job market, in life in general. Teachers need to be prepared with a wide range of teaching tools and strategies in multiple modalities, with many entry points for participation and content. They need to activate learners' curiosity and develop a need for knowledge, creating a broader framework of understanding and helping them to properly integrate what they already know.

According to research, the educational consequences of the effective use of motivation and communication in the school environment are generally reduced to the achievement of: initiative, sustainability, results (from the efforts made)<sup>11</sup>. Other research shows that the most significant consequences, when communications are used effectively, are related to building a positive school

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<sup>10</sup> Cain, K., C. Dweck (1995). The relation between motivational patterns and achievement cognitions through the elementary school years. *Merrill-Palmer Quarterly*, 41(4), pp.25-52.

<sup>11</sup> Anderman, E., C. Midgley (1997). Changes in achievement goal orientations, perceived academic competence, and grades across the transition to middle-level schools. *Contemporary Educational Psychology*, 22(2), pp.269-298.

environment and strong motivation of learners<sup>12</sup>. In addition, the use of strategies such as knowledge and past experience and linking them to the specific discipline taught, in the context of real life, is cited as a key point in building trust. The motivational strategies applied by teachers lead to consequences that create purposeful and confident students who try as many times as necessary - to reach the ultimate goal without worrying about mistakes or failure.

In summary, it can be said that positive motivation leads to initiating tasks, hard work and achieving real results. The contribution of these motivating behaviors to academic success, educational consequences is obvious to school staff. Positive motivation is also an interaction between proper communication and factors contributed by the student and the teacher that provide an effective environment. Learning is interesting and satisfying for young people when it is motivating, and it is a pleasure rather than an obligation.

In addition to being highly motivated, sociable, disciplined, persistent, resilient and honest, it is crucial for teachers to be able to create implications that build empathy, a strong multicultural awareness, and the ability to communicate and work well in a team.

## 2.2. CHAPTER TWO. STAFF MOTIVATION AND COMMUNICATIONS AS MAIN ELEMENTS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS

Chapter Two of the dissertation contains a total of 5 paragraphs. The first presents communication as a key element in management.

Managers use communication to interact, motivate, guide, control and persuade in the workplace. This means that communication is a management function that will lead to effective decisions as a result of achieving organizational goals. Communication is a key function of management as it makes possible other functional responsibilities and management activities. Management uses communication to motivate employees to achieve high results, to maintain control over staff and the work environment, to interact with customers, internal and external stakeholders, to provide new information and feedback on information received about implemented plans, projects and so called.

In addition, communication supports management operations in terms of setting goals, achieving coherence with the organizational structure, staff involvement and interweaving all

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<sup>12</sup> Haimovitz, K., S. Wormington, J. Corpus (2011). Dangerous mindsets: How beliefs about intelligence predict motivational change. *Learning and Individual Differences*, 21, pp.747-752.

actions to achieve the set goals. Honest and effective working relationships are established and maintained only through communication - it contributes to the understanding and mutual acceptance between management and subordinates, between colleagues, between stakeholders through feedback. Communication reveals opportunities to improve both individual and organizational results. It underlies the process of motivation and allows identifying, knowing and using very precisely different categories of needs and incentives for performance and employee satisfaction<sup>13</sup>.

In order for stable communication to take place, the communication setup must be well designed. The ease and comfort of communication depend on factors such as freeing the communicators from prejudice, choosing appropriate communication channels in terms of ethical and moral values, using "I" instead of "you", refraining from accusations, to use appropriate repetitions, to maintain an atmosphere of trust between the receiver and the source and behavior that attracts the interest of the receiver, to use meaningful symbols and codes, to maintain communication in accordance with common moral values, the purpose of communication to be in advance determined in accordance with the cultural origin of the recipient and the establishment of mutual perception of the message by both parties.

In the midst of the activities of any modern educational institution, school principals are expected to have a comprehensive knowledge of the humanities, impressive communication skills, to highlight leadership personalities with leadership qualities and skills<sup>14</sup>. With these qualities, school principals can create an effective school cultural and organizational environment. In this way, teacher satisfaction is developed and a reliable educational environment is maintained. Today, directors must communicate both horizontally and vertically in organizations and strive to continuously develop, improve and refine communication with employees. They must also set up information offices to ensure the proper flow of information. This will remove barriers to communication and open new communication channels. This is an inalienable responsibility of directors - to participate in the communication process constantly, to motivate people, to discourage misinformation (including gossip, intrigue), to respect different views and to be able to use different communication tools<sup>15</sup>. In addition, the director of an educational institution<sup>16</sup>:

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<sup>13</sup> Romanescu, M. (2016). The importance of managerial communication in the activity of a firm. *Economics and Applied Informatics*, 22(3), pp.29-33.

<sup>14</sup> Habaci, I. (2013). Communication and speech factors in effective educational administration. *Speech training*. Ankara: Pegem Akademi. – pp. 269.

<sup>15</sup> Sisman, M. (2012). Turkish education system and school administration. Ankara: Pegem Akademi. – pp. 191.

<sup>16</sup> Karagozolu, G. (1985). Assessment of communication evaluation of educational administration and supervision, evaluation symposium. Ankara University Faculty of Educational Sciences Publications, 147, pp.64-70.

1. A stable, hierarchical communication network must be maintained;
2. The director must adopt a policy of communication with all parties;
3. The director must not forget his status as an employee and be close to everyone else in the institution;
4. The director must properly analyze the symbols and principles in the information transmitted;
5. The director must coordinate formal and informal communication, in accordance with the objectives of the organization;
6. The director must develop a communication model corresponding to the hierarchical system of the organization;
7. The director must refrain from actions that impede communication in the organization and strive to improve any such environment that exists;
8. The director must organize meetings to solve organizational problems and consider other people's ideas;
9. Must maintain an independent environment in which ideas and thoughts can be easily expressed;
10. The director should use non-verbal communication as gestures and not deviate from goals;
11. Employees must be informed about the hierarchical structure, communication channels, formal and informal;
12. The principal must not use his position and / or position, as well as the power entrusted to him, to the detriment of others and / or to the detriment of the educational institution.

In conclusion, it can be added that communication is directly related to all management processes and is one of the most basic elements in the motivational process. Communication takes place almost all the time in this context<sup>17</sup>. Reliable and effective communication depends on managers and their proper use of their responsibilities to employees, who also have a clear and accurate knowledge of these responsibilities. A goal in communication in terms of management is

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<sup>17</sup> Habaci, I. (2013). Communication and speech factors in effective educational administration. Speech training. Ankara: Pegem Akademi. – pp. 269.

also to change something in the person with whom he comes in contact, in his behavior and attitude<sup>18</sup>. Effective communication is the best way to achieve common goals in the organization. In today's world, both horizontal and vertical types of communication can be seen. An effective organization always communicates with the world, as well as with all its components.

The second paragraph focuses on communication processes in the management of educational institutions. When the idea of communication is discussed from the point of view of education, two dimensions can be clearly seen. One is the administration, resp. the management of the educational institution, and the other includes teaching and learning. Educational institutions define social behavior, cultures, organizational structures, and interpersonal relationships. Learning in the spirit of democratic behavior, the power of independent and scientific thinking and critical thinking, creative and productive thinking skills are formed precisely by educational institutions.

Principals and deputy principals are extremely important in educational settings. In order to achieve school and educational goals, leadership qualities are developed, school culture is maintained and a mutually positive environment is created - all this is related to improving communication processes and increasing the motivational effects of this communication improvement. Effective education depends on the responsibilities of the principal, deputy principal and teachers.

An effective director must have many qualities and possess a series of important communication skills related to the management of the whole process. Some of them are listed below:

- Skills for planning the communication process;
- Ability to assess the exact time for transmitting information in an appropriate way;
- Skills for initiating communication with self-confidence;
- Communication skills without prejudices;
- Skills for "maneuvering" and taking measures when communicating with people who have prejudices;
- Skills for choosing appropriate messages according to the needs and interests of employees;

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<sup>18</sup> Turkmen, S. (2003). Management activities in schools. Ankara: Alp Yayınevi. – pp. 28.

- Possessing sufficient knowledge and experience in transmitting information;
- Skills to provide accurate information to employees;
- Ability to communicate without any discrimination;
- Ability to use different communication networks;
- Skills for compatibility between the provided information and the real school life;
- Refraining from any actions that hinder communication;
- Skills for active listening to others;
- Ability to empathize with employees;
- Correct transmission of messages;
- Extreme attention to feedback;
- Skills for analyzing messages after communication.

The ability to create and maintain social relationships is the most important characteristic of a director. This skill is more than crucial for leaders in education, as education is a well-organized system, and principals must communicate actively with countries outside the organization, as well as with those within it.

The third paragraph covers the effectiveness of management - motivation and communication in the field of organizational behavior. Efficiency is the use of the organization's resources in the best way and represents the ratio between the incoming resources and the volume of production. In the literature, the term is defined as "doing things right."<sup>19</sup> Because organizations typically have limited resources, management tries to use them as efficiently as possible. However, this is not enough. Efficiency is necessary, but not enough for the successful functioning of the organization, because ultimately managers must strive to achieve the goals of the organization as a result of its activities, ie. to strive for effectiveness.

Efficiency, in turn, is an indicator of the extent to which the organization achieves its goals. It means "doing the right thing."<sup>20</sup> In addition, efficiency is related to the means to achieve the goals, while effectiveness is related to the results obtained, i.e. with the ultimate achievement of the goals of

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<sup>19</sup> Robbins, P, P. Hunsaker (1996). Training in interpersonal skills: Tips for managing people at work (2nd edition). Prentice Hall: Upper Saddle River, NJ. – pp. 4.

<sup>20</sup> Ibid. – p. 5.

the organization.

Leaders are individuals who can influence others and inspire them to work. The essence of leadership and leaders can be better understood if they are compared with the management (management) and with the leaders (managers) in the organization - this allows for greater clarity. It is important to say that being a leader or a leader in an organization is not the same thing.

Both leaders and leaders are important to the organization. Although they are often identified, there are significant and very significant differences between them. These differences stem from the fact that managers appoint them and their right to influence the organization stems from their formal powers related to their job responsibilities. Leaders express themselves through their personal qualities and through them influence others. While leaders manage the organization's activities, leaders inspire people, engage them, and lead them toward their goals. According to the authors, "management is about dealing with the difficulties and complications of organizations, because without good management they would not work well, while leadership is about dealing with change, because without it the organization cannot survive in an increasingly competitive and turbulent business environment"<sup>21</sup>. One is no better than the other, and governance and leadership should not be opposed because "they are, in fact, complementary systems of action."<sup>22</sup>

The fourth paragraph discusses the role of leadership communication skills in management to increase staff motivation. In the context of leadership, good communication skills are considered one of the most important skills to be possessed - persuasion, responsibility, intentional association, creating and managing a value system and especially, providing support and motivation to the team - abilities and skills that can be achieved through effective leadership, good planning, monitoring and communication. Among these factors, clear and accurate communication is of utmost importance, as well as the communication skills of the leader, which motivate and inspire subordinates to work harder and achieve team goals, incl. organizational goals. According to many studies, every day leaders spend between 70 and 90% of their time communicating with their employees and teams, as well as with other stakeholders in the workplace<sup>23</sup>. In view of all this, in this paragraph the author attempts to find out how leadership in management is directly affected by

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<sup>21</sup> Kotter, J. (2001). What leaders really do? Harvard Business Review. Available at: <https://enterpriseproject.com/sites/default/files/What%20Leaders%20Really%20Do.pdf> (Retrieved 11.07.2021).

<sup>22</sup> Ibid.

<sup>23</sup> Mintzberg, H. (1973). The Nature of Managerial Work. New York: Harper & Row. In: D. Barrett (2006). Leadership Communication: A Communication Approach for Senior-Level Managers. Handbook of Business Strategy: Emerald Group Publishing. – pp. 385-402.

communication and the communication skills possessed by leaders. In other words, what are all the key points that leaders need to keep in mind when communicating with their teams and making management decisions and / or suggestions for improving communication so that both leadership and staff motivation can be , even more effective.

According to an interesting study from 2014 (identifying the important characteristics that a leader must have in order to communicate successfully - a.n.), leadership styles that affect the management of the communication process can be defined as slightly different from familiar to us from the theory, following their main idea, but combining them in an appropriate way for even more effective communication, building skills and increasing staff motivation, using the communicative approach<sup>24</sup>:

The first leadership style is according to the situation. This style includes the practice and use of different leadership styles in different situations according to the needs of the audience and personal leadership qualities. Under each situation in which communication is affected, the leader chooses how to communicate: some situations require direct and rigorous communication, and in another situation, the leader must choose indirect ways of communication. The advantage of this style is that it has the ability to turn communication into an effective process for stimulating and motivating staff, but the leader must have solid knowledge, experience and excellent communication skills, because otherwise, the style can lead to improper communication, even the lack of one.

Next, we point to the goal-oriented leadership style. It means that every leader has a vision or goal for himself and his team. This vision and / or goals, however, are synchronized with the organizational goals. Leaders must communicate the vision and goals of the team so as to motivate them in their effective achievement. In this style, the leader communicates in a way that can make others "see" what he / she expects of them. Team participation, effective listening, clear and timely feedback and continuous communication are among the key characteristics of this leadership style. It is also one of the styles that make communication extremely effective.

Next is the directive leadership style, in which the leader helps his teams achieve their personal work goals and team goals by sharing appropriate methods for doing so and showing them the right guidelines to achieve those goals. In this style, the leader acts as a "director" who supports, constantly motivates and enables his team to follow the path that leads to achieving their goals much

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<sup>24</sup> Ibid.

easier and more successfully, and the correct formula for this is effective communication.

The next style is people-oriented or team-oriented. According to this style, two types of employees work in a team: active (called active) and passive (called lazy). The active category includes those employees who are self-motivated and enthusiastic to work hard to perform their assigned tasks. Others are those who need regular constant motivation and encouragement to perform their duties. Here, leaders must be oriented towards regular contact and communication with these employees in order to get the tasks done. In general, in this style, the leader must constantly make strategies, in accordance with the individuality of employees or the group (active or passive) to which they belong, in order to "link" them to work (especially in passive employees).

The leadership style, according to the intellectual level, is the next one we point out. It is considered that the leader must adjust his leadership style, taking it into account the intellectual level and maturity of employees. Here, maturity does not refer to sensitivity or age, but means stability in work, knowledge and experience, a tendency to deal with complex situations, skills to adapt to change, the potential to achieve a goal. Effective leaders always try to maintain a good balance by adjusting their method of leadership, which further influences communication.

Next we put the behavioral style of leadership. This style of leadership distinguishes two elementary ways of leadership: one is work-oriented and the other is individual-oriented. It includes inspiration, motivation, achievement, willingness and ability to take responsibility, knowledge, skills, experience. All of these leadership qualities are governed by the combination of this style with other styles. Both trust and employee performance depend on this style; it depends not only on the situation but also on where and why it should be used. The consequence of this style is that during communication, the associations that employees make need to attract enough attention to make a truly successful interaction and they are motivated to improve their results through the communication behavior of their leader.

Last but not least, we point to the action-based leadership style. This style recommends that the leader emphasize three main responsibilities: (1) delegating tasks, (2) their group performance, and (3) their individual performance. Here the leader focuses on the given task, setting certain goals and deadlines for the team, but at the same time each individual member receives his individual task (different and with a different deadline for completion from the others). The role of the leader in this style is to communicate, guide and motivate the team to perform the task as effectively as possible, but also to adhere to the exact time frames (both in groups and individually). Here the main goal of

the team is to get a team result as a sum of the individual tasks of each member, and the leader must maintain the focus of the team to achieve the goal. It is essential for the leader to stimulate, motivate and increase the balance between the needs of the tasks, the team and the individuals - through regular and effective communication with them, as well as through a continuous communication process, evaluation and feedback.

Along with all this, it is important to mention that a key leadership skill in communication, through which leaders motivate staff, is related to being able to inspire their followers. They need to be skilled storytellers and use them as they deliver their messages - this help encourages understanding, following, creating dynamism and group motivation in the team. In addition, good leaders repeat their messages several times - until the last member of the group understands their meaning. This repetition of a message or information during communication helps to increase motivation and increase productivity, because in this way everyone can understand the idea or concept. Both communication and leadership are deeply connected and cannot happen individually. Effective communication and leadership develop together for much better understanding among team members and the leader. Most understanding builds the trust factor. Trust provides a favorable relationship that further helps to build a good work environment where employees feel motivated and enriched with confidence, work in coordination and this coordination gives the best of their performance by achieving the set goals, both individual and team .

The fifth paragraph emphasizes the influence of organizational behavior, culture and communication climate on motivation in educational institutions. Educational institutions are seen as organizations that are consciously and decisively coordinated social units consisting of many different individuals. Like all organizations, educational institutions act to fulfill their tasks and functions, to achieve the desired goals. The members of the organizations are committed to the performance of their work duties, which are aimed at achieving a common goal or set of goals. The study of organizational behavior in education is also a significant issue that requires the necessary attention and analysis. The effective application of organizational behavior in education contributes to the improvement of the performance of the work, generates satisfaction from it and leads to the achievement of the desired goals. The main areas that can be taken into account when discussing the issue of organizational behavior and its relationship to the communications and motivation of staff in educational institutions are the nature and characteristics of this behavior, its scope, the need for organizational behavior in education, the contribution of educational areas to organizational behavior, career development, challenges and opportunities for organizational behavior.

The success of any educational institution depends on the effectiveness and capabilities of management, which depend on human knowledge, skills, needs and aspirations. Organizational behavior refers to the behavior of individuals within organizations, and the reason is that organizations can work effectively if human resources are qualified and capable.

It is an accepted fact that an organization can only make progress when its people are hardworking. Organizational behavior is a field of study that deals with the influence of individuals, groups and structure on the behavior of the organization, i.e. it encompasses three determinants of behavior within organizations - individuals, group and structure. This is an area of application, as it applies the acquired knowledge about individuals and the influence of structure on behavior, so that the organization can work even more effectively.

Organizational behavior is an academic discipline that deals with defining, understanding, expecting, and controlling human behavior within an organization and its environment<sup>25</sup>. The common goals and objectives of organizational behavior in educational institutions are effective forecasting, explanation and management of behavior that occurs in organizations.

Organizational behavior is the study of how people behave in the two independent frameworks - informal and formal group relationships. The fulfillment of the goals of the organization ultimately depends on the motivational levels of the people, the commitment, enthusiasm and the ability of the individuals to work in a balanced and joint way to achieve these common goals. In this discipline, the interrelationships of the individual and work, the characteristics of the organizations, their environment and the challenges arising from the combination of these factors are discovered and studied. Organizational behavior helps to understand the different activities and behaviors of the people working within the organization. It also helps to motivate, stimulate and train staff; for the implementation of seamless communication links and processes within the "understanding" of human behavior.

The importance of organizational behavior is realized in all areas, whether it is education, management, administration, science, technology, etc. By acquiring knowledge about organizational behavior, staff are able to understand how they would act in order to perform their tasks, functions and activities within the organization even more effectively.

Organizational behavior is an area of study, which means that it is a different area of mastery

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<sup>25</sup> Baijumon, P., C. Yakoob (2015). Organizational theory and behavior (online). Available at: [http://www.universityofcalicut.info/SDE/I\\_MCom\\_Organizational\\_theory\\_and\\_behaviour\\_on16March2016.pdf](http://www.universityofcalicut.info/SDE/I_MCom_Organizational_theory_and_behaviour_on16March2016.pdf) (Retrieved 21.07.2021).

of a common set of knowledge. When organizational behavior is understood correctly, it provides a field to apply the knowledge acquired by staff, and educational institutions - to effectively perform their tasks and functions. It provides an opportunity to correct, improve and refine what people do within an organization and how their behavior affects its functioning. Organizational behavior places a strong emphasis on behavior by linking not only problems working environment, employment flow, productivity, human performance, but also more narrow issues related to change management, communication and motivational processes, their application in different cultures, people, situations.

### 2.3. CHAPTER THREE. STUDY, ANALYSIS AND SPECIFIC MECHANISMS IN THE MANAGEMENT OF EDUCATIONAL INSTITUTIONS IN RELATION TO STAFF MOTIVATION AND COMMUNICATIONS

Chapter Three includes a total of 5 paragraphs. The first paragraph presents a characteristic of the study. The study aims to explore and analyze the specific mechanisms in the management of educational institutions with an emphasis on the processes of communication and motivation of staff. The study seeks to examine more fully the issues related to the management of organizations, while at the same time aiming to identify possible patterns of behavior through which organizations can have the opportunity and higher potential for self-improvement. In this way, a much more realistic assessment of management processes can be made, incl. to derive effective criteria for evaluating the successful management of educational institutions.

The object of the empirical study is, first of all, motivation and effective organizational behavior, examined through certain motivational incentives, management style, work environment, importance and significance of individual characteristics for motivation and commitment of staff. Secondly, the object of the study is the effectiveness of management, examined through the effectiveness of the management structure, the relationship between managers and staff, the impact of certain demotivating factors, research of management techniques, skills, qualities, and motivational factors.

The research questions that the study raises are mainly related to this:

- To establish the degree of motivation and organizational behavior in educational institutions;
- To determine and evaluate the effectiveness in the management of educational institutions;

- To look for possible approaches for improving and increasing the motivation of the staff, through the presence and maintenance of the main communication elements;
- To prove that there is an interdependence between the motivation of the staff and the communication processes - both in connection with the implementation of the tasks of the educational staff and in terms of achieving the organizational goals;
- To prove that the role of management in educational institutions is key to the good performance of staff, due to good management of motivation and communication in the field of education;
- To seek and propose approaches for improving the motivational and communication processes in the management of educational institutions.

The research in the scientific work chooses the quantitative technique, which consists of a study conducted on a sample, representative of a wider group, conducted in the context of the educational field. It uses standardized question procedures to achieve quantitative measurements of a large number of objective and subjective characteristics of individuals. Next, the survey chooses the technique of the survey - by developing a separate questionnaire. It is applied in the form of a questionnaire provided to the respondents in real and online environment. The questionnaire includes closed questions. The answers obtained through closed-ended questions with choices are analyzed using quantitative methods and include comparative tables, pie charts, and percentages. The questions in the questionnaire were prepared specifically for the purposes of the survey. They are formulated in an unambiguous and direct way, presented in a logical order. The study is completely anonymous.

The sample of the survey includes respondents who volunteered among the staff of educational institutions in the Republic of Bulgaria, as follows: vocational high schools, secondary schools, primary schools. Part of the sample was obtained by filling out the paper questionnaire in a real school environment, and another part - by filling out a questionnaire in an electronic environment, through the Google platform - Google Forms, prepared in advance at the following link:

<https://docs.google.com/forms/d/1X5dCCccIC8KpAyCYEKj7hACTxWaKqegJojaOuPRT-xw/edit?ts=60f04a49>

The methodological tools of the research were independently created by the author for the purposes of the empirical research. Given this, it can be argued that the tools used are unique in nature, including 3 main blocks of questions:

1. Data on the personal status of the respondents;
2. Motivation and effective organizational behavior;
3. Efficiency in management.

The personal block for determining the demographic and social profile of the respondents contains a total of 4 questions (gender, age, position in the organization, education);

The block related to motivation and effective organizational behavior includes 9 questions related to the study of incentives influencing motivation; creating a creative work environment; delegation of powers; the influence of individual characteristics on work motivation; the factors influencing the commitment to the organization, etc.;

The block for effectiveness in management includes 9 issues related to the study of goals, mission and strategic objectives; the effectiveness of the management structure; relations management - subordinates; important managerial skills and qualities; demotivating factors in management; the importance of practical rules for motivating staff, etc.

The second paragraph presents and analyzes the results of the study. According to the respondents, the managerial factors that have a "very strong" demotivating effect are mostly: Neglect of personal feelings of employees (45 people), Predictable and monotonous work (38 people), Lack of incentives for achievement in work (37 people), Insufficiently attractive remuneration system (26 persons) and Poor opportunities for professional and career development (18 persons). With a "strong" influence in the direction of demotivation are mainly: The lack of incentives for achievement in work (54 people), Neglect of personal feelings of employees and Predictable and monotonous work (respectively 52 people), followed by Poor opportunities for professional and career development (49 people) and insufficiently attractive remuneration system (43 people).

From the data it is clear that the "very strong" is the importance of job descriptions for motivating staff is mostly: The diversity of skills (66 people), Feedback (62 people), The importance of the task (54 people), Autonomy persons) and the Identity of the task (27 persons). The most important are: Autonomy (87 people), Task Identity (81 people), Feedback and Significance of the task (70 people each) and Skill Diversity (62 people).

It is observed that the "very strong" influence is exerted by the techniques used by the managers to motivate the staff, especially in terms of: Demonstrating trust in subordinates and delegating rights (79 persons), Respecting the opinion of employees and showing respect for them

(64 people), Remuneration for good work (56 people), Encouraging attitude towards employees (50 people) and Adaptive approach to management (40 people). Techniques have a "strong" influence: Respecting and respecting employees (69 people), Adaptive approach to management (60 people), Demonstration of trust in subordinates and delegation of rights (59 people), Remuneration for good work (52 people) and Encouraging attitude towards employees (50 people).

It is evident from the results of the study that managerial qualities are of "very strong" importance: Professionalism and creativity (107 people), Leadership (85 people), Communication (84 people), Perseverance, self-confidence (79 people), Openness, flexibility , adaptability (77 people), Responsibility for work and decisions (69 people), Emotional stability (67 people), Ability to create a collective spirit (63 people), Ambition (60 people), Ingenuity and bearer of new ideas (58 persons). Managerial qualities are of "strong" importance for the respondents: Emotional stability (68 people), Perseverance, self-confidence (62 people), Ambition (58 people), Communicativeness and Openness, flexibility, adaptability (56 people each), Ability to create a collective spirit (51 people), Professionalism and creative approach (48 people), Responsibility for work and decisions (47 people), Leadership and Ingenuity and bearer of new ideas (45 people each).

Respondents also describe "very important" communication skills (125 people) as "very important", followed by "conceptual" (78 people) and "technical skills" (56 people). "Technical" (84 people), "conceptual" (63 people) and "human communication skills" (29 people) are defined as "important". "Minor" are defined as "technical skills" (24 people), "conceptual" (20 people) and "human communication skills" (4 people).

Regarding the assessment of the mentioned practical rules for motivation of the staff, as "very strongly" important for the respondents are defined mostly: Clear motivation of the mission and goals of the organization (87 persons), Inducing confidence that each member of the organization is significant (81 people), Communication and feedback (80 people), Providing adequate financial remuneration for work achievements (73 people), Setting challenging but achievable goals (61 people), Optimizing the organizational structure (54 people), Search of inspiring leadership (52 people) and Finding ways to ensure staff participation in management (41 people). The following are defined as "strongly": Setting challenging but achievable goals (78 people), Seeking inspiring leadership (70 people), Optimizing the organizational structure and Communication and feedback (65 people respectively), Clear motivation of the mission and the goals of the organization (63 people), Ensuring adequate financial remuneration for work

achievements (62 people), Finding ways to ensure the participation of staff in management and Inspiring confidence that each member of the organization is significant (58 people respectively) .

The next paragraph formulates the main conclusions of the study. After the presentation of the data from the conducted empirical research, the key conclusions and findings from the analysis of the obtained results are formulated:

1. The present empirical study involves men and women aged 25 to 70, holding the positions of director, pedagogical specialist and non-pedagogical staff. The respondents are mostly with higher education, but there are also respondents with secondary education;
2. Both material and immaterial incentives have the strongest influence on the increase of personal efforts in the work of the respondents;
3. The leaders of the organization inspire hope and motivation in the work to a high and medium degree;
4. The largest percentage of respondents do not approve of a manipulative style of management of the manager, even in a crisis;
5. The head creates a creative atmosphere in the work of the educational staff in high and medium degree;
6. The manager delegates authority so that subordinates can also take personal responsibility very often and in any case;
7. Managers do not motivate / rarely motivate by promising a reward, but for some respondents this happens sometimes;
8. The working environment in the educational institution creates motivation for work to a large and medium degree;
9. The most important in terms of the influence of individual characteristics on the importance of motivation for work are considered to be intelligence and the need for achievement;
10. The most significant factors influencing the commitment of staff to the organization are considered to be a sense of belonging to the organization, mission, goals and values and a willingness to make more efforts to achieve the goals;
11. For the largest percentage of respondents, the goals, mission and strategic objectives of the organization are completely clear and clear to a large extent;

12. The management structure of the organization is considered optimal and effective to a large and high degree;

13. The respondents consider that their relationship with their manager is good, collegial;

14. The strongest demotivating influence on the staff is exerted by the managerial factors, contempt for the personal feelings of the employees, the predictable and monotonous work, the lack of incentives for achievements in the work;

15. The strongest for the educational staff is the importance of the job characteristics for motivation of the staff in terms of the diversity of skills, the feedback and the importance of the task;

16. The most influential are the techniques used by managers to motivate staff in connection with the demonstration of trust in subordinates and delegation of rights, respect for the opinion of employees and showing respect for them, reward for good work;

17. The most important for the staff in the educational institutions are the managerial qualities professionalism and creative approach, leadership and communication;

18. According to the respondents, managerial skills related to communication with people are defined as very important, followed by conceptual skills and thirdly - technical skills;

19. The importance of the practical rules for motivating the staff with regard to the clear motivation of the mission and goals of the organization, the instilling of confidence that each member of the organization is important, the communicativeness and the feedback were highly appreciated.

The study provides a basis for more complete research on issues related to the management of communication and motivation in educational institutions and provides empirical evidence for suggestions, guidelines and recommendations for improving the motivational and communication processes in the management of educational institutions, as well as for derivation of models of behavior with higher potential for self-improvement of organizations, realistic assessment of management processes and effective criteria for more effective management.

The fourth paragraph includes suggestions, guidelines and recommendations for improving the motivational and communication processes in the management of educational institutions. The empirical research among the three groups of persons (principals, pedagogical specialists, non-pedagogical staff) in educational institutions, brought a set of summary results that show the realistic assessment of educational staff in our country related to communications and motivation as part of

management processes. This assessment shows a more complete study of issues related to management processes in educational institutions and requires guidance and recommendations, incl. models of management behavior through which organizations have the opportunity to reach their higher potential for improvement, while proposing more effective criteria for successful management.

Despite the high marks received on certain elements of the study related to motivation and effectiveness in management, the main purpose of this paragraph is to provide suggestions, guidelines and recommendations for improving the motivational and communication processes in the management of educational institutions, as this will help :

- Increasing personal efforts in the work of staff;
- Creating a more stable motivating creative work environment;
- Increasing the engagement of employees;
- Clarification of the mission, goals and tasks of the institutions;
- Optimizing and increasing the efficiency of the management structure;
- Improving the relationship between management and employees;
- Elimination / mitigation of the effect of demotivating factors for staff;
- Strengthening the importance of job descriptions and increasing motivation;
- Improving the techniques used by managers for motivation;
- Improving the managerial qualities of the management;
- Improving the managerial skills of the management.

The main proposals are the following:

Proposal 1: Increasing the material and intangible incentives in order to increase the personal efforts in the work of the educational staff;

Proposal 2: Increasing the motivation for work by managers in order to increase the productivity of educational staff;

Proposal 3: Avoiding a managerial management style, even in a crisis situation;

Proposal 4: Improving the creative atmosphere at work in order to increase the results of the

educational staff;

Proposal 5: Increasing the trust in the subordinates, in order to delegate authority by the manager and increase the personal responsibility of the staff;

Proposal 6: Discussion / proposal of motivation options through prizes, in order to maintain their motivational effect for a longer time;

Proposal 7: Improving the work environment in order to create motivation for work;

Proposal 8: Opportunities to increase the individual characteristics of motivation in terms of intelligence and the need for achievement;

Proposal 9: Increase staff engagement by improving the sense of belonging to the organization, mission, goals and values and the willingness to make more efforts to achieve the goals;

Proposal 10: Increasing the clarity of the goals, mission and strategic objectives of the organization;

Proposal 11: Increasing the optimality and efficiency of the management structure of educational institutions;

Proposal 12: Opportunities for improving the relationship between managers and educational staff;

Proposal 13: Elimination / mitigation of the demotivating effect of key management factors;

Proposal 14: Improving the diversity of skills, feedback and the importance of the task on the part of managers, in order to increase the motivation of the staff;

Proposal 15: Increasing trust in subordinates and delegation of rights, respecting the opinion of employees and showing respect and remuneration for good work by managers, in order to increase staff motivation;

Proposal 16: Improving managerial qualities, professionalism and creative approach, leadership and communication;

Proposal 17: Improving managerial communication skills;

Proposal 18: Improving the practical application of clear motivation of the mission and objectives, instilling confidence that each member of the organization is important, communication and feedback, in order to increase staff motivation.

There are various ways to create a positive climate in schools to enable teachers and students to express themselves, to create and experience the joy of achievement and, at the same time, to be highly motivated. It is true that outside this environment it is difficult to feel the school experience. Even for outside stakeholders, school reality is an abstraction; object to be monitored; a set of quantitative data to be statistically analyzed. It is difficult for outsiders to perceive the experienced school reality and thus to fully understand the meaning of school conditions. With this in mind, many factors can contribute to the formation of a positive school climate coming from the school community. One of them is communication, interpersonal communication at school and feedback - an invaluable tool that can be used for this purpose. Communicativeness is a social activity in itself, creating relationships and encouraging decision-making. In addition, teamwork, organized on the basis of effective communication, timely feedback, emotional intelligence and empathy, can really help solve problems and create a positive school climate. The profession of pedagogues is a social profession, not only in terms of what is provided to society as a whole through the education of students, but also because of its inherent nature. The teacher is not a lone worker; such an idea is useless and limited in its perspective. Instead, he / she is understood as an interpersonal professional; a person who shares his ideas and thoughts and acts collectively. Teachers, with their social and communicative skills, can work both in the school community and in the wider society. Communication and feedback are key factors for promoting a positive school climate, for forming a school in which all teachers and students want to work and develop.

The last paragraph of the third chapter provides guidelines and recommendations for future research in the field of management of educational institutions with a focus on staff motivation and communications. With regard to future research in the field of management of educational institutions with a focus on staff motivation and communication, there are many opportunities that the academic field can take advantage of, as well as those that have not received the necessary attention so far (especially as concerns the study of the Bulgarian educational environment). Suggestions for future research can also be derived as a continuing field of study of the present dissertation, based mainly on the results obtained from the empirical analysis of the respondents.

An interesting area for future research would probably be related to increasing the creativity of educational staff and the skills to create a creative atmosphere at work, through leadership and management. A more in-depth study in identifying other factors that influence teacher creativity in addition to the leadership and management of principals would be a useful tool for the educational

community. Future research may also focus on other aspects that were not revealed in the analysis of the results regarding the creative atmosphere of this study. Teacher creativity is really related to many aspects, incl. school climate and culture, support, behavior. Linking the influence of the principal's leadership with the creativity of teachers in the context of leadership is also a not very open area influencing motivation. Various additional aspects such as competence, role, style, organizational culture, school climate, student support, parents can be included - and explored as variables that contribute to increasing teachers' creativity.

An interesting (and not yet explored) future area of study may be the work environment in educational institutions, but in the context of creating a positive school climate and organizational culture. Such research can bring benefits to the academic and educational community, as a positive school climate encourages teacher professionalism and social development, incl. the educational achievements of the students.

An interesting area of future research may be in the direction of some demotivating management factors that the current empirical analysis considered the strongest - for example, contempt for personal feelings of employees or predictable and monotonous work. All this can be concentrated in the direction of whether the manifestation of contempt for the personal feelings of staff (manifested by the manager and his management style) have an impact on the formation of employee behavior, i.e. whether the neglect of the "leader" creates a similar attitude in the "followers" through the process of "emotional contagion". Evidence can be sought as to whether this may adversely affect the ethics of teachers and educational staff, as it will also affect the school environment, students, relationships and communication in the classroom. Future research in this direction may also be aimed at testing a broader model in which the manager's contemptuous attitude has consequences for the emotions experienced by subordinates, which in turn may have consequences for their behavior and performance in terms of achievement. of the goals.

The question of why some leaders are more likely to despise people's personal feelings than others also deserves more attention in future research. Here one can enter into an analysis of people's personality traits (there are many suitable research models such as the "Big Five" model that can be used – a.n.), individual differences in the emotions of these traits, as well as evidence is sought whether they are the result of genetic factors and / or are acquired as a result of learning and socialization processes. This may indicate whether the tendency to experience contempt arises from broader personality traits or from certain characteristics in the environment that would encourage

specific styles of causation or evaluation.

Next, a direction for future research may be towards predictable and monotonous work in the school environment, even towards the study of "boredom" in the workplace. In general, such studies have been conducted mainly in the service sector and production organizations, mainly using quantitative approaches or conducted in experimental conditions. Such a study, focused on the school environment and with the predominant use of quality methods, can be very significant in the context of mitigating the influence of this demotivating factor.

In relation to the techniques used by managers to motivate the staff covered by this study (demonstration of trust in subordinates and delegation of rights, respect for the opinion of employees and showing respect to them, remuneration for good work), it may be recommended area of future research to be the influence of cultural factors for the effective management of internal and external communications in the school. Such a study would be useful, as the Bulgarian school can be defined as multiethnic and multicultural in its composition, because, on the one hand, it educates children and students from different ethnic and cultural backgrounds, and on the other - the management, teaching and non-teaching staff. , also has its diversity. The three largest ethnic groups in the country (Bulgarians, Turks and Roma) are represented in schools in our country. One can look for the connection between whether the school is an institution that contributes to the formation of positive attitudes for intercultural understanding between students and teachers from different ethnic groups and models of school management - whether such models of intercultural sensitivity and favorable conditions for the formation of ethnic tolerance and mutual enrichment, ie intercultural communication or not.

Another direction of future research may be in the line of organizational behavior in education in the context of the role of the educational leader. In this way, it will be possible to study the structure of the school, the process by which the school measures performance, and how the educational institution responds to change; it will be possible to provide evidence that within the scope of the work of the educational leader, the creation of a "culture" in the educational organization is a process - a result of basic leadership, teachers' attitudes, student behavior, parental involvement and level of community activity; real results will be available on whether managing diversity in the workforce and in the training population is key to eliminating discrimination and achieving effective conflict resolution for all or not.

With regard to communicativeness, a recommendation can be made for future research for a

more in-depth study of directors' communicativeness. A comprehensive study that uses a much wider variety of schools (urban, rural schools, private schools, etc.) can be very useful for the academic and educational community. It can be very significant if you place more emphasis on the study of the effectiveness of a larger number of specific types of communication: oral, written, non-verbal, electronic, etc.

The proposed guidelines for future research in the field of management of educational institutions with a focus on staff motivation and communications do not provide an exhaustive list of opportunities, but lay the foundation for options that can be used to obtain real results and analyzes of the Bulgarian educational environment.

### **III. SCIENTIFIC CONTRIBUTION OF THE DISSERTATION**

This dissertation examines key issues related to the management of communication and motivational processes in educational institutions, which aims to present and analyze the key processes for staff motivation and communication in management in the field of education, while proposing approaches to improve motivational and communication processes in the management of educational institutions.

First, the dissertation lays the foundations for the theory and status of key issues related to staff motivation and communications. In the first part, various definitions of the concepts were reviewed and the role and influence of communications on staff motivation were clarified. An understanding of the relationship between communication and motivation was set to analyze how this relationship affects the effectiveness of work in educational institutions. An important emphasis was placed on clarifying the educational consequences and benefits of the effective use of motivation and communication in the school environment.

Next, the dissertation clarified the nature of staff motivation and communication as key elements in the management of educational institutions. The first focus is placed on communications in management, after which the more specific nature of communication processes in the management of educational institutions is clarified. Effectiveness in management is considered in terms of motivation and communication in the field of organizational behavior, through the essential differences between leadership and leadership and effective interpersonal and intergroup communication in the management of educational institutions. Special attention is paid to the role of

leadership communication skills in management to increase staff motivation, as well as the influence of organizational behavior, culture and communication climate on motivation in educational institutions.

The greatest academic burden of work falls on the part that studies analyzes and clarifies the specific mechanisms in the management of educational institutions, in relation to staff motivation and communication, as it involves conducting empirical research.

The empirical research aims to study, analyze and clarify the specific mechanisms in the management of educational institutions, in relation to staff motivation and communication. Through the use of quantitative methods of analysis (questionnaire / questionnaire, independently created for the purposes of labor), the study examines a sample of respondents (divided into three groups: principals, teachers and non-teaching staff) - employees of educational institutions in Bulgaria from professional high schools, secondary and primary schools based in 9 cities.

The study set three tasks related to: (1) establishing the degree of motivation and organizational behavior in educational institutions; (2) determining and evaluating the effectiveness in the management of educational institutions; (3) proposal of approaches for improvement of the motivational and communication processes in the management of the educational institutions.

As the study provided a basis for a more complete research of issues related to the management of communication and motivation in educational institutions, through the evidence derived from it, the dissertation made its guidelines and recommendations and proposed approaches to improve motivational and communication processes in management of educational institutions, focusing on the key areas of development of management processes and management, identified as the most important in the study.

A very important part of the dissertation is the one with the given recommendations and proposals for future research in the field of management of educational institutions with a focus on staff motivation and communications.

Based on what has been said so far, the following concluding conclusions can be made:

The survey of the staff in the educational institutions in our country shows that their motivation is strongly connected with leading communication elements such as: desire to build mutual trust; to delegate more tasks, rights, responsibilities; seeking mutual respect and recognition. The educational staff highly values the managerial qualities such as communicativeness and skills

for communication with people, seeks the practical significance of communicativeness and feedback. On this basis, it can be argued that the dissertation proves its first working hypothesis that the motivation of staff in educational institutions is one of the key management processes that can be improved and enhanced by the presence of the basic elements of communication.

The study shows that the work environment creates motivation for staff to work, as employees feel committed to the mission, goals and values and are willing to make more efforts to achieve higher results in their performance. In addition, they believe that the management structure of the organization is optimal and effective, while at the same time they want managers to trust them by delegating more and more important tasks. On this basis, it can be argued that the dissertation proves its second working hypothesis that between communication and motivational processes in education and their management there is a strong relationship in terms of performance of educational staff and achieving the goals of the institution.

The survey shows that staff are looking for and wanting improvement in terms of a number of managerial qualities and skills; expects professionalism and creativity, leadership and communication from its leaders; expects trust, respect, respect for personal opinion, attitude to personal feelings and empathy; expects a variety of abilities and feedback; instilling confidence, recognition, significance by the government. Based on this, it can be argued that the dissertation proves its third working hypothesis that the role of the management of educational institutions is the basis of good management of communication and motivational processes in education.

All this may lead to the conclusion that united around the key research idea; the thesis of the study also confirms the assumption that good and adequate management of communication and motivational processes in education leads to increased productivity, higher staff performance in terms of the set work tasks and fulfillment of the general goals of the educational institutions.

In summary, it can be added that the topic of communication management and motivation in educational institutions today is very important, relevant and interesting, but also quite difficult to analyze, given the different definitions of concepts, concepts of different theories, disciplines and practices, incl. the management of the schools, the management of the communication and motivational processes in them. In order to monitor the problem fully and comprehensively, it is necessary not only to use different approaches, but also to conduct future studies on the topic, which remain unaffected and / or less affected. On the one hand, the school must be considered from the point of view of the management of the educational process, but on the other hand, the specifics of

the communication processes in which the school participates and how they affect the motivation of the staff must be taken into account. The school is an educational institution that has its own historical and national circumstances, but today it must have the ability to reform quickly, accept change and adapt to new realities to meet not only the expectations of educational staff, but most already - to the students and their parents.

The school today is a mediator, a kind of buffer between the individual and his own future. In an attempt to reconcile the interests of the various participants in the educational process (students, teachers, parents) and to facilitate dialogue between them, each institution communicates within itself and through itself and creates a motivational environment for development to provide the most quality and effective education. This mediating role is extremely responsible, as it realizes such an important transition between the school and non-school period (family, profession), determines the future, creates the social maturation of the individual. For this reason, the main topics in the management of educational institutions are directly related - on the one hand, the internal communication between management and teachers about the learning process and education, and on the other hand, the skillful management of teachers' attention to achievable learning goals. and creating opportunities for them to feel motivated, recognized, satisfied with the results achieved in work and communication.

The dissertation presents the significance and relevance of the developed issues, as the conducted empirical research provides a basis for the statement that the scientific and specialized literature, the theoretical review and the key issues are well-founded and well-known. At the same time, the chosen methodology and independent methodological tools contribute to the derivation of important findings and conclusions that help to achieve the goal, the implementation of research tasks and answers to very important questions for educational institutions, which is the basis for the statement that they have been achieved to a high degree. On this basis and on the basis of the given guidelines and recommendations for improvement of the motivational and communication processes in the management of the educational institutions and proposals for future research in the field, the contributions of the scientific work can be formulated:

1. Working definitions of basic concepts for communication, motivation, management of communication in education, based on the scientific and theoretical basis of the problem;
2. An independent methodological toolkit has been created specifically for the purposes of the empirical research, including a labor-specific questionnaire, applied for the first time in an

educational environment;

3. A new set of recommendations for improvement of the motivational and communication processes in the management of the educational institutions is proposed, based on the actually obtained data from the empirical research;

4. Areas of opportunities for future research in the field of management of educational institutions are proposed with a special emphasis on communications and staff motivation.

The dissertation is important for the academic community in terms of several main points:

Outlines the models of adaptation to changes in the educational sphere in terms of communication and motivational processes in the management of educational institutions;

- Determines the main communication techniques and tools that can motivate staff in the field of education for excellence;
- Determines what are the motives for the staff and what is the driving force that can make them achieve higher results in the performance of the work;
- The results of the research can help to facilitate and improve the communication processes and increase the motivation of the staff of educational institutions;
- The study is important for improving the motivational and communication policies in the field of education;
- Research can help generate new policy ideas from educational institutions aimed at the people who work in them and at managing communication and motivation processes.

#### **IV. AUTHOR'S PUBLICATIONS RELATED TO THE DISSERTATION**

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