



## EXPERT OPINION

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Scientific specialty: "Economics and Management (by industry)",

Professional Field 3.7. "Administration and Management"

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

**Author of the dissertation:** Marieta Gotseva

**Topic of the dissertation:** Motivation of staff, communication and management of educational institutions

**Grounds for submitting the expert opinion:** Participation in the composition of the scientific jury for the defense of the dissertation, according to Order № 261/23.12.2021 of the Rector of IBS.

### **I. Summary data on the scientific production and the activity of the candidate**

#### **1. Information about the doctoral student**

**Marieta Gotseva** is a PhD student in an independent form of study at the International Business School, according to Order № 121/29.06.2020 of the Rector of IBS. The development of the doctoral student's creative biography eloquently shows the concentration of research activity in a well-structured field in the field of motivation and communication management in educational institutions.

## 2. General characteristics of the presented dissertation

The doctoral dissertation is 226 pages long. The structure consists of an introduction, an exposition in three chapters, a conclusion, a bibliography (a total of 156 sources, of which 35 in Cyrillic and 121 in Latin), appendices, a glossary.

The dissertation includes 6 tables, 23 figures and 2 appendices.

**The title** of the dissertation is clearly formulated and is closely related to the doctoral thesis. The chosen topic is relevant in terms of the role of management processes in educational institutions, communication with staff and their motivation for achievement. The dissertation is characterized by in-depth research, insight into the nature of the studied problems, objective analysis and sound conclusions, own definitions.

The research logic and the structure of the dissertation are well developed. The structuring follows the traditional approach to writing such works - first clarify the theoretical statements on the topic, secondly present the various models and classifications, and thirdly make your own research by analyzing the data from it and reveal opportunities, suggestions and guidelines for improvement.

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

The **main objective** 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.

The **doctoral thesis** is based on the statement 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 fulfillment of common goals of educational institutions. .

This position is supported by three working hypotheses, subsequently developed and proven throughout the presentation.

I **believe** that the **thesis and working hypotheses** are protected in the dissertation research. The research of the staff in the educational institutions 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 (first hypothesis, p. 201). The research shows that the

work environment motivates staff to work, as employees feel committed to the mission, goals and values and are willing to put more effort to achieve higher results in their performance (**second hypothesis**). The **third hypothesis** was proved by the statement that the staff seeks and wants 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 rulers.

The proving of the working hypotheses gives grounds to consider that the formulated doctoral thesis of the research is also protected.

**In the Chapter One**, 66 pages long, provides a theoretical analysis of the nature of motivation and communication. A thorough literature review of the theory on the topic was made, definitions of leading authors were systematized, the basic concepts were clarified, a parallel was made between them, as well as a comment by the author of the study. It 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. Various definitions are presented, a literature review is made, and at the same time the author's working definitions are formulated for the purposes of the dissertation research.

Reviewing the literature, the doctoral student compares between "motive" and "motivation", analyzes the factors, role and nature of staff motivation. The doctoral student formulates a working definition of "motivation", which I **consider a scientific contribution**: "Understood as a mental process, motivation is an internal motivation, what makes people act in a certain way. It comes down to the choice of behavior by individuals, the choice of life activity and the degree of their involvement in society as a whole. Motivation is subjective, runs in the mind of the individual and is reduced to the personal assessment of all impacts on him, the signals sent to him by the economic, organizational / institutional and social environment“.

According to the author, the basis of motivation and its manifestation are different in nature motives, according to their nature, origin and manifestation. Emphasizing contemporary theories of motivation by famous authors, such as Maslow's Pyramid, McGregor's Theories X and Y, Frederick Herzberg, elevates his concept of motivation by proposing a different scale of motives than Maslow's, Victor Vroom's

concept and etc. A thorough analysis of the essence of motivational theories has been made and those related to the dissertation research have been distinguished. Based on these studies, the doctoral student emphasizes the role of management in staff motivation: that people are more likely to have high levels of motivation when supported and motivated by managers: when there is normal two-way communication, when they are given clear and timely feedback on their implementation; when they are encouraged to set their career goals; initiate discussions related to development and career issues; when given highly challenging work.

This section provides the other key concept in the dissertation research: communication, drawing a parallel with "intercourse". The two concepts of research needs are taken as synonyms. A literature review of the definitions is made, on this basis the doctoral student gives her definition of communication, which I consider a **scientific contribution** to the theory: understanding, as well as cooperation for the realization of group and/or organizational goals. Communication is a two-way process through which one or more individuals exchange information, share/hide feelings and express relationships. The communication process is defined by the PhD student as: "it is the process of exchanging information in which by transmitting and receiving messages, people can achieve a common point of view and understanding." Communication models are presented, on this basis a classification of the types of communications according to certain characteristics is made.

The **second paragraph** analyzes the role of communications in staff motivation. Based on these studies, the doctoral student identifies communication with a key role in the management process, because through it people are informed and guided to achieve the best results. As a management tool, communication is also defined as the basis for employee motivation, as in this way good interpersonal relationships and motivation for performance can be created. Barriers in communication are systematized, as well as their overcoming through different models and competencies of managers. One such model is the HURIER model 93, which is a conceptualization that describes effective listening, consisting of several components: hearing, comprehension, memorization, interpretation, evaluation and response. The barriers in motivation and skills for overcoming them are also highlighted. The doctoral student also clarifies the relationship between the poor work environment, as a factor for low motivation and the role of feedback.

The development follows a logical connection between the individual paragraphs and upgrading the content.

The **third paragraph** analyzes the impact of communications on staff motivation. The doctoral student correctly defines the essence of motivation as emotion and movement. Emotion is invested in every action, observing the rule "reason in emotion and emotion in reason". The importance of communications and their effect on staff motivation is highlighted as a vital step in the career motivation of employees and building trust.

The topic is upgraded with the necessary competencies in communications and their impact on staff motivation, and its analysis is in the direction of the impact and role of communications on motivation, which is explained in the second paragraph. 10 competencies for personal effectiveness and action-targeted skills for their implementation are systematized, with an emphasis on achieving personal effectiveness and a positive attitude towards the profession.

The **fourth paragraph** analyzes the relationship between communications and staff motivation to increase the efficiency of work in educational institutions. From the wording of the paragraph it is clear that here are motives that contribute to achieving efficiency in the work. At the beginning of the paragraph, it is stated that "retaining engaged employees is a difficult task, as modern employees work to meet their needs as well as to achieve their individual goals." Doesn't this contradict the wording about the connection between communication and motivation? What communication actions would employees (teachers) use to motivate themselves to achieve?

In the **fifth paragraph** the doctoral student systematizes the results of the effective use of motivation and communication in the school environment and makes a reasonable conclusion that in order to have educational consequences, each approach, in addition to teaching and educational competencies, requires its own level of motivational environment and appropriate communication skills. and channels. She argues that the competence approach is appropriate, and the educational consequences of the effective use of motivation and communication in the school environment are generally reduced to achieving: initiative, sustainability, results and building a positive school environment and strong motivation of the learners.

I should note that the doctoral student successfully builds on the topic of motivation in the school environment and the role of communication and concludes that the use of communication and motivation works best in the context of the teacher-child-

parent relationship. If the cooperation between the three subjects of the "triangle" is strong, "students overcome the problem much faster and more effectively." If these communications are applied correctly, they are a very powerful tool, thanks to which the knowledge, skills, experience, activity and efforts of teachers (with the help of parents) can focus on improving results by actively motivating students to achieve. In summary, reasonable conclusions are made that positive motivation leads to initiating tasks, hard work and achieving real results. 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.

The doctoral student, from the position of teacher and professional, not only quotes famous authors on the topic, but based on the theory, draws her own conclusions and formulates definitions, which is a significant contribution to the theory of communication, motivation and management of educational institutions. A good solution is in the content of the dissertation research to analyze the role of motivation for successful teacher-student communication, as well as to highlight the role of the teacher in attracting students to the educational process.

The skillful management of the communication processes by the teacher in the classroom has a strong positive effect on the academic motivation of the student. The consequences that can be significant for the educational environment are related to the skills of teachers to succeed in making students set their own goals that are motivated to achieve without external or artificial incentives. Here again we return to the importance of the competence approach, as it organizes a favorable environment.

In **this chapter** the doctoral student demonstrates excellent knowledge of management processes related to motivation and communication, the role of the teacher to achieve effectiveness in communicating with students and motivating them in the educational process to achievements, shows the ability to assess and outline the importance of their management. conclusions and formulate appropriate conclusions.

In the **second chapter**, a volume of 51 pages, in five paragraphs, the doctoral student skillfully builds on the content of the dissertation research, emphasizing staff motivation and communication as key elements in the management of educational institutions. There are systematized qualities that school principals must possess as managers and leaders who are acquired through training and motivation for achievement. The definitions of "organization" and "management" have been reviewed,

and the use of meanings for the purposes of the dissertation research has been accepted. The management functions and resources of an organization are substantiated; notes that in addition to the listed management functions (planning, management, organization, control), the main function of management is communications (the lifeblood of any organization); the path of communication in the management process and the connections between the communicators are traced; summarizes that communication is directly related to all management processes and one of the most basic elements in the motivational process; outlines the role of communication in the process of communication, as the pursuit of one person to change another in order to obtain a pre-planned result.

The **second paragraph** deals with communication processes in the management of educational institutions. Here, too, the skills of the doctoral student to make analyzes and give her own definitions stand out, which I appreciate as a scientific contribution. The management of communications in the educational institution is defined as: "it is the management of communications with the principal and the teaching staff through educational, communication and management techniques, channels and tools for achieving educational goals of the school, high quality communication and personal satisfaction of all stakeholders. participants. The participants in the communication process in education and the connection between them are graphically outlined; the ways of motivation and the necessary communicative skills (competencies) of the directors are systematized, as the most important competence is the ability to create and maintain social relations.

The doctoral student correctly upgrades the topic with an analysis of achieving management efficiency - motivation and communication in the field of organizational behavior. The implementation of various activities pursues the achievement of pre-planned goals. According to the author, "efficiency is an indicator of the extent to which the organization achieves its goals," to do the right thing. " The types of employees and their competencies are determined, in particular the competencies of the managers in individual management functions are commented on, and the result is - achievement of the goals of the organization (efficiency).

As a result, the doctoral student systematizes the differences between a leader and a leader and their qualities, summarizing that the best combination to be a leader.

In her analyzes, the doctoral student correctly goes from the general to the private, following the communications between the participants from the educational

institutions: director - teacher; teacher - teacher; teacher - parent; communications in the classroom (teacher - student). In order to achieve effective communication in the classroom, the leading role is played by the teacher and his ability to attract the student's attention, to engage him in the educational process, to make him an active party in communication. barriers and errors in communication in education are listed. It is summarized that everything related to communication in the educational environment depends on the management process of the institution itself and the motivational effect of staff and students.

I **believe** that the dissertation research has practical applicability in the field of education, as it is useful with the analyzes and recommendations for effectiveness in the communication and motivation of teachers and students. The doctoral student has correctly chosen the topic of her dissertation, as a participant in the process of training and education and a witness to the problems in the system. The role of leadership communication skills in management to increase staff motivation and the impact of organizational behavior, culture and communication climate on motivation in educational institutions is highlighted.

In **this chapter** the doctoral student shows skills to analyze literary sources and on this basis to make their own proposals to supplement the scientific literature, to formulate working definitions, to defend scientific theses, to highlight problems and barriers in communication and motivation, to make substantiated summaries and conclusions.

In the **third chapter**, 79 pages long, is practical. It contains research, analysis and specific mechanisms in the management of educational institutions in connection with staff motivation and communications. In my opinion, the object of research, the goal and the tasks are unnecessarily presented here again - they are specified in the Introduction to the dissertation research.

The doctoral student demonstrates the ability to critically and purposefully use the analysis and synthesis of methodological ideas and on this basis to compile the necessary methodology, to conduct in-depth empirical research, professionally analyze the results and make sound summaries and conclusions.

The empirical study involved respondents from the staff of educational institutions in the country, from vocational high schools, secondary and primary schools, in three main blocks: Data on the personal status of the respondents; Motivation and effective organizational behavior and Effectiveness in management,



which corresponds to the main accents in the content of the dissertation research. The results are graphically presented and analyzed. The doctoral student came to the conclusion that both material and intangible incentives have an impact on staff motivation. School principals inspire hope and motivation in their work to a high and medium level. Communication skills are considered important for achieving efficiency, trust and delegation of rights. The managerial qualities were assessed as positive: professionalism and creative approach, leadership and communication. The strongest motivational influence on the staff is exerted by the managerial factors: contemptuous attitude towards the personal feelings of the employees, the predictable and monotonous work, the lack of incentives for achievements in the work.

They are systematized and summarized proposals, guidelines and recommendations for improving the motivational and communication processes in the management of educational institutions in future research.

In the **conclusion** of the dissertation the doctoral student has made the necessary summaries and main conclusions from the dissertation research. In all parts of the dissertation research the doctoral student's own presence and handwriting is clearly visible, which definitely shows qualities of *constructiveness and logical sequence*, ability to discover, define and solve scientific and applied problems in the field of communication management and motivation in organizations.

It should be emphasized that the peer-reviewed dissertation research is distinguished by its complexity, breadth, depth and justification of a wide range of appropriate proposals and innovative approaches.

## **II. Scientific and applied scientific achievements in the dissertation**

In all parts of the dissertation research is clearly visible own presence and handwriting of the doctoral student, who definitely shows qualities of constructiveness and logical consistency, ability to discover, define and solve scientific and applied problems in the field of communication management and motivation in educational institutions, as well as the role of leaders in this process. The results and suggestions in the dissertation research can be applied in other organizations after adaptation.

The research logic and the structure of the dissertation are well developed. The traditional approach has been successfully applied in the structuring: theory - practice - guidelines and proposals. The dissertation research is well balanced, focused and focused. Scientific problems are clearly articulated and scientific conclusions and

suggestions are well-founded. It should be emphasized that the study is characterized by specificity, breadth, depth and justification of a wide range of appropriate proposals.

It is a good idea for the doctoral student to give her own definitions and to offer a glossary, to make her own main conclusions and recommendations for the development and improvement of communications and motivation in educational institutions. The scientific contribution of the dissertation can be sought in several thematic areas. I accept scientific-applied contributions (4) and scientific contributions (6) in the dissertation research, formulated by the doctoral student.

The application of these achievements can improve the management practice in the country in terms of achieving efficiency in educational institutions in communication and motivation of staff for career development, communication in several directions: with management, colleagues and students.

The mentioned scientific and scientific-applied achievements in the dissertation are the personal work of the doctoral student. The report on the contributions correctly presents the scientific achievements in the dissertation.

### **III. Critical notes to the content of the dissertation, recommendations to the doctoral student**

The dissertation research meets the content and requirements for the development of such work, I have no critical remarks. I have a question for the PhD student: How would teachers be motivated to acquire personal competencies and will this improve communication with students?

### **IV. Other questions**

The **abstract of dissertation** gives an idea of the object, subject, thesis, purpose and objectives of the study, as well as the methodology used, the structure and content of the work as a whole.

The doctoral student has indicated 16 publications on the dissertation - publications in refereed and indexed publications: articles, reports, in the country and abroad.

My personal impression of the doctoral student are based by participating in conferences where she presented her scientific publications and read the dissertation. I have excellent impressions of her scientific performances and collegial attitude.

### **V. Conclusion**

The dissertation is a comprehensive, in-depth and conscientious scientific research of a topical and significant theoretical-methodological and scientifically-

applied problem, contains significant scientific and scientific-applied contributions in the field of modern dimensions of management processes and can definitely be positively assessed.

The doctoral student knows well enough the basic literature and good practices in the research field, can clearly formulate research problems, analyze, systematize and critically comprehend classical and new theories and concepts, construct research apparatus, conduct empirical research, make reasoned conclusions and to substantiate proposals for improving management practice in educational institutions.

This gives me reason to conclude positively that the dissertation complies with the requirements of Law on the Development of the Academic Staff in the Republic of Bulgaria (LDASRB), the Regulations for its implementation, as well as the Regulations for competitions for academic degrees and for academic positions in IBS, which is why I propose to the esteemed members of the scientific jury to vote for the award of the degree of "**Doctor**" to **Marieta Gotseva**.

Sofia, January 17, 2022

**EXPERT REVIEWER:** .....

(Prof. Dr. Lalka Borisova)