

REVIEW

by prof. Velislava Atanasova Chavdarova, PhD

University of Veliko Tarnovo "St. Cyril and St. Methodius"

Faculty of Philosophy, department of Psychology

For awarding the educational and scientific degree "Doctor"

in the scientific area 3.2. Psychology

Doctoral programme *Pedagogical and developmental psychology*

Author: Teodora Zapryanova Pampulova

Thesis theme: "Self-esteem, subjective well-being and flourishing in adolescents studying in traditional and innovative education systems"

PhD supervisor: Assoc. Dr. Irena Levkova – **Research supervisor:** - PU "Paisiy Hilendarski"

1. General description of the presented materials

By order No. P 21-1358 dated 25.06.2024 of the Rector of Plovdiv University "Paisiy Hilendarski" (PU), I have been appointed as a member of the scientific jury to ensure a procedure for the defense of a dissertation on the topic "Self-esteem, subjective well-being and flourishing in adolescents studying in traditional and innovative education systems" for obtaining the educational and scientific degree "doctor" in the field of higher education 3. Social, economic and legal sciences, professional direction 3.2. Psychology, doctoral program "Pedagogical and age psychology. The author of the dissertation is Teodora Pampulova, a full-time PhD student at the Department of Psychology, supervised by Associate Professor Dr. Irena Levkova from Paisii Hilendarski University of Applied Sciences.

The set of electronic and paper materials presented by Teodora Pampulova is in accordance with Article 36 (1) of the Rules for the Development of the Academic Staff of the PU and includes the following documents:

- a request to the Rector of the PU to disclose the procedure for the defense of a dissertation work;
- curriculum vitae in European format;

- protocol from the departmental council related to reporting the readiness to open the procedure and preliminary discussion of the dissertation work;
- dissertation work;
- abstract;
- a list of scientific publications on the subject of the dissertation;
- copies of scientific publications;
- declaration of originality and authenticity of the attached documents;

The doctoral student has attached 5 publications.

2. Brief biographical data for the doctoral student

The professional and creative path of Teodora Pampulova respects consistency, sustainability and purposefulness. The doctoral student manages to verify her scientific knowledge and consulting activity in a well-conceived and adequately realized scientific work with an undoubted practical focus. Pampulova demonstrates an intellectual capacity that deserves a positive assessment.

The author is a child psychologist, initially working as a pedagogical consultant, and later engaged in private practice in the field of psychological counseling of children and their parents. An excellent impression is made by her ability to offer author's methods with a markedly applied focus, including the books "Handbook for dealing with monsters, dinosaurs and other scary things", "Kindergarten - happy place" and personal diary "Confident child". Her professional experience related to psychological work with children is more than 8 years. In her training and work path, there is both consistency, persistence and a desire for upgrading and development.

The procedure for acquisition of ONS "Doctor" was carried out correctly, in compliance with all legal requirements.

3. Actuality of the topic and appropriateness of the set goals and tasks

The topicality of the topic is indisputable, since the modernization of modern education is to a significant extent related to rethinking the role of digitalization and considering its impact on the mental health and development of adolescents. Analytically and critically summarizing the concepts and ideas of self-esteem, subjective well-being and flourishing in adolescence and exploring

the possible interrelationships between them in the context of learning systems is an approach that I define as creative and necessary in view of contemporary learning trends and realities. The tasks are reasonably related to diagnosing these constructs in adolescents and establishing their specificity depending on the type of educational system in which they are trained. This is an innovative approach, de-determining the significance of the peer-reviewed dissertation.

The dissertation student applies a correct integral approach. The research is in-depth, with an undoubted practical orientation, positioned in the field of pedagogical and age psychology.

4. Knowing the problem

The main focus of the dissertation is self-esteem, subjective well-being and flourishing in adolescents educated in traditional and innovative education systems - Model "One student - one device". The doctoral student demonstrates excellent knowledge of the issues under consideration, presenting a thorough overview and critical analysis of classic and modern studies of the analyzed constructs.

The review of the literature and the analysis of the different theoretical contexts reasonably emphasize the significant variables and are the basis for the formulation of the research objective and the hypotheses of the study, forming the constructed research model.

I believe that this fact generates authenticity to the exhibition, giving it a truly realistic scientific and practical value.

A theoretical analysis of leading psychological concepts and models explaining the phenomena was made. The text is distinguished by its analyticity and in-depth knowledge of the theoretical base and the most current research on the problem on a global scale.

5. Research methodology

From the semantics of the key concepts in the title, it is clear that the doctoral student has invested her research efforts in the specifics of some of the most current topics related to pedagogical and age psychology. The aim of the theoretical-applied research is the diagnosis of the parameters of self-esteem, subjective well-being and flourishing in adolescents of upper school age (VIIIth

and Xth grades) studying according to the 1:1 Model in comparison with these parameters in students studying through traditional training models.

The tasks of the research are divided into several aspects. The task is reasonably formulated, on the one hand, to establish the general level of self-esteem among the subjects, on the other hand, to examine the level of subjective well-being of adolescents with an emphasis on the analysis of its constituent components. Another task is related to the diagnosis of the general level of flourishing of students from GUV, as well as determining the significant differentiations in the level of the studied constructs depending on the type of educational system – traditional or innovative. As a result of the mentioned studies, the aim is to highlight and analyze the significant correlations between the studied variables and to establish the influence of the educational innovation (one device - one student model) on the subjective well-being, self-esteem and flourishing of the studied persons.

The subject of the dissertation is self-esteem, subjective well-being and flourishing in adolescents. The object of research are 18 pairs of students from the eighth and tenth grade, evenly distributed in an experimental and a control group depending on the training model - traditional and innovative. I believe that the object of the study has been selected entirely in accordance with the set research tasks. The number and distribution of the researched persons corresponds to the requirements for the preparation of a dissertation work.

In accordance with the formulated hypotheses and sub-hypotheses, the influence of the learning models on the self-esteem, well-being and flourishing of the students is sought. The scientific-research toolkit was also adequately chosen, which includes Morris Rosenberg's self-assessment scale /Bulgarian standardization/; scale for subjective well-being and relationships in adolescence (SSBVO) /short Bulgarian version, tested for a Bulgarian sample and standardized by Plamen Kalchev (2014)/ and Diener's flourishing scale /Bulgarian standardization by Plamen Kalchev, translated by Plamen Kalchev and Kamelia Khancheva/. I believe that the chosen research methodology allows achieving the set goal and obtaining a relevant answer to the tasks defined in the dissertation work.

The analysis of the results of the empirical research was carried out in several stages - derivation of descriptive statistics; psychometric processing of the applied instruments and verification of their reliability; study of the influence

of socio-demographic factors on the levels of the studied quantities through a series of one-factor dispersion analyses, T-test and study of the relationships between the studied constructs through the application of correlation and regression analysis.

The obtained data from the two groups - control and experimental - are presented in tabular and graphic form, various types of statistical analyzes were performed to establish the impact of the type of educational system on the mental health of adolescents. The relevant conclusions and conclusions have been drawn. A list of the used literature in Bulgarian and English is attached.

6. Characterization and evaluation of the dissertation work

The dissertation has a volume of 221 pages, systematized in an introduction, three chapters, a conclusion, contributions, appendices, a declaration of authenticity of the results and contributions, conclusions and a list of references.

Chapter One presents a theoretical analysis of the concepts of 'self-esteem', 'subjective well-being' and 'flourishing'. A substantive focus in the research is placed on the theoretical and empirical verification of the structural components of self-esteem and the psychological aspects of subjective well-being in adolescence.

The theoretical conceptualization is adequately structured. The research focus on the status of the concept of "thriving" and the debates surrounding the definitive parameters of the key dimension "well-being" are adequately tracked. The semantics of related, additional and explanatory concepts such as competence, mentality, self-sense, etc. are also well explained.

Emphasis is placed on self-esteem, seen as an element of self-concept, self-esteem as a product and process of development, the relationship between self-esteem and society, etc. The review of the literature and the study of the various theoretical contexts emphasize the significant variables related to the adolescent age, and accordingly the research hypotheses are formulated and the research model is constructed, analytically built on the comparison between the traditional and innovative education systems.

I believe that this fact generates the authenticity of the exhibition, giving it a truly realistic scientific and practical value.

The analysis is analytical and critical and shows the doctoral student's skills in working with a scientific text.

The second chapter presents the organization of the empirical study. The conducted research is structured and analyzed correctly and thoroughly. Its scope corresponds to the requirements for this type of scientific work.

The analysis of the results of the conducted empirical research traces the relationship between learning patterns and self-esteem, mental well-being and flourishing in adolescents.

In the analysis and interpretation of the obtained data, implemented in the third chapter, the doctoral student unfolds her research potential, demonstrating competence and professionalism, deserving of a positive assessment. The generalizations made are relevant to the obtained results and have practical applicability.

The list of used literature includes 282 sources in Bulgarian and English. The dissertation contains a number of tables and figures.

7. Contributions and significance of the development for science and practice

In a theoretical aspect, the following scientific contributions can be found:

- By using an integral research approach, information on self-esteem, mental well-being and flourishing of adolescents was studied and systematized in a structural-dynamic aspect.

- The findings and analytical observations are the basis for the conceptualization of an actor model for work, linking the mental health of adolescents with modern approaches and innovative educational models.

- The structure of self-esteem, the dynamics of flourishing, the factors determining them, including gender, age and personality traits, have been thoroughly and comprehensively analyzed. Their influence on mental well-being is highlighted.

- The predictors that complexly influence and determine mental health in adolescence have been studied.

In the applied aspect, the following scientific contributions can be found:

- Differences between the experimental and control groups in terms of self-esteem, mental well-being and flourishing were found to be dependent on the learning model.

- The research model is described correctly. The subject, object, purpose and tasks are precisely stated. An adequately structured complex methodology for the study of the measured values is applied.

- The verification of the established hypotheses and sub-hypotheses was carried out by means of appropriate tools and statistical processing of the data. The qualitative comparative analysis of the results was expertly carried out.

- Formulated conclusions correspond to the specific study, and the generalization has realistic applicability.

- The results and interpretations presented in the dissertation provide valuable guidance for psychologists, pediatricians, educators, social workers and administrative persons working in the field of education, psychology and child-adolescent development.

8. Evaluation of publications on the dissertation work

The presented list of 5 publications on the topic of the dissertation exceeds the requirements for obtaining the ONS "doctor". Their publication in prestigious magazines is a guarantee of professionalism. Their thoroughness and quality are unquestionable.

9. Personal participation of the doctoral student

The participation of the doctoral student in the planning, implementation, analysis, summary and interpretation of the results obtained from the theoretical-applied research is indisputable. Professionalism and precision were demonstrated in the individual stages. The formulated contributions correspond to the achieved results.

10. Abstract

The abstract synthesizes and accurately reflects the content of the dissertation work. It was developed according to the requirements of the Regulations for the acquisition of scientific degrees at the University of Plovdiv and reflects the main results achieved in the dissertation.

11. Critical remarks and recommendations

In order to popularize the dissertation work, I would recommend its publication as a monographic work.

12. Personal impressions

The presented work shows the excellent theoretical and practical preparation of the doctoral student on the researched problems, as well as her ability to process, interpret, analyze and summarize the results of psychological research. The development is balanced and well structured.

The conclusions and findings are both adequate and bold. I believe that the author has the necessary skills and competences to continue her scientific development.

13. Recommendations for future use of dissertation contributions and results

Future research may include other age groups, as well as constructs such as "motivation", "satisfaction", etc., which may lead to variations playing a role in determining the future vision of education in Bulgaria.

CONCLUSION

The dissertation contains scientific, scientific-applied and applied results, which represent an original contribution to science and meets the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria, the Regulations for the Implementation of ZRASRB and the Regulations of PU "Paisiy Hilendarski".

Development shows that the doctoral student **Teodora Pampulova** has in-depth theoretical knowledge and professional skills in scientific specialty 3.2. Psychology, demonstrating qualities and skills for independent conducting of scientific research.

Due to the above, I confidently give my positive assessment of the conducted theoretical and applied research, presented in the above-reviewed dissertation work, abstract, achieved results and contributions, and I propose to the honorable scientific jury to award the educational and scientific degree "doctor" to Teodora Pampulova in field of higher education: 3. Social, economic

and legal sciences, professional direction 3.2. Psychology, doctoral program
"Pedagogical and age psychology".

27.08. 2024

Reviewer:

Prof. Velislava Chavdarova, PhD