

# **Scientific opinion of a dissertation**

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For a dissertation on:

## **"EDUCATION OF EMOTIONAL INTELLIGENCE AT ADOLESCENTS THROUGH ART"**

for awarding an educational and scientific degree "doctor" in professional field 1.2 Pedagogy (Theory of education and didactics),

Developed by EVGENIA EVGENIEVA CHAUSHEVA

SCIENTIFIC SUPERVISOR: ASSOCIATE. Dr. Vladislav Gospodinov

The dissertation work developed by the doctoral student E. Chausheva is dedicated to an insufficiently researched, but current and significant problem for pedagogical theory and practice. The topicality of the issue is substantiated in the introduction to the topic based on significant scientific and social changes in modern times. The research is located in the scientific space of topics with a marked social significance, namely "Education of emotional intelligence in adolescents through the means of art". The subject of the dissertation is a challenge and to a certain extent an innovation in the implementation of pedagogical interaction with adolescents.

The proposed dissertation is a complete scientific and applied research with a volume of 237 pages, of which the main text is 169 pages and appendices 68 pages. It is structured in an introduction, 4 chapters and a bibliographic reference from 106 literary sources, of which 97 in Cyrillic, 7 in Latin and 3 Internet addresses. The practical-applied research was conducted among 326 respondents: 127 teachers, 101 parents and 98 students in adolescence. The included nine appendices mainly present the toolkit used in the study, empirical data and other results.

The main concept of the dissertation work is presented in the introduction, where the author justifies the need to develop the topic and its significance for pedagogical activity. The presentation of the purpose, object, subject and tasks of the study is different from the generally accepted scientifically sound structure of describing the design of the study. The goal predetermines the results, the subject and the object direct to research the process of formation of emotional intelligence in adolescents using the means of art. According to the author, this research should be "the basis for the creation of an activity model". It does not specify what model and what activity. The main hypothesis of the dissertation research is related to the topic, but not directly related to the purpose. The stated opinion that the hypothesis advocated is multiple could be presented in a scientifically accepted way, by

formulating several hypotheses, moreover, detailing "assumptions" about the expected results of the survey among teachers, parents and students. On page 9, the "aims and tasks of the research" are indicated again, but the author mainly presents tasks aimed at adolescents, parents and teachers. The tasks for the different groups of respondents are almost identical and should be summarized. I believe that creating and approved the model should have been included as one of the main tasks.

The theoretical conceptualization of the topic is presented in chapters 1, 2 and 3 of the dissertation. Issues related to education as a social phenomenon, emotional intelligence, and adolescent development and art as a specific manifestation of emotional intelligence education are thoroughly interpreted. An issue closely related to the topic of the dissertation, concerning adolescent development in the context of emotional intelligence, is also examined. The analysis is purposeful and presents the researched problem from different scientific positions.

I define as positive the idea of presenting the personal example of grown-up students and their memories related to the role of art as a developing and educational factor in their lives.

It is noteworthy that the doctoral student often cites instead of the original basic developments on the topic, their reflected use by other authors. /For example: St. Mill and Kant according *Чавдарова-Костова – с. 18,19*; H. Gardner is cited according to *В.Господинов – 39* p.; Solovei P. according to Shapiro L. and *Иванова С. - p. 40*, etc./ which, in my opinion, is not correct, although it can exceptionally be used for hard-to-reach sources.

The main methods used by the doctoral student are:

- the survey, for which survey cards have been developed for the different groups of respondents,
- the observation oriented to the reactions of the participants in a real environment and situation,
- the analysis of the empirical data, which is carried out according to previously selected indicators, which are considered for all three studied groups.

When describing the methods on p. 10, the use of mathematical-statistical methods is indicated, but such methods were not used.

The survey among teachers shows a high level of awareness about emotional intelligence and an awareness of its importance for the positive development of students. In this order, the need to include various arts in the learning process is affirmed and some positive educational effects of this are indicated. The analysis is mainly quantitative and it is not clear what determines this belief in the enrichment of emotional intelligence and the use of art for its development. There are discrepancies between the survey and the analysis e.g. question 10 does not imply a graded assessment, but one is presented in the analysis, which raises doubts about the correct

The survey among parents, in addition to questions related to the knowledge of the construct "emotional intelligence", also includes questions related to the attitude of family members to artiness of the study. The survey among students regarding the education of emotional intelligence through the means of art is carried out in two modules: The first module contains 14 questions and is designed according to the survey model of V. Gospodinov and contains questions related to the knowledge of emotions. In this part, survey research is best presented, but the author's name is not cited. The analysis mainly discusses the quantitative data. The tables show more information, but some of the reported data are not clear, indicating a numerical estimate that is not accompanied by an explanatory text. / E.g. Tables: 16 - p. 122; 17 - p. 123; 18 - p. 125/.

The second module is made up of 12 sentences that students have to complete on their own. The analysis of the results in this module is again only quantitative, although the continuation of the sentences would reveal interesting qualitative information about the topic.

Also listed is the third module of the survey, containing statistical questions, which I believe are part of the surveys. As a result of the conducted research, the model developed by the doctoral student appears, which, according to her, has a diagnostic-projective, mainly educational, and also art-therapeutic focus.

The educational activities planned in the model imply familiarization and recognition of the components of emotional intelligence, but nothing is mentioned about the beliefs, feelings and behaviour of adolescents. Emphasis in the model is placed on organizational activities, research and material provision.

As evidence, the doctoral student presents opinions of students, drawings and products of their creativity, through which she aims to show that the approved model leads to an improvement of their emotional intelligence.

In order to establish the ascertaining situation, the use of a scale for evaluating different components of emotional intelligence, completed by the class teacher before and after the implementation of the methodology, is indicated. Such a scale and the results of its application are not available, /unless it is Appendix 4, but there the name is different - c-195-197/. This part of the development is presented as "Findings from the empirical study among adolescents". Figures 28, 29, 30 and 31 illustrate data from a research conducted and report a positive change in most of the presented components of emotional intelligence. Data analysis is laconic and rather emotional. I believe that the data and their interpretation are inconclusive, since the observation method, as the main and only one, is not suitable to ascertain changes related to complex mental phenomena such as self-control, motivation, trust, etc.

The conclusions themselves are presented on pp. 154-155. In them, the author places an emphasis on the attitude of adolescents and misses the main pre-announced goal of proving that teachers and parents are aware of the importance of emotional

intelligence in the development and upbringing of children, and more specifically in adolescents. I define the first conclusion as too general and the second and third relate to the subject of research. It should also be indicated in the conclusions whether the developed model is appropriate and effective.

There are also some discussion questions, which are rather findings and from them it is not clear the contribution of the dissertation to the researched area.

Scientific contributions of the dissertation work are not presented in the main development. We find such in the scientific abstract. In general, the contributions correspond to the research presented in the dissertation.

For the dissertation, the doctoral student presents three publications, one of which is in the Pedagogy journal, indexed in Web of Science.

### **Recommendations and notes**


When quoting the literary sources, basic requirements were not met. No publisher is indicated anywhere Citations in the dissertation and the bibliography must follow the APA Style standard. An abundance of compound words in the main text is allowed.

**Conclusion:** The dissertation presents scientific-applied results that can be defined as the beginning of the study of an important problem for pedagogical practice, related to the search for models to educate emotional intelligence in adolescents through the means of art.

In this regard, I propose to the members of the respected scientific jury to award the educational and scientific degree "doctor" in professional field 1.2 Pedagogy (Theory of education and didactics) to Evgenia Evgenieva Chausheva.

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