STATEMENT

by Prof. Nikolay Stoyanov Kolishev, D. Sc.

of a dissertation entitled “The Influence of the School Environment on Achievement Motivation among Secondary School Students in Israel” by Khulud Ghadir, submitted for the award of the educational and academic degree of “Doctor” in professional field 3.2. Psychology

Doctoral Programme in General Psychology

I. GENERAL OVERVIEW OF THE DISSERTATION

The dissertation consists of four chapters and an introduction. The first chapter systematises theoretical and empirical information on the school environment and achievement motivation. The second chapter is devoted to the organisation and methodology of the study. The third chapter analyses the research findings. The fourth chapter, entitled “Discussion, Conclusions and Recommendations”, discusses the findings again, this time comparing them with the results of previous studies on the subject. The dissertation contains scientific, applied-scientific and practice-oriented findings that constitute an original contribution to science and are not the result of plagiarism; this applies to the dissertation as a whole.

The main strengths of the dissertation can be summarised as follows:

1. The methodological components of the study (object, subject, aim, objectives and hypothesis) are formulated appropriately, enabling the author to define the scope of the research precisely and establish logical connections between its various parts.
2. The theoretical and empirical information on key concepts such as achievement motivation, academic motivation, classroom climate, teacher–student relationships, school leadership, curriculum and teaching methods, as well as the role of technology and artificial intelligence in education, is competently systematised and analysed.
3. A questionnaire of confirmed reliability was used to obtain the views of 317 teachers and students on the influence of the physical school

environment, teacher–student relationships, classroom climate, school leadership, curriculum and teaching methods, and technology and artificial intelligence on students' achievement motivation.

4. Appropriately applied statistical methods were used to establish the relative influence of the different dimensions of the school environment on students' motivation for academic achievement.
5. The empirical information on the influence of the individual dimensions of the school environment on students' achievement motivation is analysed thoroughly and consistently, achieving an appropriate balance between the descriptive and explanatory elements of the analysis.

The dissertation abstract has been prepared appropriately, as it reflects the essential methodological, theoretical and experimental components of the dissertation.

The doctoral candidate has submitted four publications related to the dissertation topic, published in an electronic proceedings volume of an international scientific conference. The publications are of clear scientific value and are distinguished by the relevance of the issues addressed, a logical structure, precision in defining and using key concepts, the substantiation of productive practical ideas, and a highly professional language and style.

The doctoral candidate has fulfilled the minimum national requirements for the award of the educational and scientific degree of "Doctor", pursuant to Article 2b, paragraphs 2 and 3 of the Act on the Development of the Academic Staff in the Republic of Bulgaria and Article 24, paragraph 1 of the Regulations for the Implementation of that Act.

II. II. EVALUATION OF THE SCIENTIFIC AND THEORETICAL CONTRIBUTIONS

The scientific contributions presented by the candidate are consistent with the content of the submitted publications and demonstrate a good level of professional reflection.

I would highlight the following scientific and theoretical contributions as particularly significant for general and educational psychology:

1. 1. An appropriate and productive understanding of the school environment is

proposed for educational psychology, encompassing physical, psychological, social, organisational, pedagogical and technological dimensions, which influence students' achievement motivation both individually and collectively.

2. 2. The relative influence of six dimensions of the school environment on students' achievement motivation has been established, thereby also demonstrating the influence of the school environment as a whole as a motivating factor.

3. III. EVALUATION OF THE SCIENTIFIC AND APPLIED CONTRIBUTIONS

III. The dissertation demonstrates a well-developed ability to translate theoretical principles and empirical findings into appropriate practical recommendations, the implementation of which could improve the school environment as a significant motivational factor. I would highlight the following scientific and applied contributions as particularly important:

1. A reliable research instrument intended to measure the influence of the school environment on students' achievement motivation has been developed and tested. It can be used in future educational and psychological research.

2. The findings of the dissertation provide a theoretically sound basis for developing educational materials and resources aimed at improving the professional skills of educational specialists in creating a motivating learning environment.

IV. IV. CONCLUSION

In conclusion, I would like to express my **positive** assessment of the systematic presentation of the theoretical material in the dissertation, the methodological rigour of the study, the detailed analysis of the research findings, and the overall educational and scientific value of the work. The dissertation's scientific, scientific-theoretical and scientific-applied contributions fully meet the requirements laid down by law for the award of the educational and scientific degree of "Doctor" in professional field 3.2. Psychology.

Prepared by:

(Prof. Nikolay Kolishev, DSc)