
NON-FINANCIAL FACTORS IN MANAGING THE RELATIONSHIPS PRINCIPAL – TEACHERS

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Abstract: This article discusses the main psychological regularities of communication as an interpersonal interaction and the personal qualities of the principal and the teacher as elements of the psychological climate appearing to be an environment for non-financial stimulation of productivity at the school as a budget administrator. Pedagogical interaction is viewed as a professional communication and behavioral aspect of the relationships between the school principal and the pedagogical specialists as well as among the teachers themselves as members of the pedagogical staff. For this purpose, we have clarified the specific terms and aspects of pedagogical ethics, the tolerance and communication at school as non-financial factors in managing the relationships principal – teachers. We have determined their characteristics and the means of achieving the ethical objective. Special emphasis is placed on the competence of the school principal – a leader and manager – and the efficient interaction with all pedagogical specialists (deputy principals; primary, middle and secondary school teachers; tutors; pedagogical counsellors; resource teachers; psychologists).

Key words: pedagogical ethics, pedagogical interaction, principal, psychological climate, non-financial motivation.

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I. Introduction

Today, in the years of democracy and EU membership, in view of the establishment of formal and non-formal leadership in the process of managing the school, it is barely doubtful that the principal can and shall impose his/her own will on the members of the pedagogical staff. The paradigm individual results in the phenomenon leadership, which principally can be viewed as both a process and a quality. This process shall follow the non-violent influence in the relationships of the principal to the members of the staff for directing and coordinating their efforts in order to achieve the common goal. As a quality, leadership is defined as a totality of personal requisites, traits of character, predicates of identity owned by the principal and each member of the pedagogical staff. Leadership is commensurate with the degree of relationships among the members of the staff. On the basis of this, the **subject** of the article is the school as part of the public sector of the economy, the **object**, respectively, the non-financial factors in managing the relationships principal – teachers based on the unity of tolerance, ethics and communication. The **objective** is to prove that it is namely those non-financial factors that are in the basis of the motivation of all members of staff for achieving higher educational results and higher authority in the society.

Therefore, we defend the **hypothesis** that within the management of the school, the relationships principal – teachers depend on non-financial factors which are an inseparable part of the school's administrative system and find expression in pedagogical ethics, pedagogical interaction and tolerance. Three factors shape up the relationships in the pedagogical staff: pedagogical ethics, interaction and tolerance. These are classic non-financial categories which, however, have a high impact on the achievement of better financial and budget results for the school as a budget administrator according to the Law of Public Finance.

For the purposes of the research, the three major non-financial factors are accepted as follows:

First. Pedagogical ethics is one of the contemporary integrative sciences specifically directed towards the educational and upbringing activity, towards the processes characterizing education and towards the problems of real pedagogical activity. It is a totality of theoretical and practical sciences dealing with upbringing, training and education.

Second. Pedagogical interaction is an innovation and as such it is a contemporary branch of scientific knowledge and stands right where social psychology and humanistic pedagogics intersect. It is a type of social interaction which has the traits of professional culture and purposeful pedagogical activity.

Third. Tolerance is the value attitude of man towards people and finds expression in acknowledging, accepting and understanding people from different cultures and tolerating different opinions, beliefs, behavior, wishes, interests and objectives. In other words, it is about accepting the others such as they are.

II. Pedagogical regularities of communication as an interpersonal interaction in school management

Working at school is a complex, hard and responsible task. The demographic collapse and the crisis are so sharp that the principal and the pedagogical staff face complex situations and make difficult decisions every day. This results in increased responsibility. Democratic societies have established and improved their institutions for a long period of time. They seek and find the correct solutions to social problems by developing rational mechanisms for achieving goals which at a first glance seem insurmountable. Democracy is important, but hard to achieve value. It respects individual rights and freedoms, which makes it attractive. It defends the pluralism of opinions and views of individuals regardless of whether they are pedagogues or not.

A good principal is a good leader, organizer, educator and pedagogue not only regarding pupils but teachers as well. The pedagogical ethics of the school principal is of utmost importance. The job of the teacher differs significantly from other jobs and the results depend heavily on the subjective qualities of the personality of the teacher and the principal, on their pedagogical and professional ethics. Pedagogical morality requires respecting the teacher's authority as the most important condition for the successful running of the school. This makes pedagogical labor specific. The dominating principle is pedagogical morality – the principle of pedagogical humanism because it “regulates the relationships in the staff” and is mandatory for every teacher and principal.

It shall be emphasized that the obtained educational and qualification degrees (bachelor and master) and the professional and qualification degrees, despite being the basis for correct behavior, are not sufficient. What matters in the educational process is not only the information about the reality, about the facts and phenomena, but above all, the knowledge and attitude of all pedagogical specialists towards the existing relationships which embody communication and tolerance. It is not so easy to turn moral human qualities into convictions of positive school environment and peaceful psychological climate. In this respect, the role of the school principal in his/her capacity of a

manager and employer is almost unlimited, inexhaustible and without an equivalent.

Every real fact of interpersonal communication related to the educational process at school is unique and cannot be replicated. This is a daily empirically observed process. The solution to every problem of pedagogical communication in its essence is the solution of a non-standard socio-psychological case.

III. The personal qualities of the principal and the teacher as components of psychological climate

No pedagogical activity of the school principal is possible unless he/she has established his/her authority among the deputy principals, the teachers, the tutors, the pedagogical counselor, the resource teacher and the psychologist. Authority is the principal's moral status among the staff; it is a form of discipline through which the principal regulates the behavior of pedagogical specialists and influences their behavior and convictions.

The school practice is full of principals with poor administrative skills, they lack organizational capabilities and habits; as teachers they are mediocre. This determines the pedagogical relationships among the staff. Such principals do not have authority in the school and conflicts are inevitable. The results of their work cannot be good. The problems of pedagogical ethics in general and the ethics of the school principal in particular are topical, burning and of large practical resonance. The complex issues and relationships between the pedagogy and ethics require special attention and specific analysis, which necessitates the systematization and differentiation in a relatively separate scientific field. As a science of pedagogical morality, pedagogical ethics develops the theoretical and applied problems of the morality of the pedagogue – his/her moral activity, the moral bases of his/her relationships in the pedagogical process, his/her values, etc. This is a science which deals with the training, education and upbringing of youths.

Pedagogy is a social science, an independent science and a science which is developed by many others. In his *Dictionary of Pedagogy*, Wilhelm Helman (Helman, W., 1967) points out that “a pedagogue” in ancient Greece would mean “*a companion or a guardian of a child from a wealthy family.*” Today, this word means “*an educator, a teacher, a specialist in school affairs*” (Petrov, P., 1991). Pedagogy provides youths with the opportunity to learn etiquette, knowledge and generally, the rules about life. To a large extent, the objectives of pedagogy coincide with the objectives of ethics and morality. Pedagogy today is a purposeful and organized process which arises

in order to satisfy the needs of people to learn more about the world which surrounds them. It develops diverse methods which facilitate and stimulate people to develop and improve, to become individuals contributing to their own wellbeing and the society as a whole.

Pedagogy can have many different forms of expression as it is not only an institution at school; it is also at home, at work, even in the street. The subject of pedagogy can be the child or the adult. Pedagogy is a science which studies the regularities and technologies of training, education and upbringing as processes which are significant and necessary for the society. This science enables people to work and exist in a given environment and society, to avoid difficulties in the interaction with other people. As such pedagogy resembles ethics because the pedagogue not only teaches about the world; he/she teaches how to live in the world, how to interact with other people, how to survive.

Bearing in mind namely this resemblance between pedagogy and ethics, we should mention professional ethics which as a science outlines the norms of behavior at the workplace: the staffroom, the classroom, the classrooms for specific purposes, the playground, the gym, etc. Furthermore, every pedagogical specialist, regardless of his/her educational and qualification degree and his/her labor contract position, shall pay attention to his/her professional status and duties. Bearing in mind what has been said so far, we can make the conclusion that pedagogical ethics expands its scope to such an extent that it looks as if it “dissolves” in the educational process and encompasses the whole pedagogical science.

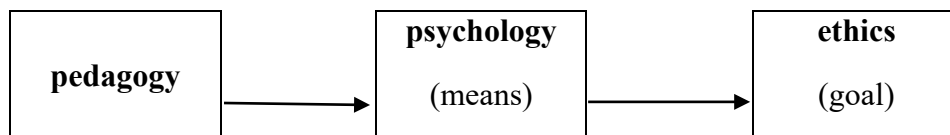


Figure 1. Means for achieving the pedagogical goal

The analyses that we have made so far lead to the notion that the subject of pedagogical ethics is pedagogical morality and we shall analyze its essence in more details. It reflects moral practice and moral relationships which cover all aspects of pedagogical activity.

Pedagogical morality appears as a necessity of optimal behavior and attitude of pedagogical specialists within training, educational and upbringing activity. In addition, pedagogical morality requires that the authority of pedagogical specialists should be preserved, which is one of the most important conditions for successful running of the school. This leads to the

affirmation of those principles, norms and rules without which the educational process would be impossible.

Summarizing the role and significance of pedagogy, we reach the conclusion that it provides teachers with the opportunity to work and exist in a school environment, to avoid the difficulties in interacting with other teachers and it is namely in this task that pedagogy resembles ethics because the pedagogue (the teacher) does not only teach about the world, but he/she teaches how to live in it, how to interact with the others, how to survive.

Bearing in mind the resemblance between pedagogy and ethics, we get to professional ethics, which, as a science, outlines the norms of behavior at the workplace, the role of the pedagogical specialist, their professional and social status.

Professional ethics relates the theoretical part of ethics with the practical part. It develops mechanisms which facilitate interaction and communication between the members of the staff in the professional environment. It strives to prevent from conflicts caused by the differences in the interests of each member of the staff. The school environment is a workplace for both teachers and pupils and it is normal that such conflict situations exist. Therefore, there shall be borders at each interaction between people, regardless of whether it is between a teacher and a pupil or between pupils and teachers. The moral label is a stamp of human individuality. The positive relationships among school staff are built upon the relationship between ethics and communication.

IV. Pedagogical communication – managerial modification of interpersonal interaction

In order to get to the heart of pedagogical communication and in particular in moral relationships which find expression in it, we shall first clarify some aspects of communication as a social phenomenon.

Communication between people is a complex process through which they exchange information. In addition to being a social phenomenon, it is also a prerequisite for one's social life, for his/her cultural reproduction and individuality. It is not by accident that it has been an object of interest since ancient times.

Finding out about the nature and essence of communication occupies an important part in the philosophical studies of the ancient Greek thinkers Socrates, Plato and Aristotle, as well as the prominent scholars of ancient Rome – Lucius Annaeus Seneca and Marcus Fabius Quintilianus. They view man as a specific microuniverse, which is analogous to macrouniverse.

Knowledge about man's world is considered more difficult than knowledge about the outside world. It was as early as the 12 century B.C. that Orpheus said: "*Know thyself and you shall know the Universe and the Gods!*"

In contemporary society, communication becomes even more topical. At school, the communication between principal and teachers, teacher – teacher and teachers – pupils, occupies one of the central places in the educational process.

Communication, despite being a prerequisite for performing various types of activities, can be viewed as an individual activity when it is based on a specific motive, according to Leontiev (Leontiev, A., 1996).

Many authors define communication as:

- activity (mutual understanding);
- process (mutual influence);
- attitude (interaction).

According to G. M. Andreeva (Andreeva, G., 1980), the first indicator is limited to a volume of information (knowledge, ideas) among those who communicate; the second – in the organization, the interaction among them (exchange of actions); the third – in the mutual accepting of the partners by communication and establishing a mutual understanding on that basis. Pedagogical communication is a major factor for the efficient running of the educational process and a prerequisite for the establishment of a favorable socio-psychological climate at school. In addition, it is a type of social communication which bears the traits of professional culture and purposeful educational activity. It is marked by purposefulness, regulation, systematization and aims at the realization of a number of specific educational goals.

Pedagogical communication is characterized by all traits that distinguish it from other types of communication.

An expert analysis (Zhekova, St., 1984) points out that the major characteristics of pedagogical communication are:

- ✚ it is permanently intellectual – emotional interaction;
- ✚ its general regulator is the end goal of the educational process: the formation of the child's personality;
- ✚ pedagogical communication is active, multifaceted, dynamic and transforming;
- ✚ it has a mandatory feedback and forms of realization;
- ✚ it is complete and uninterrupted;
- ✚ it is an important factor for a child's upbringing;
- ✚ pedagogical communication is socially-oriented and purposeful.

In scientific literature, we can find two types of theories about the essence, characteristics and content of pedagogical communication.

- The first group of authors claim that pedagogical communication is a type of interaction among pedagogical specialists and pupils which creates optimal conditions for formation of the individual, including positive moral attitudes.

- According to the second group of authors, pedagogical communication happens not only in an educational institution, but outside of it, too. It is a form of interaction both among pedagogical specialists and pupils and among parents and children, among parents, pupils and pedagogical specialists; and among all elements of the socio-pedagogical system.

The latest formulation presents pedagogical communication as “cooperation” among principal, deputy principals and all pedagogical specialists where they participate as subjects of interaction. School management is inevitably related to pedagogical communication and as a specific type of social communication covers the following functions:

- ✓ *Informative* – the participants in the communication process constantly receive verbal and non-verbal information which may be divided into two types: declarative and inciting.

- ✓ *Cognitive* – it is realized through learning and perceiving among the communicating individuals.

- ✓ *Normative* – in pedagogical communication, the members of the staff acquire the moral norms and values of the society in order to be able to realize them in their everyday work.

- ✓ *Projective* – what is developed is models of behavior of the individual in various life situations to which he/she shall conform.

- ✓ *Emotional* – it is very important for the formation of a positive emotional sphere among the pedagogical staff.

- ✓ *Communicative* – what is established and solidified is basic skills for forming positive contact in the school environment.

- ✓ *Creative* – it provides real opportunities for creative activity.

- ✓ *Perceptive and diagnostic* – it is expressed by the formation of the image of the partner in communication as well as the formation of the personal “I” in communication. It facilitates discovering the experiences which the partner has during the communication process.

- ✓ *Praxeological* – according to certain authors, it is expressed in the exchange of activities among people, in accepting and providing experience.

In carrying out pedagogical communication, we can outline the following provisional stages:

- *forecasting stage* – pedagogical specialists build various types of behavior which they shall follow in their interaction among each other according to the characteristics of the pedagogical situation;

- *initial period of communication* – pedagogical specialists get to know each other and mutually determine the requirements and norms of behavior among them;

- *communication management* – it is related to the analysis of the activity of the subjects in pedagogical communication as well as its corrective and stimulating activity on behalf of pedagogical specialists as a leading force in the process of communication;

- *analysis of the system of communication* – at this stage, what is required is an assessment of the activity of all parties involved in the process of communication and bringing forward solved and unsolved problems, of the positive and negative aspects of the used system of communication and imposing corrections if necessary. The characteristics of pedagogical communication depend on a number of factors as age and individual characteristics of all pedagogical specialists, their personal social experience, the type of schools, the socio-cultural characteristics of the society and the level of professional culture. A good and efficient communication is a criterion not only for fruitful interpersonal relationships, but also for the formation of moral self-assessment and self-assurance.

Human speech is the most universal means of communication, but in direct communication, an important role is played by intonation, gestures, mimics, etc. Research on the psychological aspects of communication shows that words help transmit (Petrov, P., 1991, pp. 22-26):

- 7% of the information with sound means (intonation, timbre);
- about 38% with mimics, gestures, and poses – 55%.

In this respect, the conclusions which can be drawn are that language is a secondary expression of human activity; behavior provides the best information; it is not significant what is said, but what is done. In truth, communication is as different as people themselves. Nonetheless, depending on each particular situation and the roles performed by each participant in the process of communication, we can outline the following types of communication:

○ Non-formal communication – it is formed by the personal relationships among people – free time, friendships, love, etc.

○ Role communication – it is a type of formal communication determined by the position each person occupies (pedagogical specialist – principal).

○ Formal communication – it is a form of interpersonal communication which aims at reaching an agreement or signing a contract. This communication is always accompanied by a preset goal.

The existence of a very good communication requires full interaction among pedagogical ethics, pedagogical communication and pedagogical tolerance. These three components are interwoven and are in the basis of very good psychological climate and positive attitude among each member of the staff.

Tolerance is a term which refers to putting up with and acknowledging the differences – social, cultural, gender or religious. According to some dictionaries of philosophy, it can be viewed as an act of lenience, as an act of acceptance or as an act of support and understanding. Respectively, all practices which do not refer to such an attitude shall be classified as *intolerance*. Tolerance does not mean indifference, accepting social injustice, rejecting one's own beliefs or giving up on one's own opinions under someone else's pressure (Denkova, L., 1995).

This is what tolerance is. In short, it is tolerating or putting up with the difference expressed by others and their attitude towards us. This is what the word means in Latin: “*tolero*” – to put up with, to endure, to undergo. This means that tolerance is naturally innate; it is not the result of an “*absolute*” readiness to react with understanding in a benevolent way.

As a virtue, as a characteristic of human behavior, it depends not only on character, temperament, but also on the upbringing to tolerate differences. This quality finds expression not only generally, but on particular occasion, in specific circumstances, intuitively and not equally.

This thought has been pertinent since the time of Aristotle – an ancient philosopher and scholar, one of the geniuses of Antiquity, also called “the father of science” – 4th century B.C. In his epic work *Nicomachean Ethics*, Aristotle shares his views on the behavior which one must follow all his/her life. There, he distinguishes between benevolence and friendship as he claims that the former appears and disappears impulsively, it is a burst of sympathy and compassion (Denkova, L., 1995).

In order to be a virtue, tolerance shall be something more, it shall contain something more important – agreement. An agreement means viewing and assessing common interests in the same way.

Two teachers are tolerant to one another not because they know what each of them shall do, but in order to preserve the school fund and the information resource, but because they are convinced that together they can achieve more. One more provision – tolerance has its own borders and thresholds, beyond which the individual ceases to be an individual, the minimal expression of his/her identity shrinks and dissolves into the other,

others. The arguments about the benefits of interpersonal agreement have a permanent presence, historically and geographically, but tolerance has been the basis of the philosophy of social relationships since the Enlightenment – the long eighteenth century.

Tolerant relationships are possible only when there is a necessity of tolerance. In our contemporary society the need of unity and understanding has good motives, but we shall not forget that it also hides pretense, deception, imposing personal interests; all these undermine tolerance as a humane and altruistic ceremony. The relevance of this global civilization task makes us ask ourselves whether we, contemporary pedagogues, have the convictions and inclinations to attack the moral ulcers of contemporary democratic time – they are related to hostility and aggressiveness. According to philosophers, sociologists and historians, our folk psychology is characterized by tolerance. Therefore, each pedagogical staff shall develop and apply an Ethic code which shall help everyone rethink to what extent he/she conforms to the principles that shall be followed.

Tolerance is the main attitude not only at schools, but also in a social environment. The tolerant man can accept norms that are different from the established ones (opinions and behaviors in the social environment), they are contrary to his/her moral principles. This type of tolerance is called social tolerance. Tolerance is a precious social skill which people shall develop because tolerant people feel better and more comfortable. As a behavior and a trait of character, it is brought up and originates in the communication among people.

The efficiency of the work of the pedagogical staff is fully dependent on the created psychological climate, the professional and interpersonal relationships and the personality of the principal and each particular teacher. The well-chosen approaches in the relationships in any pedagogical staff are an important factor and means of imposing positive influence on the school environment and establishing certain models of cultural behavior in interpersonal relationships in the educational process – in society and in life.

<p>Pedagogical specialists: 1. deputy principals 2. teachers 3. tutors 4. pedagogical counsellors 5. psychologists 6. resource teachers</p>	<p>School ethics <i>ethics</i> <i>communication</i> <i>tolerance</i></p>	<p>Principal (administrator, leader, employer, manager, pedagogue)</p>
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Figure 2. Interaction of the major factors influencing the psychological school environment

Nothing solidifies the authority of the pedagogical staff like the pedagogical tact of its principal, the deputy principals, the tutors, the pedagogical counsellor, the psychologist and the resource teacher. Their deeds determine and correct their actions depending on the specific situations. Pedagogical tact embodies high pedagogical craftsmanship, but it is also a necessary element in the work of every member of the school staff (Filipov, Al. 2006, pp. 66-72).

Its specific aspects determine the productive pedagogical communication, ethics, morality and tolerance; they create conditions for normal psychological climate.

V. Conclusion

Leadership, pedagogical ethics, professional communication and tolerance among the staff are a complex matter; they encompass many and different aspects of managerial activity and the relationships among pedagogical specialists. This, to the largest extent, motivates everyone among the staff for better productivity, for positive actions and for higher educational results. Therefore, the principal and the whole pedagogical staff shall have a sober assessment of the relationships as a factor of the high authority and prosperity of the school. Good relationships are in the basis of high educational results of the pupils. It is namely here that the school principal imposes the Law of Primary and Secondary School Education (Ministry of Education, 2015) by encouraging with moral and material rewards the pedagogical specialists. Therefore, in order to find the path to success of every school, each member of the pedagogical staff shall never forget the old maxim that he/she shall consider the skill of communication, the psychological inclination, culture and behavior.

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