

# ACTIVITIES OF A MANAGER IN OPTIMIZATION OF A SOCIAL PEDAGOGUE'S WORK IN CHILD CARE HOMES: OPINION OF SOCIAL PEDAGOGUES

Rasa Braslauskienė, Reda Vismantienė, Neringa Strazdienė  
*Klaipėda University*

## Abstract

The issue of activities of a manager in optimization of work of social pedagogues in child care homes is discussed in the article. A child care home manager is responsible for the children's welfare, their successful socialization and integration in the society. He seeks for favourable results of this institution by ensuring relationship based on cooperation. He takes care of improvement of employees, provision of proper working and development conditions, cooperation with other institutions. When resolving these and other issues of children welfare a manager becomes the main person initiating optimization of employees' activities. The following question arises: what are activities of a manager in optimization of work of a social pedagogue in a child care home? The aim of this article is to disclose possibilities of managers' activities in optimizations of work of a social pedagogue in child care homes. A research was carried out for achievement of the aim wherein a total of 63 social pedagogues of Klaipėda child care homes participated (a total of 14 institutions). The research disclosed that social pedagogues are not satisfied with the current role of a manager in optimization of activities of a social pedagogue. The optimization of activities of a social pedagogue is manifested at work with learners and their groups when seeking for professional and personal development of a social pedagogue and organization of preventive work. A manager tends to leave optimization of activities of a social pedagogue to the very employees.

KEYWORDS: Manager, child care home, social pedagogue, optimization of activities.

## Introduction

Social issues arising in a modern Lithuanian society: child crime, alcoholism, drug addiction, prostitution, sexual abuse, suicide, parental poverty, unemployment affect the process of children's maturation, promote tension and insecurity in a family, at school, difficulties of communication with relatives and peers, therefore more and more children find themselves in child care institutions (Kvieskienė, 2005). I. Leliūgienė (2002) notes that children who psychologically formed with negative values became charges of child care homes and their development often lacked behind their peers and they had a number of negative features inherited from the negative experience (drinking, immoral behaviour, etc.) of their parents. A child care home manager becomes responsible for the welfare of a child, its successful socialization and integration in the society by looking for ways how to effectively resolve the issues of a child's self-expression, learning motivation, employment and other personal or social problems of children. As an entity of an educational institution management, a child care home manager is responsible for activity results of this institution in order to ensure relationship based on cooperation (Law on Education of the Republic of Lithuania, 2003), take care of employee development, provision of proper working and educational conditions, cooperation with other institutions both in Lithuania and abroad (Law Amending the Law on Education of the Republic of Lithuania, 2003; Qualification Requirements for a Social Pedagogue, 2001; Description of a Social Pedagogue's Job, 2001), carry out educational, preventive activities, represent children's rights and interests in various institutions (Juvenile Affairs Inspectorate, Children's Rights Protection Service, etc.).

One of the main purposes of social - educational activities in a child care home is preparation of children for independent life. However, very often this action is carried out unilaterally by perceiving it as a formal job which prevents from proper preparation of children for confrontation with an actual mode of life due to adherence with the compulsory internal rules of procedure. When resolving these and other social and children's welfare-related issues a manager becomes the main person initiating optimization of employees' activities.

During the recent years the number of researches related to educational management and social pedagogy increases in Lithuania. A. Seilius (1998), V. Barvydienė, J. Kasiulis (2003). A. Sakalas and V. Šilingienė (2000) studied the management style as a method of a manager's influence on a subordinate in order to affect him and encourage him to seek for the aims of the organization. A. Jarumbauskas (1998), R. Čiutienė, V. Kumpikaitė (2002), D. Šavareikienė, V. Dubinas (2003) wrote about the importance of a manager, an employee in the organization, B. Martinkus (2000) was interested in aspects of collective management. The issues of cooperation as a method, strategy, action, planning culture development and

organization are analysed in educology of Western Europe and projects of Lithuanian educational policy makers (Želvys, 2003; Fullan, 1998; Stoll, Fink, 1998; Hargreaves, 1999). O. Jacikevičienė and L. Rupšienė (1999) explored collaboration and cooperation in development of children. R. Braslauskienė (1999, 200a, 2004) analysed the life of children in child care homes, their social pedagogical situations, R. Braslauskienė, K. Siminauskienė (2004) studied the issues of development of professional competences of educators in child care homes, S. Rimdeikienė, R. Čiuberkienė (2005) analyzed the concept of a social team work model and its implementation in Lithuania.

A review of above mentioned and other researches helped understanding that extensive theoretic and particularly empirical researches about activities of a child care home manager and especially about optimization of a job of a social pedagogue in a child care home are missing. It is worth emphasizing that different strategies and concepts of their application in a child care home are particularly lacking since they would allow improving activities of employees and their working conditions. This determined the scientific relevance of the issue selected by us. The issue of a research is defined by the following question: what are activities of a manager in optimization of a social pedagogue's job in a child care home?

**Research object:** activities of a child care home manager in optimization of a social pedagogue's job in a child care home.

**Research aim:** to disclose possibilities of manager's activities in optimization of a social pedagogue's job in a child care home.

**Research methods:** scientific literature analysis, document (content) analysis, a written survey in order to clarify the attitude of social pedagogues of child care homes towards manager's activities in optimization of activities in child care homes, experience in creation of a cooperation culture in child care homes), quantitative data analysis.

**Research methodology:** a survey method, a sectional research design type helping to get a "picture" the way it is at the moment of the research was selected for the research.

According to the data of the Ministry of Social Security and Labour a total of 103 child care homes (registered as state, private or charity funds) operate in Lithuania. 63 social pedagogues from Klaipėda District child care homes (a total of 14 institutions) participated in the research.

A total of 84 questionnaires were distributed to social pedagogues of child care homes and 63 questionnaires were properly completed (reversibility of questionnaires is 75%). The research was carried out in September – October 2011. A total of 42.86% of men and 57.14% of women were surveyed. 37.5% of social pedagogues had tertiary university education acquired, 33.65% of respondents had tertiary non-university education acquired and 23.08 had higher education acquired. The majority of respondents were people working for 5-10 years and 11-15 years. There were 42.86% and 34.92% of such respondents respectively and only a small part of respondents have been working for 16-20 years or more than 21 years.

The data were collected by using a questionnaire with 35 closed, open or semi-closed questions which were divided into 4 groups. The first group consists of questions about activities of a child care home manager and his role, characteristics that he is known for. The second group consists of questions about knowledge of a child care home manager regarding activities of a social pedagogue in a child care home. The third group of questions is focused on the role of a child care home manager in optimization of a social pedagogue's activities. This group of questions allows exploring suggestions and desires of social pedagogues regarding optimization of their activities in child care homes. The fourth group consists of social - demographic data of respondents.

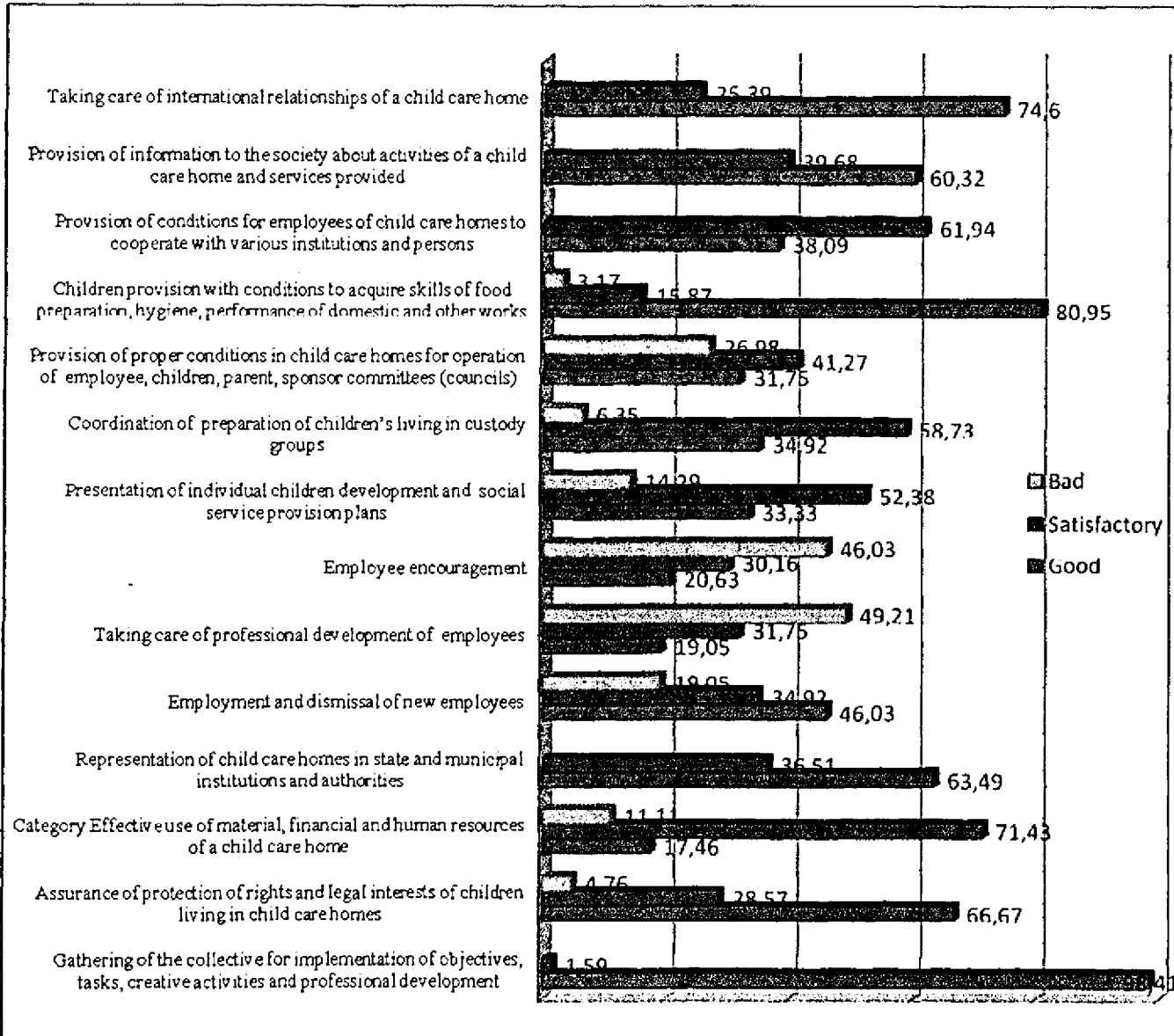
The data were analysed using statistical data analysis software package *SPSS for Windows 13.0*. Content analysis, dichotomy, multiple choice analyses were applied. Spearman's Ran Correlation was carried out. The relationship between variables is supposed to be statistically significant if the value corresponding to correlation coefficient  $p$  is lower than 0.05.

## 1. Activities of a Child Care Home Manager, His Roles, Characteristics and Knowledge

Respondents that participated in the research were asked to express their opinion whether they are satisfied with activities of a manager in a child care home. It became clear that respondents are not very satisfied with activities carried out by a manager in a child care home. 34.92% of respondents were satisfied with manager's activities, 39.68% of respondents indicated that they were not satisfied with

manager's activities and 25.39% of the surveyed remained neutral and did not express their position regarding this question. Therefore, an assumption can be drawn that the majority of respondents are not satisfied with manager's activities and it would be useful for managers to make certain changes in their activities.

Respondents were asked to evaluate managers' activities which they carry out in child care homes. Respondents were provided with managers' activities established in the General Regulations of the State and Municipality Child Care Homes (1995). Answers of respondents are provided in Pic. 1.



**Pic. 1.** Evaluation of activities of a child care manager

Activities of a manager in order to gather the collective for the implementation of objectives, tasks, creative activities (98.41), when providing children with conditions to acquire the skills of food preparation, hygiene, performance of domestic and other works (80.95%), when taking care of international relationships of a care home (74.60%) are valued best. Activities of a child care manager when taking care of professional development of employees (49.21%), encouraging employees (46.03%) and providing conditions for operation of employee, children, parent, sponsor committees (councils) (26.98%) are valued worst.

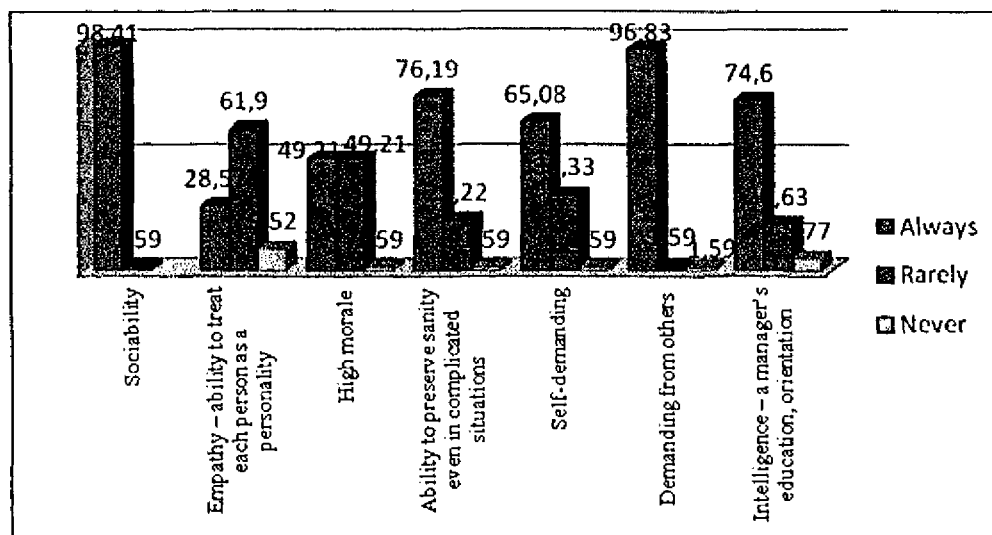
Correlation analysis shows that *statistically significant relationship* exists between the following activities of a manager in child care homes evaluated by these respondents: "Effective use of material, financial and human resources of a child care home" and "Provision of conditions for operation of employee, children, parent, sponsor committees (councils)" (Spearman's rho = 0.627, p = 0.000);

“Provision of conditions for employees of child care homes to cooperate with various institutions and persons” (Spearman’s rho = 0.701, p = 0.000). It can be stated that the more effectively the manager uses material, financial and human resources the more he succeeds in provision of proper conditions for operation of different committees in child care homes and encourage cooperation of the child care community with different institutions. “Representation of child care homes in state and municipal institutions and authorities” and “Taking care of professional development of employees” (Spearman’s rho = 0.655, p = 0.000), “Employee encouragement” (Spearman’s rho = 0.626, p = 0.000) and “Provision of conditions for employees of child care homes to cooperate with various institutions, persons and societies” (Spearman’s rho = 0.681, p = 0.000) also depend on each other. Those managers of child care homes which approve of cooperation with different institutions also tend to coordinate different plans, provide conditions for development of children’s independence skills.

“Children provision with conditions to acquire skills of food preparation, hygiene, performance of domestic and other works” and “Provision of conditions for employees of child care homes to cooperate with various institutions and persons” (Spearman’s rho = 0,681, p = 0,000) also depend on each other. Those children care home managers that approve of cooperation with different institutions also tend to coordinate different plans, provide conditions for development of children’s independence skills. “Provision of information to the society about activities of a child care home and services provided” and “Taking care of international relationships of a child care home” (Spearman’s rho = 0.786, p = 0.000) are important activities of a manager which he needs to carry out. As showed by correlation analysis managers who pay much attention to presentation of a child care home to the society also try developing international relationship of a child care home.

Therefore, the research results showed that employees are not fully satisfied with activities of a child care home manager. In their opinion, a manager performs activities best which are related with representation of a child care home and relationship as well as provision of certain norms and conditions in a child care home. However in the opinion of social pedagogues, child care home managers do not pay enough attention to “human resources”: in order to gather a competent collective different social pedagogue encouragement forms are not applied enough and their professional development is not taken care of sufficiently.

We tried to clarify what the characteristics of a manager of a certain institution are in the opinion of social pedagogues. Answers of respondents are provided in Pic. 2.

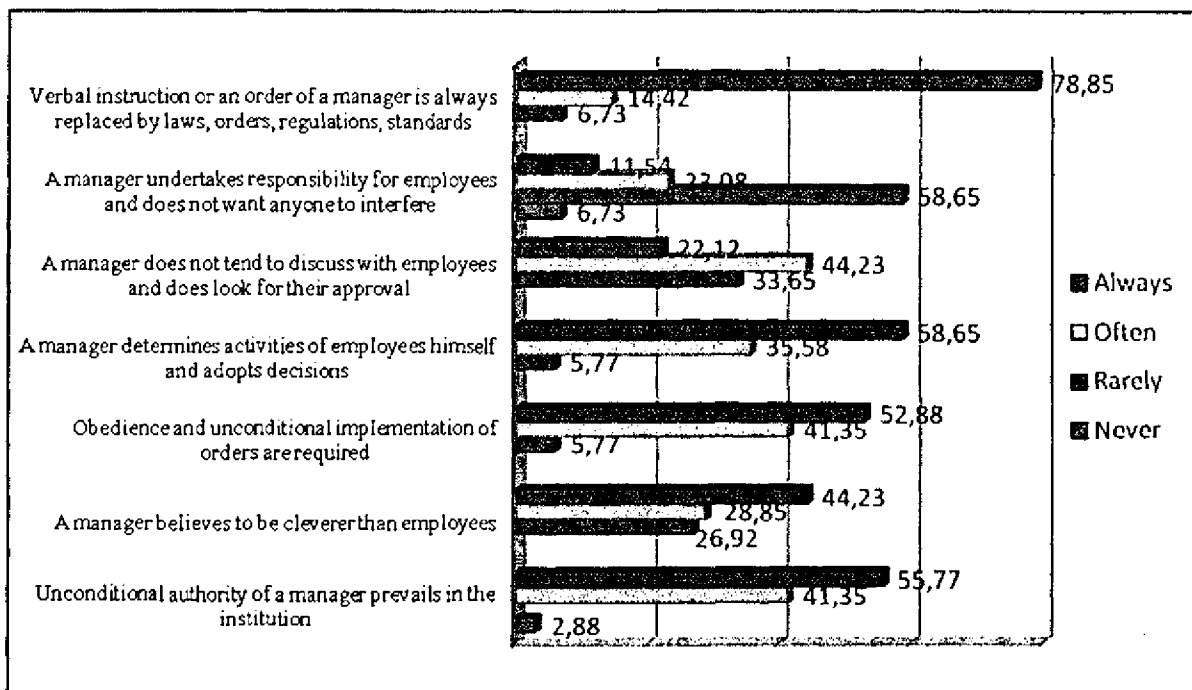


Pic. 2. Evaluation of manager’s characteristics

According to social pedagogues managers of child care homes are known for the following characteristics most: sociability (98.41%), demanding from others (96.83%) and self-demanding (65.08%), ability to preserve sanity, remain reserved in most complicated situations (76.19%) and intellect (74.6%). However managers lack such necessary features especially at work with vulnerable groups as empathy (respondents think that managers rarely (61.9%) and never (9.52%) demonstrate these features) and high morale (rarely (49.21%) and never (1.59%)).

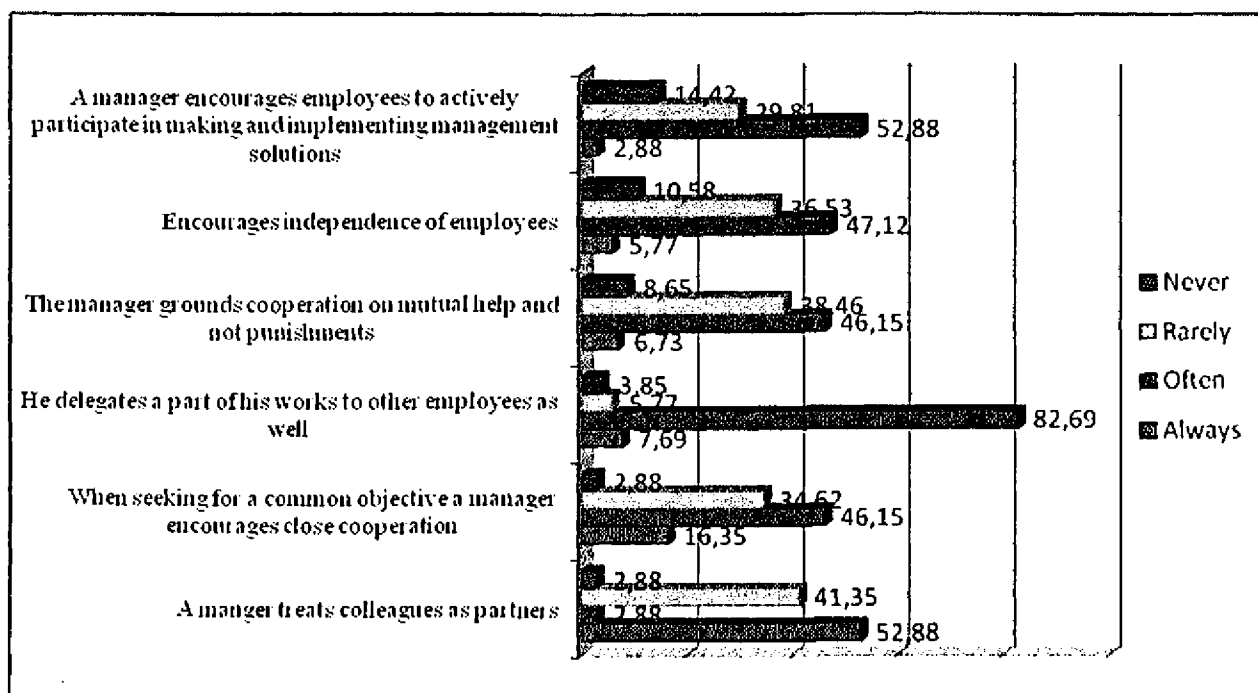
*It can be stated that care home managers demonstrate features which are important to a manager carrying out the managing role, representing his institution; however features which are important and necessary at work with social risk children are missing.*

Social pedagogues were asked to define the management style of a manager in their institutions. Respondents had assessed statements which defined a certain management style. Answers of respondents to the first 7 statements which define autocratic management style are provided in Picture 3.



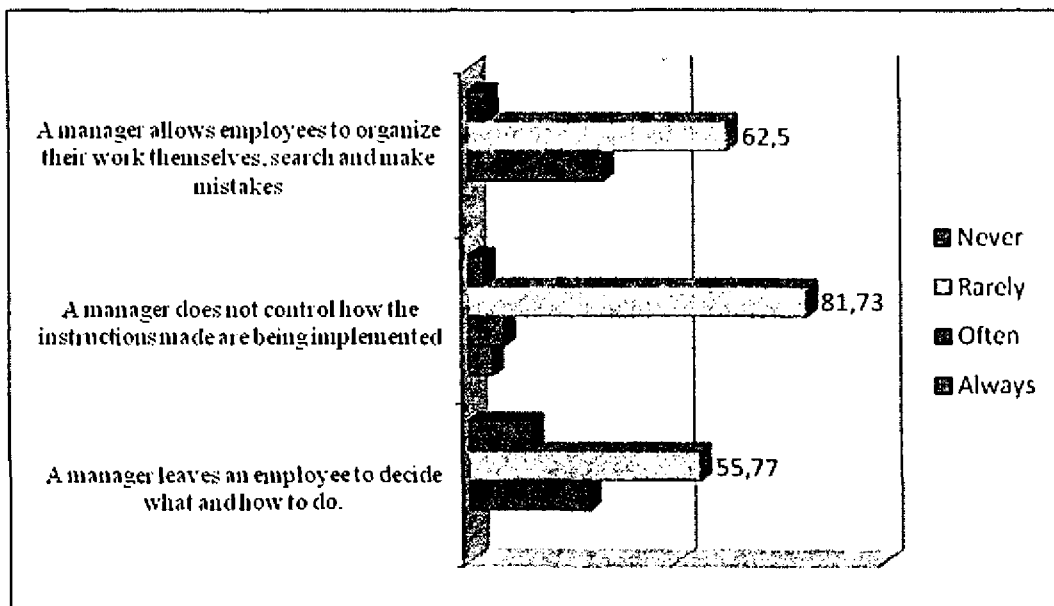
**Pic. 3. Autocratic management style**

The research data show that respondents approved of the majority of statements thinking that the manager of their institution demonstrated such features by which an autocratic manager (or an autocratic management style) was defined. It can be noticed when comparing answers of respondents in Pic. 3 and Pic. 4 that managers of institutions only slightly demonstrate features or characteristics of a democratic management style.



**Pic. 4. Democratic management style**

Whereas a free management style is not practiced at all among child care home managers therefore their managers almost do not demonstrate features of this management style (Pic. 5).

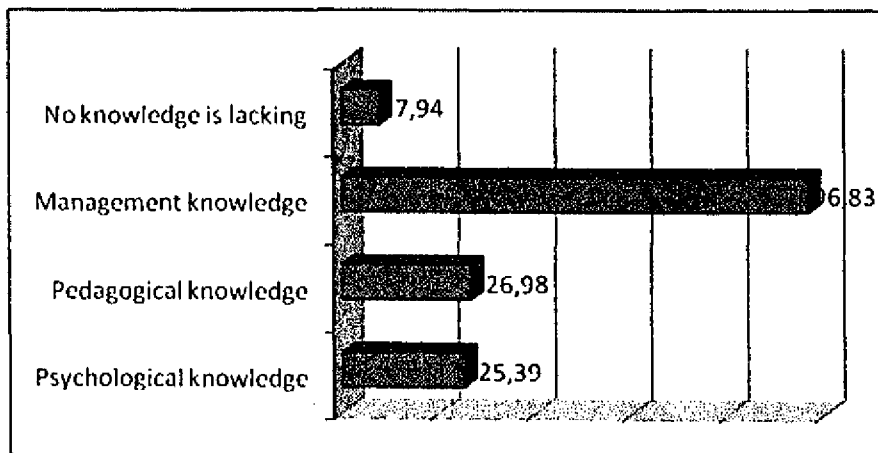


Pic. 5. Free management style

After reviewing the main management styles an autocratic management style of home care managers was distinguished which satisfied psychological interests only of a part of group members since it reduced responsibility of the common members for what was happening in a group. It has negative and positive features (Damašienė, 2002). If the organization is managed by a manager of this style it's only him who forms an organizational culture, decides regarding values implemented in employees and indicates how to seek for it.

The result analysis shows that managers demonstrate only certain features of a democratic management style. In accordance with A. Sakalas (2003) this management style makes employees more active, encourages them to disclose their potential, implement aspiration to grow and most important, it provides with possibilities to involve employees into management. In democratic management, cooperation is emphasized when seeking for a common objective, developing team work based on reliability and responsibility undertaken. In this case the result of an organizational culture formation is a team work when a manager indicates only guidelines (Šimanskienė, 2002).

In order to disclose possibilities of a social pedagogue's activities in a child care home, we asked respondents what knowledge a manager of an institution was lacking most (Pic. 6).



Pic. 6. Knowledge which a manager is lacking in optimization of social pedagogues' work in child care homes

Managers lack management knowledge most (96.83%). Responses were distributed similarly when assessing the lack of pedagogical knowledge (26.98%) and psychological knowledge (25.39%) of a

manager. Only a small part (7.94%) of respondents think that a manager does not lack any knowledge. *Therefore social pedagogues think that management knowledge of their managers is not sufficient and this may negatively affect optimization of their activities.*

We inquired whether a manager of an institution is competent sufficiently to optimize activities of a social pedagogue. More than a half of the surveyed (61.9%) think that a manager is not competent to optimize their activities. 23.81% of respondents think that a manager of an institution is sufficiently competent to optimize their activities and 14.29% of respondents did not have their opinion regarding this question. *Therefore, the surveyed deem that a manager of an institution not only lacks certain knowledge but also does not have enough competence in optimization of a social pedagogue's work in a child care home.*

## 2. The Role of a Child Care Home Manager in Optimization of the Activities of a Social Pedagogue

We tried to learn the areas wherein the optimization of a pedagogue's activities is expressed. The work of a social pedagogue is optimized most (60.32%) when working with learners and their groups. Answers about work optimisation of a social pedagogue in professional and social development (26.98%) and organization of preventive work (23.81%) distributed similarly. In the opinion of the surveyed, too little effort is made in the areas of work with personnel of child care homes (17.46%) and communication and cooperation (14.29%).

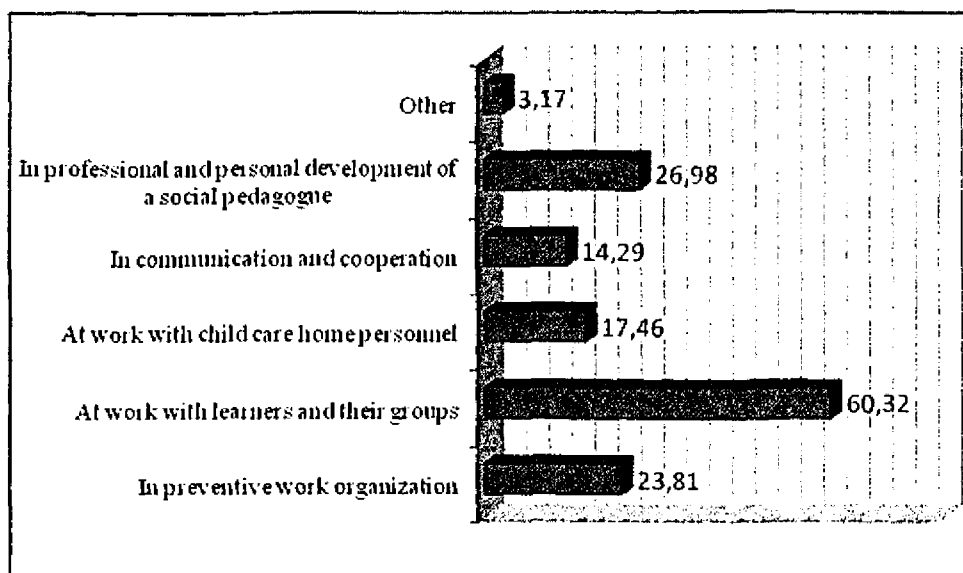


Fig. 7. Areas in which the role of an institution manager is most distinguished when optimizing work of a social pedagogue

*It can be stated that it is most attempted to optimize those areas which are most related to charges of a child care home (i.e. work with learners and their groups as well as organization of preventive work are optimized most). Meanwhile managers do not pay enough attention to optimization of communication and cooperation, professional development of employees and work with personnel of child care homes. Almost all respondents (92.06 proc.) think that activities of a manager in optimization of work of a social pedagogue could be much better and only a small part of the surveyed (7.94%) indicated that manager's activities could be slightly better. It means, respondents acknowledge that a manager could pay more attention and time to optimization of their activities.*

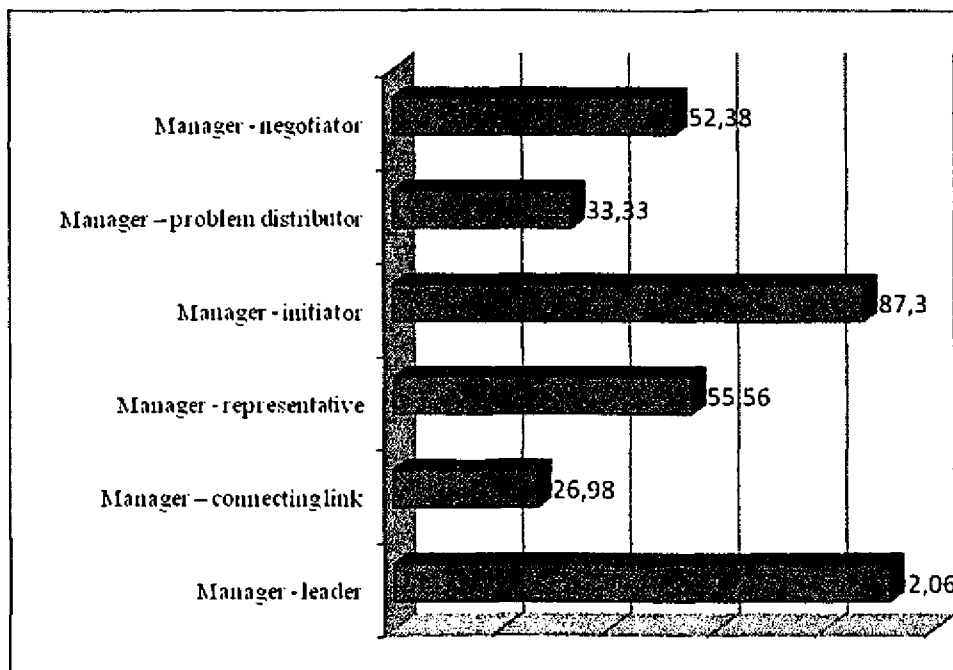
Respondents were provided with 6 statements in order to clarify which statements define a manager's position best when optimizing work of a social pedagogue and they had to choose one statement that is most acceptable to their manager (Table 1).

**Table 1. Statements that define a role of a manager best when optimizing work of a social pedagogue in a child care home**

Statement	Respondents' approval of the statement (%)
"I order to do so"	12.69
"Let's solve problems together"	4.76
"I even don't know how we should continue working"	19.05
"Be responsible for improvement of your activities yourself"	36.51
"Give me your suggestions on what you would like to improve in your activities"	6.35
"I can't be responsible for improvement of your activities alone"	20.63

The research data show that a manager tends to transfer the activity optimization to the very employees (36.51%) since he does not want/ can't be responsible alone for improvement of employees' activities (20.63%). Other managers give their suggestions (12.69%). Only a small part of managers (6.35%) take into consideration opinion and suggestions of social pedagogues and only very few managers (4.76%) tend to cooperate and look for solutions to optimize social pedagogue's work. *We believe, that position of managers regarding this issue is either instructing, obliging to perform decisions made by him or passive leaving the solution of an optimization issue to the very employees and not encouraging adopting a common issue solution position.*

Respondents were asked to distinguish roles which a manager should undertake in order to clarify what position of a manager is expected by respondents (Pic. 8). Respondents were provided with 6 possible roles of managers (with reference to managerial role classification prepared by Mintzberg H.) and the main criteria corresponding with these roles.

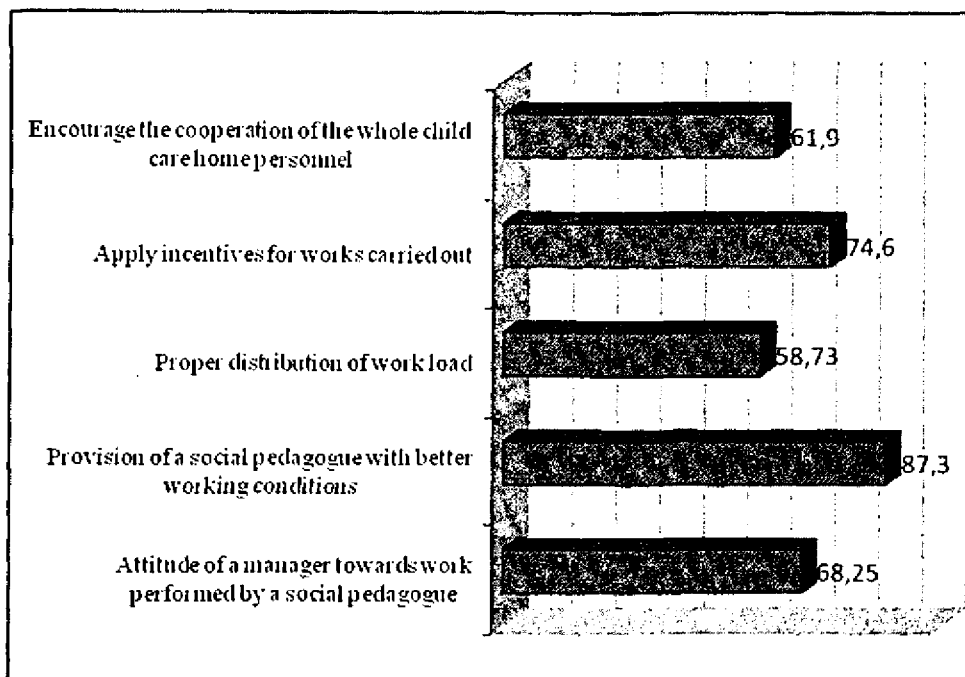


**Fig. 8. Roles of a manager in optimization of activities of a social pedagogue in child care home**

The major part of respondents (92.06%) would like that a manager manifested leader's characteristics and undertake a position of a manager – leader when trying to optimize activities of a social pedagogue in child care homes. Social pedagogues would like to see their manager as an initiative man or manager – initiator (87.3%) known for activeness, giving suggestions and solutions. In the opinion of respondents, the least significant role of a manager is a manager – connecting link (26.98%) related to creation of internal and external relationship and maintenance of a child care home, development of information source network. *Therefore, social pedagogues expect more initiative and leadership from managers when creating and optimizing activities of a social pedagogue in child care homes.*

Respondents indicated the main reasons why managers did not tend to undertake the function of activity optimization: the lack of a manager's competence (96.83%), manager's status (85.71%), and the lack of time for a manager (77.78%) and other (4.76%).

Expectations of the very employee are important when optimizing work of a social pedagogue. Therefore we asked what a manager should do in order to improve work of a social pedagogue (Pic. 9).



Pic. 9. Changes which managers should make in order to improve work of a social pedagogue

Social pedagogues would desire better working conditions most (87.3%). According to respondents incentives for work carried out (74.6%), attitude of a manager towards work performed by a social manager (68.25%) and personnel encouragement to cooperate are also important. Almost half of the surveyed (58.73%) would desire proper distribution of a work load. It is emphasized in the scientific literature that the work quality of an employee is determined by working environment and its comfort. *An assumption can be drawn that social pedagogues are not provided with favourable working environment which includes not only material wealth but also spiritual values (attitude of a manager towards an employee, his motivation and effort appreciation, cooperation of the community).*

### Conclusions:

1. A manager of a child care home carries out many functions: administrative, strategic, expert and consultant, communicative, regulation, group representation, disciplinary, educational, and psychotherapeutic. It is important for a manager who seeks to work effectively to have abilities (organizational, commercial, evaluation-related, etc.), knowledge, and skills, to demonstrate certain personal characteristics, to demonstrate high morale, internal balance, to be self-demanding and demanding from others. By using only formal management rights and also with its informal authority a manager has to seek that community members of a child care home would operate as a well-coordinated team.
2. The data of the research carried out disclosed that social pedagogues are not satisfied with the current role of a manager in optimization of activities of a social pedagogue. The research results indicate that a manager of a child care home carries out those activities best which are related to representation and relationships of a child care home as well as provision of certain conditions in a child care home. Managers of a child care home demonstrate features which are important to a manager carrying out management activities, representing his institution; however those features which are important and necessary when working with social risk children are missing. The surveyed deem that an institution manager not only lacks certain knowledge but it also does not have enough competence of optimization of a social pedagogue's work in a child care home.

3. Optimization of social pedagogue's activities is best manifested when working with learners and their groups, organizing preventive work. However in the opinion of social pedagogues managers of care homes do not pay enough attention when trying to gather a competent collective; different forms of incentives for social pedagogues are not applied, their professional development is not taken care of sufficiently. Respondents acknowledge that a manager should be more enterprising, pay more attention, time to organization of their activities. Social pedagogues would desire better working conditions most, they would like to be appreciated and motivated, encouraged to cooperate. Almost a half of the surveyed would wish proper work load distribution.

#### References

1. Barvydienė V., Kasiulis J. 2003. Vadovavimo psichologija. Kaunas: Technologija.
2. Bendrieji valstybės ir savivaldybių vaikų globos namų nuostatai 1995. [žiūrėta 2010 10 20]. Prieiga internetu <file:///C:/DOCUME~1/MULTIM~1/LOCALS~1/Temp/bendrieji%20globos%20namu%20nuostatai.htm>
3. Braslauskienė R. 1999. Vaiko gyvenimas globos namuose kaip visuomenės problema. Mokslo darbai. Acta Paedagogica Vilnensia, Nr. 6, p. 88–91.
4. Braslauskienė, R. (2001). Bešeimių vaikų socialinių – pedagoginių situacijų globos namuose tyrimas. Pedagogika: Mokslo darbai, Nr. 50, p. 80–87.
5. Braslauskienė R., Siminauskienė K. 2004. Auklėtojo profesinės kompetencijos tobulinimas vaikų globos namuose. Karjeros raida žiniui visuomenėje: Europos patirtis ir perspektyvos. Tarptautinė mokslinė konferencija. Klaipėda: KU leidykla.
6. Čiutienė R., Kumpikaitė V. 2002. Šiuolaikinių pokyčių itaka personalui. Ekonomika ir vadyba: tarptautinės mokslinės konferencijos pranešimų medžiaga, p. 26-31.
7. Damašienė 2002. Valdymo pagrindai. Šiauliai: Šiaurės Lietuva.
8. Fullan 1998. Pokyčių jėgos. Vilnius: Tyto alba.
9. Hargreaves 1999. Keičiasi mokytojai, keičiasi laikai. Vilnius: Tyto Alba.
10. Jacikevičienė O., Rupsienė L. 1999. Bendradarbiavimas ir kooperacija ugdamas vaikus. Klaipėda: KU leidykla.
11. Jarumauskas A. 1998. Žmogiškojo faktoriaus vaidmuo įmonės ekonomikoje. Ekonomika ir vadyba. Nr. 98, p. 34-39.
12. Kviessienė 2005. Pozityvioji socializacija. Vilnius: VPU Leidykla.
13. Leliūgienė I. 2002. Socialinio pedagogo žinynas. Kaunas: Technologija.
14. Lietuvos Respublikos švietimo įstatymas, 2003. [žiūrėta 2010 10 26]. Prieiga internetu [www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=302313](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=302313)
15. LR švietimo įstatymo pakeitimo įstatymas, 2003. [žiūrėta 2010 10 26]. Prieiga internetu [www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=214236](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=214236)
16. Martinkus B. 2000. Aiškinamasis įmonės vadybos terminų žodynas. Kaunas: Technologija.
17. Rimdeikienė S., Čiuberkienė R. 2005. Komandinio (multidisciplinio) socialinio darbo modelio samprata bei diegimas Lietuvoje. Jaunųjų mokslininkų darbai. Nr. 3 (7), p. 88–93.
18. Sakalas A., Šilingienė V. 2000. Personalo valdymas. Kaunas: Technologija.
19. Sakalas A. 2003. Personalo vadyba. Vilnius: Margi raštai.
20. Seilius A. 1998. Organizacijų tobulinimo vadyba. Klaipėda: KU leidykla.
21. Socialinio pedagogo kvalifikaciniai reikalavimai, 2001. [žiūrėta 2010 10 19]. Prieiga internetu <http://www.smm.lt>
22. Socialinio pedagogo pareiginės instrukcijos, 2001. [žiūrėta 2010 11 09]. Prieiga internetu [www.smm.lt/reformos](http://www.smm.lt/reformos)
23. Stoll L., Fink D. 1998. Keičiamieji mokyklai. Vilnius: Margi raštai.
24. Šimanskienė 2002. Organizacinės kultūros formavimas. Klaipėda: Klaipėdos universiteto leidykla.
25. Šavareikienė D., Dubinas V. 2003. Integruota vadybinio proceso motyvacija. Šiauliai: ŠU leidykla.
26. Želvytis R. (2003). Švietimo organizacijų vadyba. Vilnius: VU leidykla.

## VADOVO VEIKLA OPTIMIZUOJANT SOCIALINIO PEDAGOGO DARBĄ VAIKŲ GLOBOS NAMUOSE: SOCIALINIŲ PEDAGOGŲ NUOMONĖ

Rasa Braslauskienė, Neringa Strazdienė, Reda Vismantienė

### Santrauka

Šiuolaikinėje Lietuvos visuomenėje kylančios socialinės problemos: vaikų nusikalstamumas, alkoholizmas, narkomanija, prostitucija, seksualinė prievarta, savižudybės, tėvų skurdas, bedarbių problema, skatina įtampą bei nesaugumą šeimoje, mokykloje, bendravimo su artimaisiais ir bendraamžiais sunkumus, todėl vis daugiau vaikų atsiduria globos įstaigose (Kviessienė, 2005). I. Leliūgienė (2002) pažymi, jog vaikų globos namų auklėtiniais tampa psichologiškai su negatyviomis nuostatom susiformavę vaikai, o jų vystymasis dažnai atsilieka nuo bendraamžių bei turi daugybę neigiamų ypatumų, paveldėtų iš neigiamos tėvų patirties (girtavimas, amoralus elgesys ir t.t.).

Vaikų globos namų vadovui tenka atsakomybė už vaiko gerovę, sėkmingą jo socializaciją ir integraciją visuomenėje, ieškant būdų, kaip efektyviai išspręsti saviraiškos, mokymosi motyvacijos, užimtumo bei kitas asmenines ar socialines vaikų problemas. Vaikų globos namų vadovas, kaip švietimo institucijos valdymo subjektas, atsako už šios įstaigos veiklos rezultatus, siekdamas užtikrinti bendradarbiavimu pagrįstus santykius (Lietuvos Respublikos švietimo įstatymas, 2003), rūpintis darbuotojų tobulėjimu, tinkamų darbo ir ugdymo sąlygų sudarymu, bendradarbiavimu su kitomis institucijomis tiek Lietuvoje, tiek už jos ribų (LR švietimo įstatymo pakeitimo įstatymas, 2003; Socialinio pedagogo kvalifikaciniai reikalavimai, 2001; Socialinio pedagogo pareiginės

instrukcijos, 2001), atlikti šviečiamąją, prevencinę veiklą, atstovauti vaiko teisėms bei interesams (vairiose institucijose (Nepilnamečių reikalų inspekcijoje, Vaikų teisių apsaugos skyriuje ir pan.).

Pastaraisiais metais Lietuvoje daugėja tyrimų siejamų su švietimo vadybos ir socialinės pedagogikos problemomis. A. Seilius (1998), V. Barvydienė, J. Kasiulis (2003), A. Sakalas ir V. Šilingienė (2000) gilinasi į vadovavimo stilių kaip vadovo poveikio pavaldiniui būdą, siekiant daryti jam įtaką ir skatinant jį siekti organizacijos tikslų. Apie žmogaus, darbuotojo svarbą organizacijoje rašė A. Jarumauskas (1998), R. Čiutienė, V. Kumpikaitė (2002), D. Šavareikienė, V. Dubinas (2003), kolektyvo valdymo aspektai domino B. Martinkų (2000). Bendradarbiavimo, kaip metodo, strategijos, veikimo, planavimo, kultūros tobulinimo ir organizavimo klausimai nagrinėjami Vakarų Europos šalių edukologijoje ir Lietuvos švietimo strategų projektuose (Želvys, 2003; Fullan, 1998; Stoll, Fink, 1998; Hargreaves, 1999). O. Jacikevičienė ir L. Rupšienė (1999) tyrinėjo bendradarbiavimą ir kooperaciją ugdant vaikus. Apie vaikų gyvenimą vaikų globos namuose, jų socialines pedagogines situacijas tyrinėjo R. Braslauskienė (1999, 200a, 2004), auklėtojų profesinių kompetencijų tobulinimo vaikų globos namuose klausimus gilinasi R. Braslauskienė, K. Siminauskienė (2004), komandinio socialinio darbo modelio sampratos bei diegimo Lietuvoje ypatumus analizavo S. Rimdeikienė, R. Čiuberkienė (2005).

Minėtų ir kitų tyrimų apžvalga padėjo suprasti, kad stinga išsamesnių teorinių ir ypač empirinių tyrimų apie vaikų globos namų vadovo veiklą, o ypač optimizuojant socialinio pedagogo darbą vaikų globos namuose. Verta atkreipti dėmesį į tai, kad ypač trūksta įvairių strategijų bei jų taikymo vaikų globos namuose įžvalgų, kurios leistų gerinti darbuotojų veiklą bei jų darbo sąlygas. Tai lėmė mūsų pasirinktos problemos mokslinį aktualumą. Mokslinio tyrimo problema apibrėžiama tokiu klausimu: kokia yra vadovo veikla, optimizuojant socialinio pedagogo darbą vaikų globos namuose?

Tyrimo objektas – vaikų globos namų vadovo veikla, optimizuojant socialinio pedagogo darbą vaikų globos namuose.

Tyrimo tikslas – atskleisti vadovo veiklos galimybes, optimizuojant socialinio pedagogo darbą vaikų globos namuose.

Tyrimo metodai: mokslinės literatūros analizė, dokumentų (content) analizė, apklausa raštu siekiant išsiaiškinti vaikų globos namų socialinių pedagogų požiūrį į vadovo veiklą optimizuojant veiklą vaikų globos namuose, bendradarbiavimo kultūros vaikų globos namuose kūrimo patirtį), kiekybinė duomenų analizė.

Tyrimo metodologija. Tyrimui buvo pasirinktas anketinės apklausos metodas, skerspjūvio tyrimo dizaino tipas, padedantis gauti tokį „paveikslą“, koks jis yra tyrimo momentu.

Socialinės apsaugos ir darbo ministerijos duomenimis Lietuvoje iš viso veikia 103 vaikų globos namai (įregistruoti kaip valstybiniai, privatūs arba labdaros fondai). Tyrime dalyvavo 63 Klaipėdos apskrities vaikų globos namų (iš viso 14 institucijų) socialiniai pedagogai. Iš viso buvo išdalinti 84 klausimynai vaikų globos namų socialiniams pedagogams, iš kurių buvo tinkamai užpildyti 63 klausimynai (klausimynų grįžtamumas 75 proc.). Tyrimas atliktas 2011 metų rugsėjo–spalio mėn. Iš viso buvo apklausta 42,86 proc. vyrų ir 57,14 proc. moterų. Aukštąjį universitetinį išsilavinimą buvo įgiję 37,5 proc. apklaustų socialinių pedagogų, neuniversitetinį – 33,65 proc. respondentų, o 23,08 proc. apklaustųjų buvo įgiję aukštesnįjį išsilavinimą. Daugiausia respondentų sudarė asmenys dirbantys 5-10 metų bei 11-15 metų, tokių respondentų buvo atitinkamai 42,86 proc. ir 34,92 proc., tik nedidelė dalis respondentų yra išdirbę 16-20 metų ar daugiau nei 21 metus.

Duomenys rinkti naudojant klausimyną su 35 uždaro, atviro ir pusiau uždaro tipo klausimais, kurie buvo suskirstyti į 4 blokus. Pirmą bloką sudaro klausimai apie vaikų globos namų vadovo veiklą ir jo vaidmenį, savybes kuriomis jis pasižymi. Antrą bloką sudaro klausimai apie vaikų globos namų vadovo žinias apie socialinio pedagogo veiklą vaikų globos namuose. Trečias klausimų blokas orientuotas į vaikų globos namų vadovo vaidmenį optimizuojant socialinio pedagogo veiklą. Šis klausimų blokas leidžia ištirti vaikų globos namuose dirbančių socialinių pedagogų siūlymus bei pageidavimus dėl jų veiklos optimizavimo vaikų globos namuose. Ketvirtasis blokas – sociodemografiniai respondentų duomenys.

Duomenys buvo analizuojami naudojantis statistinės duomenų analizės programiniu paketu *SPSS for Windows 13.0*. Taikyta content analizė, dichotomijų ir kelių atsakymų analizė, atliekama Spearman's koreliacija. Ryšys tarp kintamųjų laikomas statistiškai reikšmingu, jei koreliacijos koeficientą atitinkanti p reikšmė yra mažesnė už 0,05.

Remiantis atlikta mokslinės literatūros analize bei empirinio tyrimo duomenimis, straipsnyje daromos esminės išvados:

1. Vaikų globos namų vadovas atlieka daugybę funkcijų: administracinę, strateginę, eksperto bei konsultanto, komunikacinę reguliavimo, grupės atstovavimo, disciplinarinę, auklėjamąją, psichoterapinę. Vadovui, siekiančiam efektyviai veikti, svarbu turėti gebėjimų (organizacinių, komercinių, vertinimo ir kt.), žinių, įgūdžių, pasižymėti tam tikromis asmeninėmis savybėmis, pasižymėti aukšta morale, vidine pusiausvyra, būti reikšmingam reiklumo sau ir kitiems. Vadovas, naudodamasis tiek formaliomis valdžios teisėmis, tiek savo neformaliojo autoritetu turi siekti, kad vaikų globos namų bendruomenės nariai veiktų kaip gerai suderinta komanda.

2. Atlikto tyrimo duomenys atskleidė, jog socialiniai pedagogai nėra patenkinti dabartiniu vadovo vaidmeniu optimizuojant socialinio pedagogo veiklą. Tyrimo rezultatai rodo, jog globos namų vadovas geriausiai atlieka veiklas susijusias su vaikų globos namų atstovavimu bei ryšiais ir tam tikrų normų bei sąlygų sudarymu vaikų globos namuose. Globos namų vadovai pasižymi savybėmis, kurios svarbios vadovui, atliekančiam vadybinę veiklą, atstovaujančiam savo instituciją, tačiau stokojama tų savybių, kurios svarbios ir reikalingos dirbant su socialinės

rizikos vaikais. Apklaustieji laikosi nuomonės, jog įstaigos vadovui ne tik trūksta kai kurių žinių, bet ir nepakanka kompetencijų optimizuojant socialinio pedagogo darbą vaikų globos namuose.

3. Labiausiai socialinio pedagogo veiklos optimizavimas reiškiasi dirbant su ugdytiniais bei jų grupėmis, organizuojant prevencinį darbą. Tačiau socialinių pedagogų nuomone globos namų vadovai nepakankamai dėmesio skiria siekiant suburti kompetentingą kolektyvą per menkai taikomos įvairios socialinių pedagogų skatinimo formos, rūpinamasi jų profesiniu tobulėjimu. Respondentai pripažįsta, jog vadovas turėtų būti iniciatyvesnis, skirti daugiau dėmesio, laiko jų veiklos optimizavimui. Labiausiai socialiniai pedagogai pageidautų geresnių darbo sąlygų, norėtų būti įvertinti ir motyvuojami, skatinami bendradarbiauti. Apie pusė apklustųjų pageidautų tinkamo darbo krūvio paskirstymo.