The Aims and Motives of Pre-school Educational Institutions Educators Participation in Project Activity

Silva Seliukienė, Gintaras Šaparnis

Šiauliai Kindergarten and Nursery "Voveraitė"
Šiauliai University

Abstract

Results of concrete diagnostic research on education management are presented in the article. The main source of empirical information for research was attitude of directors (45) and educators (223) from Siauliai pre-school education institutions towards project activity. The peculiarities of project activity, the influence of educators' personal traits upon the organization of project activity and the aims and motives which stimulate educators to participate in project activity are analyzed at a theoretical level, the problem weather outer or inner motivation have more influence upon educators' choices is revealed. Carried out research analysis has shown that the major part of educators and directors of Siauliai pre-school education institutions participate in project activity are influenced by inner motivation and certain aims with the supporting role of outer motivation.

Key words: pre-school education institution, project work, aim, motive.

Introduction

Problem and relevance of the research. One of the most important conditions for education changes is search for new educational work forms and creative implementation of ideas in educational organizations. Seeking these aims, it is necessary to work in a new way, widely applying the methods of active education, one of which is the method of projects. The effectiveness of project work in educational organizations, its influence upon educators' competence and qualification improvement has been studied in the works of many scientists. The method of projects has been recognized as a means of educators' excellence, the abilities of creativeness and interpretation, education as a means of novelties implementation, problem solution. It makes the educational process more various, develops educational culture, involves society in changes in education, changes social attitudes towards upbringing and educational organizations.

Speaking about project work of a educator in scientific literature only significance of a teacher's personal traits for the work is stressed. As Jovaša L. (1993) points out the fundamental factor for an educator is the aim, directing his/her work to reach results, reflecting perspectives of work. Jucevičienė P., Lepaitė D. (2000) points out that the aims of work are understood as a target position of activity and is inseparable from motives stimulating it. Fullan M. (1998) claims that inner and outer motivation have great influence upon the process of innovation implementation. So, speaking about an educator's project work, it is sensible to base it upon these factors.

For every director it is necessary to understand what motivates educators to work more effectively. Today it is not enough to stimulate workers only financially, equally important is non-financial motivation. That is why it is important to define the aims and motives of educators and directors' participation in project work.

There are not much research studying project work in pre-school institutions in Lithuania. There is still too little scientific and methodical literature on the topics of development and management of social projects written by Lithuanian authors. Works by management specialists are more oriented towards organization of business and production projects, processes of management, and only partially suit organization education and implementation of projects in other fields.

Novelty of this study direction is also based upon the fact that this problem has not been widely analyzed. Project work in pre-school institutions is not a frequent topic in scientific literature, educators' attitude towards project work in pre-school institutions has not been widely analyzed.

Analyzing project work in pre-school institutions the following problem questions may be asked: what aims do educators in pre-school institutions seek while taking part in project work? What motives and aims for stimulated educators in Siauliai pre-school institutions to take part in project work?

Generalizing problematic questions of research, it, can be claimed that the practical task of rese-

arch focuses on understanding of the aims and motives of educators in pre-school education institutions to participate in project activity.

The text presented is continuation of the article "Attitudes of Teachers in Pre-school education Institution towards the Organization of Project Activities" (Seliukienė, Šaparnis, 20008). Results of research on educators' attitudes in pre-school education institutions towards the project activity are analyzed in both articles. The notions of project activity are analyzed and theoretically based in the mentioned article, the types of educators novelty implementers and their attitudes are identified, the opportunity for pre-school institutions to participate in project work and their activity are analyzed. Summarized results of research let us claim, that attitudes characterizing the types of innovators, earlier implementers and implementers of innovations are typical for educators in Siauliai pre-school educational institutions. The aim of this article is to analyze the aims and motives which stimulate educators to participate in the project activity.

The object of the research: project activity of educators in pre-school education institutions.

The aim of the research: to study opinions of educators in Šiauliai pre-school institutions about the aims and motives of their participation in project activity.

The tasks of the research: a) to identify the peculiarities of project activity; b) to understand what aims pre-school educators seek in their participation in project activities; c) to reveal motives stimulating project work of educators in Šiauliai pre-school education institutions.

Theoretical basis of the research

One of the most vivid tendencies in management of recent times is organization of various work in a form of a project. Use of this form is stimulated by problems of every day organizational activity. As there is not enough experience and finance for the solutions of raised problems, a necessity to look for methods of coping with these problems access. One of solutions is project development.

Scientific literature claims that it is possible to deepen the problems of project, what means that the chosen topic is clear, interesting and unfold. While thinking about the organization of a project it is necessary to remember that one must organize such a project that would be interesting for us because organization of this project will bring qualitative results.

Success of a project depends on a proper organization of a project team, i.e. people organizing and implementing the project. Effectiveness of team work depends on a balanced distribution of roles and norms of behaviour, stimulation of communication, reliability and concentration. An effective team of project organization and implementation may be formed by different people with similar aims who complement each other at the same time (Ališauskas, Karpavičius, Šeputienė, 2005).

It is difficult to organize and manage a project: not only proper personality traits are necessary (initiative, creativeness, activity, communicability, organization, responsibility etc) but also objective competence.

Project management is a direct social-economic and psychological influence upon the group and collective in the organization and of activity coordination so that it would be possible to get the most effective work results. Management may also be described as a process of planning, organization, motivation (management) and control of the members' endeavour (Kučinskienė, Kučinskas, 2005).

Neverauskas B., Stankevičius V., Viliūnas V., Černiūtė I. (2004) claim that today project management is becoming a science about communication, reliability, honesty, flexibility, ability to take a plunge quickly, to solve a problem, ability to lead and satisfy a client's needs, because the earlier interpretations were related to the method of the most successful decision formation.

Scientific literature claims that project organization stimulates creativeness, activeness, independent thinking and activity, helps to systemize knowledge, and educates wisdom. An opportunity to reveal one's abilities occurs in project work: to do command work, to feel responsibile for the chosen problem and its solution, to provide practical recommendations, to evaluate one's abilities and to plan work, to cooperate optimally with the environment, to manage conflict situations.

Educators who used the method of projects in their work come across practical problems and problems of preparation for new work. Project work needs better preparation, willingness to work more than the school and educational programmes require.

Experience shows that both society and parents want their children's teachers work variously, be communicative and respect children's opinions. We make attempts that school stimulated thinking, ingenuity and initiative. One can claim that educators were use method of projects in their practice are initiative, searching, independent, understand educational activity as creative, acknowledge the sense of pedagogic work.

According to Almonaitienė J. (2006), innovations are used by creative personalities. As educators' project work is referred to novelty, we can suppose that creative educators take part in it. Almonaitienė

J. (2006) claims that creative personalities are characterized by: a) positive self-evaluation, self-reliance; b) independent behaviuor and independence; c) originality, individuality; d) readiness for innovations; e) consistency and persistence. The author characterizes the mentioned of personality traits as love for one's work.

A educator acts in his/her professional life basing upon him/herself, using his/her inner power, therefore a teacher's personality is the most important engine in his/her work. In order to express him/herself optimally, a teacher must get to know his/her weak and strong points, be able to use and develop them (Lepeškienė, 1996). While analyzing oneself it is necessary to pay attention to one's weak and strong points, motivation, aims and attitudes from the point of view of a educator (Butkienė, Kepalaitė, 1996).

It is acknowledged that an educator's participation in project activity is based upon his/her attitudes, interests and knowledge. Successful organization of project activity in an educational institution also depends on this.

Janiūnaitė B. (2004) has studied educators' innovative activities and claims that educators' motives, aims, objects, content of an activity may be understood as the elements innovational activity. Melnikas B., Jakubavičius A., Strazdas R. (2000) point out that conditions in which it is realized and a person's actions, i.e. his/her energy, are also important for this activity. Taking into account these statements, it can be said that aims, motives, activity conditions in educational institutions have influence upon educators' participation in project activities.

The aim is a preliminary image or thought (often both of them) about the result which a person intends to reach (Jacikevičius, 1995). Scientific literature claims that choosing aims of activities people behave differently. Some are satisfied with not very significant aims, others attracted by great deeds. Jacikevičius A. (1995) claims that people have certain levels of aims achievement. They may be different even in the field of the same activity.

Jovaiša L. (1993) claims that any pedagogical process is begun with the definition of an aim, that it is caused by pedagogical and personal necessities. The definition of an aim is a difficult process of thinking and choice. Every educator preparing for project activity thinks over the raised aim: What are his/her personal abilities to reach this aim? What are risks of failure or weather he/she would fight for success in case of difficulties?

Scientific literature claims that workers will be more stimulated if they have an opportunity to formulate the aims of their activity by themselves. The greatest mistake is to forget that the best motivation is to seek the aims which were raised by them, and that is why they feel responsible for their implementation.

As Podalski I.P. (1999) claims, an aim is the most essential factor of and educator's activity, directing his/her work to the achievement of certain results. The aims of and educator's participation in a project activity are usually oriented towards teaching perfection, applying of new things in practice, improvement of established situation, stimulation of pupils' activity, ambition not to slay behind other educators, fulfill demands raised by a school administration.

Jucevičienė P., Lepaitė D. (2000) point out that the aims of an activity are understood as a target position of an educator's activity. An activity begins when the aim or thought about innovation satisfying the need arises. The aim is formed when we are stimulated to express what is important for us in words. Fullan M. (1998) claims that "creation of an aim makes us take a certain position thinking about the desired future"; it expresses our dissatisfaction with what exists. That is a direct motive of an activity. That is why while motivating the collective to take part in project activity it is necessary to present the vision of the innovation which would partially satisfy personal needs of every participant and stimulate innovative activity (Melnikas, Jakubavičius, Strazdas, 2000).

According to the opinion of different scientists, the aims of educators' activity are inseparable from the *motives* stimulating them. The major part of philosophers claim that one of the most typical features of human behaviour is objectiveness of behaviour, i.e. it is directed towards the aim.

The notion of motivation in the theory and practice of management means a psychological state of a person (inner motivation or necessity), which is determined by his/her "level of responsibility" to do something in order to reach a certain aim. Specialists in management acknowledge that motives for work may express themselves consciously and unconsciously. It is possible to act consciously and directly in order to gain recognition, get more responsibility, higher duties, etc, however, real causes of such activity are hidden and that is why are expressed unconsciously. It is noticed that work motives are expressed directly, because, as some authors (Sakalas, 1998; Neverauskas, Rastenis, 2000) claim, it is possible to judge about a worker's motives only on his/her activity and behaviour. Motives are constantly change and that is why they are like an inner engine which makes people to seek certain aims and satisfy personal necessities.

Gage N. L., Berliner D. C. (1994) presents one of the most popular lists of motives, which include a lot of social necessities. Among them there are necessities of control, communication, intention to reach good activity results, the latter is especially important for educators and society. Motivation by good activi-

ty results is a necessity of success and victory, a wish to do something better than others.

In scientific literature workers' motivation is connected with physical, psychological and social compensation. It is believed that people are motivated to do something when they hope to get something valuable for them for their work. That means that an organization must understand what is valuable for its workers and make sure they will get if they do their work properly (Baršauskienė, 1999). However, in practice it is not so easy. First of all, different people value different things or value the same thing differently. Moreover, the same worker evaluates the same thing differently during different periods of his/her life. That means that a school must create an individual package of motivation for every worker basing upon things most valued by a particular worker.

Sometimes it seems that environment variables do not influence a person's behaviour. Gage N.L., Berliner D.C. (1994) point put that a man is energetic and acts purposefully as if regulated by unknown power without clear stimulation from side. The author calls such stimulation without a clear compensation significant (inner motivation), it shows that compensation for work is work itself. Gage N.L., Berliner D.C. (1994) claim that significantly motivated behaviour is better than insignificantly (outer motivation) motivated behaviour, which depends on future compensation. If we think that the reasons of our behaviour are in ourselves, that we can regulate our behaviour ourselves, then our motivation is significant inner motivation. And if we think that our behaviour is stimulated by outer power then we consider our motives to be insignificant outer motives.

According to Sakalo A. (1998) every man has a subsystem of outer motivation, which is more oriented to compensation. Such man requires more control, wishes less autonomy, has lower self-respect. The system of inner motivation covers behaviour, motivating power of which is competences and a necessity of self-evaluation. Inner motivation will be guaranteed when a person feels competent. Recognition raising in is achieved by feedback, underlining a person's competence.

Almonaitienė J. (2006) claims that the authors of new ideas need strong motivation. According to various research on creativeness done by the author, one can formulate supposition that inner motivation influences creativeness and innovation more that outer motivation. That is why we can say that educators' participation in project activity is more motivated by inner motives rather than outer. According to Almonaitienė J. (2006) sometimes outer motivation may influence positively the influence of inner motivation, add to it and make it stronger. The influence of motivation depends on personal traits. It is also possible

that the roles of inner and outer motivation differ in different phases of the process of creation. The author claims that it is possible that in the phases of problem differenciation and creation of ideas inner motivation plays a positive and outer motivation a negative role. However, outer motivation may help to get involved in the activity, collect necessary information in the preliminary phases of idea implementation. That is why one can claim that the means of outer motivation due to which a person feels him/herself controlled negatively influence person's innovation and creativeness. However, those which stimulate self-reliance and give an opportunity to make a work better, may have a positive influence especially when a person has strong inner motivation.

Almonaitienė J. (2006) claims that individuals'(educators') such inner motives as an opportunity to express themselves, to get new sagacity, impression, satisfaction of seeing good results may get clear in the context of implementation of a novelty. One can claim that a wish of the major part of teachers taking part in project activity to change them and to try something new is the main reason of their participation in project activity.

From the point of view of outer motives the following motives are stressed: a wish to get higher salary, higher qualification category, advancement, stimulation, social recognition. School administration and colleagues stimulate to do that.

Basing upon sagacity of an educator's motives one can notice that aims, like objectives, are the process of an educator's inner personality that is why they may be interpreted as a target position of an educator's project work (Janiūnaitė, 2004).

Research methods

Research methods are based upon scientific attitude towards activity as an objective action, covering such element as motives and preliminary aims, theory.

The description of the research instrumentation is presented in detail in the article by Seliukienė S. and Šaparnis G. (2008) "Attitudes of Teachers in Pre-school Education Institution towards the Organization of Project Activities", therefore will not be comment in this article.

The part of diagnostic research on education management connected with the aims and motives of an educators in pre-school educational institutions motivating them to take part in project activity is commented in this article.

The methods of research: a) analysis of scientific literature let us identify the influence of educator's personal traits upon the organization of project activity; b) questionnaire and statistic analysis of the

questionnaire results let us diagnose what aims and motives stimulate educators in pre-school educational institutions to participate in project activity.

Empirical basis of research is made up answers of 45 directors and 223 educators from Siauliai pre-school educational institutions, where the method of project is applied in pedagogical practice. All in all 268 respondents were surveyed. Research was done in 28 pre-school educational institutions of Šiauliai city.

Research results

The aim is the main factor of an educator's activity, directing his/he work to result achievement. As in the case of our research the biggest part of educators in pre-school educational institutions take part in project work, the first question aimed to understand the most important aims of research participants, what they try to achieve while taking part in project activity.

Almost all educators in pre-school educational institutions chose such aims as improvement of children's achievement results (95%), improvement of the educational process (91%), development of competences (84%), variation of the educational process (82%), trying something new in practice (77%). Less popular aims were achievement of educators' attestation requirements and fulfillment of institution administration demands.

After carrying out factor analysis statements given by respondents were grouped into two factors (see Table 1). One of indicators showing how variables satisfy factor analysis is Kaiser-Meyer-Olkin (KMO) coefficient. The more the value of this coefficient is closer to the unit, the more the matrix suits factor analysis. When KMO < 0,5, factor analysis is unacceptable (Čekanavičius, Murauskas, 2002). In this case KMO = 0,87, what means that the matrix of variables suits factor analysis. The variables in the factors have been grouped consciously.

Table 1

Respondents oppinion on the aims achieved participating in project work: results of factor analysis

Number of factor	Statements	Notion of factor weight
F1	To try something new in my practice	0,78
	To vary the process of education	0,76
	To improve educational process	0,73
	To improve children's achievement results	0,73
	To develop my competence	0,63
	To prove myself that I can change something in my practice	0,62
F2	To fulfill the demands of Institution administration	0,84
	Not to be behind educators who use innovations in practice	0,73
	To satisfy the requirements for educators' attestation	0,70

The first factor shows educators' aims in project activity expressing heir inner ambition to improve the present situation. It explains 46,9% of all variables spread.

The second factor explaining 13,1% of spread, names educators' aims in project activity, implementation of which is stimulated by outer environment.

From the theory of factor analysis it is known that the first factor expresses the highest percent of a general spread of variables included into a factor model, from the point of view of interpretation it is the most important factor. So, statements in the first factor show that the most important aims for educators' in project work Šiauliai pre-school educational institutions are aims, which reflect inner ambition to improve a present situation.

Analysis of the questionnaire results showed what aims educators seek in project activity in different periods of their age. For educators up to 25 years

the most important is the development of their competence (65%), 69% of educators of 26–30 years and 44,6% of educators of 31–40 years. 41–50-year-old educators seek to improve children's achievements. These aims reflect educators' inner ambition to improve themselves. Educators of 51–60 years and senior (71%) are more oriented to the fulfillment of requirements of the outer environment. Their main aim is the fulfillment of instruction of institution administration.

Questionnaire results show that the aims of educators' participation in project activity are oriented to the improvement of teaching, trying new things in practice, development of educators' competence, improvement of established situation. Senior educators seek to fulfill the requirements of institution administration.

The aims of educatoral project activity are connected with the motives stimulating educators to

participate in this activity that is why one block of questionnaire questions was devoted to the investigation of these motives. The given statements might be grouped in two groups: inner and outer stimulating motives.

Educators chose such motives (see Figure 1) as the necessity of novelty use in practice in order to improve the process of education (85%) and improvement of their qualification (80%). These are important motivators behind which all other motives have a weaker influence. Important factors of motivation are satisfaction form good work results (75%) and permanent desire to try something new (70%). In the middle position of rating are such motives as the opportunity to express oneself (50%) and to prove oneself that one can change something essential in activity (50%). Less important are the motives to be the best in my field (49%) and an opportunity to seek recognition (42%). All the motives with the highest rating are oriented to the educational process, child and the results of his/her education, they express the educator's attitude towards improvement and perfection.
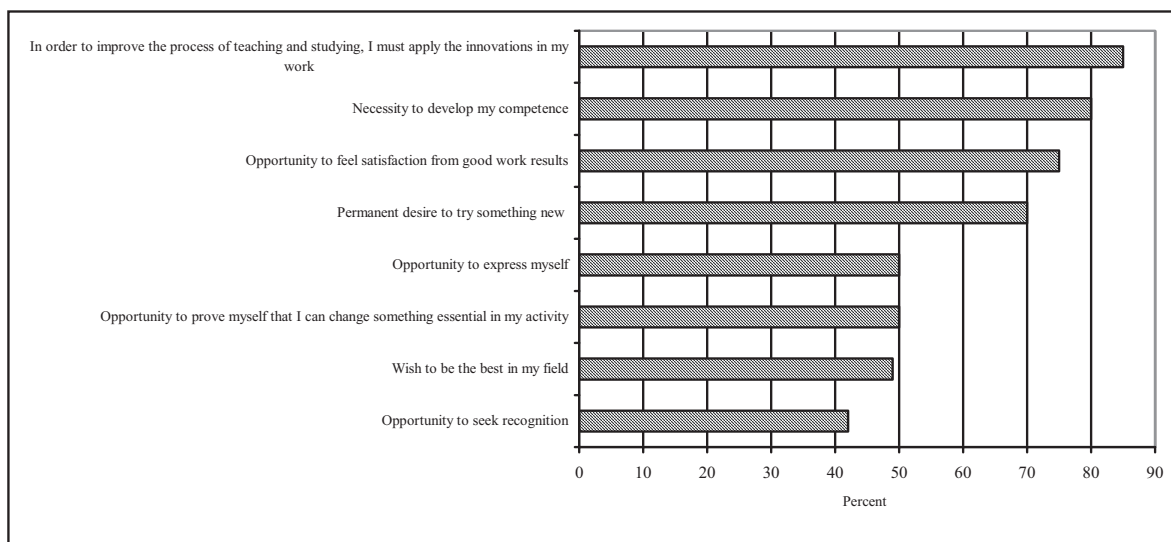

Fig. 1. Respondents' opinions about the educator's inner motives stimulating to participate in project work

In analysis of research results respondents' opinions choosing inner stimulating motives from the point of view of respondents' age were compared. Respondents younger than 40 years considered the most important motive stimulating them to participate in project activity to be the necessity to improve competence. Respondents older then 40 years considered the most important motive to be the use of innovations in order to improve the effectiveness of education. Less stimulating motif in both groups wais the opportunity to sees recognition.

Among the statements expressing outer motivation (see Figure 2) less popular was salary, fear to be behind others, good working conditions. High rating was reached by the statement not to be behind educators who use innovation in their practice and requirements for educators' attestation. Also important appeared to be a necessity to adapt to the requirements of institution administration. Basing upon that one can think that the pressure of administration, stimulating to participate in project activity, is popular in Šiauliai pre-school institutions.
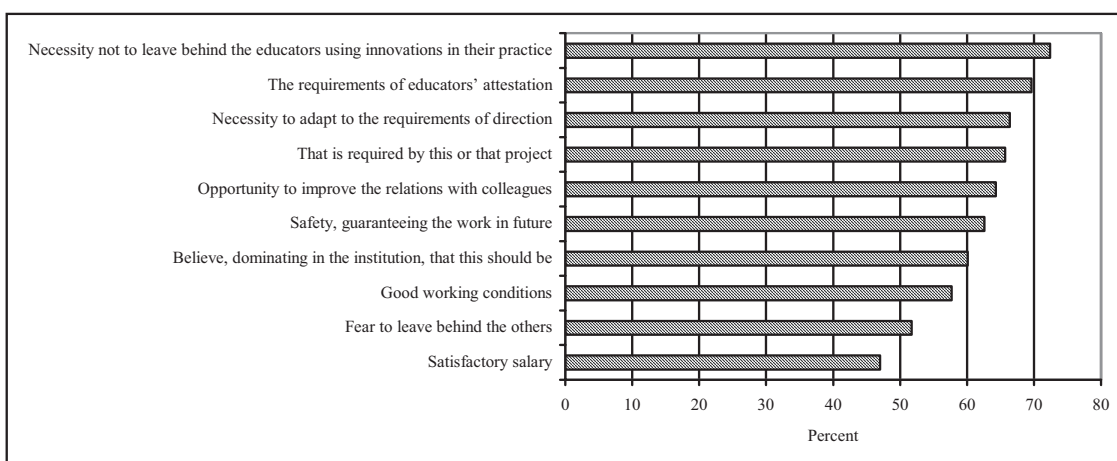

Fig. 2. Respondents' opinions about the educator's outer motives stimulating to participate in project work

Low salary was evaluated as not a significant motivator. According to Maslow A., salary is an important motivator when workers' material necessities are not satisfied. As the system of salary is connected with satisfaction of a person's vital necessities and evaluation of achievements, it has great influence upon motivation. However, pre-school institutions are financed from the municipality budget and cannot control salaries paid. That is why we believe that salary cannot be an important motivator for educators. Motives connected with the evaluation of achievements are more important for the majority of educators (perfection of qualification, improvement of education results, a wish to be the best in one's field).

The statement "not to be behind educators who use innovations in their practice" reflecting outer motivation was evaluated by the highest average 2,9. Younger educators (up to 40 years) considered a significant motive to be adaption to the director's requirements and fulfillment of educators' attestation requirements. According to both age groups an insignificant motive is satisfactory salary, and for older educators – a fear to be behind other educators.

Educators evaluated motives stimulating them to participate in project activity differently in different periods of their life. That means that a pre-school institution must create an individual "package" of motivation for every educator basing upon things most valuable for him/her.

Obtained results (see Table 2) let us claim that Herzberg's "Two-factor Theory of Motivation" is actual for educators who took part in research. As the most important stimulating factors for determining the level of responsibility (in order to improve results educators must use innovations in their practice), the essence of work (satisfaction from good results), opportunities of perfection (necessity to develop one's competence, to try something new). Such factors as compensation (satisfactory salary), working conditions (good working conditions) and relations among teacher (fear to be behind others) little influence workers' motivation. So one can conclude that in Siauliai pre-school educational institutions the atmosphere of satisfaction of conducted project activity is dominating.

Table 2

Results of respondents' opinions about motives stimulating to participate in project work

Statements	Average	SE	Mode
In order to improve the process of teaching and studying I must apply innovations in my work	3,29	0,73	3
Necessity to develop my competence	3,24	0,75	4
Opportunity to feel satisfaction from good work results	3,03	0,77	3
Permanent desire to try something new	2,90	0,74	3
Necessity not to be behind educators who use innovations in their practice	2,89	0,81	3
Requirements for educators' attestation	2,78	0,86	3
My participation in project activity is stimulated by an opportunity to express myself	2,74	0,74	3
Opportunity to prove myself that I can change something essential in my activity	2,71	0,75	3
Necessity to adapt to the requirements of administration	2,65	0,94	3
Thoughts from different seminars	2,64	0,72	3
It is required by this or that project	2,63	0,78	3
Opportunity to improve relations with colleagues	2,57	0,92	2
Wish to be the best in my field	2,51	0,88	3
Safety, guaranteeing work in the future	2,51	0,92	3
Belief, dominating in the institution that this should be	2,40	0,89	2
Opportunity to seek recognition	2,35	0,89	2
Good working conditions (working hours, working place, equipment necessary for work)	2,31	0,91	2
Fear to be behind others	2,07	0,85	2
Satisfactory salary	1,91	0,95	1

Note. Mode: 1 – never, 2 – sometimes, 3 – often, 4 – always. SE – standard error.

The most popular motives chosen by educators were the following in during different seminars; in order to improve the process of teaching and studying; I must apply innovations in my work; opportunity to express myself; opportunity to prove myself that I can change something essential in my activity; necessity to develop my competence; opportunity to feel satisfaction from good work results (see Table 2).

Analyzing these ratings one can say that the most important statements for educators are statements on acquiring new competences and ambition for good work results. This choice reflects strong inner motivation of educators. Motives reflecting outer motivation have a lower level of evaluation. Satisfactory salary, good working conditions, fear to be behind other, belief, dominating in the institution that this should be are not relevant motivators in organizing project activity. However, outer motivation, such as a necessity not to be behind educators into use innovations in their practice, requirements for educators' attestation, a necessity to adapt to the requirements of administration, that is required by this or that project have a high level of evaluation. That stimulates educators to participate in project activity. So, outer motivation may influence not only negatively, but also positively educators' activity.

Conclusions

Research on educators' from pre-school educational institutions attitudes towards project activity has showed that the majority of respondents evaluate positively implementation and realization of projects. This attitude of educators explains the fact that the major part of educators participate in the project activities.

Aims of educators' participation in project activity reflect his/her inner ambition to improve the present situation. The aims are oriented to perfection of teaching, trying new things in practice, development of educators' competence. Respondents evaluate the same aims, motives, views differently during different periods of their lives.

Research results show that motivation of good work results is necessary for educators. This is necessity for success, winning, a desire to do something well. This choice reflects educators' strong inner motivation. The majority of educators participate in project activity stimulated by inner motivation and aims with the supporting role of outer motivation.

Analyzing research results one can claim that for educators one of the most important statements are acquirement of new competences and good working results. This choice reflects strong inner motivation. Motives reflecting outer motivation have a lower level of evaluation. Satisfactory salary, good working conditions, fear to be behind others, belief, dominating in the institution that this should be are not relevant motivators in organizing project activi-

ty. However, outer motivation, such as necessity not to be behind educators who use innovations in their practice, requirements of educators' attestation, a necessity to adapt to the requirements of administration, that is required by this or that project have a high level of evaluation. That stimulates educators to participate in project activity. So, outer motivation may influence not only negatively but also positively educators' activity.

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S. Seliukienė, G. Šaparnis

Ikimokyklinio ugdymo įstaigų pedagogų dalyvavimo projektinėje veikloje tikslai ir motyvai

Santrauka

Vienas svarbiausių šiandienos švietimo tikslų – švietimo kokybė – skatina analizuoti ir vertinti švietimo reformos ikimokyklinio ugdymo įstaigų valdymo srityje raidą. Projektas daro įtaką kai kuriems metodologiniams ir metodiniams pokyčiams šioje srityje, todėl projektinės veiklos patirties organizacijose apibendrinimas leistų objektyviau vertinti švietimo organizacijų tikslų įgyvendinimo lygį bei numatyti galimus pokyčius.

Kiekvienam vadovui būtina suprasti, kas skatina pedagogus dirbti efektyviai. Šiandien nebeužtenka dirbančiuosius aktyvinti vien piniginiais atlygiais, taip pat svarbus yra ir nefinansinis skatinimas. Tad aktualu nustatyti pedagogų ir vadovų dalyvavimo projektinėje veikloje motyvus ir tikslus.

Analizuojant ikimokyklinio ugdymo mokyklose vykdomą projektinę veiklą galima pateikti tokius probleminius tyrimo klausimus: kokių tikslų siekia ikimokyklinio ugdymo pedagogai dalyvaudami projektinėje veikloje; kokie yra ikimokyklinių ugdymo įstaigų pedagogų projektinę veiklą skatinantys motyvai.

Apibendrinant probleminius tyrimo klausimus, galima konstatuoti, kad tyrime iškeltu praktiniu uždaviniu siekiama atskleisti ikimokyklinių ugdymo mokyklų pedagogų dalyvavimo projektinėje veikloje tikslus ir motyvus.

Tyrimo tikslas yra ištirti Šiaulių ikimokyklinių ugdymo įstaigų pedagogų nuomonę apie jų dalyvavimo projektinėje veikloje tikslus ir motyvus.

Atlikta analizė parodė, kad pedagogo dalyvavimo projektinėje veikloje tikslai atspindi jo vidinį siekį tobulinti dabartinę padėtį. Siekiama patobulinti mokymą, praktiškai išbandyti naujus dalykus, plėtoti pedagogo kompetencijas. Respondentai tuos pačius tikslus, motyvus, požiūrius vertina skirtingai įvairiais savo gyvenimo tarpsniais.

Tyrimo rezultatai atskleidžia, kad pedagogams būdinga gerų veiklos rezultatų motyvacija. Tai sėkmės, laimėjimo poreikis, noras ką nors padaryti gerai. Šis pasirinkimas atspindi stiprią vidinę pedagogų motyvaciją. Dauguma pedagogų projektinės veiklos imasi skatinami vidinės motyvacijos ir tikslų, išorinė motyvacija atlieka tik pagalbinį vaidmenį.