



Once Again about Collaboration: Do Preschool Education Pedagogues Work in Collaborating Teams?

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Abstract. In order to remain competitive in this dynamic environment, it is important to look for new forms of work that would enable public and private sector companies and institutions to perform their work more efficiently and with higher quality. In order to achieve efficiency and quality, there is a tendency in most organizations to delegate specific work and activities not to individual employees, but to their teams. The many-sided education of a child can be realized only then when there are positive strong relations among the members of a pedagogical team. Teamwork is more effective if team members collaborate with each other. Sometimes it happens that the team of educators does not form. There are several reasons for the non-formation of the pedagogical team, such as unfavorable working conditions, unwillingness to communicate with other members working in the preschool group, burning out, etc. The absence of collaborative team provokes the problematic questions, the answer to which may reveal the importance of collaboration in teamwork. The questions are: how does the teamwork of teachers working in the class of a pre-school educational institution take place? How do educators value their collaboration in the team? After the analysis of the study findings, it was possible to conclude that teamwork is one of the essential components that help achieve the positive educational results. The research findings showed that collaboration is directly related to the quality of teamwork, team building and maintaining a good psychological climate.

Keywords: *collaboration, preschool teacher, team, teamwork.*

Introduction

Teamwork and collaboration are among the most relevant and investigated topics in the educational research. It is really difficult to find a gap in this theme that would sound as innovative and original. Perhaps one of such gaps might be the research of collaborative team work of a preschool institution group. In order to perceive the specification of a collaborating preschool educators' team it is important to review the leading theoretical attitudes towards such concepts as teamwork, collaboration, characteristics of preschool educators' team, working in one group.

Some scientists state that teamwork ensures the organization's efficiency, better adaptation to society's needs (Kairienė, 2010; Lipinskienė & Stanikūnienė, 2010; Luthans, 2011; Disch, 2012; Šilingienė, 2012; Nancarrow et al., 2013; Chiriac, 2014; Vietienė and Malinauskienė, 2014 ; Leliūgienė, Kaušylienė, Austynienė, 2015; Fathi, Ghobakhloo, & Syberfeldt, 2019). The relevance of the topic is further enhanced by the insights into what it takes to build effective teams in an organization. It is necessary to use human resources intelligently, to have knowledge of management and leadership, to remain constantly learning and improving, open to innovation (Fathi, Ghobakhloo, & Syberfeldt, 2019). Every pedagogue must do this, including the pedagogue of a preschool educational institution. Often, in addition to their main goal – the education of children – the pedagogue of a preschool educational institution contributes to administrative activities, participates in the life of the community of the preschool educational institution, provides information to the parents or guardians of children, constantly improves their competences, participates in various projects and seminars. It would be very difficult or impossible for one educator to carry out all the activities with quality, so the team of his/her group comes to his/her rescue.

According to scientists (Kairienė, 2010; Luthans, 2011; Šilingienė, 2012; Nancarrow et al., 2013; Vietienė & Malinauskienė, 2015), a successful organizing of a teamwork in any institution saves time, human and material resources. Duties and tasks are performed more successfully and efficiently; significant results are achieved, employee concentration, satisfaction with their work, collective problem solving and decision making skills are formed. There is a constant intensive sharing of the information, experiences, ideas, emotions among team members in the team (Dromantas, 2008; Belker & Topchik, 2008; Vaicekauskienė, 2009; Šimanskienė & Seilius, 2009; West, 2011). In this way, the theme of team members' ability to cooperate emerges (Fathi, Ghobakhloo, & Syberfeldt, 2019). *The aim* of the research is to reveal the peculiarities of the collaboration of a team of pedagogues working in a group of a preschool educational institution. *Research objectives*: to perform the theoretical analysis of the concepts of teamwork, collaboration and collaborative team work; to carry out a quantitative study of the collaborative teamwork of pedagogues working in a preschool educational institution. *The object* of the research is collaboration in the team work of pedagogues. In

this way, the relevance of the topic of team members' ability to cooperate is highlighted (Fathi, Ghobakhloo, & Syberfeldt, 2019).

Research methods: analysis of scientific literature, devoted to theoretical reasoning of the evaluation of the collaborative team work of a preschool educational institution pedagogues; a questionnaire designed to collect data in order to investigate the attitude of pre-school educators towards collaboration in teamwork; exploratory factor analysis, designed to find out the benefits and necessity of collaboration in a teamwork.

Scientific Literature Review on Concepts of Teamwork, Collaboration and Collaborative Team Work

The concept of “teamwork” is analyzed by a great number of scientists (Savaničienė & Šilingienė, 2005; Kasiulis & Barvydiene, 2005; Raižienė & Endriulaitienė, 2008; Baršauskienė et al., 2010; Luthans, 2011; Disch, 2012; Gazarian, 2013; Diska, Diskienė, & Marčinskas, 2014; Vaicekauskienė, 2015; Gaspar, 2016; Lencioni, 2017; Khanasari, 2018; Abdul-Talib, Alanazi, & Ashari, 2019) including industry, medicine, economy and education. Teams are defined as objects differing in their size, purpose, history of emergence, experience and statistics of work done. Teamwork helps the organization to overcome problems and challenges. In order to perform this, team members share their competencies and abilities so that the team could achieve the highest level of effectiveness (Disch, 2012; Khansari, 2018).

In today's organizations, the concept of teamwork is used and understood differently: for some researchers, a team means a goal-seeking group, for others – cooperation, and for others it can mean the quality of work (Raižienė & Endriulaitienė, 2008). The authors believe that a team is a small group of people whose skills complement each other to achieve a common goal. Thus, the view of these authors implies that teamwork refers to the ability to work together moving towards a common vision.

The emergence of teams is determined by real working conditions, which play the role of controlling parameters in the self-organization processes of employee behavior (Gazarian, 2013). The author adds that where there are no conditions for self-organization, one cannot be in a work team (Misiukonis, Matusevičiūtė, & Grajauskas, 2015), present the main criteria of the team (Table 1).

In order for teamwork to meet the main goal, education and training of preschool children, it is necessary to improve the activities of specialists and create a team culture that determines positive, equal communication and effective work of all participants in the education and support process (Čegytyė & Ališauskienė, 2009). In order for teamwork to be effective, preschool education pedagogues make decisions about the results of children's education, content and organization, assessment of children's achievements together with other specialists of the educational institution and group team members (Kondratavičienė, 2016).

Table 1

Criteria of the Team

No.	Criterion	Content description
1.	Collaboration	Collaboration involves bringing people and groups together for a for common purpose. Collaborating partners find themselves spending time establishing and maintaining relationships.
2.	Clear goals	Team members have a clear understanding of the goals.
3.	Clear roles	Team members clearly understand who is responsible and for what.
4.	Communication	Team members communicate openly and share ideas.
5.	Conflict solving	Team is able to effectively resolve problems and disagreements
6.	Decision making and fulfillment	Decisions are made efficiently in the team, and the team implements them properly.
7.	Creativity	The team is willing and able to create ideas and concepts.
8.	Differences	The team embraces and capitalizes on different personalities.
9.	Leadership	The team can change the leader.
10.	Structure of the team	The team consists of as many members as are necessary and convenient for the team itself.

There are two ways to support the teamwork of pedagogues in the environment of a preschool educational institution. The first option is based on collaborating with one's team members to create deep mutual interactions. The second option is based on casual meetings with members of other teams, even members of teams from different professions. The content of this option is focused on the development of competencies necessary for effective teamwork of educators, emphasizing communication skills. Analyzing the features of teamwork, it can be said that the team is understood only as an efficiently working group that has reached a certain level of maturity, the efficiency of which is determined by the norms of behavior in the group.

It is possible to highlight the most important features of teamwork – collaboration, mutual assistance, balance of homogeneity and diversity (Kasiulis & Barvydienė, 2005; Šalkauskienė & Vveinhardt, 2008). V. Šilingienė (2012) believes that the effective cooperation can cover several factors, but the most important are the pursuit of common goals and open communication. These are the factors that are essential to ensure the best work results and the most efficient team. The author is complemented by D. Čegytytė and S. Ališauskienė (2009) when they say that, in a general sense, “effective cooperation in a team can be assessed when there is an active participation of all members, shared construction of knowledge and mutual interactions, problems are solved by using all available competences, actions are coordinated together and the learning from each other is conducted” (Čegytytė & Ališauskienė, 2009, p. 38). In his thesis, M. T. Nelson (2019) states that there are five main elements on which the collaboration is based:

- identification of team members;

- distribution of roles and responsibility for their compliance;
- appropriate behavior;
- fostering relationships;
- focus on the goal of teamwork.

Collaboration is recognized as one of the most important components of teamwork. This phenomenon requires a commitment to be part of a team, and trust and belief in each other is the foundation of cooperation (Nancarrow et al., 2013; Angus & Newton, 2020). J. Manion (2016) spoke about the importance of trust between team members, saying that trust between team members makes it clear that team members' aspirations are good and there is no need to be cautious around them.

Collaboration is also very important in preschool educational institutions. D. Augienė and D. Malinauskienė (2007) believe that good experience is shared, projects and programs are created and the best educational results are achieved through collaborative team work which is based on problem solving, clear understanding of the benefits of collaboration for the organization, work efficiency, creating a partnership network, achieving a common goal, getting to know team members, and learning from each other.

It is not easy to achieve that collaboration would prevail in a pre-school educational institution, or more precisely, in one group (Vietienė & Malinauskienė, 2014; Driskell, Driskell, & Salas, 2018), The authors of this research also support this attitude for several reasons. To begin with, Lencioni (2017) presents the whole group of problems that might hinder the effective collaborative team work (see Table 2).

Table 2

Problems that might hinder the effective collaborative team work

No.	Problem	Definition
1.	Lack of trust	This problem usually comes from not wanting to be vulnerable within the team. Team members who are not open with others do not dare to talk about mistakes.
2.	Fear of conflict	This problem occurs when it is not possible to create a foundation of trust. When there is no trust, the team is unable to engage in open and passionate discussion of ideas. Instead, they are limited to working behind the scenes.
3.	Lack of commitment	Team members are not used to expressing their opinions in an open discussion, they do not feel committed to the decisions made.
4.	Avoidance of accountability	There is no obligation to act according to a clear plan of action. Even the most motivated and hard-working people often hesitate to encourage their colleagues to work harder, which is detrimental to teamwork.
5.	Not caring about results	When team members put their personal needs above the team's needs and common goals.

It is possible to state that development of collaborative teamwork skills might help to solve these problems. Further more, the preschool institution team working in a particular group is distinctive because it is compiled of pedagogues with different competencies. It may be compiled of the teacher, teacher assistant for education, baby – minder, responsible for organizing eating, development of hygienic habits. The different duties and responsibilities should be well matched in the process of education. These different competencies should be developed so that there should be achieved excellent team relations, members need tolerance, but not competition, care for each other, but not judge mentoring, harmony and responsibility, but not mobbing. It is emphasized that it is necessary to develop purposeful and constructive relations of collaboration and to provide complex support to each other (Miltenienė & Venclovaitė, 2012).

While summing up the theoretical part, it can be said that educators need to work every day to maintain the collaborative relationships. Collaboration is most influenced by the interaction of team members, the integration and contribution of all team members to fostering collaboration.

Research Methodology and Methods

A quantitative study was conducted in order to reveal the benefits and necessity of the collaboration of a team of pedagogues working in one group of a preschool educational institution. The sample chosen in this study is non-probable. Various state pre-school educational institutions in Kaunas are included in this sample. The research sample was calculated on the website www.apklauskos.lt, using Paniottian formula, with the help of which it was possible to find out that with a 5% error, the authors of the work needed to send the questionnaires to 306 pedagogues. The authors sent questionnaires to 320 pedagogues. The research was conducted in the February and March of 2022.02–2020.03. A total of 312 questionnaires were completed.

Research variables and instrument. In this study, two variables are distinguished – the team of educators and cooperation. The research variables were selected according to one characteristic: pedagogues must work in one of the preschool educational institutions located in Kaunas.

In order to evaluate the opinion of respondents about cooperation, a questionnaire was created and used to find out the opinion of educators about collaboration when working in a team of educators. The questionnaire consisted of 2 multiple-choice questions and 20 statements about cooperation and its importance in the teaching team. The statements were evaluated on a 5-point Likert scale, from 1 – strongly disagree to 5 – strongly agree.

Research ethics. The following ethical principles are followed during the research:

- a) recognize and respect the independence of the person, his/her freedom to participate or refuse to participate in the investigation;
- b) provide the (potential) research participant with sufficient information about the research;
- c) protect the anonymity, confidentiality and privacy of research participants;
- d) take care of the safety of research participants, protect against moral harm or avoid it as much as possible (Gaižauskaitė & Valavičienė, 2016).

The authors of the work themselves went to preschool educational institutions and distributed questionnaires. The authors collaborated with the educational deputies of the institutions, with the help of which the questionnaires were distributed. During the meeting, the purpose of the authors' visit to the institution was presented, and the research topic was discussed. The questionnaire statements, which were presented in a respectful style, did not imply a loss of privacy for the respondents. Before distributing the questionnaire, the subjects were informed that their participation in the survey was a personal decision and that they were free not to participate in the study or to stop participating in the study at any time. The information provided to the respondents was neutral, objective, focused only on the specifics of the research being conducted. The information was clear and not overloaded with small details (Žydzūnaitė, 2011). It was emphasized to the respondents that the received answers will not be corrupted or interpreted in their own way.

Data analysis

A factor analysis was performed to extract common statements.

After factor analysis, it was determined that the value of the Kaiser-Meyer-Olkin measure ($KMO = 0.909$) and the Bartlett's sphericity criterion result (3745.099; $df = 190$, $p < 0.001$) confirm that the variables are suitable for factor analysis. The selected principal components retained a sufficient amount of information for all variables, as no variable had a commonality lower than 0.20. During factor analysis, 3 factors were extracted, all weights were greater than 0.4. The total explained variance of the factors equals 60.16 percent. Variable weights for the final factor analysis are presented in Table 3.

Table 3

Manifestation of variable weights of the final factor analysis

No.	Statements	F1	F2	F3
44	Collaboration is as if a partnership network	0.843		
41	Collaboration helps you get to know your team members better	0.818		
39	Teamwork assigned by the institution requires collaboration	0.792		
40	Collaboration in a team is necessary to move towards the goal	0.776		
35	Collaboration helps to solve problems in the team	0.774		
34	By working together, team members learn from each other	0.762		
42	Collaboration is based on constant interaction between members	0.758		
45	You can do more together than you can alone	0.756		
36	Collaboration is beneficial for your team	0.729		
38	Collaboration makes teamwork more effective	0.715		
37	Collaboration is beneficial for your preschool educational institution	0.709		
33	Teamwork gets things done more smoothly through collaboration	0.698		
32	Collaboration in a team is possible only with the cooperation of all team members	0.549		
43	Collaboration is possible among people in different positions	0.545		
29	Collaboration is important to you when working in a team of educators		0.801	
26	You believe that collaboration is needed in the teaching team		0.757	
28	Collaborative relationships in the team are weak (A)			0.810
31	Teamwork without cooperation is possible (A)			0.607
27	Your team has a collaborative relationship			0.516
30	Maintaining a collaborative relationship is not easy (A)			0.515

(A – converse statement)

In order to check the reliability of the extracted factor questions, internal consistency indicators (Cronbach α) were calculated. The consistency of the statements of the entire questionnaire was found to be very good, with Cronbach's α equal to 0.882 (see Table 4), while the individual subscales ranged from 0.495 to 0.937. With the help of the questionnaire, the following scales were investigated and named: *benefits of cooperation and partnership in the team*, *necessity of cooperation in the team*, *relations based on cooperation in the team*.

Table 4

Internal consistency of statements of collaboration scales

Scales	Amount of statements	Cronbach α
The benefits of collaboration and team partnership	14	0.937
The necessity of collaboration in a team	2	0.758
Relationships in the team are based on collaboration	4	0.495
Complete questionnaire	20	0.882

The “Cooperation in Team” questionnaire consisted of 20 statements. The overall cooperation in the team was rated 4.13 ± 0.39 points out of 5. It can be said that the collaboration in the team is rated quite well. The respondents mostly agreed (see Table 5) with such statements about collaboration as: “You think that collaboration is necessary in the teaching team” (4.69 ± 0.49), “Collaboration is useful for your preschool educational institution” (4.56 ± 0.51), “Collaboration makes teamwork more effective” (4.55 ± 0.52), “Collaboration is important to you when working in a team of educators” (4.52 ± 0.56) and “Collaboration makes team work more smoothly” (4.52 ± 0.54). The approval of these statements shows the positive attitudes of the respondents regarding the necessity of collaboration in the team of educators.

Respondents least agreed with such statements about collaboration as “Maintaining collaborative relationships is not easy” (2.26 ± 1.07), “Teamwork without collaboration is possible” (3.4 ± 1.18) and “Collaborative relationships in a team manifests weakly” (3.48 ± 1.05). Disagreement with these statements once again confirms the need for collaboration in the team of educators. It is worth to remind that all three of these statements were reversed, so they were reversed and recoded to calculate the total scale estimates.

Table 5
Collaboration Questionnaire scales' statement means

Scales	Statements	Mean	Standard deviation
The benefits of collaboration and team partnership	Collaboration is like a network of partnerships	4.35	0.61
	Collaboration helps you get to know your team members better	4.39	0.57
	Teamwork assigned by the institution requires collaboration	4.49	0.53
	Collaboration in a team is necessary to move towards the goal	4.48	0.54
	Collaboration helps to solve problems in the team	4.42	0.64
	By working together, team members learn from each other	4.48	0.54
	Collaboration is based on constant interaction between members	4.32	0.61
	You can do more together than you can alone	4.51	0.66
	Collaboration is beneficial for your team	4.48	0.55
	Collaboration makes teamwork more effective	4.55	0.52
	Collaboration is beneficial for your preschool educational institution	4.56	0.51
	Teamwork gets things done more smoothly through collaboration	4.52	0.54
The benefits of collaboration and team partnership	Collaboration in a team is possible only with the cooperation of all team members	4.21	0.81
	Collaboration is possible among people in different positions	4.33	0.68
		4.43	0.44
The necessity of collaboration in a team	Collaboration is important to you when working in a team of educators	4.52	0.56
	You believe that collaboration is needed in the teaching team	4.69	0.49
		4.6	0.47
Relationships in the team are based on collaboration	Collaborative relationships in the team are weak (A)	2.52	1.05
	Teamwork without collaboration is possible (A)	2.6	1.18
	Your team has a collaborative relationship	4.28	0.74
	Maintaining a collaborative relationship is not easy (A)	3.74	1.07
		3.36	0.64

Summarizing the results obtained from the collaboration block, it can be stated that the respondents best assessed the necessity of collaboration in the team (4.6 ± 0.47), the benefits of collaboration and partnership in the team (4.43 ± 0.44). Poorly expressed collaborative relations in the team were rated worst (3.36 ± 0.64). It means that the respondents believe that collaborative relations are manifested strongly. The overall evaluation of collaboration in the team is equal to 4.13 ± 0.39 points out of 5. The obtained analyzed data show that the pedagogues perceive collaboration as one of the essential components of effective teamwork and approve of its presence and manifestation in the team.

Discussion. One of the possible assumptions is that the respondents believe that a teacher who has knowledge, but is unable to apply it to the assigned task, needs the help of other teachers. Another assumption is that pedagogues living in today's society are burdened with various extraneous tasks: filling out documents, continuous improvement in seminars, cooperation with parents or guardians of children and other preschool educational institutions, and even taking on the role of manager (Traškelys & Martišauskienė, 2013). In all this abundance of work, pedagogues get “stuck” and they need the help of those around them to coordinate and keep up with everything, to apply the available knowledge to the appropriate distribution of work and time. For more than half of the respondents, the need for teamwork manifests itself in dependence on each other when performing certain tasks. It would be really difficult for one person to keep up with everything, so by using the help of one's team of educators, one can divide the tasks and assign them to an educator who has competencies in that field. But the most important thing is that the opportunity to work in a team saves the members' strength and time, which is devoted to the pupils.

Analyzing the responses to “Cooperation in the team” questionnaire, the positive attitudes of the respondents regarding the need for collaboration in the team of pedagogues emerged. The statement “*You think that collaboration is necessary in the teaching team*” (4.69 ± 0.49) was the statement with the most approvals. Respondents see the necessity and benefit of collaboration not only in their environment, but also they recognize that collaboration is beneficial for the entire preschool educational institution. The question “*What do you think is necessary for a collaborative relationship to prevail in the teaching team?*” got different answers. The respondents chose all the options, but, still, they mostly chose, with 29.8% confidence. ($n = 90$), tolerance 28.5 percent. ($n = 86$) and responsibility 26.2 percent. ($n = 79$) answer options. This shows that when working in a team, collaboration is impossible without tolerance, responsibility and mutual trust. Educators need to trust their team members to complete tasks on time, communicate the right information, and achieve a common goal. J. Manion (2016) writes about the importance of trust, saying that trust between team members makes it clear that team members' aspirations are good and there is no need to be cautious around them. Respondents agree with the statement – “*Collaboration makes*

teamwork more effective” (4.55 ± 0.52), which means that teamwork becomes more efficient and the assigned tasks are performed more smoothly. V. Šilingienė (2012) believes that effective collaboration can cover several factors, but the most important are the pursuit of common goals and open communication. It is the pursuit of the goal and its implementation, with collaboration, that becomes faster and goes towards it more smoothly. As it can be seen from the respondents answers, they recognize and value collaboration as one of the most effective ways to achieve the best results when working in a team.

According to the respondents, teamwork is not possible without cooperation. It can be said that cooperation unites the team, makes it stronger and more efficient. When working in a team without cooperation, the work is also done, but there may be problems and disagreements between team members, miscommunication and differences of opinion. As a result, work is done more slowly, with poor quality, and team members do not feel good in the team and want to leave it. Therefore, it is necessary to foster a relationship based on cooperation. And the respondents agree with that. They say that they feel good when the team works collaboratively and that relationship is strong. Educators feel cooperation among team members, agree that it is necessary and that cooperative relationships are easy to maintain. Respondents did not agree with the statement “Maintaining a relationship based on cooperation is not easy” (2.26 ± 1.07). It is noted that in order to maintain a relationship based on cooperation, all team members need to communicate, solve problems, share not only merits, but also failures.

Summarizing these respondents’ answers, it can be said that the pedagogues perceive collaboration as one of the essential components of effective teamwork and approve of its presence and manifestation in the team. They also claim that collaboration is necessary and useful for educators working in a team. Respondents note that the need for collaboration is revealed when doing daily work, organizing projects, participating in them and preparing for events. They see the benefits of collaboration in performing assigned tasks: saving time, dividing tasks according to competences, accepting responsibility for the whole team. By working together, they benefit not only in preschool, but also outside of it. In the teamwork of educators, collaboration is necessary to ensure quality education. This was also noticed by D. Augienė and D. Malinauskienė (2007), who said that good practices are shared and the best educational results are achieved through collaboration, which is the main goal of a team of pedagogues working in a group of a preschool educational institution.

Conclusions

Team work of educators is the pursuit of a common goal, communication and collaboration. Since the main goal of pedagogues' teamwork is the education and training of preschool children, it is necessary to improve constantly the activities of pedagogues and create a team culture that determines positive, full-fledged communication and effective work of all participants in the education and support process.

Collaboration is one of the main criteria of effective and successful teamwork of pedagogues. Aspects of collaboration – common goal and mutual communication. The essential features of the collaboration of pedagogues in the group of the preschool educational institution are faster and easier in goal pursuit, problem solving, smoother sharing and performance of work, learning from each other and sharing experiences, a psychological microclimate favorable to work. All these features of collaboration have a huge impact on improving the quality of education.

The following evaluation criteria for teamwork emerge: pedagogues working in a collaborative team get to know their team members, learn from each other, jointly pursue a goal, perform tasks faster and more smoothly, and are useful not only for their team, but also for the preschool educational institution.

The benefits of a collaborative team. Respondents see the benefits of collaboration in faster and easier goal achievement: distribution of work according to competences and sharing of experience, taking responsibility for the whole team, solving problems, saving time, creating a favorable emotional environment. Thus, it can be said that collaboration is beneficial not only for the team of educators, but also for the entire preschool educational institution.

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Dar kartą apie bendradarbiavimą: ar ikimokyklinio ugdymo pedagogai dirba bendradarbiaujančioje komandoje?

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Santrauka

Siekiant išlikti konkurencingiems šioje dinamiškoje aplinkoje, svarbu ieškoti naujų darbo formų, kurios leistų viešojo ir privataus sektoriaus įmonėms bei įstaigoms efektyviau ir kokybiškiau atlikti savo darbą. Siekiant efektyvumo ir kokybės, daugumoje organizacijų vyrauja tendencija konkrečius darbus ir veiklą deleguoti ne atskiriems darbuotojams, o jų komandoms. Daugiaplanis vaiko ugdymas gali būti realizuotas tik tada, kai tarp pedagoginio kolektyvo narių susiklosto teigiami tvirti ryšiai. Komandinis darbas yra efektyvesnis, jei komandos nariai bendradarbiauja vieni su kitais. Kartais nutinka taip, kad auklėtojų komandos nesusiformuoja. Tai lemia kelios priežastys, tokios kaip nepalankios darbo sąlygos, nenoras bendrauti su kitais ikimokyklinio ugdymo grupės nariais, perdegimas ir kita. Pozityvių ikimokyklinės įstaigos kultūrą gali sukurti grupėje dirbančių specialistų bendradarbiavimas. Kyla klausimų: kaip vyksta ikimokyklinio ugdymo įstaigos klasėje dirbančių mokytojų komandinis darbas? Kaip pedagogai vertina savo bendradarbiavimą komandoje? Išanalizavus tyrimo rezultatus, buvo galima padaryti išvadą, kad komandinis darbas yra vienas iš esminių komponentų, padedančių siekti teigiamų tiek pačių pedagogų, tiek ir jų ugdytinių ugdymosi rezultatų. Tyrimo rezultatai parodė, kad bendradarbiavimas yra tiesiogiai susijęs su komandinio darbo kokybe, komandos formavimu ir gero psichologinio klimato palaikymu.

Esminiai žodžiai: *bendradarbiavimas, ikimokyklinio ugdymo mokytojas, komanda, komandinis darbas.*

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