ACTIONS BY HEADMASTERS TO ATTRACT NEW TEACHERS TO GENERAL EDUCATION INSTITUTIONS IN KLAIPĖDA: THE HEADMASTERS' VIEWS

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ABSTRACT

In scientific sources that deal with the activities of headmasters in educational institutions, the headmaster is considered to be one of the most important people in an educational institution, with the greatest authority, and on whom the success and smooth functioning of the institution depends. Every education system and educational institution needs a sufficient number of teachers to ensure that the demand for educational services is met. In face of the declining number of teachers, both in Lithuania and in Europe, strategic documents set targets to ensure a sufficient number of teachers by the end of the decade. The article analyses actions by headmasters of general education institutions directed at attracting new teachers, and the reasons for choosing a general education institution as a workplace for new teachers. It presents a study which found that headmasters attract new teachers by creating an organisational culture, and retain them by providing the support they need. Heads of educational establishments believe that attracting new teachers is not dependent on managerial decisions, and that better financial opportunities for the establishment would attract new teachers.
KEY WORDS: *new teachers, attracting teachers, headmasters of educational institutions*.

Introduction

The head of an educational institution is considered to be one of the most important people in the institution, whose actions and decisions influence the success of the institution, the atmosphere, and the people working there, the educators (Hermann et al., 2019; Marzuki, Lampuasa, 2019), without whom the activities of any educational institution would not be possible. The success and smoothness of organisations, including educational institutions, depends largely on the head of the organisation (Petrulis, Verkulevičiūtė-Kriukienė, Razma, 2021), and heads have the greatest authority in educational institutions. Heads influence all the people who work and will work in an educational institution, they make decisions on recruitment and hiring, they create the atmosphere in the institution by interacting with existing and potential teachers, and they create the image of the institution (Onyeike, 2018), which can have a bearing on attracting new employees to the institution (Sebastian, Allensworth, Huang, 2016).

Every education system strives to provide the best possible access to education, and to meet this need a sufficient number of educators is required (See, Morris, Gorard, Soufi, 2020). Unesco's Education 2030 programme, adopted in 2016, foresees an increase in the supply of qualified teachers by the 2030s. However, there is a marked decline across Europe in the number of teachers (Eurostat 2017–2019), and a need to attract new

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teachers to educational institutions. The problem of attracting teachers is also relevant in Lithuania. According to studies by the Government Centre for Strategic Analysis (Strata) 2020 and the Teacher Demand Forecast (2021) scenarios, educational institutions will face a worsening shortage of teachers in the coming years, and it is likely that the number of teachers coming to work in educational institutions will halve in the long term.

Various foreign researchers are interested in the activities of the headmaster of educational institutions in attracting teachers and the possibilities for attracting teachers, but although methods for attracting teachers have been scientifically analysed in various respects, few researchers are interested in the possibilities for the headmaster's actions in attracting teachers to general education institutions in Lithuania.

Aim: To find out the opinions of headmasters of general education institutions of actions to increase the possibilities for attracting new teachers to general education institutions in Klaipėda.

Object: Headmasters' activities that improve the chances of attracting new teachers to Klaipėda's general education institutions.

Objectives:

1. To analyse the actions of headmasters of general education institutions which increase the possibilities for attracting new teachers to general education institutions.

2. To investigate the opinion of heads of educational institutions about the possibilities for attracting new teachers to general education institutions.

Methods: scientific literature analysis, document analysis, semi-structured interviews, content analysis.

Actions by the headmaster of a general education institution aimed at attracting new teachers

In the 21st century, the role of headmasters in general education institutions is multifaceted, their duties and responsibilities are becoming more diverse and complex, and they are involved in a wide range of managerial and administrative activities, resolving conflicts, creating the culture of the educational institution (Naidoo, 2019), and managing human resources. The recruitment of teachers is considered to be a multifaceted process, in which the best candidates for the educational institution are recruited, evaluated and selected, and during this process, educational managers have a high degree of freedom and control (Castro, 2022). The supply of teachers, the unequal distribution between urban and rural areas, the declining number of entrants to teaching specialities, and the departure of teachers from the profession, are obstacles that influence decision-making in relation to personnel. Recruitment in the face of shortages poses a challenge that is not faced when supply meets demand in the job market, at which point managers have to resort to a contingent recruitment process, or rely on informal recruitment methods to attract staff (Castro, 2022).

While there are many aspects to the successful recruitment and retention of teachers, the atmosphere and working conditions in the educational institution are also important for teachers' performance. Teachers' working conditions are one of the factors that can attract and retain educators when they are deciding whether to stay. If educators work in schools with weak leadership, low collaboration, punitive accountability systems, and limited learning resources, these conditions make educators less likely to experience professional success (Podolsky, Kini, Bishop, Darling-Hammond, 2016), which in the long term can lead to dissatisfaction and subsequently to the resignation of teaching staff, and can also make potential employees less likely to choose to work in the educational institution.

Teachers' trust in the headmaster and the headmaster's trust in the teaching staff is also an important part of managing staff. Trust is important for the development efforts of an educational institution; the more a leader is trusted, the more the leader is likely to encourage cooperation among teachers by providing advice and support (Bektas, Kilinc, Gumus, 2022). In Finland, which is considered to have one of the best education systems (Sepriani, Jufri, Jusdinal, Gistituati, Ananda, 2021), teachers' performance is not evaluated by standardised evaluation tools, although they can be used. Teachers are evaluated in terms of their professional development at an individual level. Teachers' performance is routinely evaluated by their supervisors during individual interviews (NCEE, 2017).

The organisational culture created by the headmaster of the educational establishment is important for the implementation of personnel policies. The organisational culture is defined as a culture created by the management that is unique, is perceived by members of the organisation in the same way, is stable, and reinforces col-

lective habits. The organisational culture affects employee satisfaction; employees who are satisfied with their work are not inclined to leave their jobs, they are more attentive to the needs of others; and a nurturing organisational culture ensures employee loyalty and the promotion of shared values (Paužuolienė, Šimanskienė, 2021).

Effective communication in the educational institution is also considered an important activity in attracting teachers (Podolsky et al., 2016). Communication within schools is an important process and the most common tool used by headmasters. In a normal institution, communication provides an opportunity for the manager and the educator to discuss various aspects of the teaching and learning process (Nwogbo, Kwankwo, Nwachukwu, 2019). Although communication often focuses on the dissemination of information, communication in organisations not only has the purpose of conveying information, but also of coordinating activities, creating understanding, and building acceptance (Arlestig, 2007), all of which are important for existing and future educators. The communication strategy chosen during recruitment can determine the success of the envisioned human resource planning strategy (Gajdosikova, 2021). Dialogue, discussion and feedback help educators to connect their activities with the school's goals and visions, help to create meaning, and show concern for individual needs (Arlestig, 2007), which can be a motivating factor for educators to choose to work in an educational institution.

1. Reasons for new teachers to choose to work in a general education institution

The early stage of a new teacher's career is seen as a period characterised by a range of challenges that encourage new teachers to rethink their career choice (McLean, Abrym, Taylor, Gaias, 2020). The work motivation of future teachers differs from other professions. The choice begins with the belief in choosing teaching as a profession, which can be supported by a variety of idealistic and practical motives, for the teaching profession has unique characteristics (Ashiedu, Scott-Ladd, 2012). The teaching profession stands out from other professions in terms of its social and personal significance, as it calls to educate and mature a person for all professions and specialties (Pikturnaitė, Tamašauskienė, 2021). Some of the reasons that motivate people to work as teachers are the satisfaction of working with children, the pedagogical calling they feel, the desire to make changes, the long holidays, the intellectual satisfaction, and the view of the teaching profession as a safe profession. Satisfaction with teaching is supported by realistic workloads, small class sizes, accessible educational resources, recognition of good performance, and professional development opportunities that help retain teachers (Ashiedu, Scott-Ladd, 2012).

When new teachers start work, they are expected to take on the same responsibilities as their senior colleagues, which puts a lot of pressure on new teachers relative to their experience. These pressures include having a sufficient understanding of pupil development, getting used to the school culture, and balancing work and personal life. The early stages of a teacher's career are characterised by teachers leaving the profession. One of the factors influencing teachers' decisions to leave the profession early in their career is the teacher's self-efficacy, which is reflected in the extent to which individual teachers believe in their own ability to cope with the demands of a teaching career. Teachers' self-efficacy, as an important factor at the beginning of their careers, can be reinforced by facilitating teachers' access to a range of support, such as mentoring, reduced administrative requirements, networking with other new teachers, verbal persuasion, and learning from the experience of others (Ma, Chutiyami, Nicoll, 2022), all of which could be initiated by the head of the institution, thus making the start of a new teacher's teaching career easier.

The need for support is also one of the aspects that influence teachers' departure in the first year (Reitman, Karge, 2019). Administrative support is often one of the main reasons why teachers leave or stay in their jobs. Often the support aspect is more important than the salary. Teachers are more likely to stay if they feel supported by the head of the institution, which can take many forms, including emotional support, instructional support, and forming a positive climate in the institution for the new teacher (Podolsky et al., 2016). Providing support to novice teachers allows them to develop their pedagogical skills and gain confidence in their teaching work, which encourages them to stick by their choice of teaching as a profession. This administrative support is also important for educators' professional growth (Reitman, Karge, 2019). In the event of difficulties faced by novice educators, the supervisor could provide support through his or her expertise in managing people.

For new educators at the beginning of their teaching career, support can be provided by a mentor whose appointment is the responsibility of the headmaster of the educational institution (Alabi, 2017). The support provided by mentors to novice teachers helps to maintain the motivation to teach for a longer period of time, and to reduce the number of novice teachers who decide not to continue their teaching career (Shanks, Tonna, Krøjgaard, Paaske, Robson, Bjerkholt, 2022).

The importance of rewards for performance is also pronounced and not always motivating (Ashiedu, Scott-Ladd, 2012). Teachers can be encouraged to strive for better performance by the possibility of receiving salary supplements, performance-related pay, and opportunities for salary increases (Pikturnaitė, Tamašauskienė, 2021). Although the head of the institution cannot change the salary coefficients set for teachers, as the manager of the institution's resources, he or she has the opportunity to develop the institution's procedure for awarding bonuses, and to encourage the institution's teachers with financial incentives for good work.

2. Research methods and organisation

In order to find headmasters' opinions about the activities of the headmaster of a general education institution that increase the possibilities for attracting teachers, an empirical study was conducted, for which the qualitative research method semi-structured interview was chosen. The content analysis method was used to analyse the data obtained in the research.

The principles of goodwill, fairness, voluntariness, the right to receive accurate information, and respect for personal dignity were respected in the research.

The study involved seven informants, all of them female, who manage general education institutions in Klaipėda. The average age of the informants was 50 years, and the average number of years of management experience was ten years.

Findings of the survey

The study aimed to reveal the informants' views on how they attract new teachers to general education institutions. The findings are presented in Table 1.

According to the informants who took part in the study, the creation of an organisational culture is what attracts new teachers to a general education institution (three statements). I1: '*This is our community, it is not up to me alone, it is up to all of us, it is up to our team, it is up to all of us to be able to focus, to be able to ... on our own communication and cooperation. On that our, again, I'm talking here, again, remains the micro-climate. If it is good for all of us, it means that the person who comes in feels, and we've heard that from a lot of people really, that it's just warm when you come into the institution.*' I4: '[...] *that they feel safe, that they feel supported all the time, that they feel they have a team around them that can help them, that they have a team of people in the team that can support them. That's something that we really always guarantee and, well, probably so that he is not afraid to come and say when he has a problem in his life that I need to go or I need to leave or I need to go just for some days, so it's like, how do I say this, some other time, the common human things that are not in the law or in the way we do our payroll, but he can come and say it all the time, and we always find a solution to the problem of how can he still manage his life.*' I5: '*The last teachers were just found and accepted through the teachers working in the school, who remembered study friends, colleagues from other schools, telling them about the good working conditions we have, the good micro-climate, and thus attracting teachers to choose our school.*' The data suggests that headmasters see their role as the creator of the organisational culture and their influence in attracting new teachers. This is in line with the ideas expressed by Paužuolienė and Šimanskienė (2021) that the organisational culture affects employee satisfaction, and that employees who are satisfied with their work are not inclined to quit their jobs, they are more attentive to the needs of others, and that a nurturing organisational culture ensures the loyalty of employees, as well as the ideas expressed by Podolsky et al. (2016) that the atmosphere and working conditions in an educational institution are important for teachers' performance, and increase the likelihood of teachers' professional success and well-being in the institution.

Table 1. Ways headmasters attract new teachers to general education institutions

Category	Subcategory	Statements	Number of statements
Ways of attracting teachers	Building an organisational culture	I1: '*This is our community, it is not up to me alone, it is up to all of us, it is up to our team, it is up to all of us to be able to focus, to be able to ... on our own communication and coope- ration. On that our, again, I'm talking here, again, remains the micro-climate. If it is good for all of us, it means that the person who comes in feels, and we've heard that from a lot of people really, that it's just warm when you come into the institution.*' I4: '*[...] that they feel safe, that they feel supported all the time, that they feel they have a team around them that can help them, that they have people in the team that can support them. That's what we always really guarantee and, well, probably that he is not afraid to come and speak up when he has a problem in his life, that I need to leave or I just need to leave for a few days, so that's the kind of thing that I would say next time, common human things that are not written in the law or in our pay procedure, but all the time they can come to say, and all the time we find a solution, how he can still manage in his life with his things [...].*' I5: '*The last teachers were just found and accepted through the teachers working in the school, who remembered study friends, colleagues from other schools, telling them about the good working conditions, the good micro-climate, thus attrac- ting teachers to choose our school*'	3
	Material resources proposal	I2: '*When teachers come, what you offer them is a refurbished classroom with multimedia, a smart board, a screen, etc, and air conditioning.*' I5: '*[...] by offering a motivating salary*'	2
	Offering students doing internships to stay on	I3: '*And, of those internships, a lot of them come to work, they stay. We then ask them if they liked it, if they could work for us, they start off with a smaller load and then they take on a bigger load.*' I1: '*Very often we are happy to take students, fourth-year stu- dents, third-year students, those who want. We give them every opportunity to stay with us and finish their studies. And we have people like that, anyway more than one, if we talk specifically about our institution, we have more than one person who has started, let's say, just graduated from high school and now he has already defended and graduated as a head teacher*'	2
	Doing nothing	I3: '*You know, I'm not doing anything now.*' I7: '*I don't. I don't do anything. I don't do anything. I place an advert and I wait for them to come. So what do I do, tell me. Well, what am I supposed to do? Nothing*'	2
	Increased wor- kload proposal	I2: '*[...] it's just that you propose some kind of increased amount of full-time equivalent, let's say a full-time equivalent with a certain amount of full-time equivalent, you propose a parenting class, you offer non-formal education classes, and so on, just to give the per- son a workload, so that if a person is going through two schools, you try to make it so that he is in one school*'	1
	Low class size proposal	I6: '*As regards attracting teachers to work or not, it is very important that these are small classes. It's not 24 children, it's not 30 children, it's ten children maximum*'	1

The study also sought to find out how headmasters in general education institutions retain new teachers. The results are presented in Table 2.

Table 2. Actions used by managers to retain new teachers in general education institutions

Category	Subcategory	Statements	Number of statements
Managers' actions to retain new teachers in educational institutions	Providing support to new teachers	I2: '*Every young teacher is assigned a mentor. This is a teacher who already has more experience in teaching, and for the young teacher who comes to me, which is actually, they are asked what kind of help they need. Every three months I have an interview with the new staff, talking about how they are doing, what kind of help they need, what kind of difficulties, what kind of joys they are facing. And of course the annual interview in June is also about how I, as a manager, can help them to have better working conditions.*' I5: '[...] *the school has a culture of communication and cooperation, with new teachers constantly supported* [...]' I7: '*So if they have already come to me, they are already embraced with all kinds of love, it's not only up to the headmaster whether the teacher stays or not, it's up to what other teachers are like, and I encourage teachers not to be jealous of each other, to share* [...]' I3: '*We talk about how they are doing, and they tell me it is good because they have help* [...]' I6: '[...] *we help each other, and I think that is a very big motivation* [...]' I4: '*That's the main thing probably, that they come and talk about what problems they have, and we will definitely help them to solve them, at least guide them, if not help them, at least they will get some kind of help in solving that problem*'	6
	Financial motivation	I2: '*Well, here again I'm kind of saying, there's more of, different, like, different motivational things coming into play, like, well, different kinds of bonuses. To the extent that this is allowed by, of course, all the laws of the Labour Code or not.*' I5: '[...] *sufficient workload.*' I1: '*Incentive system* [...] *that is material, that is bonuses*'	3
	Non-material motivation	I2: '*These are also, I think, some of the motivational things, the verbal praise, the thanks, the written thanks.*' I1: '*A motivational system, that is, which consists of, first of all, training, when you make it possible for a person to go to seminars and conferences, without having to pay for it, because, well, theory is one thing, practice is a little bit another thing, and ... The other motivational system, that is, thanks, praise, awards, incentives.*' I3: '[...] *we motivate teachers with letters of appreciation* [...] *and we release people to study for whatever they want to qualify for* [...]'	3
	Organising joint activities for the community	I2: '[...] *certain things like, say, teacher camps, teacher activities, informal get-togethers.*' I3: '[...] *we motivate teachers* [...] *and go on free trips* [...]'	
	Confidence in the teacher	I1: '[...] *the headmaster must not interfere with the teacher's work. If the headmaster does not trust the teacher, as I say, in any case, they are young teachers and we know the tradition that everyone goes to observe, which I don't like very much, as they say, I go for pedagogical supervision, I don't like this term pedagogical supervision very much, for me it is, you just have to go to a young teacher, maybe as a consultant* [...] *I mean, I'm in favour of the fact that I have to trust the teacher*'	1
	Support	I1: '*The team, actually my deputies, that's probably the strong side of the school. And it's not my words, it's the teachers, the people, and a lot of them really tell the headmaster if if it wasn't for you, we wouldn't be working today. It is hard work, but the administration can do a very good job to keep people*'	1

The most common way of retaining new teachers is by providing support to new teachers (six statements). According to the informants: I2: '*Every young teacher is assigned a mentor. This is a teacher who already has more experience in teaching, and the young educator who comes to me, which is actually, is asked what kind of help they need, every three months I have a conversation with the new staff, we talk about how they are doing, what kind of help they need, what kind of difficulties, what kind of joys they are facing. And of course during the annual interview in June, they also talk about how I, as a supervisor, can help them to improve their working conditions.*' I5: '*[...] the school has a culture of communication and cooperation, and new teachers are constantly supported.*' I7: '*If they have already come to me, they are already embraced with love, it is not only up to the manager whether a teacher stays or not, it is also up to the other teachers, and I encourage teachers not to be jealous of each other, to share.*' I3: '*We talk about how they are doing and they tell me that it is good because they have help [...]*' I6: '*[...] we help each other and I think that is a very big motivation [...]*' I4: '*The main thing is probably to come and talk about what problems they are facing and we will definitely help to solve them, at least guide them, if not help them, at least they will get some kind of help in solving that problem.*' The data suggests that managers are aware of the need for support for new teachers in their daily work, and meet this need. This echoes the view of Reitman and Karge (2019), that the need for support is one of the most important aspects in the early years of a teaching career, influencing whether or not teachers quit at the beginning of their job.

The study also sought to elicit the views of managers on the decisions they should make to attract new teachers. The results are presented in Table 3.

Table 3. Headmasters' views on solutions to attract new teachers

Category	Subcategory	Statements	Number of statements
Solutions to help managers attract new teachers	Attracting teachers does not depend on the manager's decisions	I7: '*How would it depend on the manager whether people come to me or not if they are not there. If they are there, they come and they can choose [...] we can only put it in perspective to encourage young people to choose the teaching profession, but beyond that it's not up to the headmaster that there are no teachers. Here, you know, that question is unanswerable. Rhetorical.*' I2: '*For today, I think it is not in the manager's power to decide, as teachers are not enrolling in universities and no one is learning [...] I think it should not be a managerial decision any more, but at the level of the Ministry of Education.*' I4: '*You probably know, I would think that a headmaster can do a lot, but actually the state also has to think, and education should be a priority. To attract young people to go to school and be teachers, you know, the headmaster cannot help much really. You can try to be the best leader you can, actually. We are talking to headmasters in the city right now, you know, to create that good atmosphere at work. Just now they are not there at the moment. The fact that whoever could come in, they are just not there*'	3
	Creating attractive working conditions for teachers	I3: '*It has to be flexible, to offer conditions where they can learn side by side. Of course the lessons are very important, but then I prefer to work with, let's say, two people, to make the timetable so that if one of them can't, the other one is in charge, that's what I'm talking about with young people.*' I6: '*[...] flexible working hours [...]*'	2

Category	Subcategory	Statements	Number of statements
	Developing a diversified moti-vational system	I3: '*I really think that motivation sometimes needs to be done with a monetary bonus, because for the first six months of the year we kind of can't do it, but I think that for certain jobs or for free time days, we have the practice of giving days off, that is, extra leave under the law for extra work.*' I1: '*Again there will be, so, the one, well, I'll repeat myself pro-bably, is to create a motivational system that is attractive to the young person coming in*'	2
	Initiatives from higher authori-ties	I5: '*There could be a reserve of teachers in the city or the county, teachers who live outside Klaipėda should be paid for their travel.*' I2: '*[...] there could be some kind of travel expenses for teachers, perhaps if young people would like, to attract them, maybe it could be some kind of rent or accommodation, paying for accommodation and so on, that would be one of the things that the government could do on a national level to attract young people [...] I imagine that if young people get a grant while they're studying they should commit to the state for at least five years after that, because the state is giving them a free education and also pays them money. It should actually be a commitment that when he starts, when he starts his studies, he knows where he is going to work, in which school. The other thing that could be, I think, not only money should motivate, but probably in the case of grants, there should probably be the prestige of the teacher, what was promised by the 25th year, but I somehow think that has remained just a broad slogan. And, of course, teachers' earnings, teachers should be, could be, should live with dignity. There should be higher earnings for teachers, and, as I say, the pay of a teacher should be at least two times higher than a governor for teachers to come to work in the school or not*'	2
	Providing infor-mation	I1: '*They have to see it when they come in and it's probably my responsibility as headmaster to present the institution to them in a clear and understandable way, what is going on in our institution and what we expect from them*'	1
	Accessibility to the supervisor of the teacher	I3: '*The supervisor must be accessible, so that he can write and call and contact, without fear of the supervisor. And of course, if a person comes to the supervisor with a problem, I understand that the educational process must never stop, it must go on, but if the person is not well, we must see that the person is regenerated and comes back. We have to change something, but, as I say, we should never suggest that a person should quit his job, it is the easiest way*'	1
	Strengthe-ning cooperation with other institutions	I5: '*There may be a need to cooperate with universities more effectively [...]*'	1

The headmasters of the educational establishments participating in the survey believe that attracting tea-chers is not dependent on the decisions taken by the headmaster (three statements). I7: '*How would it depend on the manager whether people come to see me or not if there are no people. If they are there they come and they can choose [...] we can only put it in perspective to encourage young people to choose the teaching pro-fession, but beyond that it is not up to the headmaster that there are no teachers. Here, you know, that ques-tion is unanswerable. Rhetorical.*' I2: '*Today, I think that it is not up to the headmaster to make decisions, as teachers are not enroling at all and no one is studying [...] I think it should not be a managerial decision, but a decision made at the level of the Ministry of Education.*' I4: '*Probably, you know, I think that the manager*

50

can do a lot, but actually the state also has to think, and the priority should be education. It's to attract young people to go to school and to be teachers, you know, there's not much the headmaster can really do. You can try to be the best leader you can be, actually. We are talking now also with headmasters in the city, you know, to create that good atmosphere at work, it's just that they are not there at the moment. The fact that whoever could come in, they are just not there.' The data suggests that the heads of general education institutions do not see the effect of their managerial activities on attracting new teachers, seeing the shortcomings of state policy on teacher training and the attitude towards the teaching profession.

The study also sought to find out managers' views on what opportunities they would like to help them attract new teachers. The results are presented in Table 4.

Table 4. Headmasters' views on opportunities to attract new teachers

Category	Subcategory	Statements	Number of statements
Opportunities that would help attract new teachers	Financial possibilities for the motivation of teachers	I4: '*I've always dreamed for a long time, probably more than seven years now, that if I saw the work was extremely hard, I would like to give teachers some kind of bigger gifts, or even like monthly passes to a sports club or a swimming pool. Well, such incentives, and that's the way business is now. Well, it's actually that kind of thing, or for health improvement, some kind of annual, let's say, voucher that the state would provide, or the Klaipėda city government perhaps, or I would have a, I mean, a financial line from which I could then give to the teachers, actually, as with a basket, some amount of funds for the year comes in, and then you're looking at your staff.*' I3: '*Flexible, I would like to be able to pay, let's say, more flexible payments. Now if they don't have a university degree, they are subject to lower coefficients. It should already be here that motivation and salary are important enough to attract young people. That and, say, if they have a lighter workload, so that their salary is not much lower, they shouldn't necessarily have a high workload in order to have a high salary*'	2
	Payment for living expenses	I4: '*I would like, if they are living somewhere, moving from, for example, Kelmė or not, to Klaipėda, that he might be reimbursed his living expenses for a certain period*'	1
	Commuting expenses	I4: '*I would like to see, for example, payment for transport, if they live somewhere, whether or not it's, say, for travel or tickets or fuel, because really that could come from the district maybe, for teachers to come to the city to work*'	1
	More modern educational facilities	I1: '*We would like to have a modern, up-to-date facility, large premises, beautiful ones [...]*'	1
	More effective cooperation with other institutions	I3: '*I would like to see more opportunities for internships, so that, for example, the university would have more involved schools. I, for example, would be really happy to be involved, say, as a school where, say, we take on a lot of trainees, and that would be a regular thing, so that I would know when the school year is starting, new people would be coming from that kind of thing*'	1
	Easier recruitment of students	I3: '*I would like to make it easier to recruit students from the second year onwards who could, say, take a small number of lessons, but try to work in the school, and maybe keep them*'	1

The data suggest that what the heads of general education institutions would most like to see is better financial opportunities to promote teachers, and the possibility to reallocate financial resources (two statements). I4: '*I've always dreamed for a long time, probably more than seven years now, that if I saw the work was extremely hard, I would like to give teachers some kind of bigger gifts, or even like monthly passes to a sports club or to a swimming pool. Well, such incentives, and that's the way business is now. Well, it's actually that kind of thing, or for health improvement, some kind of annual, let's say, voucher that the state would provide, or the Klaipėda city government perhaps, or I would have a, I mean, a financial line from which I could then give to the teachers, actually, as with a basket, some amount of fundraising for the year comes in, and then you're looking at your staff.*' I3: '*Flexible, I would like to be able to pay, let's say, more flexible payment. Now if they don't have a university degree, they are subject to lower coefficients, it should already be here that motivation and salary are important enough to attract young people. That and, say, if they have a lighter workload, so that their salary is not much lower, they shouldn't necessarily have a high workload in order to have a high salary.*' The findings suggest that managers in general education see financial resources as one aspect that can help attract teachers, or can be used for activities that could attract teachers.

Conclusions

The activities of headmasters of general education institutions are characterised by multiple roles, duties and responsibilities. The head of the institution, being responsible for recruitment and hiring and attracting teachers, can create a positive atmosphere and organisational culture in the educational institution, ensure positive working conditions for teachers, and build trust between the headmaster and the teacher. Headmasters also have the opportunity to support teachers, by providing them with the necessary assistance and mentoring, thus contributing to job satisfaction and increasing the likelihood of success in their teaching. When recruiting new teachers, headmasters help new teachers connect with the school's goals and vision by ensuring effective communication, providing information about the institution's goals, and building a rapport with the incoming teacher. In addition, by creating a motivational system in the institution, the headmaster can contribute to attracting teachers to the educational institution under his or her leadership.

An analysis of the data obtained in the study showed that the majority of headmasters of general education institutions in Klaipėda who participated in the study believe that the organisational culture prevailing in the institution is the main factor attracting new teachers. The study found that in Klaipėda's general education institutions, managers retain new teachers by providing them with the necessary support when they start teaching. It was also found that headmasters of general education institutions believe that attracting new teachers does not depend on their managerial decisions, but that it depends more on municipal or state policy. The study found that headmasters of general education institutions in Klaipėda would like to be able to use financial resources to attract or promote teachers.

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VADOVO VEIKLA PRITRAUKIANT NAUJUS PEDAGOGUS Į KLAIPĖDOS MIESTO BENDROJO UGDYMO ĮSTAIGAS: VADOVŲ POŽIŪRIS

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Santrauka

Ugdymo įstaigos vadovas laikomas vienu svarbiausių asmenų, savo veiksmais ir priimamais sprendimais lemiančių vadovaujamos įstaigos sėkmę, atmosferą ir darančių poveikį dirbantiems pedagogams (Hermann ir kt., 2019; Marzuki, Lampuasa, 2019). Vadovų priimami sprendimai veikia visus švietimo įstaigoje dirbančiuosius: priima sprendimus dėl darbuotojų paieškos ir priėmimo į darbą, kuria įstaigos atmosferą sąveikaudami su čia jau dirbančiais ir potencialiais pedagogais, formuoja nuomonę apie įstaigą (Onyeike, 2018), kuri į švietimo įstaigą gali pritraukti naujų darbuotojų (Sebastian, Allenswortth, Huang, 2016). 2016 metais UNESCO priimtoje programoje „Švietimas 2030" numatoma iki 2030 metų didinti kvalifikuotų pedagogų pasiūlą, tačiau visoje Europoje pastebima pedagogų skaičiaus mažėjimo tendencija (Eurostato 2017–2019 metų duomenimis) ir poreikis į ugdymo įstaigas pritraukti naujų pedagogų. Pedagogų pritraukimo problema aktuali ir Lietuvai. Remiantis vyriausybės strateginės analizės centro (STRATA) 2020 metais atliktų tyrimų išvadomis ir parengtais „Pedagogų poreikio prognozavimo" (2021) scenarijais, per artimiausius metus ugdymo įstaigoms vis dažniau trūks pedagogų, tikėtina, kad ateinančių dirbti pedagogų skaičius ilgainiui sumažės perpus, tad kyla poreikis ieškoti būdų, kaip pritraukti pedagogus.

Straipsnio tikslas – išsiaiškinti bendrojo ugdymo įstaigų vadovų nuomonę dėl vadovo veiklos, lemiančią naujų pedagogų pritraukimo į Klaipėdos miesto bendrojo ugdymo įstaigas galimybes. Objektas – vadovo veikla, didinanti naujų pedagogų pritraukimo į Klaipėdos miesto bendrojo ugdymo įstaigas galimybes. Uždaviniai – išanalizuoti bendrojo ugdymo įstaigų vadovų veiklą, siekiant padidinti naujų pedagogų į bendrojo ugdymo įstaigas pritraukimo galimybes, ištirti ugdymo įstaigų vadovų nuomones dėl naujų pedagogų pritraukimo į bendrojo ugdymo įstaigas galimybių. Taikyti metodai: mokslinės literatūros, dokumentų analizė, iš dalies struktūruotas interviu, duomenų turinio analizė.

Bendrojo ugdymo įstaigų vadovų veikla ugdymo įstaigoje pasižymi daugialypiais vaidmenimis, pareigomis ir atsakomybėmis. Įstaigos vadovas gali kurti teigiamą ugdymo įstaigos organizacinę kultūrą, rūpintis pedagogų darbo sąlygų užtikrinimu, didinti vadovo bei pedagogo pasitikėjimą. Ugdymo įstaigų vadovai turi galimybę remti pedagogus, teikti jiems pagalbą, skirti mentorius, taip prisidėdami prie pasitenkinimo pedagoginiu darbu ir didindami tokio darbo sėkmės tikimybę. Priimdami naujus pedagogus vadovai, užtikrindami veiksmingą komunikaciją, informuodami juos apie įstaigą, puoselėdami ryšį su ateinančiu dirbti pedagogu, padeda jiems susieti savo veiklą su mokyklos tikslais ir vizijomis, įstaigoje kurdami motyvacinę sistemą šia savo veikla gali prisidėti prie pedagogų pritraukimo.

Atlikus bendrojo ugdymo įstaigų vadovų nuomonių dėl naujų pedagogų pritraukimo į bendrojo ugdymo įstaigas tyrimą išsiaiškinta, kad daugelis tyrime dalyvavusių Klaipėdos miesto bendrojo ugdymo įstaigų vadovų mano, jog organizacinė kultūra yra pagrindinis naujų pedagogų pritraukimo į ugdymo įstaigą veiksnys. Pasak tyrime dalyvavusių Klaipėdos miesto bendrojo ugdymo įstaigų vadovų, naujus pedagogus jie išlaiko teikdami jiems pagalbą pradėjus dirbti pedagoginį darbą. Atlikus tyrimą sužinota bendrojo ugdymo įstaigų vadovų nuomonė, kad nuo jų priimamų vadybinių sprendimų naujų pedagogų pritraukimas nepriklauso. Be to, paaiškėjo, kad Klaipėdos miesto bendrojo ugdymo įstaigų vadovai norėtų turėti galimybę panaudoti finansinius išteklius pedagogams pritraukti.

PAGRINDINIAI ŽODŽIAI: *nauji pedagogai, pedagogų pritraukimas, ugdymo įstaigų vadovai.*

JEL KLASIFIKACIJA: J24, I29