

QUALITY EXPRESSION EDUCATIONAL ORGANIZATIONS: THEORETICAL ASPECT

Dalia Martišauskienė¹, Kęstutis Trakšėlys²

ABSTRACT

In the article authors analyze the expression of quality education organization. Based on Lithuanian and foreign authors works featured the philosophical and managerial theories, which guarantees the quality of education access. Analyze quality theory and their expression in education management organizations. Also deals the services of education and the orientation towards consumer's behavior of educational organizations and education institutions.

KEY WORDS: Education, Educational organization, Educational services, Quality of Education.

Introduction

In Lithuania, the services of children's education and the questions of its quality and management as well as their correspondence to consumers' needs have not been sufficiently investigated. In this sphere, there are only several scientists who in their works discussed the questions of quality of educational organization (Monkevičienė, 2000, 2001; Gražienė, 1993). However, these problems were extensively discussed in the commissioned researches by the Ministry of Education and Science in the period of 2004-2009. The option of possibilities of service of education in Lithuania was researched in them; the factors limiting the option and the reasons were indicated. In accordance to the researches' opinion, one of the most important impediments in the option of service is the inadequacy to parents' needs to educate children, even in the early age, in the institutions of school education. The types of educational help for families upbringing pre-school and school age children have been investigate. It was

¹ Dalia Martišauskienė – socialinių mokslų (edukologija) daktarė, Klaipėdos universiteto Sveikatos mokslų fakulteto Visuomenės sveikatos katedros docentė. Moksliniai interesai: švietimo kokybė ir kokybės kultūros raiška, švietimo organizacijų vadyba, švietimo paslaugų vartotojų poreikių tenkinimas.

² Kęstutis Trakšėlys – socialinių mokslų (edukologija) daktaras, Klaipėdos universiteto Tęstinių studijų instituto Andragogikos katedros lektorius, mokslo daruotojas, Lietuvos edukologijos universitetas, Edukologijos katedros docentas. Moksliniai interesai: andragogika, švietimo sociologija, socialinė stratifikacija ir lygiavertiškumas.

ascertained what families, according to social groups, have the possibilities to receive the services of children's education and educational help as well as what types of help are the most appropriate for them. The parents' and foster-parents' provisions for relevance, accessibility, and necessity of this service have been investigated. The problem of diversity of education services as well as the correspondence of services to society's expectations were investigated and analyzed (Monkevičienė, 2001). The scientists ascertained the diversity of programmes of education; their correspondence to the requirements of quality of education as well as indicated the spectrum of services of education and the financing sources. The state of quality of education was investigated in relation to the content and forms of informing the residents (Juodaitytė, Gaučaitė, Kazlauskienė et al, 2009). In the present research, the parents' needs for the content of information, quality and educational help were ascertained.

Modern, educational organization as organizations strive to provide the services of qualitative education and satisfy children's and parents' needs, which are as "particular consumers' wishes, the conception that something is lacking or everything is good" (Pociūtė 2005), and the expectations are related to desires aimed at perspective. Thus any organization in accordance to the opinion of quality management theorists (Baird et al, 2011), has always to be interested in consumers' needs and expectations, because in this way it wins trust and loyalty. The educational organization is described as organization of services (Sallis, 2002), but the conception of quality of each educational institution, including the institution of pre-school education, may be different as each of them assess as the proceeding processes of education in its own way (Valiuškevičiūtė et al 2008). In accordance to practical management view (Ališauskas, 2004), the particular content of quality is agreement. The subjects of agreement (service providers, consumers, politicians, etc.) represent different interests and their agreements concerning the service quality are also conceived differently. However, the lack of explicitness of family's role and participation in educational organization impedes the achievement of this agreement. Both parents and heads as well as teachers of institutions of educational organization have yet oriented to the model of interaction of traditional family and educational organization. Thus parents often conceived the teachers' invitation to take part in children's education processes as an obligatory activity which is delegated to them (Juodaitytė, 2008). So, till now, the model of collaboration between institutions of educational organization and family is left indefinite. Furthermore, it is not explicated what place is occupied by a family in the system of educational organization. Parents' needs in the sphere of educational organization are changing in both content and form, because parents' occupation market and family model itself are changing as well.

The article aims – in theory to analyze the expression of quality education organizations.

Research methods: Analysis of scientific literature and metaanalysis.

1. Philosophical and managerial theories guarantee the quality of education access

The modeling of quality management of education while researching parents' as consumers' needs is paradigmatically substantiated by the conceptions of philosophy and management to the modeling of service quality management as process while continually appealing to parents'/consumers' needs as well as the corresponding theoretical provisions.

The social interactionalism allows to conceive service providers' (teachers' and heads') as well as service consumers' (children's and parents') intercommunion as a permanent interaction in which they get involved through the general aim and communicative outcomes. The teachers of school education during the period of verbal and non-verbal communication transfer the information to pupils and their parents. At the same time the feedback is taking place, because on the basis of social communication, the product (education) and its values are developed and changed as well as the social novelty is created, that is significant for the participants (heads, teachers, and parents) of communication.

On the basis of propositions of social participation theory, it is possible to state that both service providers and consumers (as any person) can take part in a daily and important for society activity, which involves the service of school education as well as to develop significant feelings, the means of their expression or behaviour. The theoretical conception proposed by Garvin. D (1988) is important for the research of school education service: any person's participation in activity as is expressed by means of activeness which is important not only for everybody personally, but also for social action and society which entrusts this action to individuals, their groups involving both consumer(s) and provider(s). The activeness of person's or group's social participation in the processes of service creates sociality as well, because society is open to both individual's and society's needs. Thus consumers' and service providers' social interest in the service quality and management have to be equivalent activities (Kohont, Bergoč, 2010).

The theory of social constructionism allows to substantiate the management of quality of school education by means of providers' and consumers' approach to the process of knowledge which is important for them while emphasizing the previous experience and applying the knowledge to new situations. The management of quality of pre-school education may be perceived through the stages of social learning processes that allow to emphasize the possibilities of individual's adaptation in society, while mastering to perform some definite social roles (service providers and consumers) as well as to construct the general conception which means that only having the definite aim and regarding the situation of pre-school education and external and internal factors that determine this situation, it is possible to look for the common agreement on the modeling of quality of pre-school education service.

The theory of general quality management is one of the most important which permits to substantiate the organization of modeling process of service quality management of school education in the activities of organizations (Vanagas, 2004; Kaziliūnas, 2004; Zink, 2007). While substantiating the modeling peculiarities of service quality of pre-school education the following theoretical conception was taken into consideration: one of the most important aims of modeling peculiarities of service quality of school education is the harmonization of activity permitting to look for the interrelationship between product and quality of process, as the quality may be modeled and managed. The paradigm of management is applied to the modeling of service (including school education as well), because the following senses are inherent to this process: comprehensibility, settlement and responsibility (Bagdonienė and other, 2009).

The theoretical conception of systems of organization's management forms the possibilities to model the process of interrelationship between organization's politics and aims, as while creating the system of quality management one of its most important elements is the emphasis of the mission as sense of organization's existence, systemic and procedural approach to management, explicitness of processes as well as permanent security of interrelationship with customer (Bagdonienė and other, 2009).

The theory of management of service quality allows to substantiate the services of school education as a process which was influenced by consumers' needs, expectations and possibilities of agreement between provider and consumer concerning service quality (Albrecht, Zemke, 1987 and other,). On this basis, the service of school education may be substantiated as help to consumer, when service provider consciously strives to transform it as a product-boon which belongs to consumer.

The research of consumers' needs is substantiated by the methodology of consumers' behaviour (Virvilaitė, Banytė, 2000), that allows to explicate how individuals behave in some definite, related to consumption conditions as well as what internal and external factors determine one or another behaviour.

The modeling of service quality management of pschool education while researching parents' as consumers' needs is substantiated by two philosophical paradigms of explication of social phenomena – normative (positivist) and interpretative (phenomenological). This allows to harmonize two approaches, preferring quantitative research methods, when the information is compiled by means of questionnaire, statistically determining the representative scope. The interpretational methodology of consumers' behaviour allows to analyze the problems in a broader context, because it determines the necessity of consumer's decision on service quality.

The theory of systems constitutes the basis for the description of modeling of service quality of school education as a system. Then accessibility, confidence, con-

venience, perfection of service become important and significant not only in some definite situations, but also in the process of permanent development of service. This function as an integral system, where the activity of one segment affects the activity of whole system as reciprocal influence and dependence, is appropriate for this interaction.

2. The theory of qualitative management

The quality as a polysemous phenomenon is one of the most meaningful conceptions and dynamic notions of modern alterations, whose treatment is changing and depends on the peculiarities of the problems under pending as well as the type of context and quality object. The principle approaches to the quality are presented in the scientific context: transcendental conception is based on the common understanding of goodness and perfection. This does not require the exact measurements or assessment of quality: the conception substantiated by means of product assessment is based on the fact that it is understood as a unity of features and characteristics of products or services. This unity is related to their correspondence to some definite requirements. Furthermore, the conception which is substantiated by means of consumers' needs and expectations treats the quality as a harmony between something what should be, i.e. consumers' requirements and something what is at the moment: what service is actually provided. The conception which is substantiated by means of production practice, which is based on the approach to quality, is formulated by Crosby (Garvin, 1988). The quality substantiated by value reveals the quality relations with the product production and other expenses as well as prices. While an organization is orienting to the quality management, the determination of quality becomes especially relevant as such things like what management will be implemented in an organization, what culture will be organized in an organization, what influence it will have on employees, etc. are based on it. The quality ideas may be implemented by means of understanding the basic principles of quality management: systemic and process approaches, constant improvement, leadership, the participation of employees, reciprocal useful contacts with providers and orientation to consumers (Berings et al, 2011). Referring to the principles of quality management recommended by International Organization of Standardization (ISO), the identification of work processes and the management of organization have to be based on systemic approach. This approach helps an organization to understand and assess its possibilities and difficulties, eliminate defects and endeavour for aims, work productively as the processes are assessed as interdependent elements. The continuous approach helps to seek desirable results in a more effective way, as this approach requires to determine activity processes, define the managers of processes and their responsibility. The conclusion could be drawn that quality is conceived as

a polysemous notion and phenomenon, as perception of quality, measurements and criteria by means of which the quality is assessed differ.

3. The services of education functions and assessment

The conception of school education as primary and probably the most essential link in educational system which is perfected according to general upbringing ideas of public education and human's development. In accordance to education policy of European Union, which is targeted to the integration of education and social services, supporting child and family, Lithuania shifts from narrow specialization of institutional direction (i.e. nursery, pre-school, school, foster home) to versatile upbringing and new way of teacher training – childhood upbringing (Tamulienė, 2011). This aim is substantiated by stimulation of parents' economical activeness and employment as well as new formation of society's contemplation as school upbringing greatly influences subsequent children's academic achievements and abilities of social adaptation necessary for competitive and substantiated with knowledge society. The alterations in the development of society as well as in political, cultural and social settings determine the expansion of work of modern school institutions. The school upbringing becomes concurrent with globalization processes in society what demands new upbringing syllabus, forms and methods which correspond both to society's and parents' and children's expectations. In accordance to its purpose, the school institution relating to mission, philosophy, aims and strategy as well as meeting the society's social orders, children's and parents' inner needs and its inner potential is commissioned to provide the following services: educational, children's rights, children's health, child's care and social protection, nutrition, children's (who have special needs) upbringing, integration of social disjuncture, artistic training, physical training, and parents' education. Firstly, the functions and service contribution of school education institution have to correlate with educational and social education; furthermore, while organizing and providing the mentioned services to a consumer, it is necessary to assess the demand of these services. The assess of social and educational needs is the identification and the determination of their extent in particular domain of a person's or society's needs in accordance to resources, aims and objectives of school institution. Various assessment levels of education services differ in both criteria and demand of services and methods of assessment. While elaborating it is possible to point out the following levels of social and educational service demands: national level, regional (county, village and town) level, community (municipality and sub-district) level, and individual level. The economic and social processes, social differentiation, migration which take part in Lithuania reflect in families as well. However, a child has to be provided with all necessary opportunities in order to get versatile education which

helps to nature child's natural capacities as well as improve special skills. This right is understood as formation of conditions of child's total (self-)education, the creation of stimulating and substantial environment for education, approachability of education, offer of qualitative services, training of excellent teachers, etc.

4. The orientation towards consumer's behavior of educational organizations and school institutions

In Lithuania, education aims to provide each child, who is developed in different economic, social and cultural conditions, with equal upbringing opportunities, thus the number of institutions of school education and education modeling is increasing. The institutions of school education are named as service providers and parents who make use of the service provided by such institutions are consumers. To put in management terms, educational organizations are distributors which provide consumers with their services together with the production provided by different producers. Thus it could be presumed that not only the providers of educational service but also the producers of educational production are responsible for the quality of education, though consumers of educational service have influence as well. The consumers of school institution are children and their parents thus the educational institution while providing educational and social services has to consider their needs. The appropriate identification of consumers' needs and their involvement into upbringing activity and strategic syllabus of school institution enable to collaborate with service recipients more effectively. The institution of school education while aiming to identify the needs of its service consumers has to assess their expectations, objectives, appropriate outcomes which are necessary for different age groups. The institution of school education aiming to provide the qualitative services and to satisfy the consumers has to know their behavior as this is one of the most significant individual's activities while obtaining and using a product, service involving the processes of solution acceptance, which are carried out before the service is provided and after this. A consumer's behavior involves mental decisions and physical activities which result from these activities, so a consumer as a personality is a complex subject whose behavior is not easy to predict. The consumer of school education is a child, his parents or, to put in other terms, family that can orient the behavior of child's purchasing relating to religion, politics, economics, personal ambitions, affection, etc. A family forms the system of values, culture, within which children learn about their social class, learn how to create the environment of learning and cognition, structure their role in social life. It means that already in a family appropriate child's as consumers behavior develops, so lately a family is named as a separate unit of consumer's behavior formation. The practice of school institutions reveals that many solutions in a family are carried out

by means of consensus (e.g. what school a child will attend, state or private, what additional services he /she needs, the choice of food, separate physical load, etc.), thus while collaborating with consumers it is necessary for educational institutions to know better the family types, family structure, the cycles of families and their households and their influence to the purchasing of services.

Conclusions

The services of education depend on the model of social welfare which is chosen by family and child, because the institution of education protects a child's early education and is the organization providing the services to a family and which is oriented to service consumer (parents and children). The main service consumers are parents, because a family is responsible for a child's education and the institution of education provides it with specialized and professional services in the sphere of child's education.

In managerial, sociological and educational investigations there is no united scientific explication related to the conception of quality and service quality. A variety of opinions exists, however, many scientists think that namely such situation encourages the necessity of communication and agreement on the quality of senses as well as the situations of orientation to reality. The conception of service quality of education mostly is explained on the basis of general managerial theories which are applied to both general management and educational (applied) management;

The service quality of education may be assessed with reference to the criteria of effectiveness and the levels of assessment of service quality as well as orienting to other qualitative features of service provision (competence, confidence, helpfulness, span of process, accuracy) and also according to the mission of institution, vision, aims, objectives and ways of financing.

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KOKYBĖS RAIŠKA ŠVIETIMO ORGANIZACIJOJE: TEORINIS ASPEKTAS

Dalia Martišauskienė, Kęstutis Trakšėlys

Santrauka

Lietuvoje jau tapo įprasta į švietimo organizaciją žvelgti kaip į edukacines ir socialines paslaugas teikiančią organizaciją. Tad visos švietimo įstaigos, kaip organizacijos, turėtų teikti kokybiškas paslaugas, atitinkančias vartotojų poreikius, lūkesčius, ir įgyti jų pasitikėjimą bei lojalumą. Kita vertus, sudėtinga spręsti, kokios turėtų būti teikiamos švietimo paslaugos, kad jas galėtume pavadinti kokybiškomis. Nes pati *kokybės* sąvoka yra gana sudėtinga ir daugiaprasmė. Kokybė kaip daugiareikšmis reiškinys yra viena reikšmingiausių šiuolaikinės pokyčių aplinkos koncepcijų, dinamiškų sąvokų, kurios traktavimas laikui bėgant kinta ir priklauso nuo sprendžiamų uždavinių specifikos, konteksto ar kokybės objekto tipo. To prie-

žastis yra *kokybės* sąvokos sudėtingumas ir platumas, kuriuos lemia didelė kokybės objektų įvairovė bei kokybę lemiančių veiksnių, jos sukeliamų problemų gausa. *Kokybės* sampratos apibrėžtis sudėtinga, todėl įvairūs autoriai (Tuchman, 1980; Pirsing, 1984; Garvin, 1988; Reeves, Bednar, 1994; Dahlgaard, Kristersen, Geopal, 1998; Stoner, Freeman, Gilbert, 1999; Rudzevičius, 2005) bando tam tikru būdu sugrupuoti skirtingas *kokybės* sąvokas, jas priskirti tam tikroms grupėms ar kategorijoms, taip siekdami suformuoti pagrindą aiškesniam *kokybės* sampratos suvokimui. Organizacijai orientuojantis į kokybės vadybą, *kokybės* apibrėžtis tampa ypač aktuali, nes nuo jos priklauso, kaip kokybės vadyba bus diegiama organizacijoje, kokia bus kuriama organizacijos kultūra, kaip tai veiks darbuotojus ir pan.

Tad straipsnio autoriai, remdamiesi Lietuvos ir užsienio mokslininkų išvaidomis, pristato švietimo kokybės vadybos ir filosofines teorijas, kurios laiduoja kokybės raišką švietimo organizacijoje. Taip pat teoriniu aspektu nagrinėja, kaip kokybės elementus galima įgyvendinti teikiant švietimo paslaugas ir kiek tai yra orientuota į paslaugų vartotoją. Todėl ir švietimo įstaiga, siekdama teikti kokybiškas paslaugas, privalo identifikuoti skirtingus paslaugų vartotojų poreikius, lūkesčius, dalyvavimo patirtį, vertybes ir pan. Bendradarbiavimo pagrindą tarp paslaugų teikėjų ir vartotojų sudaro susitarimas dėl ugdymo paslaugos kokybės požymių ir valdymo modeliavimo principų, kadangi švietimo paslauga ir jos produktas (ugdymo kokybė) yra lemiamas daugelio veiksnių (išorinių, vidinių), taip pat „kietųjų“ (materialiųjų) ir „minkštųjų“ (žmogiškųjų) išteklių.

PAGRINDINIAI ŽODŽIAI: švietimas, švietimo organizacija, švietimo paslaugos, švietimo kokybė.