The modeling of quality management of educational organization (youth and adults)

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Abstract

This paper analyzes the analysis the modeling of quality management of educational organization. In democratic society implementing the quality of possibilities, the aim of education allows to elaborate people's responsibilities and capacities" necessary for the realization of individuals personal functions in society. Thus a big attention is paid to educational organization as well. 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, and the expectations are related to desires aimed at perspective. Thus any organization in accordance to the opinion of quality management theorists has always to be interested in consumers' needs and expectations, because in this way it wins trust and loyalty.

The quality of service is governed and modeled by provider.. So the ethics of heads, teachers and other employees of educational organization is very important as well as the competences in the cognition of consumers' needs. Parents' as consumers' needs and wishes for service are rather individual and so not always are foreseen in advance. They depend on the strategy of institution, programmers of education, the financial tariffs of service and other factors which are significant for service quality. The state

of work quality of educational institution, its analysis intensify the feedback among the participants of education process, increases their personal responsibility for service quality, helps them to conceive the institution of pre-school education as flexible and open to changes organization. The assessment of service quality is the comparison of its features with consumer's needs and expectations. Only in this way, in her opinion, any organization can compete with others similar to it.

The empirical research was conducted in the region of western Lithuania (in the districts of Klaipėda, Telšiai, and Tauragė), in 2013- 2014.

In the quantitative research (questionnaire) the group of service providers of educational organization took part. The group consisted of 130 heads of institutions and 340 teachers as well as the group of service consumers: 400 parents, whose children attend the institutions of educational organization. In total, 870 respondents who were randomly selected were questioned.

Key words:

educational services, educational organization, quality management

Introduction

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 (Martišauskienė, 2010, Trakšelys Martišauskienė, 2013, 2014). 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 Cros-

by (cited in 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. 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.

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 education and education modeling is increasing. The institutions of 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 educational organization are children and their parents thus the educational institution while providing educational and social services has to consider their needs(Martišauskienė, 2008, 2006). The appropriate identification of consumers' needs and their involvement into upbringing activity and strategic syllabus of pre-school

institution enable to collaborate with service recipients more effectively. The institution of pre-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 pre-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 (Juodaitytė, Martišauskienė, 2008, 2007). The consumer of pre-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 educational organization reveals that many solutions in a family are carried out by means of consensus (e.g. what pre-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.

Research is substantiated by philosophical and managerial theories and conceptions:

• The social interactionalizm 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 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 (Trakšelys, Martišauskienė, 2013; Martišasukeinė, 2010; Bagdonienė, Galbuogienė and Paulavičienė, 2009).

Research methods:

• Analysis of scientific literature and metaanalysis permitting to contextualize the essence of quality service management of educational organization, identify parents' as service consumers' needs as well as to determine the possibilities of modeling of service quality management.

• Quantitative research methods. The questionnaire with multiple--choice questions was given to service providers (teachers and heads) and consumers. The empirical research was conducted in the region of western Lithuania (in the districts of Klaipėda, Telšiai, and Tauragė), in 2013- 2014 .In the quantitative research (questionnaire) the group of service providers of educational organization took part. The group consisted of 130 heads of institutions and 340 teachers as well as the group of service consumers: 400 parents, whose children attend the institutions of educational organization. In total, 870 respondents who were randomly selected were questioned.

The empirical knowledge of service providers' (teachers' and heads') related to the system of service quality management and consumers of educational organization

In the first stage of the research, while applying the method of questionnaire, it was strived to investigate the empirical knowledge of service providers' (teachers' and heads') related to the system of quality management and consumers, i.e. to establish the respondents' knowledge related to the understanding of quality and management; the conditions and functions of quality management; to identify the features of quality management system that are characteristic to the institution of educational organization; to ascertain the understanding of parents as consumers of educational organization service and to emphasize their needs.

The results of the conducted research have revealed that the heads of the institutions of educational organization relate the quality conception to the usefulness of provided services, oneness and accordance with the aim; meanwhile the teachers conceive the quality conception as the correspondence to the requirements of provided services, their oneness and changes.

The heads consider the conditions of successful quality management as the continuous range of interrelated activities meanwhile the teachers claim that this process is determined by the structural elements of institution as well as the unity of activity processes. Furthermore, the providers of educational organization service conceive differently the functions which determine the successful quality management as well, as the teachers relate the quality management to such functions as organization and planning while the heads emphasize motivation and planning. In accordance to the opinion of educational organization institutions as well as teachers' opinion, the most significant management conceptions are the properly managing persons as well as the development of relations with external world.

The heads of educational organization institutions consider the features characteristic to the system of quality management as the perfect conduction of employees' responsibilities; however, they do not conceive at all the permanent development of a child's upbringing as the feature characteristic to the quality management system of educational organization. Meanwhile, the teachers consider a child's permanent development of upbringing as the most important feature characteristic to the system of quality management of educational organization, though, as the heads, they pay little attention to the requirements of consumers' needs and expectations.

The heads, while defining the conception of quality, emphasize the consumers' needs and their requirements. Not only the heads, but also the teachers are concerned about parents' proposals and decisions concerning the development and management of institution, as they conceive them not only as the consumers of education service, but also as the members of community. Moreover, the teachers and heads consider the latter as the consumers of education service: the ones whose needs are the quality and price of education service.

In the second stage of the research, on the basis of the method of questionnaire, the quality of children's (self-)education process was assessed in relation to the teachers', heads', and parents' experience: the essential aims of education were emphasized; the features characterizing the quality of the educators' and heads' work; the factors determining the quality of communication between the educators of educational organization and parents were identified; the means and forms informing the parents.

On the basis of the research results, it is possible to presume that the heads consider the following most important aims and objectives of education: child's communication, thinking and emotionality; for the teachers

the most important aims and objectives are child's communication and collaboration, psychophysical wellness as well as the further successful education in school. Meanwhile, for the parents the most important aims and objectives of pre-school education are child's education of communication and emotionality.

The heads of emphasize such features characterizing the quality of educators' activities: the upbringing of communication skills as well as the activity in nature. According to the parents' opinion, the most important features describing the quality of teachers' activities are teachers' care about children's wellness, the assessment of education achievements.

On the basis of the research results, it is possible to state that for the teachers and the parents the information given to parents is one of the most important features describing the quality of heads' activity. The teachers also emphasize the heads' capacity to encourage the parents to get involved into activity, take part in the self-government of institution as well as expeditiously react to parents' remarks and offers. According to the parents' opinion, the features characterizing the quality of heads' work are the following: the acquaintance with the activity aims of institution, the programmes, the projects as well as the outcome of efficiency and productivity of   educational organization. The results of the conducted research revealed that for the heads, teachers and parents one of the most significant factors determining the quality of educators and parents collaboration is the benevolent parents' communication and participation in the activity of institution. The heads and teachers also emphasize the information provided by the educators and the recommendations for parents. Meanwhile for the parents such things as the involvement into preschool activity and collaboration are important. The most effective features of the parents' involvement into collaboration processes are the following: preschool specialists' help to the parents as well as the opportunities to take part in the activities of the team.

It is possible to state that for the teachers, heads and parents whose children attend the preschool the most effective means of informing the parents is by the telephone. The heads and teachers also emphasize the individual way informing the parents – the individual leaflet in written form, though for the parents the significant are such informing ways as the information via e-mail and the allocation of information during the seminars. Mostly the teachers and the heads provide the parents with information in the institutions of pre-school education.

Conclusions

- 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 educational organization 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.

- The educational organization while striving to provide qualitative services must identify different parents' (team and individual) needs, expectations, experience of participation, values and involve them into the educational activity and creation of educational organization, motivate collaboration with service providers. The basis of collaboration is made of agreement on the features of service quality of education and principles of management modeling as the service of pre-school education and its product (quality of education) are determined by many factors (external and internal) as well as by "hard"/material and "soft"/ human resources. The quality is defined as a diversity of social and cultural conditions necessary for the modernization of (self-)education in modern institutions, though it is not contextualized as a value of education, the expression of which may become a condition for a child's successful (self-)education.

- The aim of education – acquisition of child's social and cognitive competences is especially emphasized. The latter process is substantiated by the conception of culture of new (self-) education conceiving a child as a participant of (self-)education and partner; however, there is a lack for interrelationship between the result of (self-)education and process, the importance of their interrelationship for the quality is not sufficiently emphasized as well as the valuable context of education. The conception of child's competence is conceived as a result of (self-)education which is achieved through educational activity and the basis is made of child's world cognition as well as the formation of conditions necessary for the di-

spersion of his/her natural power; For the quality of services of education as a purpose of perfection of education process the unity of rights' security of child's care, care realization, natural as well as socio-cultural is getting significant;

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