

THE QUALITY OF EDUCATION: LITHUANIAN CASE

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ABSTRACT: *In democratic society implementing the equality of possibilities 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 school education as well. In the age of education a child’s socialization is taking place, that is conveyed by social maturity and the quality of maturity processes. Nevertheless, the education is significant not only for children and their successful socialization, but also for parents as when a child starts to attend school institution, his/her life has new purpose. A child, who attends institution of school education, has to adapt to this situation and to strive that it would become space of socio-cultural life. So in the article the authors discuss the quality of education (Lithuanian case). Based on the analysis of scientific literature and research.*

KEY WORDS: *education, education management, quality management*

INTRODUCTION

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 concept that “something is lacking or everything is good”³⁴⁶, and the expectations are related to desires aimed at perspective. Thus any organization in accordance to the opinion of quality management theorists ³⁴⁷, has always been interested in consumers’ needs and expectations, because in this way it wins trust and loyalty. The educational organization is described as organization of services³⁴⁸, but the concept of quality of each educational institution, including the institution of pre-school education, may be different as each of them assess the proceeding processes of education in its own way³⁴⁹. In accordance to practical management view ³⁵⁰, the particular content of quality is agreed. 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

³⁴⁶ B. Pociūtė, *Pagrindinė akademinės bendruomenės vertybė- kokybės kultūra*, „Acta Pedagogica Vilensia“ 2005, t. 15, p.188–197.

³⁴⁷ Cf. L. Harvey, D. Green, *Defining Quality*, „Assessment and Evaluation in Higher Education“ 1993, t. 18 (1), p. 9-34.

³⁴⁸ Cf. E. Sallis, *Total Quality Management in Education*, London 2002, p.65.

³⁴⁹ Cf. A. Valiūškevičiūtė, I. Mikutavičienė, *Švietimo organizacijų kokybės vadyba*, Kaunas 2006.

³⁵⁰ Cf. R. Ališauskas, *Mokyklų audito kontekstas. Ikimokyklinio ugdymo mokyklos vidaus audito metodikos projektas*, Vilnius 2004.

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 et al ³⁵¹. So, till now, the model of collaboration between institutions of educational organization and family has been 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.

Research methods:

- Analysis of scientific literature and metaanalysis
- Quantitative and qualitative researches

The empirical research was conducted in the region of western Lithuania (in the districts of Klaipėda, Telšiai, and Tauragė. In the quantitative research (questionnaire) the group of service providers of school education 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 school education. In total, 870 respondents who were randomly selected were questioned.

Questions were written in a questionnaire (qualitative method), the answers of service providers (50 heads of institutions and 50 teachers) as well as the answers of service consumers (70 parents) were analyzed on the basis of method of content analysis. In total, 170 samples took part in qualitative research.

METHODOLOGICAL STUDY ACCESS

The modeling of quality management of school 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.

³⁵¹ Cf. A. Juodaitytė, D. Martišauskienė, *Ikimokyklinio ugdymo kokybės valdymo prasmų kontekstualizavimas Lietuvos respublikos švietimo dokumentuose*, „Mokytojo Ugdymas“ 2008, nr 11(2), p.116–134.

The social internationalism 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 development of significant feelings, the means of their expression or behavior. The theoretical conception proposed by D.A.Garvin³⁵² is important for the research of school education service: any person's participation in activity 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.

The theory of social constructionist 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 important and permits to substantiate the organization of modeling process of service quality management of school education in the

³⁵² Cf. D.A. Garvin, *Managing Quality*, London 1998.

activities of organizations (Vanagas³⁵³; Kaziliūnas³⁵⁴; Zink³⁵⁵). 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 responsibility³⁵⁶.

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.

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 quality³⁵⁷. 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 consumer³⁵⁸.

The research of consumers' needs is substantiated by the methodology of consumers' behavior³⁵⁹, 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 behavior.

The modeling of service quality management of 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

³⁵³Cf. P. Vanagas, *Visuotinės kokybės vadyba*, Kaunas 2004.

³⁵⁴Cf. A. Kaziliūnas, *Visuomenei teikiamų paslaugų kokybės ir organizacinės kultūros sąveika*, „Viešojo Politika ir Administravimas“ 2004, nr 9, p. 73–80.

³⁵⁵Cf. K. J. Zin, *From Total Quality Management to Corporate Sustainability Based on Stakeholder Management*, „Journal of Management History“ 2007, nr 13 (4), p. 394–401.

³⁵⁶Cf. D. Bagdonienė, A. Galbuogienė, E. Paulavičienė, *Darnios organizacijos koncepcijos formavimo visuotinės kokybės vadybos pagrindu*, „Ekonomika ir Vadyba“ 2009, nr 14, p. 1044–1053.

³⁵⁷Cf. K. Albrecht, R. Zemke, *La dimesion service*, Paris 1987.

³⁵⁸Cf. J. Gadrey, *L'economie des services*, Paris 1996.

³⁵⁹Cf. R. Virvilaitė, J. Banytė, *Požiūrio į vartotojų elgsenos tyrimus ištakos ir raida: metodologinis aspektas*, „Socialiniai Mokslai“ 2000, nr 1, p.51–61.

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' behavior 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, convenience, 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.

THE SERVICES OF EDUCATION AND SCHOOL EDUCATION, THEIR FUNCTIONS AND ASSESSMENT

The concept 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. 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 which 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.

THE EXPERIENCE OF SERVICE PROVIDERS (TEACHERS AND HEADS) OF SCHOOL EDUCATION WHILE ASSESSING THE QUALITY OF SERVICES OF EDUCATION AIMED AT PARENTS' NEEDS

The teachers of school education were given the questions in order to ascertain the features which help them to decide about the efficiency of the system of service quality management of school education; by means of which it would be possible to improve the service quality of school education and what additional services would be possible to provide for parents and children. After the analysis of the content of propositions by means of the content analysis method their categories and subcategories were generalized and presented.

The heads of school education institutions do not emphasize the service quality and its management, but all their attention is paid to the quality of work of school institution. The teachers conceive the development of the quality of school education as the development of material resources, i.e. the supply of training aids and the sufficient security of state financing. A big attention is paid to the recruiting of additional staff. Summarizing the teachers' opinion about the possibilities of the additional services provided for parents and children, it is possible to state that there are not enough services, especially provided for children, in the institutions

of school education. The teachers, after the analysis of the consumers' (parents' and children's) needs, especially emphasize additional services for children by parents' request: artistic training, specialist's help, foreign language teaching and children's sports activity. The teachers suggest that heads of school education and founders should orient towards parents' employment and accordingly solve the services of children's care and education, i.e. to establish evening and weekend activity groups.

The heads of the school education institutions were given three questions. Their aim was to ascertain the heads' responsibility for the quality of the service of pre-school education; according to what features the heads judge about the quality of the services of school education and by what means to develop the management system of the service quality of school education. After conducting the content analysis of collected propositions, their categories and subcategories were distinguished. It is possible to state that the heads' conception is explicated most significantly: the responsibility for the whole activity of institution. The heads conceive that they have the least experience in quality management and service management. As the most important criteria characterizing the quality of the services of school education the heads emphasize the following: child's knowledge and skills, child's development of competences, child's advancement and achievement, child's maturity for school, child's emotional state, child's requirement of social and emotional needs as well as parents' involvement and participation. It is possible to state that the heads conceive the development of the management system of the service quality of school education as the elaboration of service network and emphasize that a child is the main subject (i.e. a service consumer). The heads relate the possibilities of service network development with artistic training and the recruiting of specialist staff in order to help a child. They relate the possibilities of service development with teachers' and heads' teaching, qualification and the development of material facilities. The heads see the meaningfulness in the management of service quality of education, i.e. enlargement of state financing, reduction of documentation, enlargement of specialists' help of education department.

Parents whose children attend the institutions of school education were given the questions in order to ascertain what services parents wish in the institution of school education and what are their expectations related to the development of children's education quality. After the analysis of the content of propositions by means of the content analysis method, their categories and subcategories were generalized and proposed.

To sum up, it is possible to state that in parents' wishes significant elaboration of service network is in the following sectors: children's education (especially artistic), children's sports

education, children's self-service as well as foreign language teaching. The parents also wish additional services which are related to specialists' help to a child and have influence to a child as a process participant. For example, they do not indicate a speech therapist's service as it does not exist now, but propose the specialists' services which are now rarely provided such as a psychologist and a social worker. In parents' view, child's education is a continuous process, so it should not be interrupted during the summer as a child is left without a specialists' help. The parents relate the quality of pre-school education to the organization of education process, the quality of the content of knowledge and skills and all this relate to the process itself which has to be creative. The parents orient themselves to the final result – child's preparation for school and to the formation of qualitative conditions in the educational environment. However, their expectations are not related to their as service consumers' needs, their participation and presentation of information. The parents while stating their expectations about the development of the quality of school education orient themselves towards a child, but not towards himself/herself as a service consumer.

QUANTITATIVE RESEARCH: SERVICE PROVIDERS' AND CONSUMERS' KNOWLEDGE OF SCHOOL EDUCATION AS WELL AS THE EXPERIENCE WHILE ASSESSING THE QUALITY OF SERVICE

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 school education; to ascertain the understanding of parents as consumers of school education service and to emphasize their needs.

The results of the conducted research have revealed that the heads of the institutions of school education 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 school education 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 school education 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 school education institutions consider the features characteristic to the system of quality management as the perfect conduct of employees' responsibilities; however, they do not conceive at all the permanent development of child's upbringing as the feature characteristic to the quality management system of school education institution. Meanwhile, the teachers consider a child's permanent development of upbringing as the most important feature characteristic to the system of quality management of school education institution, 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 school education service, but also as the members of community. Moreover, the teachers and heads consider the latter as the consumers of school education service: the ones whose needs are the quality and price of pre-school education service.

In order to assess comprehensively the system of quality management of school education, in the research, not only the service providers, but also the consumers (parents) are used for the purpose of investigation. On the basis of the method of questionnaire, the service consumers' (parents) viewpoint to the system of quality management and consumers was revealed, i.e. their knowledge related to the conception of quality and management was revealed; the functions of quality management; the features of quality management system that are characteristic to the institution of school education were identified; parents' needs as service consumers of school education were ascertained; the means that enable the latter to take part in the quality management processes of institution.

After the assessment of parents' opinion, it is possible to state that the consumers conceive the quality as an economical usefulness of the service though they do not relate the requirements of the consumers' needs to the conception of quality. The consumers (parents) of school education service see the close interaction of the functions determining the quality management (planning, organization, motivation, coordination, and control), only the

motivation and organization, according to their opinion, are not enough correlated in management functions in the preschool education institution. In accordance to the viewpoint of the parents as service consumers of school education, the essential constituents of management conceptions is the observance of the rules of law while properly implementing strategic decisions and envisaging the direction.

On the basis of the research results, it is possible to state that the service consumers (parents) of education relate the system of quality management of institution to their as consumers' requirements purposeful establishment, educators' work efficiency as well as they emphasize those features characteristic to the system of quality management.

On the grounds of the research results, it is possible to presume that for parents as service consumers the services of informational-communicative and wellness are important and provided by the teachers of school education, though the parents not always identify themselves as the community members of school education institution. Moreover, in the processes of quality management of pre-school education institutions, the parents generally take part while making suggestions and expressing their own opinions during the meetings.

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 school 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 preschool institutions 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 school 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 school education are child's education of communication and emotionality.

The heads of preschools 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 school 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 school institution.

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 school 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 school education.

In the third stage of the research, while applying the method of questionnaire, the service consumers' (parents'/foster-parents') view to the pre-school education service is revealed, i.e. their opinions related to the services provided in the preschools as well as the quality are ascertained; the financial sources of preschools; upbringing environments, territories, the appropriateness of buildings for children's activities, upbringing and safety; the factors influencing the choice of a preschool.

The research revealed that in the institution of pre-school education it is strived to implement the principle of complex help to a child and his/her family, i.e. the principle which guarantees the diversity of provided services, quality and helps to satisfy the consumers' (children's and parents') increasing needs: the most qualitative services of pre-school education are child's preparation for school, education of ethno-culture and wellness, children's with special needs education, the integration of social disjuncture, nourishment as well as a child's care and parents' opinion are the most important social services provided in a preschool. The parents consider the information about a child's education, achievements and the activities of

institution as the most qualitative informative-communicative services; from cultural-recreational services the parents point out the organization of events, festivals, excursions as well as the organization of free-time; according to parents, the medical workers, speech therapist and psychologist provide the most qualitative special help in the institution of pre-school education.

The main sources of financing of school education are the founder of institution and the parents whose children attend a school. The latter are not satisfied with the services which the parents pay for themselves provided by the teachers of the education institutions, thus they would agree to pay for more expensive or additional services, but they should be more qualitative.

In the institution of school education, the role of educational environment and the significance to the development of a child's personality are conceived. The educational environment of the group corresponds to children's age and needs, a good microclimate in a group. The territory of a pre-school is safe for a child as it is away from traffic. The accommodation intended for children's occupation and education is located appropriately as the early age groups are equipped in the ground floor of a school. The corridors of a preschool are adapted for children's activities, sports and music halls are spacious and correspond to children's number. It is possible to state that parents' decision to choose a definite preschool is determined by its good image in a society as well as the qualitative services of education.

BASIC CONCLUSIONS

- The services of education depend on the model of social welfare which is chosen by family and child, because the institution of pre-school 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;
- 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. The institution of education 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 institution of school education, 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 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 contexts of expression of teachers' experience.* The efficiency of the system of service quality management of pre-school education is related to both the quality of teachers' work and the quality of the whole community's work in the sphere of child's education that is realized through the effectiveness of the realization of education programmes. Both the necessity of the modeling of service quality and its management, while orienting to parents as consumers, is not emphasized. The attention is paid to the quality of service of preschool institution in general, but not to management and modeling of service quality. The possibilities of development of service quality of education are related to the development of "hard"/ material resources: the supply with teaching aids, the enlargement of state financing, the increase of staff. The possibilities of development of human resources, such as the development of pedagogical-managerial competences of the staff, the innovation of education process while applying new knowledge, etc. are not emphasized. It is indicated that it is necessary to develop the following additional services of pre-school education: children's artistic and sport education, language teaching, the enlargement of specialists' help (speech therapist's and psychologist's) It is emphasized that the heads, and establishers of institutions of pre-school education while developing the services should orient to parents' employment in the work market. In accordance to this, they should offer new services of children's care and education to parents and children. It is pointed out that it is necessary to establish evening and weekend groups for children. It is oriented to the accessibility and meaningfulness of service quality for parents as consumers as well as the necessity of dialogue with them that relates to the modeling of service quality management while orienting to parents' needs. The correspondence between the service of education and consumers' (parents') needs and expectations. The parents relate the quality of pre-school education to the development of the network of additional services. It is suggested to pay attention to the following spheres of services: children's artistic and sport education, language teaching and the enlargement of accessibility of child

specialists' help. A new sphere of services is indicated for the heads of preschool institutions and teachers: the development of programmes of children's occupation during summer holidays by means of establishing for them the groups of development of self-service skills.

- *The knowledge of service providers' (heads' and teachers') of education about the system of service quality management and consumers.* The heads relate the quality to the economical usefulness of services, oneness as well as correspondence to the aim, the teachers conceive it as services' correspondence to requirements, their oneness and changes of services, thus heads and teachers should agree on the conception which is applied in the institution of pre-school education as well as to project the possibilities of modeling of quality management perceiving this process as a system. The heads emphasize a successful development of quality management as a continuous system of interrelated activities and emphasize the planning and motivation as the main functions determining a successful management. The teachers relate a successful development of quality with the structural elements of organization, such as the unity of activity processes and the analysis of problems. They consider that the planning of aims, taking a decision and communication proceed while performing the functions of planning and organizing. Thus the service providers (heads and teachers), while modeling the management of quality, should agree on what educational principles as management of socio-cultural service they will guide. Service providers (heads and teachers) state that parents are not only the consumers of service of pre-school education, but also the members of community, so their proposed suggestions and decisions related to the development and management of activity of institution are especially significant for the modeling of quality management. Both teachers and parents assess the parents as service consumers, whose the most important needs are quality and price of services (informational-communicative and children's health).
- *Heads' teachers' and parents' experience while assessing the quality of education service.* The heads and teachers indicate the most important aims and objectives of school education such as a child's communication and self-control of emotions, the teachers emphasize a child's communication and collaboration, psychophysical health and his/her successful further leaning. Thus, it is possible to state, that a success of child's (self-) education, the realization of aims and objectives depend on heads', teachers' and parents' reciprocal agreement and active parents' participation in the processes of child's (self-)education. The heads describe the quality of teachers' work

of pre-school education by the following features: the education of children's communication skills and the activity in nature; the parents indicate teachers' care of child's health as well as the assessment of his/her achievements. In accordance to teachers and parents, the features describing the quality of heads' work of pre-school education institutions in the qualitative informing of parents. For parents, the introduction with institution's aims, programmes, projects as well as the purpose of institution's effectiveness and productivity are also important. The most significant factor determining the quality of collaboration between teachers and parents both for service providers and consumers is benevolent parents' communication and participation in institution's activity as well as the information provided by teachers and suggestions for parents. The most effective ways of parents' involvement into the process of collaboration is specialists' and heads' help and the possibilities to take part in group's work.

- *Service consumers'(parents') view to the quality of services of education.* The most qualitative educational services which are provided in the institution of pre-school education are a child's preparation for school, the upbringing of children's ethno-culture and wellness; social services – the education of children with special needs, the integration of social disjuncture, child's nourishment and care; the informative-communicative services is the supply of information to parents about child's education, achievements, and institution's work; cultural-recreational services is the organization of events, festivals, and excursions for children; the services of specialized help for children are the services provided by a medical worker, a speech therapist, and a psychologist. The parents conceive the role and meaning of educational environment for the process of child personality, in accordance to them, in the institution of pre-school education, the educational environment of a group corresponds to children's age and needs as well as a good microclimate is created in a group. The parents are satisfied with the institution's campus of pre-school education; the accommodation are located appropriately, the corridors are adapted for children's activities, sport and music halls are spacious and correspond to the number of children. The main financing sources of pre-school education are the establisher of educational institution and the parents whose children attend this institution. The latter would be able to pay for the additional or more expensive services provided by the teachers of pre-school education if they were more qualitative; the parents' decision to choose a definite institution of pre-school education is determined by its good image in a society as well as qualitative services of education.

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