

## Factors Determining Teachers' Involvement in Internal Audit of School

Vilma Zydziunaite<sup>1</sup>, Kristina Mejeryte-Narkeviciene<sup>2</sup>, Vilma Vetrenkiene<sup>3</sup>

<sup>1</sup>Kaunas University of Technology, <sup>2</sup>Lithuanian Academy of Physical Education,

<sup>3</sup>Kaunas County Social Health Education Centre

### Abstract

The relevance of the research presented in this article was the teacher's lack of motivation while participating in internal audit. The relevance of the research is analysed in three parts of this article. The first part discusses the factors that determine the participation of a teacher in internal audit of school. The second part introduces the methodology of empirical research and the third part reveals the results of the research. The factors that determine the participation of teachers in internal audit of school were analyzed. The results of the research have shown that both external and internal factors, which influence further process of school's quality improvement, efficiency of teacher activity and expectations of society, determine participation of teachers in internal audit of school.

**Keywords:** teacher's participation, internal audit of school, involvement.

### Introduction

**Relevance of the article.** In the recent years every organization seeks to provide quality products and offer quality services. The philosophy of quality is increasingly reflected not only in activity of school, but also in its audit. In 2001 the European Parliament recommended that the member states of European Union develop the education quality evaluation system and encourage the internal and external evaluation. The internal audit in schools may be considered a means of improvement of quality education services.

The foreign authors (Kiger, Loeb, 1984; French, 1985; Davidson, Stickney, Weil, 1988; Taylor and Glezenas, 1988; Willkinson, 1998) writing about the audit of schools point out that audit is a check. However their opinions about check object diverge when describing it as the process, when indicating different features of this process. In this process Tyler (1950), Stufflebeam (1971), Taylor (1989) and Kraujutaityte (2003) discuss the evaluation as participant. The last-mentioned authors in their articles approached and identified the evaluation with the decision making. They stated that the evaluation as the system process is the collection of valid, real information, its analysis and allocation according to certain criteria in order to make the right decision. According to Hamm (1988), the evaluation is analyzed

as the coordination of activity with aims. Although the evaluation is approached differently, all agree that it is the information collection process reflecting the aim to verify the efficiency of education aims' implementation, the basis of which becomes a teacher and his participation in different processes as well as in internal audit of school.

**Novelty of the article.** The internal audit in schools may be understood as permanent reflection process that involves the whole school and seeks to investigate the processes operating in it more widely and from all angles, identify the strong and weak sides, improve the quality. Internal evaluation methods, in which the process of audit, its implementation, sharing experience of schools, is introduced, are created. Participation of a teacher is necessary condition in internal audit process. However, various researches show that teachers lack not only evaluation competence while performing the internal audit, but also motivation to participate in its process. Participation in internal audit is impossible without internal reasons, skills, attitudes and decision to act together with others.

**The relevance of research** is noticed teachers' lack of motivation while participating in internal audit of school. In opinion of many teachers, the internal audit has a complicated methodology and demands both material and human resources. Teachers who have negative attitude to the internal audit, while performing it are not motivated to improve strategic goals and quality, which are sought by school. Therefore, not only the implementation of State Strategy of Education for 2003–2012, but also the improvement of school quality is in danger (Gerulaitis, 2007). It encouraged carrying out the research that was aimed to determine the factors motivating teachers to participate in the process of internal audit.

**Subject of the research:** participation of teachers.

**Aim of the research:** to analyze the factors that determine participation of teachers in internal audit of school.

**Objectives of the research:**

1. To determine the factors that encourage and disturb the participation of a teacher in internal audit of school.

2. To reveal the change of teachers' attitudes after participation in internal audit of school.

**Methods of the research:** analysis of non-fiction literature, written survey, descriptive statistics.

The article consists of three parts. The first part discusses the factors that determine the participation of a teacher in internal audit of school. The second part introduces the methodology of empirical research and the third part reveals the results of research.

### **1. The factors that determine the participation of teachers in internal audit of school, in theoretical aspect**

In psychological, educational literature (Jovaiša, 2001; Jarvis, 2001; Suslavicius, 2006) the activity of a person is described according to his participation in one or another activity. Researches performed by Alutto and Belasco (1972) revealed that the involvement to participate as the element for reconstruction has the precedents both in the theory of organizations (Coch, French, 1948; Lawler, Hackman, 1969; Lewin, 1947; Locke, Schweiger, 1979), and in the researches into school efficiency (McCormach, Larkin, 1985; Rosenholtz, 1985; Rutter, Maughn, Martimore, Austen, 1979). However the participation is multi-aspect and intricately defined as many constructs in social studies. In the works of Greenberg (1975) it is noticed that it is surprisingly little known about participation, its meaning for participating persons or its impact on organization. Although understanding participation did not go together with school reforms, it now receives increasingly more attention. Alutto and Belasco (1972) analyzed how much teachers show the real level of their participation in decision making, how they understand it and what participation they want. The difference between the desirable participation and the real participation was determined. Barnard (2000) states that participation may be direct and indirect: direct participation is when the employee can participate personally when accepting the particular decisions. The author relates indirect participation to collective representation. In research carried out by Belasco and Alutto (1972), who analyzed the importance of teachers' participation when making decisions in an organization, it is noticed that teachers do not like to reflect, however the research has shown that the reflection of activity increases teacher's participation and involvement in activity. The school management has to understand that the active participation of employees and their involvement in evaluation process is a drive for and a necessary condition of permanent and successful improvement in school's evaluation. A school has to realize that ac-

tive involvement of employees as well as participation and encouragement of their activity ensure successful work of school management and school's audit system. The school management has to understand that concept "participation of teachers" includes participation of both individual teacher and his representatives and instruction in compliance with requirements. Therefore participation of teacher and involvement in school activity has to take place at all levels. In order to encourage active participation of teachers and their involvement it is necessary to create proper means that would allow using of their skills for the welfare of the organization.

Fullan (1998), Zelvys (2003) emphasize the changed roles of teacher, peculiarities of teacher activity while implementing innovations, process of change in education system. Following these opinions it is very important for teachers so that they be able to participate in various processes, because it is the main hand of education reforms. Teachers who work a lot individually during the period of auditing are enabled to communicate, learn teamwork and join teams while seeking the common purpose. More and more the learning of teachers becomes not individual, but social activity. Therefore the internal audit changes the working life and relations of colleagues. It is confronted there with two attitudes to community participation in school's evaluation process: the ethical moral principle of teachers and the improvement of schools' activity in research literature (Savickyte, 1996; MacGilchrist, Myers, Reed, 1997). Therefore in order to perform the quality evaluation it is important that the whole community of school support teachers and all together seek welfare for school. Furthermore, according to the authors, the majority of people want to feel the work prestige, be a part of organization, know its mission and be important or participate in achieving the main goal.

According to Wehemeyer and Schwartz (1998), the participation in audit process should apply to voluntary participation. Voluntary decision making and participation while constructing the empowering of teachers is necessary condition of voluntary participation. The free decision of teachers and aim to participate in school's activity while making decisions is related to teacher's responsibility for his activity and behaviour. The individual activity of teacher as a person is very important condition in participation. It is an energizing factor while involving and participating in processes that take place in school. The person's decision manifests by voluntary decision to act. This dimension foresees that participation is impossible without internal motives, skills, attitudes and decision to act together with other (Detraux, Di Duca, 2003). Active participation is impossible without work ob-

ligations, participation while dividing work, where each participant feels responsible for particular function and for particular work or decisions area. The distribution of functions foresees the definition of participants' competencies, their potential contribution to teamwork (Wehemeyer, Schwartz, 1998). Scientists Beresford, Coft (1993), Kemshall, Littlechild (2000) defined the conceptions of complete and partial participation. Complete participation is a process where all participants have a power to make decisions related to the final result. In partial participation all participants influence each other, but the power of one group is more important. Smylie (1992) researched teachers' organizational and psychological experience in staff participation, learning programmes and instructions, development of employees' qualification and general administrative decisions. It shows that preparation of teachers to participate in different decisions changes.

Hargreaves (1999) states that changing challenges of civilization do not allow ignoring emotions and feelings because they will anyway burst and influence the implementation of rationally made decisions. Usually teachers feel nervous emotional stress, do not feel sufficient social support and face great workload. "Expediently changing work environment causes stress, which grows into permanent stress" (Carlyle, Woods, 2002). Therefore, while participating in internal audit of school it is important that teachers do not feel pressure, stress, which provokes overwork, collapse. It is one of the reasons that disturb performing the evaluation qualitatively.

Internal audit should not raise great psychological stress, because the evaluation is based on listening to everybody's opinion and agreement acceptable for majority is sought for. Teachers who realize that can get the most out of audit: intensified self-orientation, feeling of confidence, skills of management of selves and others, closer collaboration of colleagues, chance to improve the education process, go into activity done by school, implement school's strategy and seek meeting European Union requirements. In schools where individualism, competition, hostility among colleagues and other negative feelings dominate, it is very difficult to evaluate the activity sincerely without going deep into old conflicts. The evaluation process becomes unpleasant and its results are superficial, not very reliable and unwillingly accepted by school community. While initiating internal audit of schools, not outside-enforced, only for the payment committed evaluation is sought for, but sincere, objective and authentic, encouraged by internal motivation evaluation. It follows the assumption that evaluation is useful for school when it sees the meaning of evaluation and wants to do it. Also all that is use-

ful for teacher, who develops new competences, broadens and evaluates himself.

Another factor that determines the participation of a teacher is time importance. A teacher, while constructing his educational activity, first of all concentrates the attention on its meaning and how long the preparation and implementation of this activity will take (Bubeliene, 2006). The activities of teacher are different and last for various periods of time. Consequently a teacher should foresee the time needed and arrange activities according to priorities. According to Bubeliene (2006), the differences in how administration and teachers perceive time increase, the rate of change is realized more differently. When compensating for it the administration strengthens control and presents more and more demands increasing expectations, reducing time devoted to change. Therefore, teachers stand against change and implementation of innovations. According to Hargreaves (1995), in order to manage their time and control more what must be done during that time, more responsibility and flexibility should be given to teachers at the time of change.

Grigas (2001) distinguishes one more factor that determines the participation of teacher. It is the turnover of teacher roles. He states that every society at any moment is in state of changes, in each society there are disagreements and conflicts because each element of society encourages not only its change, but also integrity. The role of teacher becomes of exceptional importance in today's society. The roles of teachers are becoming more complicated when the impact of change is felt; new problems and new warrants arise. The pedagogic personnel feel too great workload when thickening the innovations. While teacher performs more tasks, the quality of their results is not better because part of work will not be finished and the teacher soon collapses. Basically the events and actions of other persons, orders determine the actions of teacher.

The necessity to change and ability to retain the gained experience are emphasized in period of changes. The qualification of teacher becomes especially important because the competence of teacher determines not only the quality of education but also the modernization of the whole process of education (Tamosiunas, 1999). When seeking to evaluate the quality of school activity, teachers should have ability to collect data, to process and interpret it with reference to the results of procedures, recommend or prepare the plans for improvement. When analyzing the researches done by other authors it was noticed that understanding of audit method, connection of theory and practice, knowledge to prepare and analyze questionnaires, skill to show advantages and disadvanta-

ges, qualitatively give conclusions are necessary for teachers. It is the lack of these competences (Balciunas, Valuckiene, 2006) that stops the successful organization of internal audit procedures. Personal responsibilities for objectivity of evaluation and attitudes of permanent ambitions to improve are also important.

Despite of other factors determining the participation of teacher, motivation of teacher for activity and application of motivation means to them by school head have a significant meaning. According to Armstrong (2003), employees are motivated when they know that actions they take help to achieve the result and the work done is appreciated. Usually managers could call such persons self-motivated. Unfortunately, there are not many self-motivated teachers. It therefore is important for heads of schools that the motivation process happens in their institutions. In order to ensure the high level of motivation it is necessary to take care of motivating factors. Following the results of research carried out by Rupsiene and Targamadze (2006), the five factors that encourage teachers to participate in activity of internal audit are distinguished: the aim to evaluate the situation of education in their school; trust in teachers demonstrated by head of school; chances of choice are given for teachers; chances of self-expression are given for teachers; financial motivation. The trust in teachers demonstrated by heads of schools encourages teachers with longer experience of educational work to participate in activity of internal audit. Financial motivation for participating in activity of internal audit and chances of choice motivate woman more than men. Du-

ring analysis of attitudes of teachers to internal audit there were distinguished three groups: 1) the internal audit is teachers' work that is meaningless, stupid, implemented constrainedly, not improving the quality of school activity; 2) the internal audit is an extra work of teachers; 3) the internal audit is necessary in activity of school, however it has a lot of organizational drawbacks.

Rupsiene and Targamadze (2006) found the essential relation between the negative attitudes to internal audit and the direct motives of participation in internal audit activity: the teachers with negative attitude to internal audit have weaker direct motivation to participate in this activity. It was revealed that the age of a teacher and inadequate wage for the work done influenced the development of negative attitude to internal audit. This lets us think that the motivation of teachers to participate in activity of internal audit is largely related to management of internal audit process.

## 2. The methodology of research

*The participants of research.* Teachers of Kaunas comprehensive, high schools and gymnasiums from different catchment areas of Kaunas were chosen for the research according to voluntary principle. 311 respondents were questioned during the period of research. When carrying out the research, the respondents were sorted by age groups, experience of participation in internal audit of school, level of education and acquired qualification (see Table 1).

Table 1

### Social characterization of the respondents

Age group		Experience of participation in internal audit of school		Level of education		Acquired qualification	
Year	%	Year	%	Education	%	Qualification	%
21–25	3.54	1	18.65	High education	2.25	Bachelor	57.56
26–35	15.11	2–3	32.48	Higher education	97.43	Master	41.80
36–45	36.33	4–5	20.58			Doctorate	0.64
46–60	38.59	Over 5	23.79				
Over 60	6.43	None	4.5				

*The methods of research.* Written survey, descriptive statistics. *The written survey* was conducted in order to reveal the factors that determine participation of a teacher in the process of internal audit of school. *Descriptive statistics* was used to analyze the data in collected questionnaires while modelling empirical

diagrams, tables. The original processing of quantitative data was performed on the grounds of descriptive statistics. The data of collected questionnaires were entered and processed using SPSS 16.0 (*Statistical Package for the Social Sciences*) software. In order to carry out the research, the instrument was chosen – a

questionnaire designed following 4 criteria: 1) The participation and involvement of teachers in internal audit of school; 2) The attitudes of teachers after participation in internal audit of school; 3) The functions performed by teachers in the process of internal audit of school; 4) The factors that motivate participation of teachers in internal audit of school.

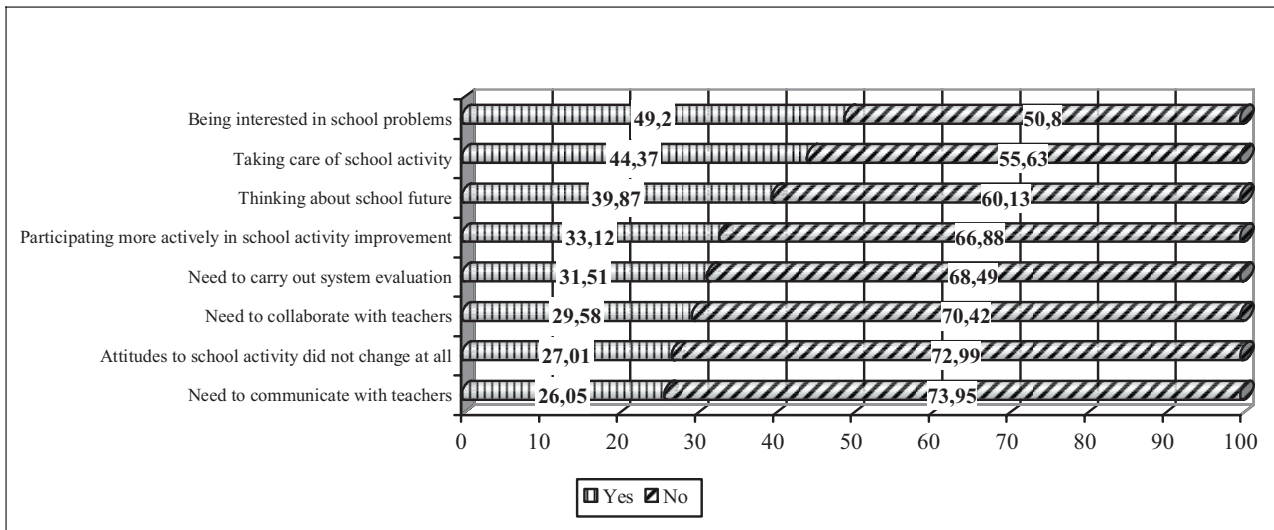
### **3. The results of factors that determine the participation of teachers in internal audit of school, research**

Participation of teachers in audit of school is related to their attitudes to school, internal audit and their involvement. *Work conditions and means*, according to Stranks (2007), are important factor in ensuring teacher's satisfaction with work. When talking about work conditions, the three main categories are distinguished in non-fiction literature. The physical and psychological environment belong to the first one, the various concessions and support for employees belong to the second, the autonomy freedom of employees – to the third one. The research having been carried out, it emerged that 50.16% of teachers who participated in research estimate their work conditions to be average and only 0.64% of all teachers were completely dissatisfied with their work conditions and evaluated them as very bad. While comparing the categories distinguished in literature with the results obtained, it may be stated that teachers evaluated the support, environment and provided autonomy as average. It reduces involvement of teachers in participation in audit process. 57.23% of teachers gave average evaluation to their work means. 1.29% of teachers who evaluated the work means as very bad comprised the smallest part. Therefore in this case teachers emphasize neither work means nor work conditions, although these factors have an influence on participation in audit.

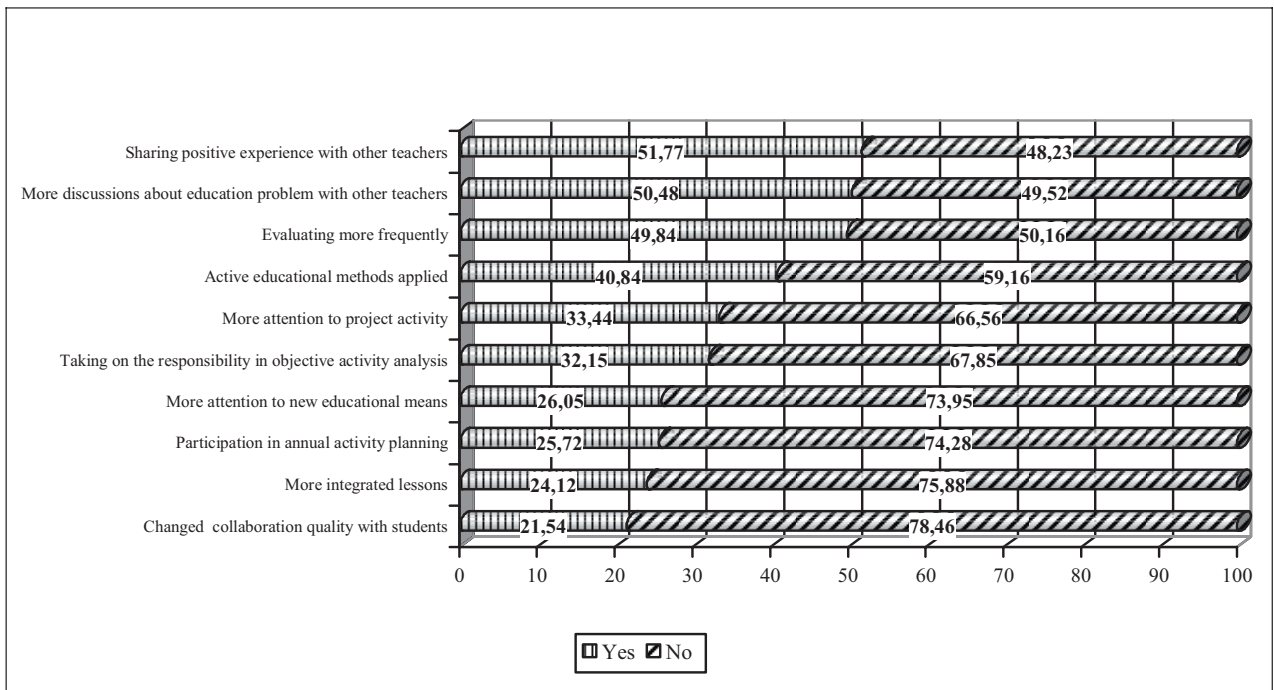
*The involvement of teacher and participation in internal audit of school.* The strong activity area of school is when the participation of teachers in audit of school is achieved. The results of research show that teachers see the importance of participation in au-

dit. It is said so by 57.23% of the respondents. While analyzing the suggestions of teachers on what is needed to know and learn while participating in internal audit of school, it emerged that the majority of teachers' suggestions were related to knowledge of Ministry of Education and Science requirements, legislations, orders, attitudes, documents that regulate audit, official rules. These suggestions were named by as much as 35.11% of the respondents. 20.83% of the respondents think that a teacher should be able to analyze, process and interpret information obtained during the evaluation period, distinguish advantages and disadvantages and offer suggestions. About 18% stated that it is necessary to know the methodology of internal audit of school and to have completed a course of 12 hours that is guided by a specialist. Therefore on the basis of the research results obtained the teacher in audit process first of all has to dig for various documents related to internal audit. Furthermore, the teacher should be able to process evaluation data as well as learn and be able to apply other things: to know methodology of research, be ethical, work in team and know how to work with computer.

*The attitudes of teachers.* In the opinion of Conger and Kanungo (1988), the characteristics of teachers directly correlate with the development of an organization and growth of a person. After review of the results of research, *after participation of teachers in internal audit of school* 49.20% of teachers mostly changed attitudes about going deep into school problems (see Picture 1). The attitudes to the need to communicate with teachers changed the least (26.05%). Teachers' attitudes on individual level changed the least. Therefore it may be stated that after participation in internal audit of school mostly changed the attitudes that were related to external environment. It was expanded in another question about *impact on teacher's work after internal audit of school* (see Picture 2), in which benefit for organization was reflected. After internal audit of school 51.77% of teachers started to share positive experience more. The participation in internal audit of school while cooperating with students in the improvement of quality made the least impact on respondents (21.54%).



**Figure 1.** Teachers' attitudes changed after participation of teachers in internal audit of school (%)



**Figure 2.** Impact on teachers' work after internal audit of school (%)

Being asked a question about *functions performed by teachers*, 61.09% of the respondents answered to it. According to Arends (1998), the main part of evaluation is functions performed by teachers. Functions are used to collect information, which later will be used to make wise decisions.

These functions performed by teachers were mentioned most frequently: designing questionnaire (28.97%) and grouping and analyzing data (28.03%). Less respondents collected information, conducted surveys and processed data (about 21%). In answers of 8.94% of the respondents it can be seen that functions were appointed, i.e. imposed "from above". 5.26% of research participants stated that they prepared general reports, the same number of the respon-

dents – that they wrote recommendations, suggestions and conclusions. 3.16% of all research participants coordinated work group. And only 1.58% consulted and sent information. In a few schools (2) respondents stated that while performing the audit after a year their functions changed so that each teacher is better familiarized with the whole process of audit and functions performed within it. It allows improving the competence of teachers' evaluation. After analysis of data it can be said that data grouping and summing-up function dominates, however opinion of Arends that functions are used only to collect information was not confirmed.

In the opinion of half of the teachers who participated in the research, all *aspects are important whi-*

*le participating and getting involved in internal audit of school.* Reporting the work done, implementing the school strategy, working in teams and improvement are very important for teachers and they do not overemphasize satisfaction of individual needs (see Table 2). The various motivating factors *determine participation of teachers in internal audit of school.* The system of motivating factors consists of wage, strengthening of self, respect, understanding oneself as depending to certain organization or team, career, creative atmosphere, premiums, trust of command and opportunity to strengthen self (Jewell, 2002). The motivating factors motivate different people irregularly (Grazulis, 2005). What is very important for a director, not necessarily has to be important for his subordinate. Therefore, in order to motivate their employees they should periodically talk to their employees and find out what gives the better work of employees (Musulaite, Martinkiene, 2008).

Investigation of *the motivating factors* proved statements presented in Tables 3, 4 and 5. The motivating factors consist of:

*Wages.* This was pointed out by the greatest number of the respondents (60.80%) when answering to statement about payment for extra work. It was very important for them.

*Work conditions.* Schools while applying work conditions as motivation should take into account individual needs of each teacher, because everyone estimates work conditions and need for autonomy differently. This was shown by the statement that great workload exists. As much as 53.40% of the respondents answered that it was very important for them. The importance of work environment was indicated by 44.70% of all respondents.

The statements reflecting *work safety*, psychological and social safety were assigned medium importance by teachers. It emerged that it is more important for teachers to feel social safety at school.

The emphasized statements were: collaboration with administration, lack of time and information reflecting *the quality of management.* It emerged that giving time stimulated them most (57.90% of the respondents). Receiving extra time and extra information were also important. Collaboration with administration became the least efficient motivation (40.20% of the respondents).

*The relationship among employees* is reflected in statements “join teams of teachers at school” (40.20% of the respondents) and “communicate with teachers-colleagues” (43.70% of the respondents) who are appreciated. However, collaboration with ot-

her teachers was an important motivation for 42.40% of teachers.

The answer of teachers to how they assess “encouragement of the head” showed *the relationship with head.* The encouragement of the head as motivation was rated averagely by 36.70% of teachers. However it was reflected in the answers that it was important factor for teachers when participating in internal audit of school.

The statements “healthy competition”, professional prestige and autonomy while performing evaluations showed *the chance of appreciation.* It appeared that granting the autonomy for teachers encouraged them averagely and things mentioned in the rest of the statements encouraged more.

The importance of education process improvement for teachers showed *the chance of achievements*, which was appreciated by 39.90% of the respondents.

*The promotion* as motivating factor motivated only one third of all respondents (35.70%).

*The chance of improvement* was shown by many statements (reflection, lifelong learning, improvement, receiving extra information, developing new competences, increasing teacher’s expertise capability). The increase of expertise capability was considered as averagely important factor in the presented statements and the reflection (46.90% of the respondents) and studying whole life (46.90% of the respondents) were valued the most.

*The essence of work* was evaluated by teachers as averagely motivating factor. The statements that reflected it (going deep into activity the school does, collaboration with parents, development of social competences, collaboration at various levels, objective overestimation of personal competence, attractiveness of work) showed that going deep into activities performed by school motivated them the most and attractiveness of work motivated the least.

*The entrusted responsibility for the work done* manifested well through assumption of responsibility personally (50.20% of the respondents) and averagely through assumption of responsibility for activities assigned by organization (48.90% of the respondents).

Following the answers of the respondents it may be stated that the entrusted responsibility for work done, quality of management and work conditions were the best of all motivating factors for teachers when participating in the process of school audit. The essence of work and relations with head had the smallest influence.

Table 2

**The most important aspects of participation of teachers in internal audit of school**

	Very important		Important		Neutral		Not important		Not important at all	
	N	%	N	%	N	%	N	%	N	%
To report the work done	56	18.0	147	56.9	16	5.1	41	13.2	51	6.8
To implement the school strategy	72	23.2	176	56.6	12	3.9	37	11.9	14	4.5
To work in teachers teams	60	19.3	172	55.3	11	3.5	53	17.0	15	4.8
To reflect personal activity	38	12.2	163	52.4	19	6.1	69	22.2	22	7.1
To improve	75	24.1	159	51.1	7	2.3	57	18.3	13	4.2
To receive approval of school community	48	15.4	151	48.6	20	6.4	65	20.9	27	8.7
To improve administrative function	45	14.5	142	45.7	18	5.8	80	25.7	26	8.4
To receive approval of society	39	12.5	135	43.4	18	5.8	81	26.0	38	12.2
To seek to improve the results of European Union	26	8.4	129	41.5	39	12.5	80	25.7	37	11.9
To satisfy individual needs	59	19.0	122	39.2	21	6.8	77	24.8	32	10.3

Table 3

**Factors that determine the weak teachers' participation in internal audit of school**

	Very important		Important		Neutral		Not important		Not important at all	
	N	%	N	%	N	%	N	%	N	%
Non-payment for extra work	189	60.8	94	30.2	12	3.9	14	4.5	2	0.6
Lack of time	180	57.9	108	34.7	11	3.5	11	3.5	1	0.3
Heavy workload	166	53.4	125	40.2	9	2.9	10	3.2	1	0.3
Lack of information	70	22.5	160	51.4	20	6.4	56	18.0	5	1.6
Not motivating workplace	100	32.2	139	44.7	21	6.8	46	14.8	5	1.6
Lack of collaboration with teachers	60	19.3	132	42.4	21	6.8	79	25.4	19	6.1
Lack of leader stimulation	76	24.4	120	38.6	34	10.9	66	21.2	15	4.8

Table 4

**Factors that influence the involvement of teachers in internal audit of school**

	Very bad		Bad		Neither good nor bad		Good		Very good	
	N	%	N	%	N	%	N	%	N	%
Communication with teachers-colleagues	9	2.9	6	1.9	85	27.3	136	43.7	75	24.1
Collaboration with administration	10	3.2	15	4.8	103	33.1	125	40.2	58	18.6
Work in teams of teachers at school	12	3.9	15	4.8	106	34.1	123	39.5	55	17.7
Social security	30	9.6	63	20.3	139	44.7	62	19.9	17	5.5
Psychological security	29	9.3	71	22.8	130	41.8	64	20.6	17	5.5
Stimulation from the leader	21	6.8	40	12.9	114	36.7	90	28.9	46	14.8



Factors that motivate the involvement of teachers in internal audit of school

	Very bad		Bad		Neither good nor bad		Good		Very good	
	N	%	N	%	N	%	N	%	N	%
Assuming responsibility	8	2.6	16	5.1	91	29.3	156	50.2	40	12.9
Being interested in school work and activity	6	1.9	16	5.1	102	32.8	148	47.6	39	12.5
Reflection	13	4.2	18	5.8	106	34.1	146	46.9	28	9.0
Lifelong learning	11	3.5	14	4.5	101	32.5	145	46.6	40	12.9
Improvement	11	3.5	11.0	3.5	113	36.3	139	44.7	37	11.9
Competition with colleagues	17	5.5	45	14.5	116	37.3	120	38.6	13	4.2
Collaboration with parents	17	5.5	39	12.5	121	38.9	98	31.5	36	11.6
Receiving additional information	8	2.6	27	8.7	100	32.2	141	45.3	35	11.3
Development of new competencies	5	1.6	28	9.0	104	33.4	137	44.1	37	11.9
Development of social competencies	7	2.3	31	10.0	116	37.3	130	41.8	27	8.7
Collaboration on every level	7	2.3	30	9.6	117	37.6	136	40.5	31	10.0
Opportunity to improve the teaching process	7	2.3	29	9.3	108	34.7	124	39.9	43	13.8
Prestige of profession	25	8.0	39	12.5	103	33.1	112	36.0	32	10.3
Responsibility for activities assigned by the organization	12	3.9	24	7.7	152	48.9	101	32.5	22	7.1
Objective overestimation of one's own competency	8	2.6	37	11.9	147	47.3	92	29.6	27	8.7
Autonomy in evaluation	12	3.9	36	11.6	131	42.1	111	35.7	21	6.8
Increased teacher's expertise	11	3.5	46	14.8	125	40.2	100	32.2	29	9.3
Attractiveness of work	38	12.2	71	22.8	119	38.3	68	21.9	15	4.8
Appreciation of teacher's work	25	8.0	55	17.7	111	35.7	94	30.2	26	8.4

It was noticed in works of scientists (Mouratidis, A., Vansteenkiste, M., Lens, W., Sideridis, G. 2008) that teachers lack motivation to participate in internal audit. It could have influence because a teacher evaluates the same thing differently in different stages of life and in different circumstances. One of the most important ways is looking for motivation means that would influence efficient work the most (Musulaite, Martinkiene, 2008). Consequently neither way of motivation is absolutely proper for all teachers and even a single teacher. Therefore it is very important to distinguish the best motivating factors for each teacher by taking into account what the teacher values the most.

## Conclusions

1. It can be said that both external and internal factors that influence further process of school's quality improvement, efficiency of teacher activity and expectations of society determine participation of teachers in internal audit of school. Work conditions, responsibility in evaluation process, management quality, work in teams and improve-

ment encourages participation of teachers in internal audit the most. It was noticed that participation in internal audit of school is important for teachers when they get involved in it voluntarily. Non-payment for extra work, lack of time and too heavy workload are named by teachers as disruptive factors that do not motivate teachers to participate in internal audit of school.

2. It was noticed that positive change in teachers' opinion and attitudes benefit both teacher and school after participation in internal audit of school. Teachers started to get deep into problems existing at school more, share positive experience. It showed that it is important for them to have both personal and social skills, knowledge of speciality, practical skills and continuously learn while participating in evaluation process.

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## Mokytojų dalyvavimą mokyklos vidaus audite lemiantys veiksniai

### Santrauka

Pastaraisiais metais ryškėja tendencija, kad kiekviena organizacija siekia teikti kokybiškus produktus ir pasiūlyti kokybiškas paslaugas. Vidaus auditas mokyklose gali būti vertinamas kaip kokybiškų ugdymo paslaugų gerinimo priemonė. Rašydami apie mokyklų auditą užsienio autoriai (Kiger, Loeb, 1984; French, 1985; Davidson, Stickeney, Weil, 1988; Tayloras ir Glezenas, 1988; Wilkinson, 1998) nurodo, kad auditas yra tikrinimas, tačiau jų nuomonė išsiskiria dėl tikrinimo objekto, apibūdinant jį kaip procesą, nurodant šio proceso skirtingas ypatybes. Vertinimas kaip sisteminis procesas yra validžios, realios informacijos rinkimas, jos analizavimas, paskirstymas pagal tam tikrus kriterijus, kad būtų priimtas teisingas sprendimas (Tyler, 1950; Stufflebeam, 1971; Taylor, 1989; Kraujutaitytė, 2003). Nors vertinimas ir nevienodai traktuojamas, tačiau visi sutaria, kad tai informacijos rinkimo procesas, atspindintis siekį patikrinti edukacinių tikslų realizavimo efektyvumą, kurio pamatu tampa mokytojas ir jo dalyvavimas įvairiuose procesuose, drauge ir mokyklos vidaus audite.

Vidaus auditas mokyklose gali būti suprantamas kaip nuolatinis refleksinis procesas, kuris apima visą mokyklą bei siekia kuo plačiau ir išsamiau ištyrinėti joje vykstančius procesus, identifikuoti stipriąsias ir silpnąsias puses, pagerinti kokybę. Vidaus audito procese kaip būtina sąlyga yra mokytojo dalyvavimas, tačiau įvairūs tyrimai rodo, kad mokytojai stokoja motyvacijos dalyvauti jo procese.

Daugelio mokytojų nuomone, vidaus auditas sudėtingas savo metodologija, reikalauja ir materialinių, ir žmogiškųjų išteklių. Negatyvų požiūri į vidaus auditą turintys mokytojai, jį atlikdami, yra nemotyvuoti pagerinti mokyklos siekiamų strateginių tikslų ir kokybės. Tai paskatino atlikti tyrimą, kuriuo *tikslas* – išanalizuoti mokytojų dalyvavimą mokyklos vidaus audite lemiančius veiksniai.

Psichologinėje, pedagoginėje literatūroje (Jovaiša, 2001; Jarvis, 2001; Suslavičius, 2006) žmogaus aktyvumas yra apibūdinamas jo dalyvavimu vienokioje ar kitokioje veikloje. Alutto ir Belasco (1972) atlikti tyrimai atskleidė, kad įsitraukimas dalyvauti kaip elementas pertvarkai turi precedentų tiek organizacijų teorijoje (Coch, French, 1948; Lawler, Hackman, 1969; Lewin, 1947; Locke, Schweiger, 1979), tiek ir mokyklos efektyvumo tyrinėjimams (McCormach, Larkin, 1985; Rosenholtz, 1985, Rutter, Maughn, Martimore, Austen, 1979). Barnard (2000) teigia, kad dalyvavimas gali būti tiesioginis ir netiesioginis. Mokykla turi įsisąmoninti, kad aktyvus darbuotojų įtraukimas ir dalyvavimas bei jų aktyvumo skatinimas užtikrina sėkmingą mokyklos vadybos ir mokyklos audito sistemos funkcionavimą. Mokytojai, kurie daug laiko dirba individualiai, audito atlikimo metu yra įgalinti komunicuoti, mokyti kolegialaus darbo ir jungtis į komandas siekiant bendrų tikslų. Mokytojų mokymasis vis dažniau tampa ne individualia, o bendruomenine veikla.

Pasak Wehemeyer ir Schwartz (1998), dalyvavimas audito procese turėtų remtis savanorišku dalyvavimu. Būtina savanoriško dalyvavimo sąlyga yra savanoriškas

apsisprendimas ir dalyvavimas konstruojant mokytojų įgalinimą. Laisvas mokytojų apsisprendimas ir siekimas dalyvauti mokyklos veikloje priimant sprendimus pasiekia mokytojo atsakomybės už savo veiklą ir elgesį.

Hargreaves (1999) teigia, kad besikeičiantys civilizacijos iššūkiai neleidžia ignoruoti emocijų ir jausmų, nes jie vis tiek prasiverš ir veiks racionaliai priimtų sprendimų įgyvendinimą. Mokytojai dažnai patiria nervinę-emocinę įtampą, nejaučia pakankamos socialinės paramos, susiduria su dideliu darbo krūviu. Vidaus auditas neturėtų kelti didelės psichologinės įtampos, nes įsivertinimas grindžiamas kiekvieno nuomonės išklausa ir daugeliui priimtiniu susitarimu. Inicijuojant mokyklų vidaus auditą siekiama ne iš išorės primesto, tik atsiskaitymui skirto įsivertinimo, bet ir nuoširdaus, objektyvaus bei autentiško, skatinamo vidinės motyvacijos, vertinimo.

Kitas veiksnys, lemiantis mokytojo dalyvavimą, yra laiko reikšmingumas. Mokytojo veiklos yra skirtingos ir trunka nevienodą laiką. Todėl mokytojas turėtų numatyti laiko užimtumą ir veiklų grupavimą pagal prioritetus. Hargreaves (1995) teigimu, mokytojams pokyčių metu reikia suteikti daugiau atsakomybės ir lankstumo savo laikui tvarkyti ir labiau kontroliuoti tai, kas per tą laiką privalo būti padaryta.

Grigas (2001) išskiria dar vieną mokytojo dalyvavimą lemiantį veiksnį – mokytojų vaidmenų kaitą. Jis teigia, kad kiekviena visuomenė bet kuriuo momentu esti pokyčių būsenos, kiekvienoje visuomenėje yra nesutarimų ir konfliktų, nes kiekvienas visuomenės elementas skatina ne tik jos kaitą, bet ir integralumą. Gausėjant naujovėms, pedagoginis personalas patiria per didelį darbo krūvį. Mokytojui atliekant daugiau užduočių, jų rezultatų kokybė negerėja, nes dalis darbų bus neišbaigti, o patys mokytojai greitai išseks. Mokytojo veiksmus iš esmės lemia įvykiai ir kitų asmenų veiksmai, nurodymai.

Permainų laikotarpyje akcentuojama būtinybė keistis ir gebėjimas išsaugoti turimą patirtį. Mokytojo kvalifikacija tampa itin svarbi, nes mokytojo kompetencija lemia ne tik ugdymo kokybę, bet ir viso mokomojo proceso modernizavimą (Tamošiūnas, 1999). Siekiant įsivertinti mokyklos veiklos kokybę, mokytojams reikėtų gebėti rinkti duomenis, juos apdoroti ir interpretuoti, remiantis procedūrų rezultatais, rekomenduoti ar patiems rengti tobulinimo planus. Remiantis kitų autorių atliktais tyrimais, pastebimas mokytojams būtinas audito metodikos supratimas, teorijos ir praktikos siejimas, mokėjimas rengti ir analizuoti anketas, gebėjimas nurodyti privalumus ir trūkumus, kokybiškai pateikti išvadas.

Be kitų mokytojo dalyvavimą lemiančių veiksnių, didelę reikšmę turi mokytojo motyvacija veiklai ir mokyklos vadovybės motyvavimo priemonių taikymas jiems. Pasak Armstrong (2003), darbuotojai yra motyvuoti, kai žino, kad jų vykdomi veiksmai padės pasiekti rezultatų, o atlikti darbai bus įvertinti. Dažnai tokius žmones jų vadovai galėtų pavadinti savimotyvuotais. Deja, savimotyvuotų mo-

kytojų yra nedaug. Taigi mokyklų vadovams svarbu, kad jų įstaigose vyktų motyvavimo procesas. Tam, kad būtų galima užtikrinti aukštą motyvacijos lygį, reikia rūpintis motyvuojančiais veiksniais. Remiantis Rupšienės ir Targamadzės (2006) atlikto tyrimo rezultatais, pastebimi penki veiksniai, kurie skatina mokytojus dalyvauti vidaus audito veikloje: siekis įsivertinti ugdymo situaciją savo mokykloje; mokyklos vadovo demonstruojamas pasitikėjimas mokytojais, mokytojams suteikiamos pasirinkimo galimybės; mokytojams suteikiamos saviraiškos galimybės; materialinis skatinimas. Mokytojo amžius ir neadekvatus atlyginimas už nuveiktą darbą lemia neigiamą požiūrį į vidaus auditą vystymąsi. Tai leidžia manyti, kad mokytojų motyvacija dalyvauti vidaus audito veikloje daugiausia yra susijusi su vidaus audito proceso valdymu.

Trečioje straipsnio dalyje aprašomi atlikto tyrimo rezultatai. Pastarieji atskleidė mokytojo išitraukimo ir dalyvavimo mokyklos vidaus audite svarbumą, mokytojų nuostatų pasikeitimą po mokytojų dalyvavimo mokyklos vidaus audite, pagrindines mokytojų atliekamas funkcijas vidaus audito procese, svarbiausius aspektus dalyvaujant ir išitraukiant į mokyklos vidaus auditą, mokytojų dalyvavimą mokyklos vidaus audite lemiančius ir trikdančius veiksnius. Remiantis respondentų atsakymais, galima teigti, kad mokytojams dalyvaujant mokyklos audito procese iš motyvuojančių veiksnių labiausia išryškėjo patikėta atsakomybė už atliekamą darbą, vadovavimo kokybė ir darbo sąlygos. Mažiausia įtakos turi darbo esmė ir santykiai su

vadovu. Nė vienas motyvacijos būdas nėra visiškai tinkamas visiems mokytojams ir net vienam mokytojui. Todėl svarbu išskirti kiekvienam mokytojui tinkamiausius motyvuojančius veiksnius, atsižvelgiant į tai, ką mokytojas labiausiai vertina.

Straipsnyje daromos šios pagrindinės **išvados**:

- Mokytojų dalyvavimą mokyklos vidaus audito veikloje lemia tiek išoriniai, tiek vidiniai veiksniai, kurie lemia tolesnį mokyklos kokybės tobulinimo procesą, mokytojo veiklos efektyvumą ir visuomenės lūkesčius. Mokytojų dalyvavimą vidaus audite labiausia skatina darbo sąlygos, suteikta atsakomybė vertinimo procese, vadovavimo kokybė, darbas komandose ir tobulėjimas. Pastebėta, kad mokytojams dalyvavimas mokyklos vidaus audite yra svarbus, kai jie savanoriškai į jį išitraukia. Trikdančiais veiksniais, kurie nemotyvuoja mokytojų dalyvauti mokyklos vidaus audite, mokytojų yra įvardijami neapmokėjimas už papildomą darbą, laiko trūkumas ir per didelis darbo krūvis.

- Po dalyvavimo mokyklos vidaus audite pastebėtas pozityvus mokytojų požiūrio ir nuostatų pasikeitimas į įsivertinimo proceso naudą tiek pačiam mokytojui, tiek mokyklai. Mokytojai pradėjo daugiau gilintis į mokykloje esančias problemas, skleisti gerą patirtį. Išryškėjo, kad jiems dalyvaujant vertinimo procese svarbu turėti tiek asmeninių, tiek socialinių gebėjimų, specialybės žinių, praktinių įgūdžių ir nuolatinio mokymosi.

**Prasminiai žodžiai:** mokytojo dalyvavimas, mokyklos vidaus auditas, išitraukimas.