

EMPOWERING THE STAFF OF AN EDUCATIONAL ORGANISATION TO ORGANISE INCLUSIVE EDUCATION IN LITHUANIA

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ABSTRACT

The main purpose is to show how employee empowerment affects organizing inclusive education in educational organizations in Lithuania. The article is based on a master's thesis completed in 2023. The results of the study showed that employee empowerment is linked to the actions of the head of the educational organization, his/her ability to empower employees, to allocate resources appropriately, to stimulate and motivate employees to act, to share experiences within and outside the institution, to cooperate with parents of students to create a culture of inclusive education in the organization, and to use project-based activities for the achievement of their goals.

Keywords: Employee Empowerment, Inclusive Education, Educational Organization, Lithuania.

INTRODUCTION

Inclusive education in the present-day context is a particularly relevant topic both in Lithuania, Europe and worldwide. The Universal Declaration of Human Rights, proclaimed back in 1946, emphasizes the right of every individual to education and learning. All European countries have committed to developing and implementing inclusive education systems, which are implemented differently in various countries. Independent research conducted by the European Agency for Special Needs and Inclusive Education (2019) confirms the value of inclusive education, stating that it can help address issues of school absenteeism and early dropout from the education system, improve the achievements of all students if schools and the National Education System are based on principles of fairness and inclusive practices.

The term “empowerment” can be explained as “giving power” or “creating conditions.” Empowerment is also described as providing assistance to an individual or a group of individuals to become stronger and have more agency. Also term is better expressed as “encouraging power acquisition” or “promoting empowerment.” In Lithuanian research, there is more emphasis on the general sense of employee empowerment within companies and organizations. There is notably limited research specifically focused on employee empowerment in educational institutions. In the study by A. Andriuškevičienė and Ž. Židonis, employee empowerment in a vocational education institution is mentioned (S. Andriuškevičienė, Ž. Židonis, 2019). More information can be found about shared leadership, which is partially related to employee empowerment (D. Dambrauskienė, 2021). There is

information available on psychological empowerment of employees, but not specifically in educational institutions (M. Tvarijonavičius, D. Bagdžiūnienė, I. Žukauskaitė, 2016).

Speaking about the concept of inclusive education, S. Ališauskienė and L. Miltelienė define interpretations of inclusive education constructs in the context of educational change and inclusion in their article. They define inclusive education as a systemic reform process that encompasses changes in educational content, methods, perspectives, values, structures, and strategies, ensuring the overcoming of barriers to learning and providing inclusive learning experiences based on social justice and participation. Inclusive education is oriented towards all children, recognizing and appreciating diversity, and ensuring a high-quality educational experience for each child (Ališauskienė, Miltelienė, 2018). The concept, policy, and practice related to inclusive education are constantly evolving in all countries (Čiuladienė, 2012). The concept encompasses the fundamental right of every child to learn, recognizing and respecting their uniqueness, the flexibility of the education system and curriculum to encompass a wide range of student characteristics, the accessibility of mainstream schools for students with special educational needs, and child-centered pedagogy (Galkienė, 2021).

The Lithuanian National Education Agency defines inclusive education as providing quality education for every student, which is clearly reflected in the concept of Good Schools. Inclusive education is purposefully linked to personalized education for each student, meeting their learning abilities and needs. It encompasses areas such as curriculum, teacher training, student support, support for teachers and schools, assessment, and educational organization. In literature, there is often an opinion that special needs are primarily associated with disabilities (physical, more or less visible) (Oskarsd, Donnelly, Turner-Cmuchal, Florian, 2020). However, students' special educational needs are not limited to physical disabilities; there is an increasing number of students with learning difficulties due to psychological and social reasons. For the identification and provision of support for these needs, schools are required, by order of the Government of the Republic of Lithuania, to establish their own procedures.

Indeed, inclusive education is a complex and broad topic that sparks numerous discussions among parents and education professionals. It encompasses barriers to learning, methods, reforms, perspectives, and values, as well as teacher training, educational organization, and the inclusion of every student, regardless of their special needs. The topic of inclusive education raises important considerations and discussions in various areas.

Materials and Methods. Research methodology – qualitative expert (school principals) interviews.

An important part was to choose educational organizations (schools/ kindergartens) When selecting educational organizations, the decision had to be made regarding which schools could be considered successful in organizing inclusive education so they can share their good experiences. First, an official list of schools successfully implementing inclusive education, rankings, or similar information was sought on the official websites of the Lithuanian Ministry of Education, Science, and Sports and the Lithuanian National Education Agency.

On the website of the National Education Agency, 2021 External Evaluation Report titled "Implementation of Inclusive Education in Schools Implementing General Education Programs. Thematic External Evaluation Report" was found. The thematic external evaluation

was organized for the first time with the aim of assessing the implementation of inclusive education in schools implementing general education programs. The report discusses the implementation of inclusive education in the 30 participating schools, the overall results of the external evaluation, and the experiences of implementing inclusive education in schools. The report did not mention specific schools that successfully organize inclusive education based on the evaluation results. An inquiry was made to the National Education Agency to provide a list of schools, and the response from the Head of the Monitoring and Evaluation Department stated that the agency does not rank schools, therefore, a list of institutions successfully implementing inclusive education is not prepared. Unable to find statistics and identify schools successfully implementing inclusive education in publicly accessible information, it was decided to select such schools in a more subjective manner. During informal conversations, several parents raising children with special educational needs were interviewed. Two student support specialists working in educational institutions in Vilnius were also interviewed. The respondents identified schools in Vilnius and Alytus where, in their opinion, inclusive education is successfully implemented. Parents are satisfied with the quality of education for their children and with the schools' attitudes towards students with special educational needs. Additionally, available information on the internet, parent forums, where parents also shared their opinions about educational institutions attended by their children, was reviewed. According to parents, these educational institutions provide appropriate education and support for children with special educational needs.

Another part of the search involved reaching out to the ISM Education Leadership Study group, which consists of approximately 80 leaders, deputy directors, and educators from all over Lithuania. In the group, a request was made specifying the criteria found in the literature, and a recommendation was obtained. In order to identify schools, the analysis of school websites was also conducted. The focus was on how the school positions itself in relation to inclusive education and how the values of inclusive education are reflected in the school's philosophy, mission, and vision.

The important task is to select the appropriate number of experts (school leaders) as it affects the reliability of the research results. The number of respondents was determined based on the recommendations of Libbo and Blashfield (1978). According to the authors, there should be between 5 and 9 experts. This is because a small group tends to have more accurate expert judgments. Rudzkienė (2009) also suggests that for qualitative research, a sample of 5-9 experts should be surveyed. Therefore, following these recommendations, a maximum of 9 experts participated in the study. On average, one interview lasted about 1 hour. Criteria were established to select respondents. During the interviews, successful leaders of institutions implementing inclusive education were surveyed. At the end of the study, the collected data were analyzed and interpreted, and general conclusions and recommendations were provided for other school principals.

In order to achieve the set objectives of the empirical research, based on the literature analysis, a research instrument, a questionnaire, was developed. Taking into account the mentioned and applied methods of empowering employees in the literature, the interview questionnaire reflected the following areas of questions:

1. Challenges faced by the school (principal, entire community).

2. Strengths of schools in inclusive education organization.
3. Initiative of employees (teachers and support staff), their empowerment in organizing inclusive education activities and improving them.
4. Sharing of experience and professional development of employees (teachers, support staff).
5. Collaboration with parents of students, their education, and the development of inclusive education culture in the community.
6. Collaboration with teachers to establish feedback.
7. Participation in project-based and non-formal education activities related to inclusive education.
8. Adaptation of spaces and teaching resources for organizing inclusive education.

All respondents were presented with the same interview questions. Some respondents were also asked follow-up questions that arose during the course of the interview.

According to statistical data, in the academic year 2020-2021, there were 977 general education schools in Lithuania, employing over 27,000 educators. The study involved the participation of principals from one preschool education institution, two primary schools, five middle schools (progimnazijos), and one high school (gimnazija). All respondents have accumulated significant (up to 30 years) pedagogical, managerial experience in the field of education.

The results of the qualitative research are examined through content analysis, which involves identifying categories and subcategories with illustrations. Additionally, the main categories of the obtained results are systematized. According to Bitinas, Rupšienė, and Žydžiūnaitė (2008), qualitative content analysis is a qualitative diagnostic instrument that involves four specific steps:

1. Highlighting recurring trends: The researcher identifies recurring patterns or themes in the data.
2. Multiple readings of respondents' descriptions: The researcher reads the respondents' answers multiple times, identifying essential categories based on specific "key" words.
3. Identifying meaningful elements: The researcher identifies meaningful elements within certain categories by breaking down the content and highlighting the key elements.
4. Categorizing meaningful elements: The meaningful elements are categorized into subcategories and the data is interpreted.

Through this process, the qualitative content analysis allows for a thorough exploration and interpretation of the data.

In summarizing the rationale of the empirical research methodology, a qualitative approach of expert interviews with school leaders was chosen to address the research objective of exploring the role of the educational institution's leader in enabling staff to organize inclusive education in schools. Based on the scientific literature, the maximum number of respondents, which was 9, was selected. Respondents were initially selected by attempting to gather official statistics related to the topic. In the absence of publicly available information, a more subjective but justified approach was taken, involving informal surveys of parents of children with special educational needs, assistance specialists for students, and the ISM Education Leadership Study Group. All 9 respondents were invited via email, 1 interview was conducted in person, 3 were

conducted virtually, and 5 respondents provided written responses to the questions. Among the respondents, 8 were education organization (Vilnius, Kaunas, Alytus) leaders/directors, and 1 was a deputy director for education. The research included leaders from one pre-primary education institution, two primary schools, five middle schools, and one high school. The research instrument was developed based on the scientific literature, and the analysis of results was conducted according to recommendations. Ethical principles were followed throughout the research process.

Results. After conducting the research and analyzing the results, it can be concluded that the obtained data are related to the findings of the literature analysis. It was observed that employee empowerment in educational organizations can have similarities with employee empowerment in other organizations related to management, medicine, business, politics, etc.

The literature describes empowerment as a way to provide employees with access to knowledge, support, resources, and tools to perform their duties and improve (Amstrong, Laschinger, 2006). This reflects the need of modern educational organizations, which is implemented by the institution's leader in order to achieve optimal efficiency and quality. The four mentioned factors: knowledge, support, resources, and tools were included in the questionnaire, and the responses indicated that the leaders of the participating educational organizations apply these factors to empower their employees in organizing inclusive education successfully. Another description of empowerment in the literature claims that empowerment reveals the potential of employees, increases motivation, and improves and accelerates their adaptation to innovations and changes (Hakimi, Knippenberg, Giessner, 2010). During the study, factors such as employee motivation, adaptation to innovations, as well as initiation, idea implementation, and experience sharing were revealed. The innovations mentioned in this study include the organization of inclusive education and confirm the empowerment factors mentioned in the literature - these areas are revealed and ways to implement them are applied in the surveyed organizations.

The literature states that leadership facilitates knowledge sharing within the organization (Carmeli, A., Atwater L., Lev A., 2011). The task of leaders is to ensure conditions for cooperation and structure the process of knowledge sharing. These statements were reflected in the research through the identification of collaboration and feedback methods between teachers and parents, sharing of experience within and beyond organizations. The study revealed that not all surveyed educational organizations focus on disseminating information and good practices beyond their boundaries, but all organizations pay great attention to internal collaboration, regular information dissemination, and communication between teachers and support specialists for students.

Regarding the leader's role in setting the direction for the organization, selecting educators, and creating an inclusive education culture throughout the school community (Azizifar, Naghipour, Mohamadian, Veisani, Cheraghi, Aibod, 2020), it can be summarized that the study highlighted the importance of the leader's position in determining the overall direction of the organization when implementing changes related to inclusive education. Openness "policy" was revealed in these organizations, meaning that the leader sets an example for the entire school community by openly discussing challenges, problems, and seeking solutions, as well as maintaining contact and communication with all parents (both students with special educational needs and

those without). Additionally, leaders emphasize the importance of inclusive education in the current educational context and strive to assemble the best team of specialists. One of the leadership categories mentioned in the literature is the category of human development, which includes the understanding that the school leader is responsible for selecting and developing teachers' talents, creating favorable working conditions, and revealing interesting insights. Some leaders raise the issue of a shortage of specialists and aim to form a full and stable team, rather than the best specialists. Some of the participating leaders share practical and useful ways to search for and retain specialists in their organizations.

Literature primarily focuses on the education of the entire organization and the qualification of employees, but it also emphasizes the importance of leadership qualification and improvement, knowledge updating, tracking and implementing educational innovations in educational institutions (Zahed-Babelan, Ghodratollah, Mahdi, Sharif, 2019; Hartati, Purba, 2020). The authors state that it is important not to overlook the qualification and professional development of leaders, their pursuit of educational innovations, and their application. The research has shown that leaders seek to update their personal knowledge, follow educational innovations, and seek assistance from external organizations with which they collaborate. The latest educational strategies (such as Universal Design, Emotional Resilience, Well-being, etc.) are applied or explored in educational organizations, with the aim of implementing them in the near future. The same authors also discuss the importance of leaders creating opportunities for employees to make decisions, participate in discussions, and promote motivation to achieve the school-specific or specific workgroup goals (as an alternative to top-down decision-making). During the research, leaders emphasize the teamwork, collaboration, initiative, and implementation of educational organization goals, sincere efforts to help students with special educational needs integrate into school life, and create conditions for their self-expression, among other aspects.

Employee empowerment in non-formal education, which is one of the opportunities for implementing quality inclusive education (Angelides, 2011), was less revealed. Although all participating educational organizations organize various non-formal education activities, participate in project activities, and provide opportunities for every student to participate, only a couple of success stories were identified regarding students with significant special educational needs excelling in certain areas. Information was obtained during the research that students with special educational needs often get tired during the school day, leading to difficulty managing their emotions. Therefore, post-school non-formal activities can be a significant challenge for such students. However, positive impacts of non-formal education activities on students' skill development were also observed.

It is also noteworthy that respondents who participated in the study identified not only students with various physical disabilities but also students facing learning difficulties due to psychological and social reasons when determining the needs of the school. This is important because in the foreign literature on special educational needs, the focus is mostly on physical or visually visible disabilities.

In summary, based on the synthesis of empirical research and literature review, it can be concluded that the examined scientific literature reflects the research results regarding leadership, organizational direction, employee qualification improvement, and non-formal

education. Employee empowerment in educational organizations may share similarities with employee empowerment in other types of organizations.

Achieved goals:

1. Through the analysis of academic literature, an attempt was made to understand how employee empowerment manifests itself in education and other organizations, and how educational organizations empower employees for successful inclusive education implementation. The literature analysis showed that employee empowerment (described as opening the path for employees to access knowledge, support, resources, and tools to perform their duties and improve) has been primarily studied in foreign literature in the fields of organizational and business management, healthcare, management, and politics. Articles on employee empowerment in various educational institutions worldwide were found. However, empowerment has been minimally studied in Lithuanian research articles, with studies focusing on the application of empowerment in social work and the psychological empowerment of employees. Empowerment of employees in educational institutions has not been investigated.

2. During the empirical (qualitative) study, a research instrument was developed, and interviews were conducted to determine how leaders empower employees in schools where inclusive education is successfully implemented. After interviewing 9 school principals, it was concluded that employee empowerment is related to the actions of the educational organization's leader, their ability to empower employees, properly allocate resources, motivate and encourage employees to collaborate and share experiences within and beyond the organization, collaborate with students' parents to create an inclusive education culture, and utilize project activities to achieve their goals.

3. By analyzing how the results of the empirical study correspond to the findings of previous research, it became clear that the survey of educational organization leaders corroborated the statements in the literature review, which not only discussed the knowledge of leaders but also their emotional intelligence, empathy, ability to understand, motivate, and support employees. It was also mentioned that leaders should provide opportunities for employees to make decisions, participate in discussions, and promote their motivation in pursuing common school-specific or workgroup goals. The attitude of the leader and the vision of the school were identified as significant aspects. One of the most important aspects emphasized was openness, without which the quality implementation of inclusive education in educational organizations would not be possible. This includes openness to innovations, openness to different students, openness to problems and their solutions. Thus, the attitudes and aspects mentioned by the surveyed school principals were partially revealed during the interviews, confirming that leadership is essential for the successful empowerment of employees when organizing inclusive education.

4. By analyzing the results of the empirical study, it was determined how educational organizations empower employees in implementing inclusive education. The following findings were identified:

4.1. Organizations identify openness (to oneself, others, and diversity, openness to change and innovation), attitude, collaboration (within and outside the organization, with external organizations), and feedback (from parents, teachers, and students), as well as a strong team (a

stable team of specialists who collaborate with the leader), creating a connection with students, and leadership, as their strengths.

4.2. Teachers and support specialists in the organizations are proactive and motivated employees whom leaders trust and provide freedom to implement their initiatives. Leaders help guide their initiatives towards the strategic goals of the school and the appropriate approach, seeking to align the school's goals with the employees' goals. Employees are motivated through both material (e.g., recognition for sharing experiences beyond the school, implementing initiatives, working with students with special educational needs, etc.) and non-material (creating a quality work environment, microclimate, etc.) forms, and schools have established incentive systems. However, financial incentives may not always be motivating, as it depends on the openness and willingness of the employees to help students with special educational needs.

4.3. In research-based educational organizations, there is active sharing of experience within the institution (regular and clear meeting schedules, roundtable discussions, other meetings with clear objectives, involvement of parents, active involvement of support specialists, etc.) as well as outside the institution (collaboration with non-governmental and other organizations, universities), and the implementation or pursuit of educational innovations. Leaders of educational organizations collaborate with leaders of similar-profile organizations. Teachers are encouraged to improve their qualifications, explore educational innovations, apply them, and the administration creates conditions and provides necessary resources based on the school's financial capabilities. International projects provide opportunities for professional development in foreign countries.

4.4. Efforts are made to educate parents (especially those whose children do not have special educational needs), collaborate with them, receive feedback, and involve them in the educational processes. The aim is to create an inclusive education culture within the community.

4.5. Non-formal education activities, various city, national, and international projects are actively utilized, providing opportunities for both teachers and students to gain international experience. During non-formal education activities, efforts are made to help students with special educational needs discover their strengths, and some surveyed schools have "success stories" that they seek to share.

4.6. The adaptation of educational spaces for students with special educational needs is primarily an area independent of the leaders; however, the leaders of the surveyed schools pay great attention to it and allocate finances to ensure that the spaces of their organizations are minimally adapted, and various methodological tools are developed and accessible to each specialist working with students with special educational needs. Each respondent mentioned plans for adapting their respective organizations' spaces.

4.7. Every educational organization faces challenges in organizing inclusive education, but there is a trend that these challenges are not only identified but also accompanied by the solutions implemented by the educational organization. The organizations' approach is optimistic and open.

Discussion. When planning this research it was initially difficult to anticipate the kind of interview responses to expect. The literature review broadened my perspective, helped me structure the questionnaire, and obtain information from the respondents. My attitude towards this topic has not changed - inclusive education is an incredibly interesting subject that raises many questions, challenges, doubts, dissatisfaction, fear, and uncertainty. At the same time, it encourages personal growth, learning, and interest in everyone involved in education - school leaders, teachers, specialists, teacher assistants, parents, non-governmental organizations, and government institutions. Inclusive education may seem insurmountable to some by 2024, but for the educational institution leaders I interviewed, it is a challenge they face daily, which they approach with positivity, finding reasons to rejoice and share their experiences.

Recommendations for educational organizations regarding inclusive education organization:

Based on the conducted research, which correlates with the analysis of literature, practical recommendations are provided for the leaders of educational organizations. These recommendations are formulated in a way that draws attention to specific areas of the educational organization and reveals what is important for the entire community. Some or all of the mentioned aspects may already be implemented in educational organizations, but it is worth noting whether the leader pays attention to each of them and creates appropriate conditions for the implementation of the recommendations.

1. It is recommended to strive to maintain a stable, collaborative team of teachers and support specialists who seek to improve their qualifications and share their experience. Attention should be given to team formation. Personal attention and communication with each employee, assistance and support in solving problems, direct communication and collaboration with teachers and other specialists are recommended. Attention should also be given to teachers' self-reflection. Hiring teachers and other specialists whose approach to students with special educational needs and work towards inclusion aligns with the school's approach is advised.

2. It is recommended to ensure that the teachers and support specialists working in the school are experts in their respective fields. Opportunities (financial and time) should be provided and encouraged to participate in various qualification improvement events, seminars related to inclusive education, to enhance qualifications, improve skills in their areas, participate in training courses covered by the educational institution. Teachers are recommended to share recommendations from various interesting and useful seminars among themselves, without forgetting about the professional development of the leader. Conditions should be created for additional studies on relevant strategic topics for the educational organization.

3. It is recommended to develop methodological tools (especially for working with students with special educational needs) for teachers within the school, in collaboration with support specialists within or outside the institution (e.g., a guide for employees on how to create an educational environment in the school, how to interact with specific students with special educational needs, based on information about specific situations in a particular class; a reference guide for teachers).

4. It is recommended to share good practices with other educational institutions, collaborate with leaders of other institutions of similar profile, and external organizations (e.g.,

Pedagogical and Psychological Service, Vilnius City Child Rights Protection Service, Universities, Lithuanian Autism Association "Lietaus vaikai," Department for Consultation of Children with Developmental Disorders, etc.) to receive consultations, seminars, lectures on relevant topics for the community. Creating a methodological group for educational support specialists and providing conditions for its active work is recommended. Establishing connections and consulting with similar profile schools from other Lithuanian cities, organizing visits to pursue common goals is recommended.

5. Empowering a leader who is knowledgeable in their field and a deputy director responsible for education to act and lead in the field of student support, monitoring lessons, providing recommendations, and creating conditions for teachers to observe each other's lessons in order to learn and get ideas from each other.

6. It is recommended to employ various search methods for teachers and support specialists: informal cooperation agreements with educational institutions of a similar profile, hiring young professionals with less experience, "growing" specialists who have progressed in their careers and offer their colleagues, hiring former students who have completed their studies, creating favorable conditions for teachers to learn and work in related fields, providing full-time work for teachers and support specialists (e.g., work in the school after classes), inviting specialists from other Lithuanian cities to work in the capital or other major cities of Lithuania, employing specialists who have arrived from abroad due to war, hiring students who have completed internships and choose to stay and work.

7. It is recommended to create favorable conditions for collaboration within the organization, such as regular meetings, consultations, roundtable discussions, and sharing experiences in implementing inclusive education strategies, case analysis, and more. It is important to foster closer relationships among teachers through frequent and regular meetings.

8. It is recommended to involve parents in the learning process and educate them about inclusive education. This can be achieved through practices such as having "Open" director's doors, engaging in discussions and seeking the best solutions for the child's benefit, organizing meetings, individual conversations, discussions, open-door days, meetings with parents before the start of the school year (especially with parents raising children with special educational needs, to get to know them and prepare in advance), utilizing social media for communication, providing regular individual consultations with support specialists for parents, educating parents who do not have children with special educational needs, conducting surveys to gather feedback from parents, using terms such as "Inclusive education" or "Student with special educational needs" only among teachers and specialists, not among parents and other community members, conducting adaptation studies and discussing their findings, involving parents actively in the activities of the child's well-being committee, and involving parents in the planning of the school's strategic goals and familiarizing them with the school's strategy.

9. It is recommended to include the values of the school, such as "School for Everyone", in the strategic goals of the educational organization and nurture and regularly monitor the implementation of these goals. It is important to involve the entire school community (teachers, parents, students) in the development of the strategy.

10. It is recommended to apply the latest scientific recommendations and empower and motivate teachers and support specialists to implement them (e.g., Universal Design, Emotional Resilience, Well-being, etc.)

11. It is recommended to focus on international and other project activities, take advantage of opportunities offered by Erasmus+ and other projects to gain experience and methodological ideas from other countries (such as visits by teachers and students), and create opportunities for all students to participate in project activities.

12. It is recommended to create a culture of inclusive education throughout the community: strive for openness within the institution between employees and administration, strive for openness with parents, strive for openness with students and their parents who wish to attend the educational institution, accept everyone regardless of their needs, within the school's capabilities. It is recommended to create conditions for sharing success stories to educate and motivate the educational organization's community.

13. It is recommended to ensure both non-material and material motivation for employees. Ways of motivation include public recognition and appreciation from the manager, listening to employee ideas and implementing them, taking into account the needs and requests of teachers, providing the opportunity to take leave at a convenient time for the employee, developing methodologies and processes to assist teachers, ensuring high-quality workspaces and tools, trusting employees by allowing them to implement initiatives and make decisions on certain issues, maintaining a good working atmosphere, providing paid professional development courses, providing opportunities to acquire higher qualifications (which can affect employee salaries), providing financial incentives for initiatives, improving working conditions (e.g., creating a rest area for teachers, installing a coffee machine), creating specific payment systems for working with students with special educational needs.

These recommendations are based on the experiences of surveyed school leaders, are practical, and can be applied to all educational organizations. Schools that successfully implement inclusive education apply and improve them through experimentation. Additionally, these recommendations can serve as a self-assessment tool for educational organizations to evaluate whether they effectively implement inclusive education.

These recommendations are also open for discussion - each school can adapt or may already be implementing these recommendations. They can be adjusted, improved, and discussed.

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