



Total Quality Management, Organizational Culture, and Job Satisfaction as Determinants of Teacher Performance

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ABSTRACT

The performance of teachers is a crucial factor influencing educational quality, especially in elementary schools where core skills are developed. This research examines the impact of Total Quality Management (TQM), organizational culture, and work satisfaction on the performance of elementary school educators in Trienggadeng District, Pidie Jaya Regency, Indonesia. This research, rooted in organizational behaviour theory, employs a quantitative explanatory methodology. Data were gathered from primary school educators using standardized questionnaires assessing TQM implementation, organizational culture, job satisfaction, and teacher performance. The data were studied by path analysis to investigate both direct and concurrent correlations among variables. The results indicate that Total Quality Management and organizational culture significantly enhance teachers' job happiness. Moreover, Total Quality Management, organizational culture, and job happiness each have a substantial direct impact on teacher performance. The three independent factors collectively account for a significant amount of the variance in teacher performance, suggesting that quality-oriented management practices, a supportive corporate culture, and satisfied work-related requirements boost instructional efficacy. This study enhances the domain of educational management by presenting empirical evidence of a comprehensive model that connects managerial, cultural, and psychological aspects to teacher performance in primary education. The findings emphasize the necessity of reinforcing continuous quality improvement, fostering a positive school culture, and augmenting teacher job satisfaction as strategic measures to enhance educational outcomes.

1. Introduction

The quality of education is increasingly acknowledged as a strategic cornerstone for national development, social equity, and global competitiveness (Hadna, 2022). Teacher performance is fundamental to educational quality, directly influencing students' learning experiences, academic success, and character development, especially in elementary education (Prasetyo & Salabi, 2023). Elementary education constitutes a pivotal stage wherein fundamental cognitive, social, and moral skills are developed, rendering teacher effectiveness a crucial determinant of long-term educational

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results(Nurjani et al., 2025). Thus, enhancing teacher performance has emerged as a primary focus for educational policymakers, school administrators, and researchers(Nurjani et al., 2025).

In Indonesia, national education policies underscore the role of teachers as professional educators accountable for delivering curriculum content, organizing teaching, managing classrooms, assessing learning outcomes, and promoting students' holistic development(Widodo et al., 2024). Notwithstanding these governmental commitments, empirical evidence indicates that teacher performance in numerous regions has not attained optimal levels(Salabi et al., 2023). Prevalent problems encompass restricted pedagogical innovation, erratic lesson planning, inadequate classroom management, and insufficient implementation of formative assessment techniques. These challenges are more pronounced in district-level and rural schools, where organizational support mechanisms may be underdeveloped(Purbasari et al., 2025).

Teacher performance should not be seen exclusively as an individual characteristic influenced by personal competence or motivation(Bahri et al., 2025). Theory of organizational behavior asserts that employee performance results from the interplay between human traits and organizational circumstances(Mawarni et al., 2025). In educational environments, management methods, institutional culture, and teachers' psychological reactions to their work surroundings significantly influence professional conduct(Jamalus et al., 2023). This viewpoint posits that enduring enhancements in teacher effectiveness necessitate systemic organizational adjustments instead of discrete individual-level remedies(Wulandari et al., 2025).

Total Quality Management (TQM) is extensively implemented across several industries as a holistic management philosophy focused on continual enhancement, stakeholder contentment, and organizational efficiency(Mu'alimin, 2025). In educational institutions, TQM prioritizes customer orientation (students, parents, and society), collective engagement of school members, process-oriented management, data-informed decision-making, and ongoing quality improvement(Faiz et al., 2023). When properly executed, TQM can establish organized yet adaptable systems that assist educators in enhancing educational methods and professional expertise(Rosidin et al., 2025).

In conjunction with managerial systems, organizational culture serves as a crucial, albeit frequently abstract, factor influencing performance(Houston, 2007). Organizational culture denotes the collective values, conventions, beliefs, and behavioral expectations that direct the thoughts and actions of an organization's members(Bakhtiar et al., 2023). A positive organizational culture in schools can promote collaboration, trust, professional development, and dedication to common educational objectives(Muamar et al., 2024). In contrast, weak or fractured cultures may stifle innovation, diminish motivation, and erode accountability(Santati et al., 2022). Empirical research in educational environments repeatedly demonstrates a strong correlation between school culture and teacher job satisfaction, organizational commitment, and performance outcomes(Daniati et al., 2022).

Job satisfaction denotes teachers' emotional and cognitive assessment of their job experiences, including contentment with teaching responsibilities, acknowledgment, opportunity for professional development, interpersonal dynamics, leadership support, and working circumstances(Hasan, 2025). Elevated job satisfaction correlates with enhanced motivation, organizational commitment, and a propensity for innovative and adaptive teaching methodologies(Hidayat, 2024). Conversely, low job satisfaction may result in less effort, opposition to change, and a decline in instructional quality. From an organizational behavior standpoint, work satisfaction serves as a crucial mediating factor by which managerial practices and organizational culture affect performance(Susetyo & Lie, 2025).

While many studies have investigated the separate impacts of Total Quality Management, organizational culture, and job satisfaction on employee performance, empirical research that combines these variables in elementary education settings is scarce, especially in developing

areas (Habibi et al., 2025). Numerous recent studies concentrate on secondary or tertiary educational institutions or analyze these elements in isolation rather than as an integrated system (Listyaningrum et al., 2025; Susanti et al., 2025). Furthermore, localized evidence from districts like Trienggadeng in Pidie Jaya Regency is limited, despite the significance of contextual factors in influencing school management methods and teacher conduct. Initial observations at elementary schools within Trienggadeng District reveal inconsistencies between formal performance assessments and actual teaching methodologies. Although administrative metrics indicate adequate performance, classroom observations demonstrate discrepancies in teaching quality, student engagement, and evaluation methodologies. These conditions prompt essential inquiries about the efficacy of current management methods, the robustness of organizational culture, and the degree of satisfaction teachers derive from their professional positions.

This study is to investigate the impact of Total Quality Management and organizational culture on teacher work satisfaction and performance, together with the direct influence of job satisfaction on teacher performance. This study aims to furnish empirical data on the interplay of managerial, cultural, and psychological elements influencing teacher performance in primary schools through an integrated analytical model based on organizational behavior theory. The results of this investigation are anticipated to provide contributions both theoretically and practically. Theoretically, the research broadens the application of organizational behavior and quality management ideas within the realm of elementary education. The findings provide evidence-based insights for educational authorities and school leaders in formulating management methods, fostering positive school cultures, and augmenting teacher job satisfaction to enhance instructional quality and educational outcomes.

2. Methodology

This research utilized a quantitative explanatory methodology to comprehensively investigate the causal links between Total Quality Management (TQM), corporate culture, job satisfaction, and teacher performance (Pandey et al., 2023). This methodological technique was chosen to facilitate rigorous testing of theoretically based hypotheses by statistical analysis, enabling the identification and measurement of both direct and indirect effects among the variables. The research employs an explanatory framework to elucidate the mechanisms by which TQM and corporate culture independently affect teacher performance, as well as their influence through the mediating factor of job satisfaction. The application of a quantitative design enhances objectivity, generalizability, and empirical rigor in evaluating the strength and importance of the proposed structural relationships.

2.1 Research Location and Duration

This research was carried out at public elementary schools situated in the Trienggadeng Subdistrict of Pidie Jaya Regency. The designation of Trienggadeng as the research site was based on initial observations suggesting that educational institutions in this subdistrict had proactively embraced Total Quality Management (TQM) activities as components of their institutional enhancement strategies. This context offered a pertinent and suitable framework to analyze the impact of TQM, organizational culture, and job satisfaction on teacher performance. The research was conducted over a duration of around three months, from August to October 2025. In the first month, the researcher concentrated on acquiring study licenses, doing instrument testing, and enhancing the measuring tools to guarantee validity and reliability. The following two months were dedicated to data collecting, statistical analysis, and the compilation of the research report.

2.2 Population and Sample

The research population comprised every teacher employed in public elementary schools within the Trienggadeng District, Pidie Jaya Regency, Indonesia. Official school records indicate that the overall population consisted of 250 teachers throughout 13 public elementary schools. The population size was deemed manageable and pertinent to the research objectives, since it accurately represents the organizational structures, management practices, and instructional characteristics of public elementary education within the study environment. Thus, the population offers a robust empirical foundation for analyzing the interconnections between Total Quality Management, corporate culture, job satisfaction, and teacher performance.

This study used the Slovin formula with a 5% margin of error to calculate the sample size. From the population of 250 teachers, a total sample of 185 teachers was obtained using this method. This sample size was thought to be adequate to facilitate multivariate analysis and guarantee statistical reliability. To guarantee that every school was included in the sample in proportion to its share of the population, a proportional random sampling technique was used. As a result, depending on the total number of teachers at each institution, the number of teachers chosen from each school was determined proportionately. A total of 185 respondents were included in the final sample distribution, as shown in the table 1.

Table.1. Research Samples

No	School Name	Population Size	Sample Calculation	Sample Number
1	SDN 1 Trienggadeng	24	$24 \times 185 / 250 = 17.76$	18
2	SDN 2 Trienggadeng	22	$22 \times 185 / 250 = 16$	16
3	SDN 3 Trienggadeng	16	$16 \times 185 / 250 = 11.84$	12
4	SDN 4 Trienggadeng	25	$25 \times 185 / 250 = 18.5$	18
5	SDN 5 Trienggadeng	23	$23 \times 185 / 250 = 17$	17
6	SDN 6 Trienggadeng	16	$16 \times 185 / 250 = 11.84$	12
7	SDN 7 Trienggadeng	26	$26 \times 185 / 250 = 19$	19

While reducing sampling bias, proportionate random sampling was used to guarantee representativeness across schools. This method improves the findings' applicability to primary school teachers in the Trienggadeng District.

2.3 Data Collection Techniques

This study utilized appropriate data collection methods to acquire genuine and objective empirical findings. The principal data collection approach employed was a structured questionnaire, meticulously crafted to elicit respondents' perceptions and experiences concerning the study variables. The questionnaire comprised a set of predetermined items formed based on recognized theoretical structures and empirical indicators, facilitating standardized data gathering among respondents. This methodology ensured uniformity, reduced researcher bias, and enabled quantitative study of the interrelations among Total Quality Management, organizational culture, job satisfaction, and teacher performance.

2.4 Data Analysis

Regression analysis is a widely applied statistical technique for examining the relationships between two or more variables by estimating the functional form of their associations. Specifically, it involves the construction of a mathematical equation that represents the relationship between independent and dependent variables and enables the prediction of changes in the dependent

variable based on variations in the predictors. In this study, multiple linear regression analysis was employed as the primary analytical tool to assess the influence of multiple independent variables on the dependent variable simultaneously. The estimation was conducted using the Ordinary Least Squares (OLS) method, which determines parameter values by minimizing the sum of squared residuals, thereby providing unbiased and efficient estimates of the regression coefficients under the classical linear regression assumptions. The data analysis employs descriptive statistical data analysis as its analytical technique. Descriptive statistics provide an overview of the subject under investigation using sample or population data as it exists, without doing analysis or drawing conclusions applicable to the broader populace.

3. Results

3. The Effects of Total Quality Management.

The data distribution for Total Quality Management among primary school teachers in Trienggadeng District, Pidie Jaya Regency, indicates that 179 instructors (97%) origin inside the very high category. Total Quality Management among elementary school teachers in Trienggadeng District is predominantly classified under the very high category.

Table. 2 Total Management Quality Trend Level (X1)

Class	Class Interval	Observation Frequency	Relatif Frequency	Categori
1	Over144 SD 195	179	97	Very High
2	Over 104 SD 136	6	3	High
3	Over 96 SD 120	0	0	Moderate
4	72 SD 96	0	0	Low
Total				100,00*

This indicates that elementary school teachers in Trienggadeng possess exemplary comprehensive quality management attributes. Gunawan et al. (2024) identify the attributes of educators exemplifying effective whole quality management as follows: 1) Customer orientation, which in the educational context pertains to prioritizing student development; 2) Comprehensive engagement of instructors in school activities. 3) A process-oriented approach, indicating that educators recognize that grades are not the ultimate measure of success. 4) Systematic identification and control of the educational process to attain consistent and high-quality outcomes, and 5) Ongoing enhancement. It is anticipated that all primary school educators in the Trienggadeng sub-district will sustain the existing total quality management.

3.2 The effect of organizational culture.

The data distribution of organizational culture among elementary school teachers in Trienggadeng Subdistrict reveals that 80 teachers (43%) are classified as adequate, while the overall assessment of organizational culture is predominantly rated as very high. This finding indicates that, despite discrepancies among individual variables, the dominant organizational culture among teachers in the subdistrict is predominantly favorable and firmly established. An effective corporate culture embodies collective beliefs, conventions, and behavioral expectations that promote efficient teaching methodologies and institutional stability.

Table. 3 Level of Organizational Culture Variable Score Trend (X2)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	Over 127-135	80	43%	Very High
2	Over 119-126	51	27%	High
3	Over 111-118	22	12%	Moderate
4	Over 90- 110	32	18%	Low
Total Score		185	100,00	

According to Edison (2016), a constructive organizational culture is defined by self-awareness, member assertiveness, individual personality, performance, and team orientation. In this study, the aspect of member aggression was intentionally omitted due to its possibly adverse implications in educational environments, which prioritize collaboration and professionalism above competitive conduct.

Thus, the organizational culture of elementary school teachers in Trienggadeng Subdistrict is more precisely characterized by elevated self-awareness, steady and professional member personalities, robust individual performance, and exceptionally high team orientation. These traits signify a nurturing and cooperative organizational atmosphere that fosters teacher efficacy and ongoing school enhancement. The prevalence of these cultural aspects indicates that schools in Trienggadeng Subdistrict have a robust cultural basis that can bolster quality management practices and improve overall teacher performance.

3.3 The effect of job satisfaction

The data distribution regarding job satisfaction among elementary school teachers in Trienggadeng Subdistrict reveals that 108 instructors (59%) are classified in the high group. Teacher job satisfaction in the subdistrict is predominantly categorized as high, indicating that the majority of teachers have favorable emotional and cognitive assessments of their profession. This conclusion indicates a conducive work environment that fosters professional satisfaction and organizational loyalty.

Table. 4 Level of Job Satisfaction Variable (X3)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	Over 162-198	42	23	Very High
2	Over 140-162	108	59	High
3	Over 117-140	25	13	Moderate
4	Over 90-117	10	5	Low
Total		185	100,00*	

According to Luthans (2006), job satisfaction is manifested through several critical dimensions: satisfaction with the job itself, denoting meaningful and engaging work; satisfaction with salary, where compensation is regarded as equitable and proportional to workload; satisfaction with promotion opportunities, indicating perceived fairness and accessibility of career advancement; satisfaction with superiors, emphasizing effective leadership and supportive supervision; and satisfaction with coworkers, which highlights harmonious interpersonal relationships and collaborative work environments.

The high job satisfaction prevalent among elementary school teachers in Trienggadeng Subdistrict indicates that organizational conditions and managerial methods have effectively fulfilled teachers' professional expectations. This condition is expected to strategically reinforce positive work attitudes and improve teacher effectiveness within the educational system.

3.4 The effect of teacher performance

The data distribution regarding teacher performance in Trienggadeng Subdistrict reveals that 80 instructors (44%) are classified in the high group. The performance of primary school teachers in the subdistrict is generally classed as high, indicating that the majority exhibit effective teaching practices, professional accountability, and attainment of work objectives. This conclusion indicates a predominantly favorable level of teacher effectiveness in the examined schools.

Table. 5 Level of Teacher Performance Data (Y)

Class	Class Interval	Observation Frequency	Relative Frequency	Category
1	Over 202 to 225	78	42	Very High
2	Over 180 to 201	80	44	High
3	Over 146 to 179	23	12	Moderate
4	Over 113 to 146	4	2	Low
	Total	185	100,00*	-

Robbins (2018) asserts that elevated employee performance is intricately linked to robust work motivation, evidenced by various critical aspects, such as sufficient rewards, favorable social relationships, satisfaction of basic requirements, and a sense of accomplishment in job-related achievements. The prevalence of good performance among primary school teachers in Trienggadeng Subdistrict suggests that these motivational variables are significantly present and operating effectively inside the educational setting.

This condition indicates that organizational procedures and managerial support within the subdistrict have fostered a work environment that promotes optimal teacher performance. Therefore, preserving and augmenting these motivational factors is crucial for the long-term sustainability and improvement of teacher performance.

5. Conclusions

This study offers empirical evidence that teacher effectiveness in public primary schools is influenced by a combination of administrative, cultural, and psychological factors. The results indicate that Total Quality Management (TQM) and organizational culture substantially enhance teachers' job satisfaction, whereas TQM, organizational culture, and job satisfaction each have a direct and beneficial impact on teacher performance. These findings confirm that teacher success is not solely an individual achievement but rather a product of overarching organizational factors within educational institutions. The analysis reveals that the adoption of quality-focused management techniques, bolstered by a constructive and cooperative organizational culture, fosters work conditions that improve teachers' professional satisfaction and instructional efficacy. Job satisfaction is crucial in this process, serving as a fundamental mechanism by which management systems and cultural values are converted into enhanced performance. This highlights the necessity of addressing teachers' psychological reactions to their work environment in conjunction with structural and administrative reforms. This study theoretically expands organizational behavior and Total Quality Management frameworks within primary education by verifying an integrated model that connects organizational practices, cultural dynamics, and individual work attitudes to performance outcomes. The findings underscore the necessity for school leaders and education policymakers to implement systemic initiatives that reinforce ongoing quality improvement, foster supportive school cultures, and elevate teacher job satisfaction. An integrated strategy is crucial for maintaining elevated teacher performance and enhancing the overall quality of elementary school.

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