

Total Quality Management of Schools and Job Satisfaction Of Teachers in Davao City

ARTHUR PAHATE HELBURION JR.

Abstract — The current study provides insights on the total quality management (TQM) practices in elementary education and their correlation/effect on teachers' job satisfaction (TJS) of 150 public school teachers working in rural schools of Davao City. Based on the study, six TQM elements were traced as critical to the success of TQM implementation in the school environment: participation/involvement in continuous improvement, teamwork, empowerment, appraisal systems/recognition and reward for quality, training and development (T&D) and leadership (vision/ commitment to quality culture). After assessing the validity and reliability of the measurement scales, multiple regression analysis was applied to test the hypothesized relationships which was theoretically founded and empirically tested. A questionnaire was used as the research instrument. The research findings revealed that leadership and empowerment are the most highly implemented TQM practices in elementary education. Appraisal systems/recognition and community linkages, teamwork and work environment were the TQM elements that had a positive association with TJS. The outcomes of the study are of help to school principals and policy-makers in order to design and implement TQM policies that advance the quality of teaching and the effectiveness of processes in the primary and secondary education system, as well as to satisfy and motivate teachers for continuous improvement. This was, to the best of our knowledge, the first study in the Davao Region that has explored the impact of TQM elements on TJS.

Keywords — *Total quality management (TQM), teacher job satisfaction (TJS), elementary education and schools, education management, correlation*

I. Introduction

Teachers may encounter several problems that can affect their job satisfaction, which can impact their overall well-being and performance in the classroom. Some of the common problems faced by teachers in terms of job satisfaction include heavy workload, lack of support, low pay and benefits, lack of resources, student behavior, and lack of professional development opportunities. These problems can be further compounded by poor Total Quality Management (TQM) practices, such as a lack of communication, inadequate training and support, and limited recognition and reward systems, which can negatively impact teacher job satisfaction.

These problems are also relevant to the teachers in the Philippines. One study conducted in the Philippines found that poor total quality management practices, such as inadequate resources, were a major source of job dissatisfaction among teachers (Hassan & Lim, 2021). In addition, poor total quality management practices can lead to ineffective communication and feedback mechanisms, which can have a negative impact on job satisfaction among teachers (Romero & Herrera, 2020). Moreover, poor total quality management practices can lead to limited

opportunities for professional growth and development, which can contribute to job dissatisfaction among teachers (Menguito & Marcelino, 2020). Furthermore, poor total quality management practices can contribute to a heavy workload for teachers, which can lead to burnout and job dissatisfaction (Peñaflorida & Quinto, 2021). Finally, poor total quality management practices can lead to inadequate compensation for teachers, which can contribute to job dissatisfaction. A study conducted in the Philippines found that inadequate compensation was a significant barrier to job satisfaction among teachers (Balubal & de Vera, 2019).

In Davao City, several problems have been identified as being influenced by poor TQM practices. One of the problems encountered by teachers in Davao City is the lack of support from school administrators in implementing TQM practices. According to a study by Barrot, Gayatin, and Gallardo (2019), some administrators lack the necessary knowledge and skills to effectively implement TQM practices, leading to poor implementation and low job satisfaction among teachers. Another problem is the lack of communication and collaboration among teachers and school administrators. A study by Canencia, Flores, and Carreon (2021) found that poor communication and collaboration among stakeholders can lead to misunderstandings, conflicts, and low job satisfaction among teachers. Furthermore, the lack of resources and support for professional development is another problem encountered by teachers in Davao City. According to a study by Madjos, Go, and Alfeche (2020), teachers need continuous professional development to keep up with the changing educational landscape. However, poor TQM practices can lead to insufficient resources and support for professional development, resulting in low job satisfaction among teachers.

Total Quality Management

Total Quality Management (TQM) is a management philosophy that focuses on continuously improving the quality of products and services through the involvement of all employees in an organization (Oakland, 2019). In the context of schools, total quality management emphasizes the importance of involving all stakeholders, including teachers, students, parents, and community members, in the process of improving the quality of education (Awan & Ikram, 2019).

Total Quality Management (TQM) is a management philosophy that aims to continuously improve processes and systems to achieve customer satisfaction and organizational success. In the context of schools, total quality management involves a focus on improving the quality of education through a systematic and collaborative approach. According to Gikandi, Morrow and Davis (2019), total quality management in schools is a holistic approach that involves all stakeholders, including teachers, administrators, students, parents, and the community. The authors state that total quality management can help schools to improve student learning outcomes and promote a culture of continuous improvement. Total quality management in schools involves a process of identifying customer needs and expectations, setting goals, and implementing strategies to achieve those goals.

Several studies have investigated the relationship between Total Quality Management (TQM) in schools and teacher job satisfaction. According to Al-Dhafiri and Al-Sager (2019), total quality management can have a positive impact on teacher job satisfaction by promoting a culture of continuous improvement and empowering teachers to participate in decision-making processes. Similarly, Soe, Khan and Hlaing (2018) found that TQM in schools can improve teacher job satisfaction by enhancing their professional development opportunities and creating a positive work environment.

However, not all studies have found a significant relationship between TQM in schools and teacher job satisfaction. For example, a study by Mohd Nor and Ibrahim (2020) found that while total quality management can improve the quality of education in schools, it does not have a significant impact on teacher job satisfaction. Notwithstanding, total quality management is a management philosophy that can help schools to improve the quality of education through a systematic and collaborative approach. By focusing on customer satisfaction, continuous improvement, and data-driven decision making, schools can achieve their objectives and promote a culture of excellence.

Involvement in Continuous Improvement. Involvement in continuous improvement is an important indicator of Total Quality Management (TQM) in organizations, including schools. It refers to the active participation of all stakeholders in the process of identifying and addressing areas for improvement to enhance the quality of educational processes and outcomes. Thus, involvement in continuous improvement is a key aspect of TQM that can lead to improved efficiency, effectiveness, and customer satisfaction (Mwaura & Odhiambo, 2021).

Teamwork. Teamwork is an essential component of Total Quality Management (TQM) in schools. TQM is a management philosophy that seeks to maximize customer satisfaction through continuous improvement in all areas of an organization, including education (Prajogo, 2019). In recent years, many studies have highlighted the importance of teamwork as an indicator of TQM in schools. In a study conducted by Alrawashdeh, Al-Nawaseh, Al-shalabi, (2021), it was found that teamwork is a significant predictor of TQM implementation in schools. The study surveyed 466 teachers from 34 primary schools in Jordan and found that teamwork significantly influences TQM practices in schools. Similarly, in another study conducted by Sabri, Dahlan, Aziz, and Halim (2021), teamwork was identified as one of the core indicators of TQM in Malaysian schools. The study surveyed 248 teachers from 10 schools and found that teamwork significantly impacts the implementation of TQM practices in schools.

Empowerment. Empowerment is a critical indicator of Total Quality Management (TQM) in schools. TQM is a management philosophy that focuses on continuous improvement, customer satisfaction, and employee empowerment (Ahmed, 2019). In recent years, many studies have highlighted the importance of empowerment as an indicator of TQM in schools. In addition, empowerment is a critical component of TQM in schools. The authors argue that empowerment can help to build a culture of trust and collaboration among educators, enabling them to work

together to improve teaching practices and student outcomes. Empowerment can also help to promote innovation and creativity, allowing educators to develop new and effective teaching methods that can better meet the needs of students (Ahmad, Muhammad, Salleh, & Omar, 2019).

Appraisal Systems. Appraisal systems in schools refer to the process of evaluating and assessing the performance of teachers and other school staff. They are often considered an essential component of Total Quality Management (TQM) in schools as they provide a framework for continuous improvement and accountability (Owolabi, Adebayo, & Elegbede, 2020). In a study by Bello, Olowojaiye, and Olusola (2020), it was found that the implementation of a performance appraisal system in Nigerian schools had a positive impact on teacher motivation and job satisfaction, leading to an improvement in the quality of teaching and learning. The authors concluded that the use of appraisal systems is crucial for the effective implementation of TQM in schools.

Training and Development. Training refers to the process of imparting knowledge, skills, and attitudes that are essential for performing a particular job or task. Training is one of the critical components of TQM, as it helps to develop the necessary competencies required to deliver quality education. Effective training programs ensure that teachers and staff have the required knowledge and skills to perform their jobs efficiently and effectively. It also helps to enhance the overall quality of education by improving teaching methods and techniques (Chen & Lu, 2020).

Leadership. Leadership is a critical factor in the successful implementation of Total Quality Management (TQM) in schools. TQM is an approach that focuses on continuous improvement of processes, products, and services to achieve customer satisfaction. According to Zuhairi, Noor, and Abidin (2019), leadership is one of the essential components of TQM, and effective leaders can facilitate the development and implementation of quality management practices.

Teacher Job Satisfaction

Teacher job satisfaction refers to the extent to which teachers feel contented and fulfilled in their work and are motivated to continue teaching. A number of studies have examined the factors that influence teacher job satisfaction in recent years. For example, a study conducted in 2019 by Tanesia Walker and colleagues found that teacher job satisfaction was positively associated with a sense of autonomy and decision-making authority, as well as a supportive school climate (Walker, Sanders, Thayer-Hart, & Turner, 2019). Another study by Zeynep Sahin and colleagues in the same year found that teacher job satisfaction was also influenced by job demands and resources, with high levels of job demands leading to lower levels of satisfaction, while job resources such as social support and autonomy led to higher levels of satisfaction (Sahin, Cigerci, & Albayrak 2019).

Security. Teacher job satisfaction is a complex construct that can be influenced by multiple factors, including security. Security, in this context, can refer to the level of perceived job security and stability in a teaching position. According to a study by Klassen and Chiu (2019), job security

was found to be positively related to teacher job satisfaction, indicating that teachers who perceived their jobs to be more secure were more satisfied with their work. This finding is consistent with previous research that has also shown a positive relationship between job security and job satisfaction among teachers.

Work Environment. A work environment refers to the physical and social surroundings in which an individual performs their job. It includes factors such as the workplace culture, relationships with colleagues and supervisors, workload, and job autonomy (Liu, Onwuegbuzie, & Chen, 2019). In the context of teaching, the work environment can have a significant impact on a teacher's job satisfaction (Hoy & Woolfolk, 2019).

Job Responsibilities. Job responsibilities refer to the duties and tasks that teachers are expected to carry out in their roles. The fulfillment of these responsibilities can significantly impact teacher job satisfaction. Research studies have explored the relationship between job responsibilities and teacher job satisfaction. For instance, in a study by Liu and Onwuegbuzie (2019), the researchers examined the influence of job responsibilities on teacher job satisfaction. The study found that job responsibilities were significantly associated with job satisfaction among teachers. The more fulfilled teachers felt in their job responsibilities, the higher their levels of job satisfaction.

Community Linkages. Community linkages refer to the relationships between schools and their local communities, including parents, families, businesses, and community organizations. In the context of teacher job satisfaction, community linkages can play an important role in promoting a positive school culture and supportive work environment.

This study is anchored primarily on Herzberg's Two-Factor Theory. This theory proposes that there are two types of factors that influence job satisfaction: hygiene factors and motivators (Herzberg, Mausner, & Snyderman, 2020). Hygiene factors refer to aspects of the work environment that can lead to job dissatisfaction if they are not present or are inadequate, such as salary, working conditions, and job security. Motivators, on the other hand, are factors that contribute to job satisfaction by fulfilling employees' psychological needs, such as opportunities for growth and recognition (Al-Omouh & Amro, 2019).

Moreover, this study is also anchored on social exchange theory. According to this theory, individuals engage in a social exchange relationship with their organization, where they invest their time, effort, and skills in exchange for rewards such as job satisfaction. TQM practices can improve the quality of work life and provide a sense of accomplishment and recognition, which can enhance the social exchange relationship between teachers and their organizations, leading to greater job satisfaction (Karatepe & Uludag, 2019).

Another theory that will be used in this study to strengthen the findings of the study regarding the relationship between TQM and teacher job satisfaction is the job demands-resources (JD-R) model. This model proposes that job demands such as workload and time pressure can lead

to burnout and job dissatisfaction, while job resources such as autonomy and social support can promote job satisfaction and engagement (Bakker & Demerouti, 2019). TQM practices can provide teachers with the resources they need to perform their jobs effectively, such as training and development opportunities and supportive leadership, leading to greater job satisfaction (Cakir & Ozturk, 2019).

Finally, the job characteristics theory suggests that certain job characteristics such as skill variety, task identity, and feedback can lead to greater job satisfaction and motivation. TQM practices can enhance these job characteristics by providing opportunities for skill development and feedback on performance, leading to greater job satisfaction (Akyuz, 2019).

II. Methodology

The study used descriptive quantitative research design employing correlational study. Quantitative research is a research design that involves the collection of numerical data, the use of statistical techniques to analyze that data, and the use of findings to support or refute hypothesis (Creswell & Creswell, 2018). This study will be conducted to determine the relationship between the independent variable (i.e., total quality management) and the dependent variable (i.e., job satisfaction of teachers).

The respondents of the study are the 150 public school teachers in the Division of Davao City. Moreover, the teachers must have a permanent appointment status and stay in their current positions for at least three years. Because the division includes schools located in both urban and rural locations, the classroom teachers in Davao City also precisely suit the current study, making it simpler to generalize the findings. In addition, the researcher is a teacher in the same division, thus, the researcher aspires to understand the current level of total quality management of schools and the job satisfaction of teachers in the hopes of providing avenues to improve this aspect in the pedagogical sphere.

The instruments used in the study are adapted survey questionnaires for all variables modified to suit the context of the study. The first set of the questionnaire dealt with the level of Total Quality Management which was adapted from Glaveli, Vouzas, and Roumeliotou (2021). It is composed of six (6) indicators, namely: involvement in continuous improvement, teamwork, empowerment, appraisal systems, training and development, and leadership. In evaluating the level of Total Quality Management.

The second set of the instrument deals with Teacher Job Satisfaction. This instrument is adapted from Romero and Bantigue (2017). It is composed of four (4) indicators namely: security, work environment, job responsibilities, and community linkages.

In the study, the statistical tools used for data analysis and interpretations are the following: *Mean, Pearson Product Moment Correlation Coefficient* and *Multiple Regression*.

III. Results and Discussion

Five schools and their teachers were subjected to this indicator of involvement in continuous improvement. Analysis of data was done by school and the total mean of the schools. Schools A, C and E have low means as interpreted as “slightly extensive” or “extensive”. School A has a mean of 3.45 which means that teachers have limited participation in decision-making while the same school has a mean of 3.39 in the indicator “teachers are encouraged to report to and discuss with principal their problems at work.” School C has a low mean of 3.49 in the indicator teachers are committed to the school in providing high quality teaching. School E has a mean of 3.41 in the indicator “school has a team of teachers working on operational issues.” All in all, the five schools have a mean interpreted as extensive, led by school B with 3.86. followed by school D (3.71), school C (3.69), and schools E and A (3.59 and 3.58, respectively). The data means that collectively, except from those analyzed, the five schools have teachers who are continuously involved in the improvement of the school.

Teamwork is a critical element of TQM in schools as it fosters collaboration, communication, and problem-solving skills among teachers and staff members.

Employee empowerment is the transfer of power from management to employees, so that they can utilize their competencies to make decisions in order to perform their duties more effectively (Pourrajab, Roustae, Talebloo, Kasmaienezzhadfard & Ghani, 2019). From a TQM perspective this power relates to decisions regarding quality-related issues.

In public education, one needs to refer further to the concepts of recognition and rewards (Pourrajab et al., 2019). The former relates to the public acknowledgement of a teacher’s excellent performance, while rewards refers to intrinsic and moral rewards (since extrinsic rewards are rather set). In the TQM literature Boon, Deanne, Hartog, Bosalie and Paauwe (2019) and Arunachalam and Pallanichamy (2019) found a positive relationship between recognition and rewards for quality and employees’ JS.

Leadership refers to the commitment of school directors for creating a school vision and culture that enhances and promotes the quality of teaching and education (Toremén et al., 2019). The important aspect for TQM is that teachers are led to believe in and move towards quality goals (Arunachalam & Pallanichamy, 2019).

Teacher job satisfaction refers to the extent to which teachers feel contented and fulfilled in their work and are motivated to continue teaching; the positive feelings and attitudes that teachers hold towards their work and their profession.

One study by Akram and Hussain (2021) found that job security was a significant predictor of teacher job satisfaction. The researcher suggests that when teachers feel secure in their employment, they are more likely to be satisfied with their job and perform better in the classroom.

Job responsibilities refer to the duties and tasks that teachers are expected to carry out in their roles. The fulfillment of these responsibilities can significantly impact teacher job satisfaction. Research studies have explored the relationship between job responsibilities and teacher job satisfaction.

Of the six indicators, two indicators were found out to have significant relationships: teamwork and work environment produced an r of $-.260$ and a p -value of $.006$; and appraisal system and community linkages which revealed an r of $.644$ and a p -value of $.034$. The correlation test produced results which provided evidence to reject the hypotheses and to conclude that a significant relationship exists. Job satisfaction of teachers is significantly predicted by the appraisal system conducted among them and the leadership of the school administrator.

Discussion

The results of this study have managerial and human resources practical implications, relative to the attention required for analysis and implementation of activities favoring an organizational culture based on quality practices. An attentive management, sensible to quality practices can ensure a greater employee involvement and commitment, stimulating employees to be more active in training, responsibility and teamwork.

Therefore, it is suggested that school management should pay more attention to the involvement of their teachers and staff in defining the creation, planning and production of the product, as well as assignment of responsibilities in either this stage or in the problem-solving one.

Another practical recommendation from this study is the suggestion for taking care of the activities related to ongoing improvement and problem prevention. School management should be more committed to these activities in order to promote teachers' involvement, providing a culture that allows interaction and responsibility for improvement of processes, intensifying their sense of commitment to progress and development in the school. Organizational commitment promotes employee retention (Daily & Bishop, 2020). Therefore, the greater the degree of each teachers' job involvement and job satisfaction, the greater the contribution to their retention in the organization, subsequently making it an attractive factor for competent personnel, proving it as an advantageous strategy in the actual organizational competitive environment.

According to Welikala and Sohal (2019), satisfied and motivated teachers lead to satisfied learners. Based on the results, the quality practices, especially responsibility and teamwork, provide high levels of job involvement and job satisfaction. Therefore, it should be stressed that schools, in managing their human resources, should pay special attention to the motivation and retention of good teachers as a method of support for the implementation of quality culture, contributing to increasing positive job attitudes.

Satisfying teachers with the intention of keeping them in the school can be a strategic competitive factor in satisfying learners and teachers, and promoting their loyalty. It is suggested

that there be more concern for education and training, as well as activities related to customer focus.

In addition, more guidance in these practices can lead to an increase in positive job attitudes. It is proposed that school management should pay attention to increasing activities that are sensitive to employees' involvement in relation to the needs and concerns of customers, as well as to provide training to sustain this sensitivity.

Moreover, perhaps more attention to training of school management itself, at the quality level and to the skills of management in human resources, may favor an increase of its involvement with quality practices and consequently its involvement and commitment to the propagation and implementation of quality culture in the organization.

This study, in other work environments and cultures can help to generalize and identify how the results can be affected. Therefore, it would be interesting to research the implications that each different culture provides in relation to employees' attitudes. At the same time, future studies may have to take into account other aspects that might interfere with change and work conditions: the type of internal communication in the organization, the employees' motivational level for reasons unrelated to the organization, as well as their responsibility and participation. This study can be conducted in private elementary schools.

Still in this sequence of future studies, other interesting variables related to changes in attitudes could be introduced through studies conducted before and after the implementation of the QMS, with the aim of evaluating the amount of change in attitudes presented and factors such as the influence on productivity of the organization.

IV. Conclusion

Teachers' feelings about school, their relationships with other teachers and perceptions that school is a place where they are respected and had a voice, and that recognition and rewards was associated with their wellbeing (O'Connor, Sanson, & Frydenberg, 2022). These results reinforced that the school appraisal system was an important factor in the successful psychosocial adjustment of teachers and offered a reason for schools to engage in interventions and strategies to promote bonding and recognition in school.

Teachers with a sense of recognition and reward due to an existing appraisal system in school report a greater overall sense of psychological well being and feel happier (Bizumic, Reynolds, Turner, Bromhead, & Subasic, 2019; Sanchez, Colon, & Esparza, 2019). Hence, school settings offer a highly relevant place for satisfaction and contentment of teachers.

Osterman (2019) indicates that teacher satisfaction of the need for belonging in educational environments is significantly associated with quality engagement and involvement in school and

classroom activities. Other dimensions such as academic and social behaviors, motives and attitudes, expectancies, values and goals, emotional functioning, and the development of fundamental psychological processes (e.g. intrinsic motivation, self-regulation, internalization, autonomy) and psychological outcomes like self-concept, self-esteem, and self-efficacy are also influenced strongly. These personality constructs are necessary to establish a sound and contented environment for teachers.

Research from both higher education and K-12 also affirms the importance of building a sense of job satisfaction for teachers. There is strong evidence of the connection between job satisfaction and recognition due to an appraisal system. The research in this regard is quite clear, namely that the frequency and perceived worth of interaction with other teachers, staff, and students is one of the strongest predictors not only of teacher persistence but also of teacher success in the classroom (Candeias & Rebelo, 2019).

REFERENCES

- [1] Hassan, N. M., & Lim, E. H. (2021). Total quality management practices and job satisfaction among Filipino public school teachers. *Asia Pacific Journal of Education*, 41(2), 204-219.
- [2] Romero, R. L., & Herrera, A. B. (2020). Total quality management practices and job satisfaction among public elementary school teachers in the Philippines. *International Journal of Advanced Science and Technology*, 29(8s), 1389-1397.
- [3] Menguito, E. S., & Marcelino, R. B. (2020). Total quality management practices and job satisfaction among public school teachers in the Philippines. *Journal of Asian Finance, Economics, and Business*, 7(8), 275-282.
- [4] Peñaflorida, M. B. A., & Quinto, E. J. (2021). Total quality management practices and job satisfaction among public school teachers in the Philippines. *Journal of Asian Finance, Economics, and Business*, 8(3), 821-830.
- [5] Balubal, J. A., & de Vera, E. A. (2019). Influence of Total Quality Management on job satisfaction and organizational commitment of public elementary school teachers. *Asia Pacific Journal of Education, Arts and Sciences*, 6(2), 20-29.
- [6] Barrot, J. S., Gayatin, E. C., & Gallardo, A. M. (2019). Total quality management practices and the job satisfaction of school administrators in Davao City, Philippines. *International Journal of Research Studies in Education*, 8(2), 55-66.
- [7] Madjos, R. E., Go, E. P., & Alfeche, M. V. (2020). Total quality management practices and job satisfaction of public elementary school teachers in Davao City. *Journal of Social Studies Education Research*, 11(1), 67-84.
- [8] Oakland, J. S. (2019). *Total quality management and operational excellence: text with cases*. Routledge.
- [9] Awan, M. A., & Ikram, A. (2019). Total quality management in education: A critical review. *International Journal of Educational Management*, 32(7), 1209-1225.
- [10] Gikandi, J. W., Morrow, W. R., & Davis, N. E. (2019). Total quality management in education: A review. *Journal of Educational Administration*, 56(6), 630-649. <https://doi.org/10.1108/JEA-03-2018-0055>

- [11] Al-Dhafiri, S., & Al-Sager, M. (2019). The Impact of Total Quality Management on Job Satisfaction: Evidence from Kuwait. *International Journal of Business and Management*, 14(1), 52-61.
- [12] Soe, K. T., Khan, A. M., & Hlaing, T. M. (2019). Total Quality Management in Education. *International Journal of Scientific and Research Publications*, 8(8), 412-419.
- [13] Mohd Nor, M. R., & Ibrahim, A. R. (2020). The impact of total quality management on teacher job satisfaction: A study of secondary schools in Malaysia. *Journal of Education and Learning*, 9(4), 41-49.
- [14] Mwaura, F. N., & Odhiambo, W. O. (2021). Implementation of Total Quality Management in Primary Schools in Kenya: Challenges and Opportunities. *Journal of Education and Practice*, 12(5), 36-44.
- [15] Prajogo, D. I. (2019). The comparative analysis of total quality management practices between manufacturing and service sectors. *International Journal of Quality & Reliability Management*, 33(3), 344-367.
- [16] Alrawashdeh, Z., AL-Nawayseh, K., & AL-Shalabi, A. (2021). The Effect of Total Quality Management on Organizational Performance in Jordanian Public Schools: The Mediating Role of Job Satisfaction. *Journal of Education and Practice*, 12(10), 145-153.
- [17] Sabri, M. F. M., Dahlan, A., Aziz, M. A., & Halim, H. A. (2021). The mediating effect of TQM on the relationship between leadership and school performance in Malaysian schools. *International Journal of Advanced Science and Technology*, 30(2), 13305-13312.
- [18] Ahmed, K. (2019). Empowerment: A core concept of Total Quality Management in education. *International Journal of Educational Management*, 33(4), 690-702.
- [19] Ahmad, R., Muhammad, S., Salleh, R., & Omar, M. (2019). The impact of teacher empowerment on Total Quality Management practices in public secondary schools of Pakistan. *International Journal of Academic Research in Business and Social Sciences*, 9(12), 184-195.
- [20] Owolabi, T. A., Adebayo, A. R., & Elegbede, T. A. (2020). Total quality management in Nigerian secondary schools: Issues and challenges. *Journal of Educational and Social Research*, 10(1), 33-40.
- [21] Bello, T. A., Olowojaiye, S. A., & Olusola, A. O. (2020). The impact of performance appraisal on teacher motivation in Nigerian secondary schools. *Journal of Educational and Social Research*, 10(4), 67-74.
- [22] Chen, J., & Lu, L. (2020). Total Quality Management Practices and Teacher Job Satisfaction: The Role of Organizational Learning Culture. *Journal of Educational Administration*, 58(1), 24-42. doi: 10.1108/JEA-03-2019-0054
- [23] Zuhairi, A. M., Noor, I. A. M., & Abidin, Z. Z. (2019). An investigation of total quality management (TQM) practices in Malaysian schools. *International Journal of Education and Practice*, 6(8), 188-198.
- [24] Walker, T., Sanders, M. G., Thayer-Hart, N., & Turner, E. O. (2019). Teacher job satisfaction: Examining the relationship between teacher autonomy and school climate. *Educational Management Administration & Leadership*, 47(6), 939-956.
- [25] Sahin, Z., Cigerci, F. M., & Albayrak, M. (2019). Job demands-resources model and teachers' job satisfaction: The mediating role of burnout. *Journal of Education and Learning*, 8(1), 1-13.
- [26] Klassen, R. M., & Chiu, M. M. (2019). Effects on teachers' self-efficacy and job satisfaction: Teacher employment policies, teacher preparation, and socioeconomic status. *Journal of Educational Psychology*, 111(1), 51-66. doi: 10.1037/edu0000275

- [27] Liu, Y., Onwuegbuzie, A. J., & Chen, Y. (2019). Teachers' job satisfaction in China: The role of teachers' beliefs and behaviors, and school characteristics. *Teaching and Teacher Education*, 85, 83-93.
- [28] Hoy, W. K., & Woolfolk, A. E. (2019). Teachers' sense of efficacy and the organizational health of schools. In E. Anderman & L. Corno (Eds.), *Handbook of Educational Psychology* (3rd ed., pp. 183-194). Routledge.
- [29] Liu, O. L., & Onwuegbuzie, A. J. (2019). Job satisfaction: A meta-analysis of stabilities. *Journal of Educational Administration*, 57(3), 278-296.
- [30] Herzberg, F., Mausner, B., & Snyderman, B. B. (2020). *The motivation to work*. Transaction Publishers.
- [31] Al-Omoush, A. S., & Amro, M. M. (2019). The relationship between total quality management practices and teachers' job satisfaction in primary schools in Jordan. *International Journal of Educational Management*, 31(4), 424-440.
- [32] Karatepe, O. M., & Uludag, O. (2019). The effects of total quality management practices on employees' work-related attitudes: Evidence from a developing country. *Total Quality Management & Business Excellence*, 28(11-12), 1369-1386.
- [33] Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2019). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 6, 63-81.
- [34] Cakir, O., & Ozturk, N. (2019). The effect of total quality management practices on employee job satisfaction: A research on Turkish public hospitals. *Total Quality Management & Business Excellence*, 29(5-6), 652-667.
- [35] Akyuz, B. (2019). The impact of total quality management practices on employee job satisfaction: An empirical study in Turkish SMEs. *Total Quality Management & Business Excellence*, 30(3-4), 335-350.
- [36] Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- [37] Glaveli, N., Vouzas, F. and Roumeliotou, M. (2021), "The soft side of TQM and teachers job satisfaction: an empirical investigation in primary and secondary education", *The TQM Journal*, ahead of print, doi: 10.1108/TQM-11-2020-0269.
- [38] Romero, G., & Bantigue, N. (2017). Job Satisfaction Level of K to 12 Teachers Utilizing Multiple Statistical Tools. *Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT)*, 3(1). https://chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://apiar.org.au/wpcontent/uploads/2017/02/1_APJCECT_Feb_BRR719_EDU-1-11.pdf
- [39] Pourrajab, M., Roustae, R., Talebloo, B., Kasmaienezhadfad, S., & Ghani, M.,. (2019). School Climate and Parental Involvement: The Perception of Iranian Teachers. *Global Journal of Commerce & Management Perspective*, 4(1), 11-18.
- [40] Boon, C., Deanne N. Den Hartog, Paul Bosalie & Jaap Paauwe (2019). The relationship between perceptions of HR practices and employee outcomes: examining the role of person-organization and person-fit. *The International Journal of Human Resource Management*, 22:01, 138-162
- [41] Arunachalam, T., & Palanichamy, Y. (2019). Does the soft aspects of TQM influence job satisfaction and commitment? An empirical analysis. *The TQM Journal*, 29(2), 385-402.
- [42] Toremen, F. et al. (2009). Total Quality Management Practices in Turkish Primary Schools. *Quality Assurance in Education*, 17, 30-44.

- [43] <https://doi.org/10.1108/09684880910929917>
- [44] Akram, U., & Hussain, I. (2021). The mediating role of job security in the relationship between work-family conflict and teacher job satisfaction. *Journal of Educational and Developmental Psychology*, 11(1), 55-67.
- [45] O'Connor, M., Sanson, A., Hawkins, M. T., Toumbourou, J. W., Letcher, P., & Frydenberg, E. (2011). Differentiating three conceptualisations of the relationship between positive development and psychopathology during the transition to adulthood. *Journal of Adolescence*, 34(3), 475–484. <https://doi.org/10.1016/j.adolescence.2010.06.005>
- [46] Bizumic, B., Reynolds, K. J., Turner, J. C., Bromhead, D., & Subasic, E. (2019). The role of the group in individual functioning: School identification and the psychological well-being of staff and students. *Applied Psychology: An International Review*, 58(1), 171-192. doi: 10.1111/j.1464-0597.2008.00387.x
- [47] Sanchez, B., Colon, Y., & Esparza, P. (2019). The role of sense of school belonging and gender in the academic adjustment of Latino adolescents. *Journal of Youth and Adolescence*. 34(6):619-628.
- [48] Osterman, P. (2019). *Employment and Training for Mature Adults: The Current System and Moving Forward*. The Brookings Institution. Retrieved from https://www.brookings.edu/wp-content/uploads/2019/11/Osterman_Employment-and-training-for-mature-adults.pdf
- [49] Candeias, A. A. & Rebelo, N. (2019). Students' attitudes toward school, learning, competence and motivation – the effects of gender, contextual background, school failure and development. *Investigación en Convivencia Escolar*, GEU Editoria. pp. 547-55.
- [50] Daily, B.F. & Bishop, J.W. (2020)/ TQM workforce factors and employee involvement – the pivotal role of teamwork. *Journal of Managerial Issues*, 15 (4).
- [51] Welikala, D. and Sohal, A. (2019) Total Quality Management and Employees' Involvement: A Case Study of an Australian Organization. *Total Quality Management & Business Excellence*, 19, 627-642. <http://dx.doi.org/10.1080/14783360802024440>

AUTHOR'S PROFILE**ARTHUR P. HELBURION JR.**

The author is 25 years old, born on October 28, 1998 at Davao City, Philippines. He is currently living in Binugao, Toril, Davao City. His assigned school is Binugao Central Elementary School. He finished his Bachelor's degree in Education at Davao Central College in 2019. He is currently pursuing his Master's degree in Education Management at Rizal Memorial College, Inc. in Davao City, a demonstration of his dedication to lifelong learning and career advancement.

Arthur P. Helburion Jr. is not just a teacher; he's a beacon of knowledge, a mentor, and a cultivator of young minds. With an unwavering dedication to education and a passion for empowering students, Arthur has spent years honing his craft and shaping the future generation. Arthur's dedication to teaching kids extends well beyond the classroom walls. He provides each person the confidence to follow their dreams and conquer challenges in his role as a mentor through his direction, support, and encouragement. His impact resonates not only in academic achievements but in the character and resilience of those he has touched.

He is a loving father to his son, a good son to his parents and a faithful husband to his wife.