

Relationships between Total Quality Management Practices, Organizational Culture and Teacher's Performance: Study from Seventh Day Adventist High Schools in West Indonesia

Ronny Buha Sihotang*, Zenyka Viedeyona Zebedeus**

*Management Lecturer of Universitas Advent Indonesia

**Management Student of Universitas Advent Indonesia

ARTICLE INFO

Keywords:
Teacher's,
performance,
quality management,
practices,
organization culture,
school operation.

Corresponding author:
ron_cniners@yahoo.com

ABSTRACT

Teacher's performance is the main key of school organization's success. As the key, teachers' genuineness is highlighted to be the most demanding of the school operations. They are actors, patrons, front liner workers, and models for the future. It shows that the role of teachers is the center of school operations. In the same situations, school operations are affected by school culture and quality management practices that enhance the teachers to do their duties properly. Teachers' performances are tied to the culture and total quality management practices of the schools. The purpose of this research is to elaborate the relationships between implementation of total quality management practices, organizational culture and teacher's performance. The research results indicate that there is a strong relationship between total quality management practices and teacher's performance. Also there is a moderate relationship between organizational culture and teacher's performance. While the relationship between total quality management and organizationa culture is moderate relationship. Both total quality management practices and organizational culture positively and significantly affect teacher's performance.

© 2013 IRJBS, All rights reserved.

INTRODUCTION

In the world business strategic operations, "performance" is the basic element of seeing and evaluating the result of whole operations.

Whatever organizations do the key word have to be consider is how its performance (Aghajary & Senin, 2014). This emphasis factor is determining that an organization manages according to its

goals (Ferreira et al., 2012). The performance evaluations are also useful for comparing amongst industrial players either for internal or external. As an alternative, a skilled, motivated, and flexible workforce can help develop a company's sustainable core competencies (Levine, 1995). Managers as well as supervisors are consequently turning to push employees to generate competitive strategy. Certain human resource management practices are suspected of supporting better firm operation and performances.

Scholars of strategic human resource management (SHRM) have turned their attention to employee performance, due to enabling the company to set aside goals and lead by empowering employee components. To enhance this mutually reinforcing bundle, human resource practices endorse and facilitate synergistic time, training for getting high employee commitment, high involvement and high performance. In this paper we use "high employee performance" to show that the organizational culture empowers and provides employees with quality skills, information, motivation and latitude. Principally, organizational culture can enhance employee performance. More and more, research suggests that the impact of organizational culture towards employee performance is fundamentally the foundation of career developments (Pinho et al., 2014; Klein, 2013; Xenikou, 2006; Rashid et al., 2003).

As a set of values and norms, organizational culture provides covenant values of general criteria, standards or guiding principles that employees use to determine which types of behaviors, events, situations, and outcomes are desirable or undesirable. The rules and contract agreement between an employee and organization is a guideline of how an organization is operated. Understanding of organization environments such as organization structures', working policies, career development paths, social interactions amongst teamwork are mandatory. This is because organizational culture controls the way

members make decisions, the way they interpret and manage the organizational environment, what they do with information, and how they behave. So, organizational culture affects an organization's performance as well as employee job performance.

Another research that has relation on employee performance is total quality management practice approaches (Carlos et al., 2011; Christos & Evangelos, 2011; Baird et al., 2011; Saez-Albacete et al., 2011; Hasan & Kerr, 2003). Most of the quality management practices focus on pushing employee performance either by teamwork or individual performance. Quality management practice particularly from quality award systems such as the Malcolm Baldrige National Quality Award, European National Quality Award and International for Standard of Organization find out that one criterion of quality measurement focus on employee performance of doing quality's product. It means that the employee is one of the most critical of quality management practices.

Connecting to the organizational culture systems, management quality practice is the role of how business system is done. Total quality management practice shows a radical change of organizational culture in which the new management model focus is customer driven (Besterfield et al., 1999:3; George & Weimerskirch, 1994:3). Total quality management is an organization-wide challenge that every employee is responsible to do the right thing correctly the first time. Those affected by the plan must be involved in its development and implementation. They understand the process better than anyone else. Changing behavior is the goal. Employees must come to work not only to do their job, but also to think about how to improve their job.. This is the way that job performance genuinely done.

In summary, the objectives of the study are:

1. To examine the association between total quality management practices and teacher

performance in Seventh Day Adventist (SDA) high schools of West Indonesia.

2. To examine the association between organizational culture and teacher performance in SDA high schools of West Indonesia.
3. To examine the association between total quality management practice with the extent of organizational culture factors in SDA high schools of West Indonesia.

Review of Related Literature

Teacher Performance

For an organization, the result of the work of employees (teachers) became the basis of the success of the organization. That is why the performance of employees will determine the performance of the organization, because the organization's success depends on the results of employee performance (Cuyper et al., 2014). To determine the performance of the employee, then the first organizational structuring and formulation will be the performance itself in general, in order to obtain good sequences in generating employee performance measurement (in this case focusing on teacher performance). To make performance measurement more clear, then it is necessary to understand the notion or definition of performance. Performance is the result of the achievement of employee accordance with the provisions of the rights, obligations and responsibilities granted to a worker in the job description (Ivancevich, 2007:253; Byars & Ru, 2006: 222). In the job description of the employee, obligations and responsibilities that has to be done according to the provision of the time schedule that was given (e.g. daily, weekly, monthly and yearly completion) are described. In the rights and responsibilities, the scope of work is clearly stated, as well as the work to be done and work targets that must be implemented. If all of the rights and responsibilities of employees in the job description are fulfilled, then the employee is said to have good performance. This definition certainly applies in general performance, so for any form of organization, the definition of performance is conceptually similar but can differ between the

job descriptions of the employees with another since the operational implementation differs from one organization to another.

Whereas the form of performance itself may vary from one employee to another. Performance of a carpenter, for example, differs from the performance of a bank employee, a post office employee performance differs from the performance of an artist or actor. But substantially, performance indicates the level of achievement of a person on the work assigned to him. So any work that is carried out by someone, the form of performance can be seen from the results of the work performed (Yang & Huang, 2014).

In order for the shape of performance to be known, then a job performance evaluation needs to be made. The job performance evaluation itself is made to determine the extent to which the planned work implementation process has been executed as originally planned. Whether a work plan will be executed or not is visible through an evaluation tool that has been. In performance evaluation, "what has worked and what has not been done" will be seen. Because performance evaluation ensures "whether the work plan has been carried out through the work planned in accordance with the specified time," it serves as a performance evaluation tool to measure the activities of the organization through all the employees involved.

If the performance evaluation has been done, then the benefits for both parties, which are the employees themselves and the organization, through leadership, will be seen (Bacha, 2014). The benefits of employee performance evaluation – in this case the teacher – will be clearly visible; for example, the results of the performance of the employee (teacher) in one semester or one academic year. The results of the employee performance evaluation will be clear because the source comes from the employees themselves, where the evaluator is a superior, students for

teachers, and others involved in the organizations. From the results of the evaluation, it will be clear what is achieved and what is not achieved. It shows transparency between the parties involved in the organization.

There could be factors that affect or influence the performance of teacher so that it becomes the attention of the organization to consider. A worker can produce a much better job than other colleagues. Better success can be achieved if the employee is already familiar with the work being done through experience and education so that the facts in the field of work is mastered clearly and thoroughly done in accordance with the facts that are there (often called declarative knowledge). Work that is technically mastered (hands-on job) and common management leaves work innovations to be made so that the work is easier to get done.

In order for performance to be better, then the techniques of management skills and expertise to understand the working environment such as (1) the scope of work with a work team, (2) the scope of work with a superior, (3) the scope of work with different departments, (4) work environment with other parties concerned, needs to be known thoroughly so that the scope and link of the work being done is properly well-known (Baumgartner et al., 2014). Because by knowing the scope and working relationships (links) then the employee knows the direction and impact of the work being done by other parties. For example, knowing the relationship between the work being done with the work of superiors.

If the work being done is late, it will result in the disruption of the work of superiors. For the comprehension of task, the relationship between the work and the work ethic must be understood, in order to realize the impact the work of co-workers, superiors, and work of other people (often called procedural knowledge).

Good or bad performance is not only seen from the quantity that can be produced by an individual at work, but is also measured by quality. To determine an individual's performance (employee and/or teacher), a performance standard must be set in advance. Because the standard of performance is the benchmark for a comparison between what has been done with what is expected to be done, or targeted according to the job or position that has been entrusted to an individual (Bhatti et al., 2014). Performance standards can also be made as a measuring tool for accountability of what has been done or achieved compared to the work target that has been achieved.

The standard of performance for each employee could be different; it depends on the field of work and the type of work. Performance standards refer to the organizational goals set out or described in the job description on each of the respective functional management or department or faculty of teaching personnel (lecturers) of a college. Faculty performance standards will be different from factory worker standards because each has a different job specification. Other aspects that can be made as a measuring tool for performance is speed, quality, service, value, interpersonal skills, mental attitude towards success, openness to change, creativity, communication skills, initiative, and personal planning to be the best in working.

For the organization or company, employee performance becomes a base for the success of the organization. That is why the performance of employees will determine the performance of the organization, because the organization's success depends on the results of employee performance.

Total Quality Management Practice

Business management through quality has grown phenomenally, especially since it was introduced by the pioneering quality teacher such as Deming, Juran, Ishikawa, Feigenbaum, Crosby, Taguchi, Romig (Foster, 2007:36-54; www.dti.uk/quality/gurus) and others starting in 1940 until today. Even

national quality approach was a phenomena. This can be evidenced by the existence of Total Quality Management (TQM) approach initiated by the United States of America. Awards for quality are given to accomplished organizations and can meet the quality standards "a la America," namely the Malcom Baldrige National Quality Award, in which one of the targets of quality control is Six Sigma.

Whatever form of quality management approach is implemented, practitioners realize that quality is a sustainable competitive advantage and competence of an organization to keep growing (Yunis et al., 2013). The objective of quality approach is the same, which is to create product quality (goods and services) for customers. So the main quality objective for organizations is the customers. Then for the organizations, the customers in place are as the first and main in the organizational structure. Although it is recognized that the customers, the micro-external part of that organization itself but in the sense of operational structure, organization, and customers are the main part of internal that has to be noted because with the customers, an organization can grow.

If your organization wants to implement quality management, make sure that the following steps are in the operating system that is being executed; make sure that quality is a never-ending journey toward competitive advantage, segment your business according to your customers and your competition, be aware of your position, comparing yourself to your competitors, define your profitability by segment, product and customer, determine the strength of your positions, find out what you do well and why you are successful in your business, determine the attractiveness of your markets, learn about the views of your customers and what that means for how you do business, decide where to innovate in your business, decide the steps to take for short-term improvements (Koch & Nieuwenhuize, 2006:45).

Some practitioners emphasize that quality approach is a competitive strategy and a tool for leading in competition. As a strategy and tool, the strategy approach must be strategic (Ortega et al., 2010; Porter; 2009) by using quality tools as the main reference of all employees. What is meant by quality tools are all parties related directly and indirectly in the organization such as all levels of employees – front line workers, supervisors, managers, top management, shareholders; facility tools, partners (suppliers, agents), and others. This shows that there is a shift in philosophy from competing through price to competing through quality (Besterfield et al., 1999: 3; George & Weimerskirch, 1994: 3). Because both producers and consumers are aware that quality as a need in fulfilling needs and wants. That is why there is a wedge in the importance of quality jointly between quality standards according to the customers and quality standards according to producers.

Critical factors in order for total quality management practices to run properly on the organization lies in (1) leadership, (2) internal collaboration, (3) customer focus, (4) continuous improvement, (5) management process, (6) employee involvement and commitment, employee fulfillment, (7) Employee training, (8) suppliers quality, (9) quality information and analysis systems, (10) use of statistical quality techniques, (11) strategic quality plan and policy, (12) Creation of quality organizational culture, (13) The use of external consultants, (14) management by facts, (15) The design of the organizational structure, (16) infrastructure innovation, and (17) social environment (Talib et al., 2013; Parast, 2011; Bell & Omachonu 2011; Baird et al., 2011; Fotopoulos & Psomas, 2010; Zu 2009; Jung et al., 2009; Arumugam et al., 2008; Fening et al., 2008; Ueno, 2008; Lagrosen, 2007; Demirbag et al., 2006; Feng et al., 2006; Lakhali et al. 2006; Hoang et al., 2006; Manaf, 2005; Prajogo & Dermot, 2005; Khanna et al., 2004; Lagrosen & Lagrosen, 2003; Prajogo & Sohal, 2003; Pan, 2003).

Although total quality management practices researchers above gave the research results, based on the facts available, the company that received an award is a company which followed the dimensions of quality according to the Malcolm Baldrige National Quality Award itself. The reference dimension for measuring performance constructs total quality management practices in this study will refer to the Malcolm Baldrige National Quality Award since it has been tested and recognized internationally. There are seven of total quality management practices has been implemented on the Malcolm Baldrige National Quality Award; (1) leadership, (2) strategic planning, (3) customer and market knowledge, (4) analysis of information and knowledge management, (5) human resource focus, (6) process management, (7) business results (Foster, 2007 : 70-78; Besterfield, 1999: 160-170).

Organizational Culture

Organization as a collection of people who cooperate and work together will form a lifestyle that is in accordance with the behavior of individuals in accordance to the environment created by the togetherness. Because in one's daily life, an individual cannot be separated from the surrounding environment. An employee's personality will be shaped by the lifestyle that occurs with co-workers who are working together. Togetherness will form an interaction norms, behaviors and values that will form a joint understanding in carrying out each task according to the job and responsibility of each employee in the company (Jones, 2010). Said togetherness includes who is working on what and the division of the work tasks to each of the work team member. It is certain that the division of tasks and responsibilities in accordance with the knowledge and work experience of each member of the organization.

The formation of a partnership of individuals within the organization shows the harmonization in achieving a common goal through the values of

faith; joint hopes to achieve a common interest in the organization formed, where the organization formed will have shared values and agreement in accordance with the goal of the organization. Development of a strong and continuous togetherness and the form of solid cooperation thus create an individual leadership development (Corner, 2014). Mutual acceptance of individuals with all values between individuals within a single organization is called organizational culture.

Organizational culture consists of cultural behavior of individuals who worked together and cooperated for the purpose of the organization. Each individual (employee) in the organization needs to understand the interests of the organization as a whole in order to create a personal commitment in developing an advanced organization, excellent and of high quality standards, helpful, and hard working. Because the organization culture will be run only when the organization's values commitment are agreed upon and implemented together (Ortega-Parra & Sastre-Castillo, 2013).

Organizational culture is a key foundation for working practice either for individual task or teamwork task and can be a source of competitive advantage if appropriately nurtured, learnt and shared (Klein, 2011). Organizational culture may influence individual commitment and performance by setting the practices and values for a positive, meaningful work climate. Juechter et al, (1998) urges that employees at all levels and employee involvement (teamwork, capability development and empowerment) positively influence outcomes measures.

Consistency of organizational culture and work cultural processes refers to execution or refers to customer service, strong work responsibilities and cooperation will only be obtained if the leaders and employees understand their respective roles in making employment decisions. The role of leadership to give freedom to subordinates to do the best job according to the level of work and

make appropriate decisions and responsibilities in the work environment is a process that is believed to work for the freedom of individual employees (Taormina, 2008; Chang & Lee, 2007; Xenikou & Simosi, 2006). Such an approach is usually giving employees the flexibility to make their own decisions on the employment situation at hand.

The belief of superiors in making subordinates braver in making work decisions according to their own job responsibilities will make the existence of flexibility solve work problems. The process of organizational culture is often called proactive teamwork (Erkutlu, 2013), a coaching culture (McComb, 2012), and innovative culture strategy (Naranjo-Valencia et al., 2011).

Generally, types of organization culture consist of (1) clan culture. A clan culture has an internal focus and values flexibility rather than stability and control. It values employee commitment loyalty, empowerment, openness, morale, participation, teamwork, personal involvement and cohesiveness, putting emphasis on flexibility. Clan cultures are related to enhanced level of trust, while they constrain conflict and resistance to change; (2) adhocracy culture. An adhocracy culture has an external focus and values flexibility. It stresses entrepreneurship, creativity, proactiveness, and innovativeness in discovering new markets and direction for growth. It is characterised by flexibility, adaptability and external orientation; (3) market culture. A market culture has strong external focus and values stability and control. It emphasizes goal achievement, productivity, task accomplishment, profitability, planning and setting objectives and efficiency, reflecting its external orientation and favouring stability and control; (4) hierarchy culture. A hierarchy culture is the driving force within a hierarchical culture. It has an internal focus, which produces a more formalized and structured work environment, and values stability and control over flexibility. It's also focuses on order, uniformity, certainty, stability, and control, reflecting inward orientation

and formalized structures. Rules and regulations, definition of responsibilities, centralization of decision making, standardization of procedures, measurement, dependability and reliability are values deeply espoused (Trivellas & Dargenidou, 2009; Kinicki & Kreitner, 2009:39-44).

Another approach is call organizational culture based on performance (Gupta, 2011; Levine, 2006) includes: (1) courage to accommodate individual employee mindset according to the environmental needs of society, (2) utilization of information technology, (3) utilization of teamwork, (4) knowledge sharing among employees and (5) multitasking work until the completion of the work refers more to teamwork togetherness.. All five of these are called factors of an organizational critical success (Al-Alawi et al., 2007). Such performance-based approach is required in addition to the role of individuals and their expertise; it also takes the willingness of cooperation between teamwork. In a high performance work organization, the basic premise is to create an internal environment that supports customer needs and expectations (Varma et al., 1999).

Relationship between Total Quality Management Practices and Organization Culture

Kaluarachchi (2010); Trivelas & Dargenidou (2009); and Prajogo & McDermot (2005) elaborate the relationship between total quality management practices and organizational culture. Total quality management practices needs an organizational culture based on individuals as well as organizations' leaders support and teamwork commitment to fullfil quality requirements (Oliver, 2009; Leonard & McAdam, 2002). Quality management practices needs employee support, innovative and dependable employees doing things right the first time. Organizational behavior that empowers its employee would do things right the first time and also do the right things based on high job performance. These criterias are predominant of quality management standards that require cultural managerial changes

associated with total quality management. To adopt Lean Six Sigma the organizational culture's behavior is needed (Bhasin, 2013).

Relationship between Total Quality Management and Teacher's Job Performance

It is important to note that strategic quality management is the role of doing business to get customer loyalty. By doing so, the organizational performance synergy is encouraging to push employee performance. This challenge needs performing operational effectiveness to set ambitious goals (Leonard & McAdam, 2002). One of the Malcolm Baldrige National Quality Award criteria is human resources focus. It shows that employee performance is mandatory for getting award, therefore total quality management is enhanced to develop the employee by providing regular training and development (Lau et al., 2004).

Quality management studies have attempted to identify the key quality management practices on which the success of a total quality management process is based. As a result, total quality management is linked and associated to organizational performance throughout its multilevel employees such as employee's involvement on training (Salaheldin, 2009; Arumugam et al., 2008) and increase employees performance achievement (Zairi et al., 1994). Total quality management built and empower its employee having high moral, build good teamwork and persuasive to customer relationship (Lakhal et al., 2006).

Relationship between Organizational Culture and Teacher's Job Performance

As an organization, school operational culture enhancing its activities behavior to vision, mission and goals. Of course, there is a standard that schools have to be followed either based on internal standard or external standard. Internally, organizational culture is affected by organizational philosophy while externally, school culture have to

be adapted to the environment requirements such as government regulations, education department regulations, social regulations, etc. It shows that schools demonstrated some issues with culture. The culture that supports organizational values conveys their internact to employee job performance (Schmieded et al., 2013; Chang & Lee, 2007).

The organizational culture is an important component in the field of organizational behavior, particularly in trying to better the measurement of employee job performance (Lee & Yu, 2004; Rashid et al., 2003). This implies that organizational culture can affect the success of the organization to achieve goals and objectives. While for achieving goals and objectives, the organization needs a motivated employee and good employees' job performance. This link has to be synchronized one with another (Taormina, 2009).

Research Questions Framework and Hypothesis

Based on the above literature review, a research framework is developed to simultaneously examine the relationships between total quality management practices, organizational culture and teacher's job performance. The framework is presented in Figure 1.

The primary research questions of this study can be articulated as follows:

1. Do total quality management practices – that have been successfully proven as significantly and positively related to organizational culture – have a similar predictive power against teacher's job performance?
2. Is there any significant relationship between organizational culture and teacher's performance? If yes, what is the nature of relationship?

Hypothesis

1. Total quality management has a significantly positive effect on the teacher's performance.
2. Organizational culture has a significantly

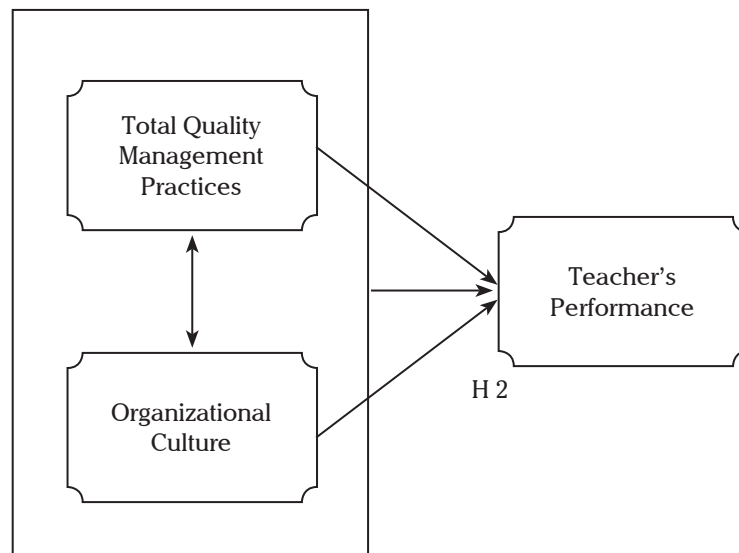


Figure 1. Proposed research framework

- positive effect on the teacher's performance.
3. Total quality management practice and organizational culture are positively and mutually influential.
 4. Total quality management and organizational culture have a significantly positive effect on the teacher's performance.

METHODS

Research instrument

In designing instrument, the use of variables has played an important role in management research. All of the independent and dependent variables are measured with multi items, and SPSS 18 was employed for examining variables.

The instrument developed consist three major parts respectively total quality management practices, organizational culture, teacher's job performance. The instrument used is a five-point Likert scale, representing range of attitudes from strongly disagree to strongly agree.

Sample and data collection

The study has been done by using structured questionnaire surveys with closed-ended

questions, which has been distributed to the teacher of Seventh Day Adventist (SDA) high schools in West Indonesia. A total of 115 questionnaire distributed but only a total of 83 of respondents completed and returned the questionnaire to the researcher.

RESULTS AND DISCUSSIONS

To solicit answer on the hypothesis given in the research, the following results of the study are given. Table 1 shows that there is strong relationship between Total Quality Management Practices and Teacher's Performance ($r = 0.682$). Since the significance value (sig.) is equal to 0,000, which is lesser than alpha (α) of 5%, this means that the relationship was significant. So, there was a significant positive correlation between Total Quality Management Practices and Teacher's Performance.

Table 2 shows that there is moderate relationship between Organizational Culture and Teacher's Performance ($r = 0.477$). Since the significance value (sig.) is equal to 0,000, which is lesser than alpha (α) of 5%, this means that the relationship was significant.

Table 1. Relationship between Total Quality Management Practices and Teacher’s Performance

			TQM	TEACHER_ PERFORMANCE
Spearman's rho	TQM	Correlation Coefficient	1,000	,682**
		Sig. (2-tailed)		,000
		N	83	83
	TEACHER_ PERFORMANCE	Correlation Coefficient	,682**	1,000
		Sig. (2-tailed)	,000	
		N	83	83

Notes:

** Correlation is significant at the 0.01 level (2-tailed)

Table 2. Relationship between Organizational Culture and Teacher’s Performance

			TEACHER_ PERFORMANCE	ORGANIZATIONAL CULTURE
Spearman's rho	TEACHER_ PERFORMANCE	Correlation Coefficient	1,000	,477**
		Sig. (2-tailed)		,000
		N	83	83
	ORG_ CULTUR	Correlation Coefficient	,477**	1,000
		Sig. (2-tailed)	,000	
		N	83	83

Notes:

** Correlation is significant at the 0.01 level (2-tailed)

Table 3. Relationship between Total Quality Management Practices and Organizational Culture

			TQM	ORGANIZATIONAL CULTURE
Spearman's rho	TQM	Correlation Coefficient	1,000	,514**
		Sig. (2-tailed)		,000
		N	83	83
	ORG_ CULTUR	Correlation Coefficient	,514**	1,000
		Sig. (2-tailed)	,000	
		N	83	83

Notes:

** Correlation is significant at the 0.01 level (2-tailed)

We can conclude that there was a significant positive correlation between Organizational Culture dan Teacher’s Performance.

The result within table 3 shows that there is moderate relationship between Total Quality Management Practices and Organizational Culture

($r = 0.514$). Since the significance value (sig.) is equal to 0,000, which is lesser than alpha (α) of 5%, this means that the relationship was significant. We can conclude that there was a significant positive correlation between Total Quality Management Practices and Organizational Culture.

Table 4. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
dimension0 1	,758 ^a	,575	,564	7,721	1,602

a. Predictors: (Constant), ORG_CULTURE, TQM

b. Dependent Variable: TEACHER_PERFORMANCE

Table 5. ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	6446,693	2	3223,347	54,072	,000 ^a
	Residual	4768,970	80	59,612		
	Total	11215,663	82			

a. Predictors: (Constant), ORG_CULTURE, TQM

b. Dependent Variable: TEACHER_PERFORMANCE

Table 6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	4,712	6,308		,747	,457		
	TQM	,226	,044	,440	5,171	,000	,735	1,361
	ORG_CULTURE	,311	,061	,431	5,071	,000	,735	1,361

a. Dependent Variable: TEACHER_PERFORMANCE

The summary of table 4, i.e the explanation for The Relationships between Total Quality Management Practices and Organizational Culture onto Teacher's Performance.

R- square value in Table 4 indicates that 56,4% of Teacher Performance affected by Total Quality Management Practices and Organization Culture factors, while 43,6% of Teacher's Performance affected by another factors.

Futhermore, the Durbin-Watson value which is equals 1.602 indicate that there was no autocorrelation.

The ANOVA table shows that the significance value is 0,000 which is less than alpha (α) of 5%. This means that Total Quality Management Practices and Organizational Capital simultaneously significantly affect Teacher's Performance or there is a significant relationship Total Quality Management Practices and Organizational Culture and Teacher's Performance.

Considering the significance value (sig.) column within Table 6, we can see that for Total Quality Management Practices and Organizational Culture, the significant value were equals to 0,000 which is less than alpha of 5%. The meaning is Total Quality Management Practices affected Teacher's

Performance and also Organizational Culture affected Teacher's Performance significantly.

Furhtermore the prediction of Teacher's Performance is that if the Total Quality Management Practices and Organizational Culture known can be done through the regression equation $Y = 0.044 X_1 + 0.311 X_2 + 4.712$; with $Y =$ Teacher's Performance; $X_1 =$ Total Quality Management Practices, and $X_2 =$ Organizational Culture.

Discussion

Many studies have analyzed the implementation of total quality management practices in the firms (Baird et al., 2011; Lakhali et al., 2006; Prajogo & Sohal, 2003; Hasan & Kerr, 2003) but few have considered explicitly the influence and relationship to the teacher's performance. The goal of this study is to clarify whether differences in the implementation of total quality management practice to the teacher's performance as well as to organizational culture.

The result of total quality management practices specifically is not focus to the individual of employee and its performance. Although we believe that total quality management practices empowering all employee to do their best. It means, teachers as an individual grand commitment to serve student is a mandatory. There is positive morale of giving

heart and mind being a teacher in the school. Most of total quality management practices concern to enhancing teamwork and pushing teamwork serve the customers right on first time. Therefore it's true that total quality management practices provide better business results. The logic is that good school has good teacher's performance and total quality management practices provided school's quality as well as quality of teacher's performance.

The role of organizational culture to teacher's performance is the basic of organization's behavioral operations. Every employee is featured with various characteristic and behavioral within organizational culture. It's mean that by seeing and knowing the way employee conducts daily activities it shows the real organizational culture. However, organization culture is a potret of an organization itself. That's why organization culture can positively and significantly affect the operation of organization (Chang & Lee, 2007). Specifically, organization culture has a significant relationship between organization culture and teacher's performance. This finding shows an equality and or similarity to the result of this reseach. Therefore, nurturing and restructuring organizational culture are considered as an alternative for sinergyizing teacher's performance. ■

REFERENCES

- Aghajari N., Senin A.A., (2014), "Strategic orientation and dual innovative operations strategies – Implications for performance of manufacturing SMEs", *Asia-Pacific Journal of Business Administration*, Vol. 6 No.2, pp. 127-147.
- Al-Alawi A. I., Al-Marzoogi N. Y., Mohammed Y. F., (2007). Organization culture and knowledge sharing: critical success factors", *Journal of Knowledge Management* Vol. 11 No. 2, pp. 22-42.
- Arumugam V., Ooi K. B., Fong T. C., (2008), "TQM practices and quality management performance – An investigation of their relationship using data from ISO 9001:2000 firms in Malaysia", *The TQM Magazine* Vol. 20 No. 6, pp. 636-650.
- Baird K., Hu J. K., Reeve R., (2011). The relationship between organization culture, total quality management practices and operational performance. *International Journal of Operation & Production Management*, Vol. 31 No. 37, pp.789-814.
- Bacha E., (2014), "The relationship between transformational leadership, task performance and job characteristics", *Journal of Management Development*, Vol. 33 No. 4, pp.410-420.

- Baumgartner M.K., Bohm S.A., Dwertmann D.J.G., (2014), "Job performance of Employees with disabilities – Interpersonal and intrapersonal resources matter", *Equality, Diversity and Inclusion: An International Journal*, Vol. 33 No. 4, pp. 347-360.
- Bell Michael, Omachonu Vincent (2011), "Quality system implementation process for business success", *Internal Journal of Quality & Reliability Management*, vol. 28 No.7, pp.723-734
- Besterfield D.H., (2009), "Quality Control, 8th Edition", New Jersey, USA. Prentice-Hall.
- Besterfield D.H., Michna C.B., Besterfield G.H., Sacre M.B., (1999), "Total Quality Management, 2nd Edition", New Jersey, USA. Prentice-Hall.
- Bhasin S., (2013), "Impact of corporate culture on the adoption of Lean principles", *International Journal of Lean Six Sigma*, Vol. 4 No. 2, pp. 118-140.
- Bhatti M.A., Battour M.M., Sundram V. P., (2014), "Effects of personality traits (big five) on expatriates adjustment and job performance", *Equality, Diversity and Inclusion: An International Journal*, Vol. 33 No. 1, pp. 73-96
- Brunsmann B., DeVore S., Houston A., (2011), "The corporate strategy function: improving its quality value and effectiveness", *Journal of Business Strategy*, Vol. 32 No.5, pp.43-50
- Byars L.L., Rue L.W., (2006), "Human Resource Management, 8th edition", New York, USA. McGraw-Hill.
- Carlos A. A., Maria M. F., Ana M.B., (2011). Quality management, strategic priorities and performance: the role of quality leadership. *Industrial Management & Data*, Vol.11 No. 8, pp. 1173-1193.
- Chang S.C., Lee M.S., (2007), "A study on relationship among leadership, organizational culture, the operation of learning organization and employees' job satisfaction", *The Learning Organization*, Vol. 14 No.2, pp.155-185.
- Christos V.F., Evangelos L. P., (2010), "The structural relationships between TQM factors and organizational performance", *The TQM Journal* Vol. 22 No. 5, pp. 539-552.
- Corner Judy (2014), "The fast are eating the slow: mentoring for leadership development as a competitive method", *Industrial and Commercial Training* Vol. 46 No.1, pp. 29-33.
- Cuyper N.D., Sulea C., Philippaers K., Fischmann G., Iliescu D., Witte H.D., (2014), "Perceived employability and performance: moderation by felt job insecurity", *Personnel Review*, Vol. 43 No. 4, pp.536-552.
- Demirbag M., Tatoglu E., Tekinkus M., Zaim., (2006), "An analysis of the relationship between TQM implementation and organizational performance – Evidence from Turkish SMEs", *Journal of Manufacturing Technology Management*, Vol. 17 No. 6, pp.829-847.
- Erkutlu H., (2013). The impact of organization culture on relationship between share leadership and team proactivity. *Team Performance Management* Vol. 18 No.1/2, pp. 102-119.
- Feng Jiang, Parjogo Daniel I., Tan Kay Chuan, Sohal Amrik S., (2006), "The impact of TQM practices on performance – A comparative study between Australian and Singaporean organizations", *European Journal of Innovation Management* Vol. 9, No. 3, pp.269-278
- Fening F. H, Pesakovic G., Pesi A., (2008), "Relationship between quality management practices and the performance of small and medium size enterprises (SMEs) in Ghana", *International Journal of Quality & Reliability Management*, Vol. 25, No. 7, pp. 694-708
- Ferreira P.G.S., Lima E.P.D., Costa S.F.G.D., (2012), "Developing a methodology for assessing virtual teams' performance perception", *International Journal of Productivity and Performance Management*, Vol. 61 No. 7, pp. 710-729
- Fotopoulos Christos V., Psomas Evangelos L., (2010), "The structural relationships between TQM factors and organizational performance", *The TQM Journal*, Vol. 22 No. 5, pp.539-552.
- Foster S.T., (2007). *Managing Quality – Integrating the Supply Chain*, 3rd Edition. New Jersey, USA. Pearson Prentice Hall.
- George S., Weimerskirch A., (1994), "Total Quality Management – Strategies and Techniques Proven at Today's Most Successful Companies", USA. John Wiley.
- Gupta Vipin (2011), "Cultural basis of high performance organizations," *International Journal of Commerce and Management* Vol. 21 No. 3, pp. 221-240.
- Hasan M., Kerr M.R., (2003). The relationship between total quality management practices and organizational performance in service organization. *The TQM Magazine*, Vol. 15 No. 4, pp. 286-291.
- Ivancevich J.M., (2007), "Human Resource Management, 10th edition", New York, USA. McGraw-Hill.
- Jones G., (2010). *Organizational Theory, Design and Change*, 6th Edition. New Jersey. USA. Pearson Education.
- Juechter W.M., Fischer C., Alford R.J., (1998), "Five conditions for high performance cultures", *Training & Development*, Vol. 52 No. 5, pp. 63-74
- Jung Joo Y., Wang Yong Jian, Wu Sibin (2009), "Competitive strategy, TQM practice, and continuous improvement of international project management – A contingency study", *International Journal of Quality & Reliability Management*, Vol. 26 No. 2, pp.164-183.
- Kaluvarachchi K.A.S.P., (2010), "Organization culture and total quality management practices: a Sri Lankan case", *The TQM Journal* Vol. 22 No. 1, pp. 41-55.
- Khanna V.K, Vrat Prem, Shankar Ravi, Sahay B.S., (2004), "Managing the transition phases in the TQM journey: a system dynamics approach", *International Journal of Quality & Reliability Management*, Vol. 21 No. 5, pp. 518-544
- Kinicki A., Kreitner R., (2009), "Organizational behavior – Key concepts, skills & best practices", New York. USA. McGraw-Hill. Irwin.

- Klein A., (2011), "Corporate culture: its value as a resource for competitive advantage", *Journal of Business Strategy*, Vol. 32 No. 2, pp. 21-28.
- Koch Richard, Nieuwenhuizen Peter (2006), "Simply Strategy – The Shortest Route to the Best Strategy", Great Britain, United Kingdom, Pearson Education Limited.
- Lagrosen Stefan (2007), "Quality strategic management and environment: exploring the connections", *International Journal of Quality & Reliability Management*, Vol. 24 No. 4, pp.333-346.
- Lagrosen Stefan (2003), "Quality configurations: a contingency approach to quality management" *International Journal of Quality & Reliability Management*, Vol. 20 No. 7, pp.759-773.
- Lakhal Lassaad, Pasin Federico, Limam Mohamed (2006), "Quality management practices and their impact on performance", *International of Journal Quality & Reliability Management*, Vol. 23 No. 6, pp.625-646.
- Lau R.S.M., Zhao X., Xiao M., (2004), "Assesing quality management in China with MBNQA criteria", *International Journal of Quality & Reliability Management*, Vol. 12 No. 7, pp.699-713.
- Lee S. K. J., Yu K., (2004), "Corporate culture and organizational performance", *Journal of Managerial Psychology*, Vol. 19 No. 4, pp. 340-359.
- Leonard D., McAdam R., (2002), "The strategic placement of TQM in the organization: a grounded study", *Managing service quality*, Vol. 12 No. 1, pp. 43-53.
- Levine S., (2006), "High performance organizations: creating a culture of agreement". *Handbook of Business Strategy*, pp. 375-380.
- Manaf Noor Hazilah Abd., (2005), "Quality management in Malaysian public health care", *International Journal of Health Care Quality Assurance*, Vol. 18 No. 3, pp.204-216
- McComb C., (2012), "Developing coaching culture: are your managers good coaches?", *Industrial and Commercial Training*, Vol. 44 No. 6, pp. 345-348
- Naranjo-Valencia J.C., Jimenez-Jimenez D., Sanz-Valle R., (2011), "Innovation or Imitation? The role of organization culture," *Management Decision* Vol. 49 No. 1, pp. 55-72.
- Oliver J., (2009), "Continuous improvement: role og organisational learning mechanisms", *International Journal of Quality & Reliability Management* Vol. 26 No. 6, pp. 546-563.
- Ortega-Parra A., Sastre-Castillo M. A., (2013). Impact of perceived corporate culture on organization commitment. *Management Decision* Vol. 51 No. 5, pp. 1071-1083.
- Ortega-Pertusa M., Eva A. M., Cortes. E.,(2010). Competitive strategy, structure and firm performance – A comparison of the resource-based view and the contingency approach. *Management Decision* Vol.48 No.8, pp.1282-1303. Emerald Group Publishing Limited 0025-1747.
- Pan Jeh-Nan (2003), "A comparative study on motivation for and experience with ISO 9000 and ISO 14000 certification among Far Eastern countries", *Industrial Management & Data systems* 1003 No.8, pp.564-578.
- Parast M. M., Adams S.G., Jones E. C., (2011), "Improving operational and business performance in the petroleum industry through quality management", *International Journal of Quality & Reliability Management*, Vol.18 No.4, pp.426-450.
- Pinho J.C., Rodrigues A.P., Dibb S., (2014), "The role of corporate culture, market orientation and organizational commitment in organizational performance – The case of non-profit organisations", *Journal of Management Development*, Vol 33 No. 4, pp.374-398.
- Porter E. M., (2009), "Why do good companies set bad strategies?", Courtesy of Warton Business School, pp.1-4,
- Prajogo D. I., McDermot C. M., (2005), "The relationship between total quality management practices and organizational culture", *International Journal of Operations & Production Management* Vol. 25 No. 11, pp.1101-1122
- Prajogo D.I., Sohal A.S., (2003), "The relationship between TQM practice, quality performance and innovation performance", *International Journal of Quality & Reliability Management* Vol. 20 No. 8, pp.901-918.
- Rashid M.Z.A., Sambasivan M., Johari J., (2003), "The influence of corporate culture and organizational commitment on performance", *Journal of Management Development*, Vol. 22 No. 8, pp. 708-728.
- Saez-Albacete A.C., Fuentes-fuentez M.M., Bojica M.M., (2011). Quality management, strategic priorities and performance: the role of quality leadership. *Industrial Management & Data Systems*, Vol. 111 No. 8, pp. 1173-1193.
- Salaheldin S.I., (2009), "Critical success factors for TQM implementation and their impact on performance of SMEs", *International Journal of Productivity and Performance Management*, Vol. 58 No. 3, pp. 215-237.
- Sallis Edward (2012). *Total Quality in Education – Manajemen Mutu Pendidikan*. Jogyakarta, Indonesia. IrCiSod.
- Schmiedel T., Brocke J. V., Recker J., (2013), "Which cultural values matter to business process management? – Result from a global Delphi Study", *Business Process Management Journal*, Vol. 19 No. 2, pp. 292-317.
- Talib Faisal, Rahman Zillur, Qureshi M.M., (2013), "An empirical investigation of relationship between total quality management practices and quality performance in Indian service companies", *International Journal of Quality & Reliability Management*, Vol. 30. No.3, pp.280-318.
- Taormina R. J., (2008), "Interrelating leadership behaviors, organizational socialization, and organization culture", *Leadership & Organization Development Journal* Vol. 29 No. 1, pp. 85-102.
- Taormina R. J., (2009), "Organizational socialization: the missing link between employee needs and organization culture", *Journal of Managerial Psychology*, Vol. 24 No. 7, pp. 650-676.

- Trivellas P., Dargenidou D., (2009), "Organization culture, job satisfaction and higher education service quality – The case of Technological Education Institute of Larissa", *The TQM Journal*, Vol. 21 No. 4, pp. 382-399.
- Ueno Akiko (2008), "Which management practices are contributory to service quality?", *International Journal of Quality & Reliability Management*, Vol.25 No. 6, pp.585-603.
- Varma A., Beatty R.W., Schneier C.E., Ulrich D.O., (1999), "High performance work systems: existing discovery or passing pad?", *Human Resources Planning*, Vol. 22 No.1, pp.26-37.
- Yang C.L., Hwang M., (2014), "Personality traits and simultaneous reciprocal influences between job performance and job satisfaction", *Chinese Management Studies*, Vol. 8 No. 1, pp. 6-26
- Yunis M., Jung J., Chen S., (2013), "TQM, strategy, and performance: a firm-level analysis", *International Journal of Quality & Reliability Management* Vol. 30 No. 6, pp. 690-714.
- Xenikou A., Simosi M., (2006), "Organization culture and transformational leadership as predictors of business unit performance", *Journal of Managerial Psychology* Vol. 21 No. 6, pp. 566-579.
- Zairi M., Letza S.R., Oakland J.S., (1994), "Does TQM Impacts on Bottom-line Result?", *The TQM Journal*, Vol. 6 No. 1, pp. 38-43
- Zu Xingxing (2009), "Infrastructure and core quality management practices: how do they affect quality?", *International Journal of Quality & Reliability Management*, Vol.26 No.2, pp.129-149.

Website:

www.dti.uk/qjality/gurus