

Teacher Effectiveness through the Lens of Total Quality Management and Job Satisfaction: an Integrated Conceptual Framework

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ABSTRACT

This article establishes an integrated framework to explain that teacher effectiveness can be directly and indirectly affected by teachers' perceptions of the total quality management (TQM) practices via their job satisfaction. It answers to a chronic fragmentation where quality management, occupational well-being and teaching effectiveness often are discussed as discrete areas. Theory-building integrative review integrates quality-management theory, social cognitive theory, the job demands-resources model and research on teacher effectiveness and job satisfaction. The concepts are transferred from industrial TQM to school friendly, professionally strengthening practices. Competing mechanisms and context-boundaries are used to improve a series of seven propositions. The operationalisation of enabling TQM is leadership commitment, focus on stakeholders, teacher involvement and empowerment, teamwork, continuous improvement, evidence-based decision making, process orientation and professional learning, for empirical operationalisation. Eight dimensions are conceptually embedded in 5 higher order domains, namely; participative leadership, responsiveness of stakeholders, continuous improvement, process coherence and evidence of learning. Enabling the TQM is expected to improve the effectiveness via a capability pathway and a motivational pathway that will both be mediated by job satisfaction pathway. These relationships will be reinforced by implementation quality, and limited or inverted by limited resources, punitive accountability and workload, and diminished by professional autonomy. The article offers a testable model, a multi-level research program and policy suggestions (indigenous to India's National Education Policy 2020)

Keywords: teacher effectiveness; total quality management; job satisfaction; school leadership; continuous improvement; professional autonomy; NEP 2020.

INTRODUCTION:

It is important for teacher effectiveness to be at the heart of school improvement since teachers are the ones who take the curriculum, resources and policy into their interactions with students on a daily basis. However, effectiveness is often considered a single characteristic, and is determined by either student performance or observation assessment, whilst the environment in which sustained high quality practice can take place is considered a secondary issue. This is a tendency that is significant and individualizing. Teachers work within interdependent systems of scheduling, assessment, professional learning, resource allocation, leadership, collaboration and accountability. Unnecessary requests are generated by weak processes, coherent processes enable teachers to concentrate on diagnosis, instruction and relationships. It is an incomplete theory to talk of teacher effectiveness without reference to these organisational arrangements.

Total quality management (TQM) provides a language of systems to the problem. Continuous improvement, participation, process, evidence-based decision making, and stakeholder needs are the principles underlying it (Deming 1986; Dean & Bowen 1994) and imply it is the organization that creates quality, not inspects it into the product. But in schools, there is an opposition to TQM. Student is not a product; teaching is not a production line, learning cannot be a pleasing product to the customer. Quality routines can enhance collective learning, but can also be audit routines which add workload and restrict professional judgement. So the question isn't whether or not schools have quality systems, it's how teachers feel about them.

Job satisfaction is the missing motivational mechanism. It is an evaluation by a teacher and his/her feelings of the work and the context in which it is set (Locke, 1976). Meta-analytic studies have found that teacher job satisfaction is associated with decreased teacher intention to leave or absenteeism and increased teacher-student relationships, student motivation and achievement (Wartenberg et al., 2023). Satisfaction does not equal low expectations or comfort. But it could also imply that there is sufficient satisfaction of the professional needs of achievement, recognition, autonomy, inclusion, and manageability to sustain attention, perseverance and discretionary effort. A

quality-management system that eliminates obstacles, provides teachers with voice and makes improvement visible can reinforce these experiences, while a compliance system can weaken them.

This article is inspired by three gaps. First, in educational research no linkage can be found between the quality management in school and teachers' attitudes and they are usually studied independently. Secondly, research usually employs a generic measure of TQM, thus concealing the difference between enabling improvement and imposing control. Third, teacher effectiveness is often presented as a goal, rather than as a by-product of the interactions; good teaching can lead to mastery and recognition, which can then feed into satisfaction and subsequent changes. These would allow for inadequate explanations and for a simple declaration of policy.

This article aims to find out how and under what circumstances teachers' perceptions of the principles of TQM are correlated with their effectiveness and what role does job satisfaction play in this? It makes 4 contributions. It broadens the scope of TQM for schools to an -enabling organisational capability-, links direct capability and indirect motivational pathways, captures boundary conditions of autonomy, implementation integrity, workload and context, and suggests propositions and research designs to test causal and multilevel claims. The framework is universally relevant and a specific policy section explains how the framework is applicable to the National Education Policy (NEP) 2020 in India.

2. REVIEW AND THEORY-BUILDING APPROACH

Because of the diversity of theoretical traditions and empirical designs within the field and the integrative review (as a conceptual synthesis and not an estimation of a pooled effect) (Snyder, 2019; Torraco, 2005), the article uses as a research method an integrative review. The review was divided into three research threads: (a) TQM, continuous improvement and organizational quality; (b) teacher job satisfaction and occupational wellbeing; and (c) teacher effectiveness, school leadership and working conditions. Recent reviews, meta-analyses and international reports and studies that explained the mechanisms or measurement were added into seminal theory. The concept focus was done with search logic. The following criteria, namely: combinations of teacher effectiveness and teaching quality, teacher performance and teacher performance, total quality management, continuous improvement, quality culture, job satisfaction, professional autonomy, workload and school leadership were used to identify work in the field of education and adjacent organizational fields. Synthesis papers, conceptual papers, multi-level or longitudinal studies, and policy statements received special attention. The constructs were conceptually linked together using backward and forward citation mapping that utilizes different terminology in the literatures. The aim was to achieve saturation and not to give an exhaustive list of publications. The following four steps were followed in building the theory. Earlier, each of the focal constructs was restricted in order to exclude tautology. Second, Bandura's (1986) social cognitive theory and the job demands-resources (JD-R) model (Deming et al., 2001) was added to Deming's systems perspective. Social cognitive theory is the reciprocal interaction among organizational conditions, teachers' personal evaluations, and teachers' professional behavior; JD-R theory points out how quality-management practices can be viewed as resources as well as additional demands. Third, direct, mediated and moderated paths were found. For the purpose of testing the model, alternative explanations and boundary conditions were added to the model in a fourth step. According to Whetten (1989), the framework deals with what constructs are important, how they relate, why should they relate, and when they shouldn't relate. As there is no primary research conducted, the article makes propositions which are not necessarily conclusions drawn from research.

3. CONSTRUCT FOUNDATIONS

3.1 Teacher effectiveness as multidimensional professional practice

Effectiveness of the teacher is addressed here as the ongoing capacity of a teacher to promote desired student learning and growth through planning, teaching, classroom management, assessment and feedback, support of students, teacher's professional responsibilities, working collaboratively and reflective improvement. These eight dimensions of operation may be organized conceptually into four groups that are traditionally considered to be indicators of instructional quality, adaptive practice, classroom climate and professional contribution; student growth is not only considered as a main outcome indicator but is also grouped with the others above. Prior attainment, peer group, curricular consistency and measurement error are sensitive to student achievement. Both classroom observation and student and supervisor ratings offer glimpses into enacted practice, but are both partial and episodic. Thus, in the case of implementing robust assessment, it is necessary to consider multiple measures and context (Darling-Hammond, 2000; Goe et al., 2008).

There's a distinction between what one can do and what one does. Actions are realized through time, coordination, resources, leadership and emotional energy, while the performance of subject and pedagogical knowledge and self-efficacy and judgement is informed by subject and pedagogical knowledge. Organizational systems can mitigate some conflict, such as how assessment information is utilized and made available, or can add conflict

through different priorities or multiple reporting. This makes teacher effectiveness a function of the teacher/system interaction, rather than the overall effect of teacher qualities.

3.2 TQM translated for schools

TQM should be treated as a way of managing, rather than a technique or set of techniques. Customer focus, continuous improvement and teamwork are the key principles of Dean and Bowen (1994), whereas Deming (1986) emphasizes system variation, learning and management responsibility. The several objectives, co-created outcomes and core professional skills that are part of the school make direct transplantation impractical. A school-friendly version should have education purposes and be an informed participant in improvement by teachers and students.

This article emphasizes the constructive form which enables TQM. It has eight dimensions, all of which are inter-related and are the basis for empirical measurement: leadership commitment; focus on stakeholders; involvement and empowerment of teachers; teamwork; continuous improvement; evidence-based decision making; process orientation; and professional learning. Conceptually, these dimensions are considered to be the five higher-order domains. Participative leadership requires commitment of the leadership and significant involvement of teachers. Stakeholder responsiveness is a response to the needs of students and families, and those of staff and communities. Disciplined inquiry and professional learning are elements of continuous improvement. Process coherence fuses together process and teamwork in the curriculum, assessment, and administration components. Evidence for learning is diagnostic use of data and the use of the data is professionally interpreted. The 5 domain conceptual account, therefore, is a summary of the 8 domain operational model that is also used in the associated doctoral study.

This is the difference between quality control and quality. In this place, there are no standards that are taken up in local sense making, data is mostly used as a tool of surveillance, participation is symbolic and variation is blamed on the individual failure. The social meaning of artefacts used for enabling TQM and compliance control is different, but they can be similar in terms of their content (targets, meetings, rubrics and data). Perception of teachers is thus at the heart of it. Perception is the enacted environment, formal policy specifies intended practice; the two can have an impact on motivation and behavior. Perception is not foolproof, rather it is the way management practices are experienced and understood that impact teachers.

3.3 Teacher job satisfaction

Job satisfaction is an overall assessment of the job and a series of specific assessments of the job, leadership, coworkers, recognition, pay, promotion and working conditions (Locke, 1976). Herzberg et al. (1959) came out with two-factor theory which identified motivators as achievement and recognition and hygiene factors as policy and working conditions. Although there is some disagreement about the two factor taxonomy, it may be a useful heuristic with the following caveats: poor conditions that are eliminated may reduce feelings of dissatisfaction, and meaningful accomplishment and professional development may lead to positive feelings of satisfaction.

There are individual and organizational antecedents for teachers' satisfaction. Relationships in the classroom are important, as is classroom effectiveness and instructional success; collegial trust, leadership support, autonomy and workload, and discipline climate and resources and recognition are important, too. Skalnik and Skalnik (2011) demonstrate how school context, belonging, emotional exhaustion/satisfaction and employee turnover are related. Caprara et al. (2006) point to the relationship between efficacy and satisfaction and student achievement. Satisfaction is an important consequential indicator rather than a peripheral one: Satisfaction has been shown to be related to retention outcomes and to aspects of teaching and student experience (Wartenberg et al., 2023). But it isn't a certainty that satisfaction results in effectiveness because these variables are correlated, reverse causality is possible as is common causes.

These constructs are supported by empirical studies. The study done by Glaveli et al. (2022) focused on job satisfaction of teachers in primary and secondary education, and revealed that it was relevant to human-centred or soft TQM practices. Dutta and Sahney (2016) correlated school leadership with school environment, teacher satisfaction and student performance in secondary schools of India. Sehgal et al. (2017) found principals' leadership and collaboration are linked to teachers' self-efficacy and effectiveness, and Collie et al. (2012) and Toropova et al. (2021) found that school climate and working conditions are important factors that influence teacher satisfaction and professional functioning. These studies complement each other, but do not provide a one-way causal sequence.

4. THEORETICAL INTEGRATION

4.1 The direct capability pathway

Enabling TQM isn't always carried out in the teacher's attitudes. Coherent processes are solutions to coordination problems and release teaching time. Analyzing the problem collaboratively can help with the diagnosis. Through improvement cycles, tacit knowledge is converted to shared routines, while professional learning to address problems increases instructional repertoires. Evidence is used in a formative manner to support adaptation. The

mechanisms are comparable to that of organisational capability formation, in which routines enable a school to 'feel' problems, 'learn' and reconfigure practice.

This is NOT a mechanical path. There should be a selective approach to standardisation, e.g. safeguarding, access to resources or moderation, but not pedagogic decisions. Relying on too much standardization can squelch experimentation and relational judgment. The density of rules is not predicted to be related with the predicted positive association of coherent, participative and learning oriented TQM.

Proposition 1. Teachers' perceptions of enabling TQM will be positively associated with multidimensional teacher effectiveness.

Proposition 2. Process coherence, collaborative improvement and formative use of evidence will explain the direct capability pathway from enabling TQM to teacher effectiveness.

4.2 The motivational pathway through job satisfaction

It is assumed that when job resources are present, they are associated with job engagement, whereas when job resources are absent, job demands result in job strain (Demerouti et al., 2001; Bakker & Demerouti, 2007). TQM can be used as a resource bundle. The sense of belonging, autonomy, competence, role clarity, and accomplishment/recognition is fostered by voice, teamwork, improvement feedback, coherent procedures and visible progress. The experiences should enhance teachers' evaluation of their work.

In turn, satisfaction can facilitate effectiveness by paying attention, persisting and being relationally available. Happy teachers will be more willing to work harder, work together and be willing to try new approaches and less likely to psychologically run away or to withdraw. These are the effects which occur in the probability sense and not in the deterministic sense. Even if a teacher is satisfied, he or she might not know how to teach or he/she might not have the necessary resources, and an effective teacher can do a good job for a while without being satisfied. The argument is that they are more regularly practiced when they are satisfying, hence they are continued.

Proposition 3. Teachers' perceptions of enabling TQM will be positively associated with job satisfaction.

Proposition 4. Teacher job satisfaction will be positively associated with teacher effectiveness after accounting for relevant teacher and school characteristics.

Proposition 5. Job satisfaction will partially mediate the relationship between perceived enabling TQM and teacher effectiveness. Partial rather than full mediation is expected because TQM also influences capability through process and learning mechanisms.

4.3 Moderators and boundary conditions

The principles of TQM are considered as a credible practice or not based on the quality of their implementation. Time, authority, resources, as well as rhetoric must be consistent, otherwise there is cynicism and lack of integrity. This is of special concern in the case of the professionals. Actions that solicit ideas, but lack decision power can exacerbate rather than alleviate dissatisfaction. Autonomy does not imply freedom from standards, or isolation; it implies that it is built upon and exercised in clearly stated purposes which have been sanctioned by a group.

Workload and accountability pressure can also impact the sign of the relationship. Any data routine that eliminates redundant documentation and enhances the decision-making process is a resource. It's the same routine as it becomes a demand when indicators multiply, when consequences are punitive, and/or when teachers have to comply in addition to what they already have to do. But, when resources are limited, it is frustrating when improvement teams do not take action based on results. National and local governance, alternative pathways to the labour market, cultural expectations and school phase and composition can also influence baseline satisfaction and potential for TQM implementation.

Proposition 6. Implementation integrity and professional autonomy will strengthen the positive relationship between perceived enabling TQM and job satisfaction.

Proposition 7. Workload, resource scarcity and punitive accountability will weaken, and may reverse, the relationship between quality-management practices and job satisfaction.

4.4 Reciprocal and temporal dynamics

Proposed sequence is not to be read as a one-way pipe. Effective teaching can create student progress, efficacy, recognition and trust among their peers, which can enhance satisfaction. Successful improvement cycles can boost the confidence of the quality system and involvement in further cycles. On the other hand, unsuccessful initiatives can lead to reform fatigue, decrease satisfaction and diminish ongoing participation. The feedback loops indicate non-linearity and lags in the system. They cannot be distinguished with cross-sectional data, but need repeated measures designs (longitudinal).

There is also a need for a temporal distinction. At the outset, a quality system can impose a greater workload on teachers as new routines are introduced, but can have positive outcomes. This may mean then that, satisfaction is not attained before the process gains are realized. The impact will be beneficial in the medium term, if costs for taking the early steps are held down, safeguarded, and subsequently enhanced, the framework adds.

5. INTEGRATED CONCEPTUAL FRAMEWORK

Figure 1 summarizes the model. The implementation of TQM has two roads, one road that goes from capability to effectiveness and the other road is a motivational road of job satisfaction. The first link of the motivational pathway is a matter of the quality of implementation and autonomy, with demand side contingencies being workload and resources and accountability pressure. There are contexts to all relationships. A feedback path recognizes that the effectiveness that is achieved can contribute to improved efficacy and satisfaction, and so can the punitive use of efficacy information.

Relationship to the empirical doctoral model

During the related doctoral study the core relationships among high-school teachers in India, namely perceived TQM and teacher effectiveness, job satisfaction and teacher effectiveness, perceived TQM and job satisfaction, TQM and job satisfaction and indirectly via job satisfaction are tested in the framework. Selected teacher and school group differences are also discussed. These are the same tests as the ones given in Propositions 1, 3, 4 and 5. Proposition 2 explains the mechanism of capabilities and Propositions 6 and 7 move the agenda towards autonomy, integrity in implementation, workload, scarcity of resources, and punitive accountability. The effects of the latter proposition are not considered as effects that are examined by the cross-sectional doctoral design..

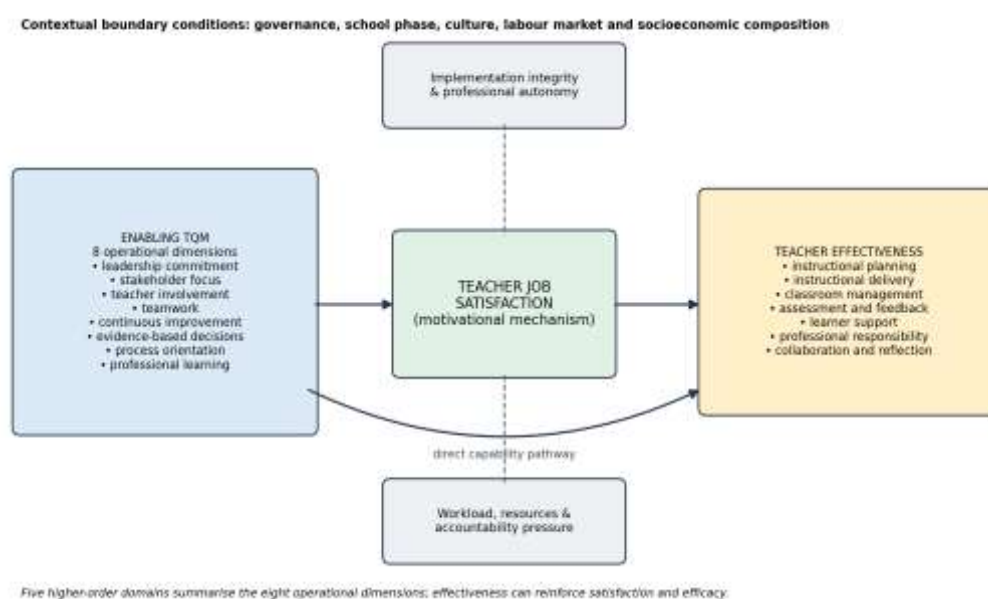


Figure 1. Integrated framework linking enabling TQM, job satisfaction and teacher effectiveness

6. WHAT THE FRAMEWORK ADDS

The framework builds upon the previous research in the following ways. The first is that it moves the focus away from individual teacher characteristics to the dynamic and activity between professionals and organisational systems. Secondly, it breaks down the TQM, giving a straightforward account of why apparently equivalent quality projects can have varying effects. Third, it treats job satisfaction as a mechanism in place of another parallel dependent variable. Fourth, it blends the elements of capability and motivation without assuming that either innovation or contentment is enough to ensure good teaching. Fifth, it specifies competing pathways and conditions that can lead to zero or negative results.

The model also delineates the boundaries of the constructs. Supportive leadership is not synonymous with enabling TQM, but is a part of it, with organization-wide routines and learning architecture included. While there is some overlap between job satisfaction and engagement, commitment and well-being, job satisfaction is not the same as engagement, commitment or well-being. Teacher effectiveness is not synonymous with teacher evaluation and cannot be limited to teacher self-report. Keeping these distinctions is important to prevent increased linkages due to similar measures using similar terms.

7. RESEARCH AGENDA

The full extended model does not require designs as robust as those of single-source cross-sectional surveys, but only the designs needed for the actual test. The related doctoral research offers the preliminary context-specific test by cross sectional correlation, regression, group comparison and bootstrap mediation (and cluster-aware analysis and multiple sources of effectiveness if possible). Can't put together temporal or causal order. Future

research should assess TQM perceptions and job satisfaction independently and at different points in time, employ multiple measures of effectiveness, and employ multilevel models to differentiate individual perceptions from collective organisational climate. Within-school agreement and reliability evidence are needed for aggregation of TQM perceptions, and longitudinal models or multilevel models can be used to test for reciprocal and cross-level pathways.

Longitudinal panel designs are particularly useful. Three or more waves allow the comparison of TQM-to-satisfaction, satisfaction-to-effectiveness and reverse paths. Improvement systems can be implemented at different times in different districts, creating a natural experiment. When randomization is not possible, difference-in-differences designs and interrupted time series and matched comparison schools can be used to reinforce causal inferences. Group level interventions (bounded interventions) like protected improvement time or teacher-led inquiry cycles or simplified data routines could be tested in a cluster-randomized trial.

In measuring, as in everything else, attention must be paid equally. TQM instruments should not only identify the existence of practices, but also enabling and controlling enactments. Global and facet measures should be included in job satisfaction. Defensible composite of observation, student experience, contribution to professional learning and student growth should be used for effectiveness, with fairness checks across contexts. Qualitative process studies can uncover some teachers' understanding of participation and the use of data, and the reasons why implementation doesn't match the design. Measurement invariance testing should be done before interpreting national differences in comparative work.

8. IMPLICATIONS FOR LEADERSHIP AND POLICY

8.1 School leadership

The framework reconfigures quality for leaders as "improvement infrastructure. The challenge is to establish simple feedback loops from evidence to collective diagnosis, followed by action and review. Teachers require protected time, access to usable information, and relevant professional learning and authority to change practice. Leaders should eliminate low-value reporting before introducing new routines and clearly define decision rights and publish the results of decisions made as a result of teacher input. The actions transform the participatory theater into a work resource.

The importance of balanced evidence is also evident. High stakes judgements about the effectiveness of teachers should not be based on any one of these measures. Data must first be used to inform learning and support and then accountability must be commensurate and responsive to uncertainty. Leaders can track process indicators (improvement action done, routines that minimized friction, and workload, autonomy and satisfaction improving) and human indicators (improvement action done, routines that minimized friction, and workload, autonomy and satisfaction improving). A score-raising quality system is not sustainable quality.

8.2 NEP 2020 as a policy application

In the National Education Policy 2020, the government of India has positioned teachers at the heart of reform, keeping them at the center of the reforms, and has outlined a range of measures to enhance their professional autonomy, continuous professional development, school environment, reduced non-teaching work, and merit-based professional progress (Ministry of Human Resource Development, 2020). These pledges are similar to what is included in enabling TQM. The school development plan can become a catalyst for teacher-led inquiry; curriculum, assessment and professional development can become more coherent; and the school, family and local community can become more responsive to stakeholders.

The framework also highlights risk of implementation. Where the focus of NEP-linked standards, assessment and reporting is solely on standards documentation, they can impose demands with no resources and impact on satisfaction. When professional development is measured in hours, instead of related to identified classroom issues it turns to compliance rather than to improvement. Time, voice and actionable support are needed to provide school complexes and collaborative structures with shared expertise. Therefore, policy fidelity must go beyond the existence of structures to their experience as coherent, participative, and professionally useful for teachers.

For India empirical research the model is relevant for validation purposes for the high school level of teachers, in government, aided and private schools, and rural and urban areas. Language, contractual status, class size, infrastructure and administrative burden should not be considered nuisance controls. The relationships that are explored in the core doctoral study are direct, joint and mediated, and further multilevel research can be conducted to test the hypothesis on how autonomy, workload and state implementation contexts affect the strength of these pathways within the defined study area.

9. CRITICAL CONSIDERATIONS AND ALTERNATIVE EXPLANATIONS

The framework is not managerial advocacy because of a number of warnings. The customer metaphor is restricted in education for the following reasons. These claims may be legitimate, but they are not always compatible; students, families, governments and communities may have claims which conflict with each other; immediate satisfaction may be at odds with long-term learning and equity. Stakeholder responsiveness, then, needs to be a

matter of educational values and democratic deliberation. Secondly, the goals set by performance indicators can be so problematic that they are targets that mislead behavior. Quality systems should integrate information and professional interpretation and leave room for results that are hard to measure.

Third, associations observed could be due to selection. Effective principals can engage in establishing coherent systems and also in increasing satisfaction and recruitment of better teachers at the same time. All three focal constructs could be influenced by stable school resources or community advantage. Designs should measure leadership, prior performance, staffing stability and contextual advantage and use fixed effects or quasi-experimental approaches where possible. Fourth, common-method variance may significantly overestimate relationships between teacher-reported TQM, satisfaction and teacher effectiveness ratings. The events have to be independent and separated in time.

Last but not least, satisfaction can mean different things. A high level of satisfaction in a situation with low expectations is not an indicator of effectiveness, but dissatisfaction with a situation with high expectations can lead to reform. The model suggests that satisfaction enables enactment of capability within the appropriate standards, it is not presented as an alternative to and substitute for knowledge, ethical commitment or accountability.

10. LIMITATIONS

This article combines disparate literatures and does not perform a systematic-review effect estimate, risk-of-bias or comprehensive database search. Hence, its propositions need to be evaluated experimentally. TQM's roots lie outside education and the enabling translation may be understated in terms of political, cultural and professional aspects of schooling. The model gives priority to job satisfaction and other mechanisms (engagement, collective efficacy, trust, burnout and organisational commitment) can act simultaneously and/or be sequential. Theory in the future should be compared with these mediators and not the addition of indiscriminate mediators.

The framework also makes it easier to describe in a common multidimensional way without the complications of variations across subjects, grades and educational purposes. Contextual moderators are not a taxonomy, but are offered as a structured agenda. The application case for NEP 2020 is designed such that claims regarding implementation are tested in the diverse systems across India. These restrictions are productive boundaries that determine where the refinement and falsification should take place:

11. CONCLUSION

Teacher effectiveness is not an individual skill and is not a mechanical result of management systems. It occurs when professional skills are developed through clear processes and maintained through feasible and significant situations. This environment can be facilitated by an enabling form of TQM that is able to create collective inquiry, remove process frictions and make evidence relevant. The role of job satisfaction in the motivational system that connects those resources to sustained teaching is one explanation.

The main theoretical thesis in this study is that quality management has the potential to enhance teacher effectiveness if it is enacted as participative, coherent and developmental, but it does not when used as a form of control over workload. The proposed framework distinguishes between capability pathways and motivational pathways, provides specificity on mediation, moderation and feedback, and indicates potential tests, which turns a vague managerial vision into a testable research theory. Practical message: Improvement systems should be assessed based on whether they provide support for teachers to learn and exercise informed judgement and maintain effective work

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