

TEACHERS' PERCEPTIONS OF SPSK IMPLEMENTATION AND WORK MANAGEMENT EFFICIENCY: A CROSS-SECTIONAL SURVEY

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ABSTRACT

This study examines the implementation of ISO 9001:2015 principles through the Quality School Management System and its impact on teacher work management efficiency. It compares daily secondary schools and cluster-of-excellence daily secondary schools. By using a quantitative design, data were collected from 382 teachers across 90 schools and analyzed using SPSS 25.0 and One-Way ANOVA (Cohen et al., 2011). The findings indicate a high overall level of ISO practice (Mean=3.89, SD=0.510), with "Evidence-based Decision Making" scoring the highest (Mean=3.97) (Rahman & Daud, 2014). Teacher work management efficiency was also high (Mean=4.23, SD=0.431), reflecting a strong capacity for systematic task execution (Hamid et al., 2021). Notably, no significant difference ($p > 0.05$) was found between teachers in daily schools (Mean=4.24) and cluster schools (Mean=4.21), leading to the acceptance of the null hypothesis (Ismail & Absullah, 2012; Malaklolunthu & Shamsudin, 2011). The study concludes that while SPSK effectively enhances administrative quality, the efficacy of teachers remains consistent across different school types despite variations in autonomy and demands (Rodríguez-Mantilla et al., 2021).

Keywords: *ISO 9001, SPSK, teacher work management efficacy, cluster schools of excellence, national secondary schools.*

INTRODUCTION

The International Organization of Standardization (ISO), established in 1987, has developed a series of quality management standards known as ISO 9000. ISO requires improvements in the implementation of management procedures (Levine & Toffel, 2010). Implementing ISO 9000 in an organization can ensure established procedures are followed (Wiele et al., 2005). Past studies have demonstrated that ISO 9000 has a positive impact on an organization's operations across the manufacturing and non-manufacturing industries (Baird et al., 2011; Kaynak, 2003). This is supported by Abrampah et al. (2018), who argue that academic scholars emphasize that quality improvement is a high-priority issue at all levels of the system. Studies demonstrate that the concepts of quality assurance and quality improvement in educational organizations are increasing and advancing rapidly (Díaz & Martínez-Mediano, 2018; Fotopoulos & Psomas, 2009). The implementation of ISO in the education system, especially in schools, is strengthened by the implementation of the Quality School Management System (SPSK), a quality management system designed to record all matters related to school management in accordance with MS ISO 9001 guidelines.

Teachers also play an important role in achieving organizational performance (Wang et al., 2014). According to Susanto et al. (2025), teacher evaluation plays a strategic role in an organization because it serves as a tool to measure, develop, and sustainably improve teacher competence. Teacher evaluation is often assessed based on teaching performance, including lesson commencement, teacher competence in subjects, student participation, classroom management, and assessment methods. It

can be seen from a teacher's ability to perform the tasks and responsibilities assigned to them, possess relevant skills and knowledge, and consistently apply appropriate methods to improve student learning and achievement, and be able to enhance the quality of education towards a better future (Adejumobi & Ojikutu, 2013; Rahmatullah, 2016).

In general, daily secondary schools in Malaysia use a similar access approach to centralized education. There are many similarities across schools in Malaysia, including infrastructure, building form, curriculum, facilities, timetables, programs, textbooks, and teacher qualifications. Schools in Malaysia are similar in terms of curriculum, infrastructure, and teacher qualifications (Rusni, 2005; Veeriah et al., 2017).

Cluster Schools of Excellence (SKK) were established through the Education Development Master Plan (PIPP) 2006 – 2010, which aims to create excellent schools based on the same characteristics (Nor et al., 2019). School excellence is demonstrated internationally through these Cluster Schools of Excellence, which possess characteristics that shape the school's identity and can develop students holistically in academic, co-curricular, personality, and appearance aspects (Marzuki et al., 2008). The recognition of cluster schools is based on criteria such as academic performance, character building, leadership, school environment, school management, the use of human resources and expertise, performance in Public Examinations, and the dedication of teachers and principals (Malaklolunthu & Shamsudin, 2011). A study by Jacob (2015) on cluster schools revealed that teacher performance increased when a school was recognized as a cluster school, compared to before. A study by Malaklolunthu and Shamsudin (2011) on the challenges of managing cluster schools identified that retaining teachers was difficult, as some left for promotion or due to work pressure. In addition, teachers also raised several important issues that were difficult in cluster schools, such as increased teacher workload, student recruitment to cluster schools, and the recruitment of suitable teachers. In fact, some teachers believe that this excessive workload results from confusion and weaknesses in management and coordination at all levels of school administration (Ambotang & Maijohn, 2014).

However, there are constraints in implementing ISO, such as a lack of sensitivity and responsibility on the part of quality management and staff involved (Asmoni et al., 2017). In addition, there are differences in school achievement that are not uniform. This difference also leads to differences in the category of daily secondary schools. Among them, daily secondary schools that are excellent in their group and have a niche area that reflects the school's character will be recognized as a cluster school of excellence (Ministry of Education Malaysia, 2012). The implementation of the School Quality Management System (SPSK) based on ISO 9001:2015 requires teachers to undertake various administrative, documentation, and monitoring responsibilities in addition to their primary teaching duties. These additional responsibilities may have implications for teachers' work management efficiency. Although the SPSK is implemented across different school categories, schools operate within varying organizational contexts and performance environments, which may influence how teachers manage their work responsibilities.

Despite the widespread implementation of the SPSK, empirical evidence regarding differences in teachers' work management efficiency across school types remains limited. Therefore, this study seeks to examine whether there are significant differences in teacher work management efficiency between teachers in regular daily secondary schools and those in cluster daily secondary schools implementing the SPSK. The findings are expected to contribute to a better understanding of teachers' work management efficiency within different school contexts as per the following study objectives:

1. Identify the level of practice of the seven ISO principles applied in PK 03 (Teaching and Learning Management) through the Quality School Management System (SPSK).
2. Identify the level of teachers' work management efficiency who implement PK03 (Teaching and Learning Management) through the Quality School Management System (SPSK)
3. To examine differences in teachers' work management efficiency related to the implementation of PK 03 (Teaching and Learning Management) under the School Quality Management System (SPSK) according to school type.

Meanwhile, the research hypothesis is constructed as follows:

1. H_{01} : There is no significant difference in the efficacy of teacher work management among those who conduct PK03 (Teaching and Learning Management) through SPSK and by school type.

Practice of ISO Principles

A study by Rahman and Daud (2014) indicated that the practice of the SPSK based on these ISO principles is at a high level. The implementation of these ISO principles has successfully improved organizational process practices (Levine & Toffel, 2010) and demonstrated a strong relationship between ISO practices and performance (Che Azlan Taib, 2014). A study by Bello-Pintado et al. (2018) examined the relationship between ISO 9000 and employee performance, in terms of effective commitment and job satisfaction, and found that the implementation of ISO 9000 provided strong and positive results on employees' effective commitment and job satisfaction. Othman et al. (2017) study on the framework for the study of quality management systems, employee satisfaction, and employee performance in Private Higher Education Institutions in Malaysia reports that its literature review found a positive relationship between quality management systems and organizational performance. A study by Mufidah et al. (2024) conducted in a special education school in Indonesia reveals a relationship between teacher performance and quality management. This is supported by Kurnia and Esthi (2025), who argue that implementing quality management improves work processes and increases employee involvement and dedication in achieving organizational goals.

Quality Management in Education

Previous studies on the implementation of ISO in education have been conducted worldwide. For example, the education system in Hong Kong (Yeung, 2007); the education system in England; (Thonhauser & Passmore, 2006); public primary and secondary schools in the United States (Bae, 2007), and vocational schools in Indonesia (Andreas Kuncoro, 2013; Irsyada et al., 2018), and in primary and secondary schools in Spain (Díaz & Martínez-Mediano, 2018). A study by Díaz and Martínez-Mediano (2018) on the implementation of the ISO 9001 quality management system and its impact on school organizations shows that the applied quality management system model contributed to improvements in documentation and management through evaluation, continuous improvement processes, external image, resource management, and user satisfaction levels. Schools that were rated 'high' by teachers in implementing the quality management system had better educational outcomes, user perceptions, and satisfaction levels compared to schools rated 'low'.

However, the study also found that the weaknesses of the quality management system model are that it is seen as having a high bureaucratic workload and there is a top-down management culture. The implementation of ISO in the field of education is also implemented at the primary school, secondary school, and higher education levels. The implementation of the quality management system based on ISO is carried out to improve the quality of management in the education sector in Malaysia and thus drive excellence in the education sector.

Teaching and Learning Management Practices and Teachers' Work Management Efficiency

Based on the findings of this study, teachers as implementers of SPSK are required to understand, plan, and manage SPSK practices effectively within the school context. The implementation of quality management systems is generally associated with improvements in organizational planning, coordination, and administrative management in educational institutions (Rodríguez-Mantilla et al., 2021). Similarly, ISO 9001 emphasizes systematic management procedures that may contribute to more organized work practices and management processes (Hamid et al., 2021).

In the context of this study, teachers' work management efficiency refers to teachers' ability to organize, prioritize, and manage professional responsibilities effectively. The implementation of SPSK may require teachers to engage with additional administrative and documentation processes related to teaching and learning management. As such, teachers are expected to manage various work-related responsibilities within the implementation process.

Nevertheless, the findings of this study should be interpreted cautiously, as the construct measured focuses specifically on teachers' self-reported work management efficiency rather than broader aspects of instructional quality or pedagogical effectiveness.

Cluster Schools

In line with the improvement of educational quality, Malaysia introduced the *Education Development Master Plan (PIPP) 2006-2010* on 16 January 2006, which was seen as a step towards providing quality education for all children and producing high-quality human capital for the country (Marzuki et al., 2008). In this regard, the recognition of excellence cluster schools began in 2006, with schools recognized for excellence in school management and student excellence (Veeriah et al., 2017). Recognition as a cluster school aims to boost school excellence in the Malaysian education system (Nor et al., 2019).

Many researchers have conducted various studies on cluster schools since the concept was introduced. Among them is a study by Varatharaj (2015) on assessment practices in the Teaching and Learning of the Primary School Standard Curriculum (KSSR) in Cluster Schools. Meanwhile, Wong (2016) conducted a study on the influence of self-leadership skills and innovative work behavior on the achievement of cluster schools in Sarawak. This study identified that self-leadership skills have a positive and significant relationship with the achievement of Cluster Schools in Sarawak. Veeriah et al. (2017) also studied the effect of school culture on teachers' organizational commitment in Cluster Primary Schools in Selangor. The study revealed a significant correlation between school culture and organizational commitment. In addition, the study's regression analysis illustrated that collaborative leadership and professional development are two dimensions of school culture that contribute significantly to teacher commitment.

However, Malaklunthu and Shamsudin (2011) found, in their study of cluster schools, that teachers seemed somewhat disappointed with the cluster school policy because it placed high demands on them and on cluster school management. In this regard, a study based on regular and cluster-daily secondary schools is expected to answer whether there is a difference in the efficacy of teacher work management who implement PK03 (Teaching and Learning Management) through the SPSK across school types.

The literature study suggests that consistent adherence to SPSK, which is rooted in ISO principles, can significantly enhance the efficiency of teachers' administrative and workload management.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative cross-sectional survey design. A cross-sectional survey was considered appropriate as it enables the collection of data from a large number of respondents at a single point in time and facilitates the description and comparison of perceptions across groups (Creswell & Creswell, 2018). The study aimed to examine teachers' perceptions of the implementation of the School Quality Management System (SPSK) and work management efficiency in daily secondary schools and cluster-of-excellence daily secondary schools in Kuala Lumpur. As such, the study was designed to provide a descriptive and comparative account of teachers' perceptions rather than to establish causal relationships between variables.

Research Population and Sample

According to this study, the teacher population comprises teachers at National Secondary Schools in Kuala Lumpur. According to statistics from the Federal Territory of Kuala Lumpur Education Department on 31 October 2018, there are 90 national secondary schools in Kuala Lumpur. These 90 schools cover four zones: the Pudu/Bangsar Zone, the Keramat Zone, and the Sentul Zone. The teacher sample was randomly selected based on the Krejcie and Morgan (1970) sample determination table. Based on this study, teachers from four zones were selected based on school type (cluster schools and daily schools). Three schools were selected from each zone. An average of 32 teachers was selected per school. Accordingly, a sample size of 382 people was selected for this study. Oppenheim (2005) and Cohen et

al. (2011), sample selection should consider factors such as cost, time, and ease of access, and sample accuracy is more important than sample size.

Research Instrument

According to Konting (2004), the use of questionnaires is more practical and effective because it can help reduce expenses, time, and energy for data collection. Cohen et al. (2011) stated that questionnaires are instruments for collecting primary data. The construct of the study instrument was taken and adapted from previous researchers' studies on the aspects of ISO principles practice and teachers' work management efficiency. The study instrument for the ISO aspect was adapted from Kuncuro (2013). Justification of the instrument selection was that the SPSK practice constructs in this study were developed based on the seven quality management principles of ISO 9001:2015: customer focus, leadership, engagement of people, process approach, continual improvement, evidence-based decision making, and relationship management. These principles were selected as they form the core foundation of quality management system implementation within educational organizations. Teachers' Work Management Efficiency was adapted from Koopmans (2014) based on task performance. The chosen items emphasize work-related actions, including work organization, task prioritization, time management, and effectiveness in executing professional duties. In this study, the construct was defined as teachers' work management efficiency rather than general teacher performance, since the items mainly represent task management and work organization elements. Consequently, the construct does not directly assess teaching effectiveness, instructional standards, or student achievement. In addition, the instrument was reviewed and validated by two experts in the relevant field.

A pilot study was conducted with 50 respondents. The Cronbach's Alpha value for the ISO principal practice construct was 0.896, while the Cronbach's Alpha value for teachers' work management efficiency was 0.862. This is in line with the opinion of Nunally and Bernstein (1994) that a construct has good reliability when the Cronbach's Alpha value and composite reliability for each study variable have exceeded the minimum level of 0.70.

Subsequently, the instrument used in this study is divided into three parts. Section A concerns the respondents' demographics: age, gender, work experience, and school type. Section B concerns the Seven Principles of ISO Practice, and Section C concerns the teachers' work management efficiency.

Research Ethics Considerations

This study was conducted with the permission of EPRD, JPWPKL, and the schools involved. Respondents were informed that the information provided was confidential and would only be used for research purposes.

Research Data Analysis

The study data were analyzed using Statistical Package for the Social Sciences (SPSS) 25.0 for descriptive (Research questions 1 and 2) and inferential analyses using one-way ANOVA (Research question 3).

Data Preparation Before Analysis

The study data were collected using the Google Form application and manually at the school. A total of 389 questionnaires were distributed, and 382 completed questionnaires (98.2%) were returned.

According to Cohen et al. (2011), several procedures must be followed before conducting data analysis to ensure that there are no errors by the study respondents. The procedure for entering study data is manual, with data from the study questionnaire being entered into SPSS. According to Sekaran (2003), 10% of the data entered is checked repeatedly using a systematic sampling procedure. The data are checked repeatedly to avoid errors when entering them into SPSS. The entire dataset is also checked in SPSS by examining the minimum and maximum values, the mean, and the standard deviation for each questionnaire item until all values are considered reasonable.

Normality Test

In this study, the sample size was 382, and the data were found to be normally distributed, as the skewness and kurtosis values were in the range of ± 2 , as suggested by Hair (2006). The assessment of the data distribution is depicted in Table 1 below.

Table 1*Data Distribution Assessment*

	Skewness	Std. Error	Kurtosis	Std. Error
PRACTICE	-0.335	0.125	0.175	0.249
TWME	0.150	0.125	0.062	0.249

As shown above, the skewness value is between -2 and +2, and the kurtosis value is between -7 and +7. Therefore, it can be concluded that the dataset obtained has a normal data distribution.

Data Validity and Reliability

Validity is the extent to which a measuring instrument successfully measures what it is intended to measure (Mohajan, 2017). Meanwhile, according to Chua (2006), validity is the correlation value between the measurement and the actual value of a variable. In this study, researchers have sought the services of experts in the fields of quality, management, and language to determine the construct and content validity of the instrument. The questionnaire items were drawn from previously used questionnaires and modified to meet the study's needs. The questionnaire items were reviewed by experts in related fields and a language expert to ensure that the language structure used was accurate. Finally, a pilot study was conducted to assess the instrument's validity and reliability. The pilot study was conducted after all instrument validity procedures had been completed.

Significance Test

Several methods can be used to test the correlation or strength of a relationship in statistical analysis of models. One of them is by looking at the p-value. A path between two constructs is said to have a significant relationship if the probability of error (p-value) is 5%, i.e., $p < 0.05$.

Some studies use the path coefficient (β) as a guide, where a β value from 0 to 0.10 indicates an insignificant relationship, while a β value exceeding 0.20 indicates a significant relationship. For t-values, previous researchers have suggested 2.57, 1.96, and 1.65 as thresholds for $p < 0.10$, $p < 0.05$, and $p < 0.01$ (Hair et al., 2021). In addition, the confidence interval can also be used as a guide, where the upper limit (UL) and lower limit (LL) values must both be positive or negative to prove a significant relationship. The results of the significance test analysis for the constructs are shown in Table 2 below.

Table 2*Significance Test*

	β	t	p	LL	UL
PRACTICE $\rightarrow$ TWME	0.338	5.873	0.000*	0.221	0.449

* $p < 0.05$

RESEARCH FINDINGS

Descriptive analysis was conducted in SPSS to obtain the frequency and percentage distributions of respondents by gender, age, marital status, academic qualifications, type of school, and teaching experience. The findings of the demographic analysis of respondents are summarized in Table 3 below.

Table 3*Respondent Demographics*

Attributes		Frequency (n)	Percentage (%)
Gender	Male	52	13.6
	Female	330	86.4

Age	Less than 30 years old	47	12.3
	31 to 35 years old	121	31.7
	36 to 45 years old	149	39.0
	46 to 50 years old	32	8.4
	Over 51 years old	33	8.6
Marital Status	Single	56	14.7
	Married	323	84.6
	Others	3	0.8
Academic Qualifications	Bachelor's Degree	341	89.3
	Master's Degree	41	10.7
School Type	Daily Secondary School	284	74.3
	Cluster-of-Excellence Daily Secondary School	98	25.7
Teaching Experience	Less than or equal to 5 years	38	9.9
	6 to 10 years	130	34.0
	11 to 35 years	205	53.7
	Over 35 years	9	2.4
TOTAL		382	100.00

Based on the table above, the sample of this study consisted of 382 teachers, the majority of whom were female teachers ($n=330$, 86.4%), and the rest were male teachers ($n=52$, 13.6%). The majority of respondents, namely 149 people (39.0%), were 36 to 45 years old. A total of 121 respondents (31.7%) were between 31 and 35 years old. Forty-seven people (12.3%) were aged 30 years and below, 33 people (8.6%) were aged 51 years and above, and 32 people (8.4%) were aged from 46 to 50 years old. Eighty-four-point six percent of respondents were married ($n=323$), while 14.7% were single ($n=56$), and 0.8% were in the marital status of 'Other' ($n=3$).

Concerning academic qualifications, 89.3% (341 respondents) hold a Bachelor's Degree, and 10.7% (41 respondents) hold a Master's Degree. Regarding the type of school where they teach, the majority of respondents teach in secondary day schools (284, 74.3%). A total of 98 (25.7%) respondents teach in high school day schools in the excellence cluster. More than half (53.7%; $n=205$) of respondents have teaching experience ranging from 11 to 35 years. 130 respondents (34.0%) have 6 to 10 years of teaching experience, 38 respondents (9.9%) have less than 5 years of teaching experience, and only 9 respondents (2.4%) have more than 35 years of teaching experience. Based on the findings above, it is clear that the majority of teachers who participated in the study have sufficient teaching qualifications and experience, and are believed to be able to provide accurate information on ISO Practices through the SPSK and teachers' work management efficiency.

Research Question 1: What is the level of practice in the seven ISO principles in PK03 (Teaching and Learning Management) through the Quality School Management System (SPSK)?

Data from respondents' answers in Section B of the questionnaire, namely the practice of the seven ISO principles, were analyzed to determine respondents' perceptions of their practice in PK03 (teaching and learning). The findings of the descriptive analysis of the practice of the seven ISO principles are presented in Table 3 below.

Table 3

Practice of the Seven ISO Principles

Variables/dimension	Mean Score ^a	Standard Deviation	Level
ISO PRACTICE	3.89	0.510	High
Customer Focus	3.88	0.624	
Leadership	3.87	0.577	
Employee Engagement	3.82	0.550	
Process Approach	3.92	0.595	

Improvement	3.88	0.578
Evidence-Based Decision Making	3.97	0.629
Relationship Management	3.92	0.624

Based on the study findings, it can be concluded that, overall, the level of ISO Practices implemented in the study schools is high ($M=3.89 \pm 0.510$), especially in the Evidence-Based Decision-Making dimension ($M=3.97 \pm 0.629$). This proves that the study schools have well implemented the Seven Principles of ISO 9000 through the SPSK, especially in decision-making based on valid and objective evidence.

Research Question 2: What is the level of teachers' work management efficiency who implement PK03 (Teaching and Learning Management) through the Quality School Management System (SPSK)?

Data obtained from respondents' answers in Section C of the questionnaire, namely teachers' work management efficiency, were analyzed to obtain respondents' perceptions of their efficiency and work management in teaching tasks. The descriptive analysis of teachers' work management efficiency is presented in Table 4.

Table 4

Descriptive Analysis of Teachers' Work Management Efficiency

Item	Item	Mean Score ^a	Standard Deviation	Level
TWME1	I can plan my work so that it can be completed on time	4.31	0.552	High
TWME2	I remember the teaching and learning outcomes that need to be achieved	4.32	0.544	High
TWME3	I can set priorities	4.27	0.526	High
TWME4	I can do my work efficiently	4.13	0.504	High
TWME5	I manage my time well	4.12	0.508	High
OVERALL MEAN SCORE		4.23	0.431	High

In addition, the findings demonstrate that overall, respondents exhibited a high level of teachers' work management efficiency ($M=4.23 \pm 0.431$). This indicates that the study respondents performed well in carrying out school tasks.

Research Question 3: Is there any difference in teachers' work management efficiency in conducting PK03 (Teaching and Learning Management) through the Quality School Management System (SPSK) across school types?

One-way ANOVA was conducted in SPSS to examine whether there was a difference in the level of respondents' work management efficiency when implementing PK03 (Teaching and Learning Management) across school types, namely daily secondary schools and cluster-of-excellence daily secondary schools. The analysis results were subsequently used to answer Research Question 3. The results of the One-Way ANOVA analysis are presented in Table 5 below.

Table 5

One-way ANOVA Analysis

	N	M	SP	F (1,380)	P
Daily Secondary School	284	4.24	0.415	0.381	0.538
Cluster-of-Excellence Secondary Schools	Daily 98	4.21	0.476		

The findings demonstrate no significant difference in teachers' work management efficiency across school types ($p>0.05$). This means that teachers in the daily secondary schools have almost the same work management efficiency as teachers in the cluster-of-excellence daily secondary school. This study

failed to reject the null hypothesis. Therefore, the hypothesis H_{01} 'There is no significant difference between the teachers' work management efficiency who conducted PK03 (Teaching and Learning Management) through SPSK across school type' is accepted.

DISCUSSION

The findings of this study focus more on work management aspects than on teaching quality. Accordingly, these findings do not provide direct evidence of the Quality School Management System (SPSK) in schools. Another study by Rodríguez-Mantilla et al. (2021) showed that ISO only succeeded in improving management processes, especially in technical and administrative aspects, rather than improving teaching quality.

The findings also indicate that teachers reported a relatively high level of work management efficiency in implementing teaching and learning management practices. In addition, this study examined differences in teachers' work management efficiency across school types. Excellence cluster schools are schools that are based on a decentralization process and involve school empowerment through granting autonomy to the school (Ismail & Absullah, 2012). However, the present study found no statistically significant differences based on school type, suggesting that teachers' perceptions of work management efficiency were relatively similar across the school categories examined. Previous studies on the implementation of ISO 9001 in schools have generally found that its influence is more evident in management and administrative processes compared to direct improvements in instructional quality.

The objective of this study is to examine whether there is a difference in the level of teachers' work management efficiency between two types of secondary schools: daily secondary schools and cluster-of-excellence daily secondary schools. The analysis conducted demonstrated that teachers' work management efficiency in the daily secondary schools is almost the same as that in the cluster-of-excellence daily secondary schools.

Daily secondary schools and cluster-of-excellence daily secondary schools differ in several respects. Schools are formal organizations with their own cultures, formed by interactions among their members, including school management, teachers, administrative staff, parents, and students. School cultures also differ from one school to another, which means they can be positive or negative. This influences how people think, feel, and act, and shapes the culture within the school over time (Peterson, 2002). This perspective is supported by the study by Arfan Bakhtiar et al. (2023), which revealed that implementing ISO 9001 can increase customer trust and satisfaction. This can be achieved through structured, systematic quality assurance and a robust documentation system, thereby improving employee performance and ultimately fostering a positive work culture.

The findings of this study differ from those reported by Yaakob and Yahya (2012), who found significant differences in teachers' perceptions between high-performing and low-performing schools in relation to school culture. Similarly, Malaklunthu and Shamsudin (2011) highlighted that teachers often experienced increased workload demands involving both academic and non-academic responsibilities, particularly in cluster schools. Such workload pressures may influence teachers' work management practices across different school contexts.

In the present study, no statistically significant difference was found in teachers' work management efficiency based on school type. This finding is comparable to Rahman and Daud (2014), who suggested that teachers generally demonstrated organized work planning and effective management of teaching-related responsibilities. Likewise, Mohamad et al. (2016) reported relatively high levels of teacher commitment across different school categories.

However, the present findings differ from those of Yaakob Daud (2007), who reported that positive school culture was more commonly observed in high-achieving schools. Additionally, Ontai-Machado (2016) also identified school climate as an important factor associated with organizational practices in schools. Nevertheless, the current findings should be interpreted cautiously, as this study focuses

specifically on teachers' self-reported work management efficiency rather than broader aspects of school effectiveness or instructional quality.

RESEARCH SUMMARY

Based on the findings of this study, teachers as implementers of the school quality management system (SPSK) need to understand and carry out SPSK practices in line with the objectives of the system. The findings provide an overview of teachers' perceptions regarding the implementation of SPSK in schools. In addition, the study presents information on teachers' perceived levels of work management efficiency and the differences based on school type between daily secondary schools and cluster-of-excellence daily secondary schools.

The findings also indicate that SPSK practices may be related to aspects of teachers' work organization and task management. However, the findings should be interpreted with caution because this study used a cross-sectional design and relied on self-reported data. Therefore, the study does not directly measure the effect of SPSK on instructional quality or student learning outcomes. Overall, this study contributes to a better understanding of teachers' perceptions of SPSK implementation in Malaysian secondary schools.

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