



Improving Teaching Factory Performance by Work Culture in Vocational Learning

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ABSTRACT

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Keywords

Teaching Factory; Teaching Performance;
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Purpose: A Teaching Factory (TF) program combines school environment and industrial work culture into a new environment to ensure the industry preparedness level of students much ahead of their graduation. This study aimed to analyze the influence of work culture on teacher performance in teaching factories.

Methodology: A survey was conducted to collect data using a questionnaire. A sample of 46 teachers was recruited through convenience sampling technique using the criteria like they must be teachers of teaching factories, having competency and professional certificates, internship experience of vocational learning, and like. The data was analyzed using SEM

Partial Least Square 3.0 to determine the direct influence using the partial least square method on statistics of significance $t > 1.96$ and p -values of < 0.05 . **Results:** The results illustrate that work culture exerts a significant and positive influence on teacher performance. In other words, the better the work culture, the better is the teacher's performance in teaching factory learning and vice versa.

Implications for research and practice: This research is limited to the teaching profession, including the skills of planning, implementing, and evaluating learning. Further research on the professional model incorporating work culture in education and teaching is needed. Teacher professional performance will continue to develop following technological advances and socio-cultural conditions.

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Introduction

Human resources are key to the relationship between the quality of education and economic growth. Every year, vocational high schools report an increase in the number of graduates. Performance in student achievement tests is reported to exert a strong impact on economic growth. Alternatively, studies report that a shortage in skills affects innovation performance. The results illustrate a considerable shift in the demand for skilled workers. Thus, future jobs require graduates with knowledge and skills. Schools have therefore begun to build learning and training channels that facilitate two-way knowledge between factories, which are located far from schools, and classrooms, such that students gain first-hand experience of real problems, planning, and production process in a company. This scheme composes a constructive project that intends to enable students to gain knowledge in the industry by approaching industry problems and real work. The kind of learning which combines learning and work is often called a Teaching Factory (TF). A TF program combines school environment and industrial work culture into a new environment to ensure the preparedness level of students much ahead of their graduation.

Several theoretical frameworks support the effectiveness of TFs. [Helming et al. \(2019\)](#) argue that TF learning fosters competencies relevant to the industrial realm and nurtures entrepreneurial traits, promoting technopreneurship. Additionally, [Yohana \(2020\)](#) suggests that TF activities focusing on product-based education and corporate culture enforcement contribute to practical skill development. The solution to knowing a good work culture is to know the level of work culture and the performance of TF teachers. Furthermore, analyzing the influence of work culture in learning on teacher performance in teaching factories is necessary.

In this regard, research becomes important in that, theoretically, a good work culture indicates innovation and risk taking; attention to detail; result, people, and team orientation, aggressiveness, and stability. Human resources must possess these qualities. Industrial cooperation requires team orientation and aggressiveness. Product planning and marketing will be successful if supported by attention to detail, outcome orientation, innovation, and risk taking. Moreover, teachers perform well if they work effectively and with efficiency, orientation, responsibility, discipline, and initiative. Thus, the practical aspects of work culture and performance will support the success of teaching factories.

Despite these advancements, gaps persist in understanding the influence of work culture on TF teacher performance. Recent studies by [Lam et al. \(2021\)](#) and [Pimentel et al. \(2020\)](#) highlight that TF teachers often lack deep understanding and orientation toward work culture. The current research aims to fill this gap by assessing the impact of work culture on TF teacher performance, thereby contributing to the literature on effective vocational learning environments. In summary, this paper integrates theoretical frameworks of [Prinz et al. \(2016\)](#) and empirical evidence from, [Sariwulan et al. \(2020\)](#), [Helming et al. \(2019\)](#), [Yohana \(2020\)](#), [Lam et al. \(2021\)](#), and [Pimentel et al. \(2020\)](#). By exploring the relationship between work culture and teacher performance in TFs, this study seeks to advance the understanding of effective teaching strategies in vocational education.

Literature Review

A teaching factory (TF) is form of learning that combines learning and work. The TF program combines the school environment and industrial work culture into a new environment ([Sariwulan et al., 2020](#)). A TF is an action-oriented learning environment in an effort to conduct a more efficient knowledge transfer ([Wong et al., 2014](#)). The use of orders from society in support of teaching factories is also frequently used to improve

relationships with reality (Tisch et al., 2016). Traditionally, teaching factories are suitable for teaching various production systems and processes, lean management, cost, and energy efficiency. Teaching factories also cover topics related to management, leadership, and effective production systems to enhance profit.

TF learning is characterized by its ability to debrief learners, and to gain competencies relevant to the industrial world and gain an entrepreneurial character (technopreneurship) (Helming et al., 2019). Activities for TF learning emphasize product-based education, block scheduling, job sheet application, and the enforcement of corporate culture (Yohana, 2020). In certain countries, such as China and Vietnam, school environments that focus on the culture of innovation can encourage the manufacture of products that meet the needs of the industry (Xie et al., 2021). TF learning refers to indicators, such as potential TF support areas, partnerships with industries in the implementation of TF (Helming et al., 2019), management, products/services, support for human resources, support laboratories/ workshops, learning patterns and practices (Javorčíková et al., 2021), marketing or the promotion of products (Yohana et al., 2021). Schools are obliged to provide high-quality learning to encourage a learning environment that is appropriate to the industrial environment to ensure better learning outcomes (Syslová, 2019). Qualified teachers can overcome difficulties in the learning environment.

Teachers become benchmarks in terms of their performance in TF learning. Performance contributes to the success of teaching factories (Prianto et al., 2020). Moreover, performance plays an essential role in teaching factories and contributes to the objective of teaching factories (Javorčíková et al., 2021). Work culture influences performance (Morales-Romero et al., 2021) and pertains to the values or habits embraced by an organization that are considered guidelines for achieving its goals (Halim et al., 2019; Olowookere et al., 2021; Sitompul et al., 2019). Work culture is formed when the work environment or organization learns to face problems related to external and internal changes related to organizational unity and integrity (Hariyadi et al., 2023). Various factors, such as communication, competence, motivation, recognition, compensation, system or procedure, leader, leadership, work culture, and environment, influence work culture.

Work culture is a demand in vocational learning. Teachers gain knowledge about work culture from several webinars through online systems, which are held to strengthen vocationally. However, teachers in teaching factories may not be fully oriented to work culture, because the work culture is not widely known in depth by teachers (Budiyono, 2019; Lam et al., 2021; Pimentel et al., 2020). Thus far, the work culture of teachers remains oriented toward delivering materials to achieve competence (Budiyono, 2019). Therefore, teachers are less than optimal in adapting to the work culture of teaching factories.

Teachers who consider work culture in learning can achieve higher levels of productivity in teaching. Learning requires interpersonal and affective relationships to generate openness and clarity in communication. The exploration found increased senses of self-esteem and satisfaction. Cross-team collaboration led to good flexibility in the mindset and the interpretation of the work profiles of teachers (Mourtzis et al., 2021). This can allow for positive changes in the workplace (Heard-Lauréote & Buckley, 2021). Moreover, sharing experiences with industry teachers and instructors can improve teaching factories in vocational learning.

Teachers provide experiences in an industrial environment, which can urge students to critically assess their creative abilities. One of the methods that can be used is negotiating the gap between the expectations of industry creativity and the creativity of

students is to regulate the learning process. High-level thinking skills, creative performance, and industry expectations are explicitly contained in the curriculum. Together with a team of learners and instructors from the teacher industry, they will take the task by being willing to take risks and encourage learning to improve the ability of colleagues to work meaningfully.

Teaching factories integrate learning with work, through intervention strategies which are tailored to the learning needs of students. Thus, students can also acquire non-technical skills and the required professional networking (Ashman et al., 2021). Teaching factories can improve student performance and various soft skills and show a high degree of satisfaction that students can work. Learning is supported by curriculum design that collaborate with partners in terms of pedagogical practice and cooperation. Prior to learning and during work on projects, teachers support students in experimenting with new ideas, such that students can understand their work, integrate experiences, and reflect on the results of a product. Partners can gain access to new ideas and contribute to the learning design of a project and outputs produced by students. Students work in small teams, whereas TF teams supervise teamwork. Teachers evaluate industry standard-oriented products.

Moreover, students can gain personal experience, be more empathetic, and know more about their work and work environment. Applying the model for two-way teacher-student evaluation provides a relatively better learning effect. This phenomenon can effectively enhance the teaching effect of teaching factories and bring more outstanding industrial talent to the community.

Methods

Research Design

The study conducted a survey and analyzed samples from the population so that it is found, relationships between variables, relative events, and distributive. To determine the influence between variables and events, the study conducted SEM Partial Least Square (PLS) testing using Smart PLS 3.0. Steps: (1) Perform measurement model calculations (outer model) to check the indicators per variable and (2) Perform structural model testing (inner model) to measure the degree of fit between variables. This enabled to draw conclusions about how teaching factories could contribute to producing talent for the industry.

Sampling

The sample initially comprised 50 teachers; however, four teachers were excluded due to missing data. The criteria for selecting teachers included those who managed teaching factories, were currently teaching at teaching factories, had professional certificates especially garment teaching competency certificates, had been apprentices in garments factory, had been actively teaching, had been communicating with industry, and seeking orders, as well as marketing the products produced by the TF in vocational learning.

Instrument and Research Procedure

The data in this study were collected using a closed-method questionnaire and distributing it to the sampled teachers. The respondents had to choose the response over a 5-point Likert scale, which measured teacher perceptions about performance, innovation and risk-taking, attention to detail, outcome orientation, team orientation,

aggressiveness, and work culture. The research flowchart is presented in Figure 1.

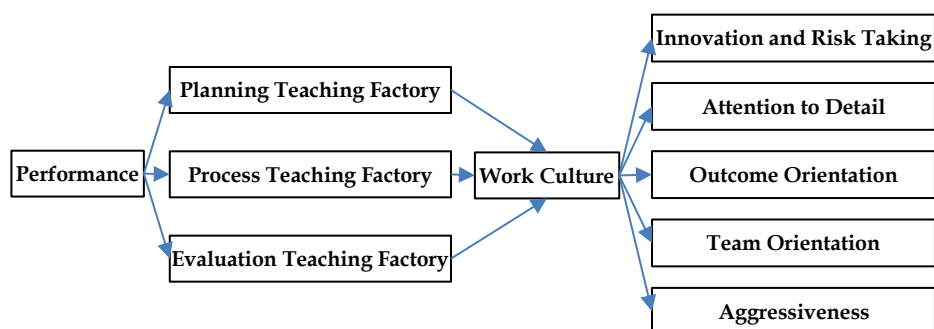


Figure 1: Research Flowchart.

This research began by visiting a TF conducted by a teacher within a school. The teacher activities comprised three important components: planning, implementation, and evaluation, as outlined in Figure 1. The data on work culture and teacher performance were collected from each activity. In a school having a TF, the teacher had a dual task: acting as a teacher as well as managing a TF in vocational learning. The teacher's activities as the manager of the TF included collaborating with industry, looking for orders, marketing products, and reporting on the achievements of the TF.

Data analysis

The data was analyzed through SEM Partial Least Square (PLS) testing using Smart PLS 3.0. The analysis focused on the relationships between variables and events, performing measurement model calculations (outer model) to check the indicators per variable and performing structural model testing (inner model) to measure the degree of fit between variables. Additionally, reliability and validity were further ensured through meticulous data analysis techniques, including factor analysis and Cronbach's alpha calculations. These measures aimed to produce reliable and valid insights into the relationship between work culture and teacher performance in teaching factories within vocational learning environments.

Results

Table 1 indicates the results of instrument validity and reliability testing, where each item obtained a value of >0.3 . Thus, the study infers that the instrument is valid. Afterward, the study tested for validity. The results illustrated that Cronbach's alpha for the research variable obtained a value of >0.6 . Thus, the instrument is valid and reliable and can be used for subsequent statistical tests.

In this study, work culture consisted of seven indicators, which were each calculated using the average of two indicators that were proved valid. The result indicates that each item obtained a value less than 0.3, as shown in Figure 2 and Table 2.

Figure 2 depicts that the model has an outer loading value greater than 0.5. Therefore, all indicators from the contract of each variable achieved convergent validity. Table 3 reiterates that all variables obtained composite reliability values of more than 0.6, which indicates that the model has a good reliability. After calculating the validity of the contract using the Average Variance Extracted (AVE) value, the results indicate that the AVE value of all variables exceeded 0.5. Therefore, the validity of the contract on all variables in the model has a good contract as shown in Table 3.

Table 1

Validity and Reliability Tests of TF Activities

Indicator	Description	Cronbach's alpha	Reliability
Performance 1	Valid	0.9	Reliable
Performance 2			
Performance 3			
Performance 4			
Performance 5			
Performance 6			
Performance 7			
Performance 8			
Performance 9			
Performance 10			
Performance 11			
Performance 12			
Performance 13			
Performance 14			
Performance 15			
Performance 16			
Performance 17			
Innovation and Risk Taking 1	Valid	0.8	Reliable
Innovation and Risk Taking2			
Innovation and Risk Taking3			
Innovation and Risk Taking4			
Innovation and Risk Taking5			
Innovation and Risk Taking6			
Innovation and Risk Taking7			
Innovation and Risk Taking8			
Innovation and Risk Taking9			
Attention to detail1	Valid	0.7	Reliable
Attention to detail2			
Attention to detail3			
Outcome Orientation1	Valid	0.7	Reliable
Outcome Orientation2			
Outcome Orientation3			
Outcome Orientation4			
People orientation1	Valid	0.8	Reliable
People orientation2			
People orientation3			
People orientation4			
People orientation5			
People orientation6			
Team orientation1	Valid	0.8	Reliable
Team orientation2			
Team orientation3			
Team orientation4			
Aggressiveness1	Valid	0.7	Reliable
Aggressiveness2			
Aggressiveness3			
Aggressiveness4			
Aggressiveness5			
Stability1	Valid	0.7	Reliable
Stability2			

Table 2

Descriptive Statistic of Each Variable in TF

Indicators	Min.	Max.	Mean	Std. Deviation
Innovation and risk taking	2.6	4.9	4.0	0.4
Attention to detail	3.0	5.0	4.0	0.4
Outcome orientation	3.3	5.0	4.1	0.4
People orientation	3.3	5.0	4.1	0.3
Team orientation	3.8	5.0	4.2	0.4
Aggressiveness	2.6	5.0	4.0	0.3
Stability	2.5	5.0	3.9	0.4
Performance	3.10	4.9	4.1	0.4
Work culture	3.30	5.0	4.0	0.3

To test the research hypotheses, the study conducted PLS analysis using the SmartPLS program. 3. Figure 2 presents the PLS model tested.

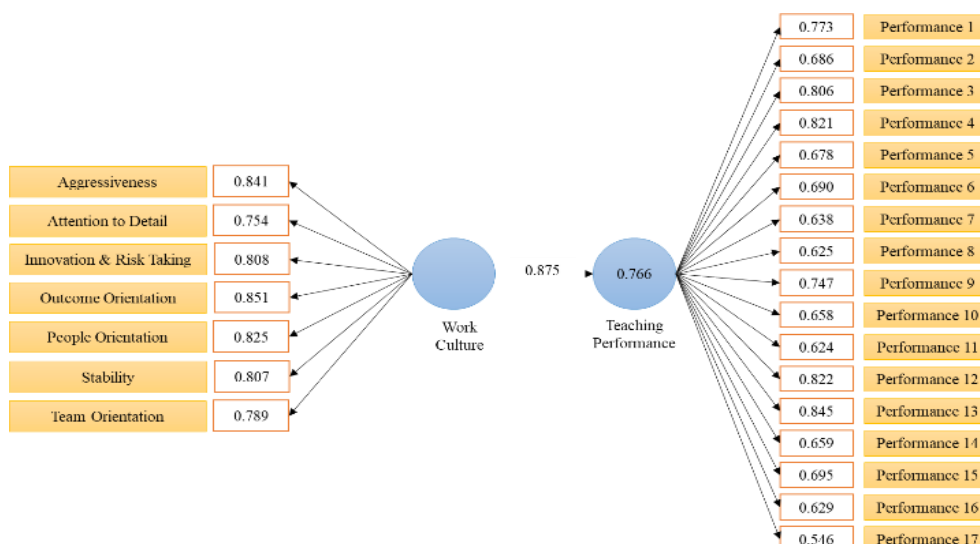


Figure 2: Outer Model of Work Culture and Teaching Performance.

Table 3

Composite Reliability and Validity of Vocational School Work Culture and Teaching Performance

Variable	Cronbach's Alpha	rho_A	Composite Reliability	AVE
Work Culture	0.9	0.9	0.9	0.6
Teaching Performance	0.9	0.9	0.9	0.5

In the next step, the inner model was tested to evaluate the path coefficients, the results of the goodness-of-fit test, and the hypothesis test, as presented in Figure 3.

With an alpha of 5%, it is significant if the statistical $t > 1.96$ and or p -value < 0.05 . The study found that the influence of work culture on teaching performance reached p -value of < 0.05 and a value t -count of $26,812 > 0,0001.96$. The beta coefficient is 0.874. In other words, work culture exerted a significant and positive influence on teacher performance. The results also indicate that the better the work culture, the better is the teacher performance in TF learning and vice versa, as presented in Table 4.

The study also tested the structural model by calculating for the R square value, which

is the goodness-of-fit test of the model, as shown in Table 5. The inner testing of the model can be seen from the R square values in the equations between latent variables. R² values describe the extent to which the exogenous variable (independent/free) in the model can explain the endogenous variable (dependent/bound).

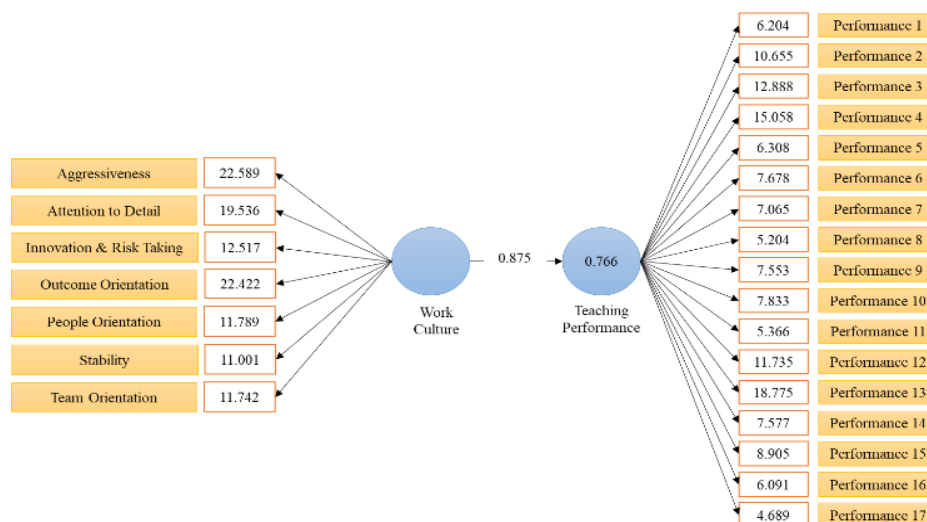


Figure 3: Inner Model of Work Culture and Teaching Performance.

Table 4

Path Coefficient of Work Culture and Teaching Performance in Vocational School

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	p-Values
Work Culture > Teaching Performance	0.8	0.8	0.04	25.9	0.0

Table 5

The Coefficient of Determination R Square of Teaching Performance

	R Square	R Square Adjusted
Teaching Performance	0.764	0.759

Discussion

This study revealed challenges faced by teachers, such as planning and managing products and teaching students to produce products according to the initial planning. To create lesson plans to guide students and promote learning success, teachers create effective strategies for planning and managing products, such as by outlining four important components, namely, outlining strategies, choosing the successful strategies, commitment to using strategies, and implementing strategies. This is consistent with (Fergus, 2022), who also observed that product planning required innovation, paying attention to the details of each product, so that a resultant product does not have defects. Additionally, people orientation, team orientation, aggressiveness, stability, and risk taking are necessary elements for planning and managing products and working with teams.

The teaching team needs to have certain characteristics such as the ability to promote

the success of teaching factories in vocational learning. Diverse teacher backgrounds and experiences can lead to commitment to students to help them succeed. Responsibility can be shared with teachers with appropriate knowledge and skills to solve obstacles in completing products, whereas obstacles teach students how to produce products according to planning (Walker, 2021). The outcome of TF is in the form of products. This production requires hard work from students. Thus, teachers must aggressively manage teaching factories by teaching students to produce good and timely products.

As facilitators, teachers address the cognitive, attitudinal, and psychomotor needs of students. Teachers can implement intervention strategies. In this regard, intervention support goes a long way toward improving skills. Failing students can be successful when encouraged to use a growth mindset and are supported individually. Students are involved in observing product results and reflecting on their shortcomings and advantages. The observations and reflections of students demonstrate an increase in cognitive awareness. Moreover, schools can support students in engaging in group reflection and providing appropriate feedback skills through teacher-student interactions. Teachers and students interact with one another, provide responses, and plan appropriate countermeasures at all times. Teacher-student interaction also influences the levels of intelligence and understanding of knowledge and skills; reflecting on further results on motivation, results, and practice is easy. Developing individual skills is very conducive in vocational learning. Teachers can maximize the strengths and advantages of students in creating excellent professional talents.

Supervision and evaluation are required for quality control in the industry and for ensuing that learning is taking place, in the school. A teacher is not only oriented toward the material and competency achievements but also to provide opportunities for students to learn, work, and assess products, such that students become aware of their weaknesses and advantages in their learning organization. At the end of each project, the teacher conducts an evaluation on cognitive, psychomotor, affective, and social competencies, and work culture. Moreover, evaluation is conducted on learners' autonomy. The evaluation sheet is validated to identify whether an adaptation of this design is required. The development of evaluation instruments is oriented toward student competencies in a curriculum that has been equated with the industry. The evaluation includes teacher assessment with the self-perception of students to form a dual mechanism. This assessment can be combined with formative and summative assessments and qualitative and quantitative analyses.

Positive and significant impacts on teacher performance within teaching factories as revealed in this study are attributed to the influence of work culture. Work culture, defined by the integration of qualities within an organization and its workforce, results from adopting appropriate attitudes and behaviors. This culture has the power to alter teacher behaviors, motivating them to fulfill orders in accordance with industry standards. This is consistent with the views of (Mohapatra & Mitra, 2019), who also observed that teaching factories operate on an order-based system, where the receipt of orders is essential for their ongoing functionality. It was also reiterated that the value added by teaching factories should be tailored meet the specific requirements of each order, ensuring that the competencies students acquire align with these demands the real-time continuous production system introduces dynamics and variability in response to the evolving requirements, effectively aligning with the objectives of teaching factories.

Several theoretical and empirical studies have believed that teaching factories for vocational learning face challenges such as planning products, managing products, and producing marketable products. Planning products require good innovation from teachers. Through the use of innovative products, it will be able to be marketed quickly. Studies like ((Xie, et al., 2021; Helming et al., 2019) argue that in order to foster an

innovation culture, educators should instruct based on their experiences and integrate innovation as a social aspect of the learning process. This approach, as part of cultivating an innovative culture, activates the collective capacities of individuals in support of innovation and transformative changes, as added by [Pimentel et al. \(2020\)](#). These studies reiterate that, in managing homework, the teacher must be result-oriented, such that the products produced by students are according to the plan. Cooperation is necessary, such that the planned product is appropriate within the specified time and can thus avoid mistakes. Teaching factories require hard work, motivation, and creativity from students. Thus, the performance of the teacher TF work orientation and team orientation.

Work culture can open up an entire network of communication, openness, and togetherness. Thus, if an error is found, it should be quickly communicated and corrected together. Teachers can well communicate with students, TF management teams, and industry partners. Industry partners are parameters that play an important role in the implementation of teaching factories. Product planning, product manufacturing, and marketing processes are conducted in line with industry partners. If a teacher communicates and cooperates well, then the teacher quickly adapts to the development of the industry. This condition will accelerate the achievement of technology transfer from industry to students ([Xie, et al., 2021](#); [Helming et al., 2019](#)). Additionally, students can study and work, which are like those in the industry. The result of this learning is that the student's competence is by the competencies expected by the industry. Work culture can provide direction or guidelines in work, which is when teachers manage teaching factories through teaching teams and students. They share similar steps and visions in performing tasks and responsibilities. Each individual can improve their function and develop a level of interaction among students and teachers. This activity will encourage the achievement of better productivity. From this learning, students will be consistent with their respective duties and responsibilities.

The establishment of a positive work culture can bring about beneficial changes in performance, ultimately enhancing the productivity of teaching factories. Creating and fostering such a work culture is crucial for improving the performance of teachers in educational settings. The teaching profession, with its distinct mission, revolves around achieving harmonious development in personality, knowledge, wisdom, kindness, and creativity. This mission significantly contributes to the advancement of education, science, culture, and the overall well-being of society. [Stieben et al. \(2021\)](#) agree that teaching is a highly demanding profession, requiring expertise in knowledge, personal skills, empathy, stress management, and the application of talent. Teachers wield significant influence on students through both their words and personalities. Therefore, the ongoing development of teachers necessitates continuous professional growth and involvement in decision-making processes.

Teachers can effectively implement the outcomes of their professional development. Passionately incorporating new teaching methods and integrating specific aspects of their training ([Prahani et al., 2022a](#); [Prahani et al., 2022b](#); [Prahani et al., 2021](#); [Rizki et al., 2022](#)). In Slovakia, teachers adhere to consistent motivational requirements, with key factors including the essence of their work, a supportive work team, and positive attitudes from superiors ([Javorčíková et al., 2021](#)). Teaching performance is linked to the ability of teachers to adapt to a dynamic work environment, fulfill designated roles, and transmit knowledge to succeeding generations ([Gergorić, 2020](#)). Teachers, viewed as moral authorities and sources of wisdom, showcase their academic and social skills.

Work culture is another new competency added to teaching factories in vocational learning. Teachers lack a clear understanding of work culture that is applied to teaching factories ([Mohapatra & Mitra, 2019](#)). Thus, the work culture of teachers points to the

obligation of teachers to teach with competence and professional teachers, not yet related to the work culture in the industry. Through teaching factories and the assistance of practitioners and industry, teachers can adjust work culture. The initial production process remains limited to understanding and following the direction of the industry. In the next process, work culture begins to form from learning. The affective competence of teachers began to increase work culture, which leads to positive changes that can help in achieving the desired results, such as productivity, and in completing TF learning. Work culture holds a very dominant relationship with the success of building performance in teacher factory learning.

Moreover, work culture positively impacts performance and can be created and formed to improve teacher performance in teacher factory learning. Thus, teachers' performance will increase the need to be motivated in conducting teaching factories. This is consistent with (Ng, 2019), who argues that motivation for teaching denotes a continuous professional activity in learning; since when teaching becomes efficient, learning goals are achieved. Furthermore, independence and involvement influence teacher motivation, which is reflected in teachers' high levels of efficiency (Dhillon & Murray, 2021). Thus, the higher the level of motivation, the more prepared they are to address and overcome stress and challenges in the work environment (Drossel et al., 2019). The profile of TF teachers is characterized by attitudes that require high levels of teaching performance and self-confidence.

Work culture has a significant and positive influence on teacher performance. Work culture can create motivation for teachers to pursue success in teaching. Work culture encourages teachers to provide competencies that are well-owned. The teacher's mindset to unite learning and work will be formed in the TF when teaching productive subjects that must produce a product. Students will follow the learning flow set by the teacher. Thus, students will acquire two abilities, namely achieving the competencies needed in the world of work and building a real work culture. This research is limited to the teaching profession, including the skills of planning, implementing, and evaluating learning. Further research on the professional model incorporating work culture in education and teaching is needed. Teacher professional performance will continue to develop following technological advances and socio-cultural conditions. This research is limited to improving teaching factories based on teacher human resources. Furthermore, collaborative research is needed between students, teachers and industry in implementing a TF, so that the products produced from learning are equivalent to industry and bring high profits to schools.

Conclusion

The study's results underscore a significant and positive influence of work culture on teacher performance within TFs in vocational learning environments. To delve deeper into the underlying mechanisms, potential mediators or moderators that affect this relationship can be explored. Mediators such as job satisfaction, organizational commitment, and communication effectiveness within TFs may enhance the impact of a positive work culture on teacher performance. Conversely, moderators like leadership style, teacher experience, and organizational structure can influence the strength and direction of this relationship. For instance, supportive leadership styles and flexible organizational structures may amplify the positive effects of a conducive work culture on teacher performance.

The theoretical contributions of this study lie in situating the research within relevant frameworks such as organizational behavior theories and models that explore the interplay between organizational culture and individual behavior in educational settings. By extending our understanding of these complex dynamics, the study enhances the literature

on work culture and teacher performance, shedding light on how organizational factors influence individual outcomes in vocational education. Practical recommendations based on the findings can be tailored for educational policymakers, administrators, and practitioners to improve work culture in TFs and enhance teacher performance for better student learning outcomes. Actionable strategies may include:

1. Implementing training programs for teachers and administrators focused on fostering a positive work culture and enhancing communication and collaboration.
2. Encouraging participative leadership styles that empower teachers and promote a sense of ownership and accountability.
3. Establishing feedback mechanisms and recognition programs to acknowledge and reward teacher contributions and achievements.
4. Creating opportunities for professional development and networking with industry partners to stay updated with industry trends and practices.
5. Promoting a culture of innovation and continuous improvement by encouraging experimentation, risk-taking, and learning from failures.

By implementing these strategies, educational stakeholders can create an environment in TFs that nurtures teacher well-being, engagement, and effectiveness, ultimately leading to improved student learning outcomes and overall program success.

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