

ADHOCRACY CULTURE IN STRENGTHENING THE QUALITY OF WORK LIFE IN INNOVATIVE EDUCATION**Agus Dwi Prayitno^{1*}, Matin², Bedjo Sujanto³**Universitas Negeri Jakarta¹²³Email: agus_9911922023@mhs.unj.ac.id¹, matin@unj.ac.id², bedjo_sujanto@unj.ac.id³**ABSTRACT**

Quality of work life is a key factor in creating a productive, innovative, and sustainable educational environment. Adhocracy culture is believed to strengthen teachers' work experiences, increasing their satisfaction and motivation. This study aims to describe teachers' perceptions of adhocracy culture in strengthening the quality of work life in innovative educational institutions. The study used a descriptive qualitative approach with a survey method, involving 125 high school teachers in the Jakarta area as respondents. Data were collected through a closed-ended questionnaire using Google Forms that included indicators of adhocracy culture, including innovation, creativity, work flexibility, and leadership support. Data were analyzed using descriptive statistics to obtain percentages and trends in respondents' perceptions. The study findings indicate that 80%-90% of teachers agreed that adhocracy culture has a strong presence in their schools. The innovation aspect was the most dominant indicator with the highest level of agreement (90%), while work flexibility showed the lowest percentage (83%) although still in the high category. In addition, adhocracy culture has been shown to positively contribute to the quality of teachers' work life, especially in increasing psychological comfort, motivation, development opportunities, and a sense of meaning in work. This research strengthens the adhocracy culture as a school organizational development strategy to create a more responsive, creative, and supportive work environment for teacher welfare.

Keywords: *quality of work life, adhocracy culture, innovation, work flexibility***INTRODUCTION**

Quality of work life (QWL) for educators has become a crucial issue in efforts to improve the effectiveness, retention, and well-being of teaching staff (Franco et al., 2021). Numerous studies have shown that working conditions, psychosocial well-being, workload, and organizational support influence employee loyalty and commitment to the institution (Bui et al., 2024). For example, studies of nursing staff have shown that when QWL is high, psychological well-being and organizational engagement increase, which positively impacts organizational behavior (Dewangan & Goswami, 2025).

QWL encompasses aspects such as work-life balance, professional development opportunities, physical and psychological well-being, and job rewards (Joonaghani et al., 2025). These factors are crucial given the continuous workload and demands of teachers, including adapting to new curricula, demands for pedagogical innovation, and the use of

technology. Contemporary studies have shown that a decline in QWL, for example, due to work pressure, overload, or a lack of institutional support, can reduce work effectiveness and decrease teacher motivation and commitment (Paula et al., 2024).

The literature on organizational culture highlights that cultural types significantly influence employee behavior and attitudes. One relevant type in organizations seeking to innovate is the adhocracy culture. This culture is characterized by flexibility, creativity, an orientation toward innovation, and a more flexible organizational structure than traditional hierarchical cultures. Organizations with an adhocracy culture tend to support individual initiative, rapid adaptation to change, and dynamic collaboration all of which are relevant for modern educational organizations facing the need for continuous innovation (Hafstad et al., 2024). Empirical studies have linked QWL to innovative behavior in teachers. For example, a study of 321 elementary school teachers found that teachers with high QWL demonstrated innovative teaching behavior; this relationship was mediated by psychological empowerment and a growth mindset toward teaching (Rahimi et al., 2024). QWL not only influences teacher well-being, but also the quality and creativity of teaching (Hasanati et al., 2025; Tran et al., 2024). The influence of organizational culture on job satisfaction and innovation is receiving increasing attention. A study of university faculty members showed that adhocracy culture had the strongest positive correlation with job satisfaction compared to other types of culture (Alemu Ambo, 2024; Syrio Callefi et al., 2025). This suggests that a flexible and innovative organizational culture can support educator well-being and work motivation.

Literature explicitly integrating adhocracy culture and QWL in educational settings is relatively limited. Many studies on organizational culture and innovation, as well as QWL, have been conducted in the business, healthcare, or industrial sectors; however, research in the context of education, particularly innovative education, is still limited. This reveals an empirical and conceptual gap: how adhocracy culture can influence various dimensions of educators' QWL (such as psychological well-being, job satisfaction, development opportunities, work-life balance) in educational institutions that foster innovation. Furthermore, existing studies indicate that the influence of organizational culture on outcome aspects (e.g., commitment, innovation, flexibility) is often mediated or moderated by other variables such as participation climate, leadership, or perceived organizational support. For example, research on police officers showed that perceptions of "participation climate" mediated the relationship between adhocracy culture and readiness for change and organizational commitment. This suggests that understanding the effect of adhocracy culture on QWL in education requires considering internal mechanisms such as participation climate, managerial support, and organizational structure.

Therefore, this study aims to fill this gap: empirically examining how adhocracy culture correlates with QWL in innovative educational institutions, and exploring mechanisms, such as participation climate or organizational support, that bridge culture and work well-being. This research is expected to not only enrich the theoretical literature on organizational culture in education but also provide practical guidance for school and university administrators in building a work environment that supports innovation and educator well-being. This study aims to describe teachers' perceptions of adhocracy culture in strengthening the quality of work life in innovative educational institutions in Jakarta, Indonesia.



METHOD

This study uses a descriptive qualitative approach supported by quantitative data from survey results. The descriptive qualitative method is used to describe the phenomenon as it is based on the respondents' direct experiences, while the survey is used to obtain a quantitative picture of the level of teacher agreement with the indicators of adhocracy culture. The study was conducted on high school teachers in the Jakarta area with a total of 125 respondents. Respondents were selected using a purposive sampling technique, namely teachers who have taught for at least five years and have direct experience with work culture in schools. Data were collected through a survey instrument in the form of a closed questionnaire containing statements related to innovation, creativity, work flexibility, and leadership support. Filling in was done online using Google Forms to facilitate distribution and increase the level of respondent participation. The researcher also added an open comment column to obtain context of respondents' experiences. Data were analyzed using descriptive statistics in the form of percentages and categories of agreement levels. The research steps include: (1) a preliminary study to identify the concept of adhocracy culture and quality of work life based on international literature; (2) distribution of questionnaires to respondents; (3) collection and checking of completeness of data; (4) data analysis using descriptive statistics and thematic analysis; and (5) preparation of research results and discussion based on the integration of survey findings and previous research references.

RESULTS AND DISCUSSION

Teachers perceive that their school has implemented characteristics of an adhocracy culture, such as innovation, risk-taking, work flexibility, and providing space for creativity, in an effort to improve the quality of their work lives. Findings indicate that the majority of teachers perceive a work environment that supports new ideas, involvement in decision-making, and freedom to determine learning strategies.

Table 1. Perceptions of an adhocracy culture in strengthening the quality of work life

No	Adhocracy Culture Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Agree
1	School provides opportunities for innovation	48%	42%	7%	3%	90%
2	Innovation is encouraged in the workplace	52%	38%	6%	4%	90%
3	Teachers are encouraged to develop creativity	46%	41%	9%	4%	87%
4	Flexible assignments according to teacher needs and abilities	40%	43%	11%	6%	83%
5	Adaptation to change is supported by the school	44%	40%	10%	6%	84%
6	Leaders welcome new ideas from teachers	50%	36%	9%	5%	86%

No	Adhocracy Culture Aspects	Strongly Agree	Agree	Disagree	Strongly Disagree	Total Agree
7	Leaders facilitate the implementation of innovative ideas	47%	38%	10%	5%	85%
8	Teachers feel psychologically comfortable	45%	40%	9%	6%	85%
9	Teachers feel motivated by an innovative culture	47%	39%	8%	6%	86%
10	Teachers have opportunities to develop	48%	37%	9%	6%	85%
11	Teachers feel meaningful in their work	44%	41%	9%	6%	85%

Survey results indicate that the majority of teachers (80–90%) perceive an adhocracy culture in their schools, as evidenced by encouragement of innovation, creativity, flexibility, and leadership support. This finding aligns with conceptual and empirical studies that position adhocracy as a type of organizational culture that facilitates experimentation and initiative-taking; organizations with an adhocratic orientation tend to be more adaptive to external changes and encourage innovative behavior among their members (Murthy & Page, 2023; Tadesse Bogale & Debela, 2024; Zehao et al., 2025). The fact that the majority of teachers perceive a positive culture indicates that this is not merely superficial but is consistent with organizational culture patterns documented in international literature (Felicetti et al., 2024).

The perceived opportunity for innovation (one of the strongest indicators) by teachers has been supported by studies showing that when schools establish structures that support experimentation (e.g., professional development hours, small curriculum experimentation units, or pilot policies), teachers are more likely to try new methods and adopt learning technologies. Empirical research also finds a positive relationship between institutional support for innovation and the implementation of new learning practices in the classroom (Cai & Tang, 2022; Hulsbos et al., 2025). This reinforces survey findings that encouraging innovation at the school level has a significant impact on teacher practice.

Strong perceptions of creativity (teachers feeling given space and appreciated for their creativity) indicate the presence of a cultural feedback mechanism: recognition of new ideas encourages further creativity. Numerous studies in education and management show that formal and informal rewards (positive feedback, recognition, micro-grants for teacher projects) increase intrinsic motivation and creative output (Henriksen et al., 2021). This also strengthens collaboration among teachers, which in turn facilitates the spread of good practices. High creativity among respondents is not simply a personal preference, but rather a cultural product that positions creativity as an organizational resource.

Although the percentage of teachers who perceived flexibility was relatively high (83%), this figure was the lowest among indicators indicating implementation barriers. Literature across sectors and education suggests that the concept of “flexibility” is multidimensional (e.g., schedules, teaching methods, division of administrative tasks, remote work options for non-classroom activities) and its implementation is often

influenced by curriculum policies, administrative burdens, and supervisory culture (Rosenblatt, 2001; Scheide Miller & Giblin, 2024). Schools that culturally support innovation do not always have operational policies that provide full flexibility to teachers; concrete improvements (e.g., redistribution of administrative tasks, protected schedules for pedagogical experimentation) have been recommended in previous studies to close this gap (Thien et al., 2024).

Teachers' perceived leadership support for new ideas is consistent with research findings that identify transformational and distributed leadership as key variables for fostering teacher innovation. Research shows that principals who distribute leadership, open collaborative forums, and provide resources (time, small funds, access to training) can reduce bureaucratic barriers and increase teachers' implementation of new ideas (Hulsbos et al., 2025). Teachers' perceptions of leadership support align with evidence that supportive leadership directly improves staff's innovative capacity and well-being (Zehao et al., 2025).

The strongest aspect, innovation being encouraged at work (90%), indicates that innovation has become an internal part of teachers' work practices, not just superficial policy. When innovation becomes routine and institutionally supported (rather than ad hoc), it increases a sense of work meaning, professional self-esteem, and job satisfaction (Henriksen et al., 2021). Furthermore, integrating innovation into work produces "visible results" (e.g., increased student engagement), which strengthens teachers' intrinsic motivation to continue innovating a positive loop documented in studies of educational innovation.

Teachers reported increased psychological well-being, motivation, and opportunities for growth. These findings are consistent with the literature on psychological safety and basic psychological needs: when the work environment is psychologically safe and provides autonomy and professional support, teachers are more likely to collaborate, share practices, and participate in professional development (Patil et al., 2023). The relationship between psychological safety, school support, and innovative behavior suggests that interventions to enhance safety (e.g., idea-sharing rituals, leaders who promote safe experimentation) can increase innovation-making and workplace well-being.

The link between an adhocracy culture and increased sense of belonging and meaningful work is documented in numerous international studies examining organizational identification and staff retention. When teachers feel their contributions are valued and involved in decision-making, job satisfaction and organizational loyalty increase; this reduces turnover and strengthens the institution's capacity for continuous innovation (Tadesse Bogale & Debela, 2024). Based on the consensus literature, implementation recommendations include strengthening leadership that distributes authority, formulating operational flexibility policies, providing protective time for teachers to experiment, and establishing psychological safety mechanisms so that experimental failures are seen as learning opportunities. All of these interventions are supported by international evidence.

CONCLUSION

The results of the study indicate that an adhocracy culture is present and strongly felt by teachers, particularly in the aspects of innovation, creativity, and leadership

support for new ideas. As many as 80–90% of respondents agreed that their school provides space for innovation and developing creative ideas in their work. Innovation was the most dominant indicator perceived by teachers, while flexibility in task implementation was the indicator with the lowest level of agreement, although still in the high category. These findings contribute positively to improving the quality of teachers' work lives, particularly through increased psychological comfort, work motivation, development opportunities, and a sense of meaning in work. An adhocracy culture has proven to be an effective organizational approach in strengthening the quality of work life in innovative educational institutions. However, this study has several limitations. First, the study only used a descriptive qualitative survey-based design, thus not including an in-depth analysis of the causal relationship between adhocracy culture and quality of work life. Second, the study sample was limited to high school teachers in the Jakarta area, so generalization of the results to other regions requires caution. Future research is recommended to use a mixed-method approach or inferential quantitative analysis such as regression, SEM, or PLS to more comprehensively understand the influence of adhocracy culture on quality of work life. Further research is also needed to expand the locations and types of schools to examine the adhocracy culture within a broader educational context. Schools are advised to increase work flexibility through adaptive assignment policies, more flexible time management, and more structured spaces for creativity. Principals can foster an innovative culture through ongoing support, facilitation, and recognition of teachers' new ideas. These consistent efforts will strengthen the adhocracy culture as a foundation for developing a long-term quality of work life.

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