TEACHERS' QUALITY OF WORK LIFE: SYNERGY OF ADHOCRACY CULTURE AND WORK ENVIRONMENT

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Abstract

This research is motivated by the increasing professional pressure on teachers in modern schools, so that teachers' QWL becomes a crucial aspect in maintaining teacher performance, satisfaction, and retention. This study aims to comprehensively analyze the contribution of adhocracy culture and the work environment to teachers' QWL. The method uses a systematic literature review with steps of identification, selection, and analysis of literature from international and national academic databases such as Scopus, Web of Science, Google Scholar, and educational journal portals for the past ten years (2015–2025). The data includes empirical and conceptual articles including coworker support, facilities, workload, and autonomy. The findings show: First, adhocracy culture has a positive contribution to teachers' QWL through four main dimensions: (1) a culture of learning creativity, (2) flexible working hours, (3) pedagogical support, and (4) empowerment of teacher resources such as training and development. Second, the work environment significantly contributes to improving teachers' QWL through five key dimensions: (1) comfortable physical working conditions, (2) safety and security, (3) psychosocial support, (4) fair management structures, and (5) professional development opportunities. The combination of these two has been shown to strengthen a sense of belonging, intrinsic motivation, and a balance between work demands and personal needs. Conversely, schools with a bureaucratic culture and a rigid work environment show a low quality of work life for teachers. The implications of research are important for school management and educational policymakers: developing an adhocracy culture and improving the work environment can be prioritized strategies in efforts to improve teacher welfare.

Keywords: teachers' quality of work life, adhocracy culture, work environment, systematic literature review

1. INTRODUCTION

Teachers' quality of work life (QWL) remains a central issue in educational research because it directly relates to teacher well-being, retention, and performance (Arnold & Rahimi, 2025; Bardach et al., 2022). Low teacher QWL is often manifested through job exhaustion, burnout, dissatisfaction with compensation and workload, and relatively high turnover intentions, all factors that have the potential to reduce the quality of learning in schools. The physical and psychosocial work environment of a school, including facilities, class load, leadership support, and relationships with colleagues, plays a significant role in shaping teachers' QWL (Wang, 2024). There is even a positive correlation between conducive work environment conditions and teacher job satisfaction and academic performance outcomes (Hoque et al., 2023). Therefore, improving work environment conditions (e.g., workspace, learning resources, workload policies) is an important strategy for improving QWL (Demir et al., 2025).

Furthermore, a school's organizational culture also determines how teachers perceive the quality of their work life (Quines & Arendain, 2023). A flexible and innovative culture (adhocracy) is often associated with a respect for creativity, professional freedom, and incentives for instructional innovation things that can enhance the meaning of work and teacher satisfaction (Fuad et al., 2022). However, implementing such a culture is not automatic; it requires policy alignment, supportive leadership, and an organizational infrastructure that supports change.

The relevant research indicates that theoretical studies and systematic reviews of organizational culture emphasize the importance of distinguishing between organizational culture types (clan, adhocracy, market, hierarchy) to understand their effects on managerial practices and organizational outcomes. The competing values framework approach recommends that adhocracy, as a culture emphasizing flexibility and innovation, is associated with results-based control and personnel support that can facilitate innovative actions. These findings provide a theoretical basis for linking adhocracy culture to QWL indicators related to autonomy and professional development opportunities (Einhorn et al., 2024).

Empirical studies in educational contexts (including research at TVET institutions and universities) have found that adhocracy culture is often positively associated with job satisfaction, readiness for change, and more proactive teacher/academic leadership. In many cases, adhocracy supports new teaching initiatives and cross-disciplinary collaborations that enhance teachers' professional experience and perceived quality of work life. However, it is also noted

that these impacts depend on concrete implementation and the local context of educational institutions (Alemu Ambo, 2024).

The literature on the work environment and teachers' QWL confirms the direct effects of physical and psychological workplace conditions on burnout, engagement, and performance. Meta-analyses and field studies have found that managerial support, student-teacher ratios, and access to digital resources are strongly associated with teachers' occupational well-being—including mental health and professional motivation (Holzer & Spiel, 2025). Thus, the work environment should be viewed not merely as a background factor, but as an active variable that moderates or mediates the relationship between organizational culture and QWL.

Research that combines organizational culture with managerial control and management practices (e.g., management control systems) shows that different cultural types favor different control mechanisms and that adhocracies tend to emphasize cultural, personnel, and results controls. The practical implication is that when educational organizations adopt an adhocracy culture, they need to adjust their management mechanisms so that teacher autonomy and innovation do not conflict with accountability demands. This finding is crucial for designing interventions that improve QWL without compromising educational accountability (Einhorn et al., 2024).

Contemporary studies highlight the role of transformational or adaptive leadership as a cultural architect effective leaders can shape and strengthen adhocracies through policies that encourage pedagogical experimentation, reward initiative, and provide time and space for professional development. The synergy between a supportive leadership style and an appropriate work environment has been shown to increase both instructional innovation and teachers' perceived quality of life (QWL). Therefore, school leadership is a key variable when examining the relationship between culture and QWL (Cumar et al., 2025).

There is evidence to suggest that the positive effects of adhocracy on organizational outcomes can vary across environments: in some schools or faculties, adhocracy increases innovation but also creates structural uncertainty that, if not managed, can undermine employee well-being (Grgić & Jutzi, 2024). This suggests the need for a balanced approach that combines freedom for innovation with structural support, such as training, clear evaluation systems, and fair compensation, to truly improve teachers' quality of life.

Based on this study, there are still shortcomings that create important gaps. First, much empirical evidence still focuses on universities, TVET institutions, or non-formal education contexts, so generalization to the context of secondary/high school teachers is inadequate. Second, the role of mediating/moderating variables (such as leadership, workload, or digital facilities) has not been comprehensively examined within an integrative model that assesses the synergy between culture and the work environment. This opens up opportunities for more integrated research.

The contribution of this study is to present a theoretical analysis of the synergy between adhocracy culture and aspects of the work environment (physical and psychosocial) on teachers' quality of work life. The results are expected to enrich the literature and can be implemented in schools. This study aims to comprehensively analyze the contribution of adhocracy culture and the work environment to teachers' QWL through a systematic literature review.

2. LITERATURE REVIEW

2.1 Quality of Work Life (QWL)

QWL is widely understood as employees' overall perception of how favorable their working conditions are in meeting their physical, psychological, social, and professional needs, while enabling them to achieve both personal and organizational goals. The concept goes beyond fair compensation or safe working conditions; it also includes meaningful job design, autonomy, opportunities for career growth, work–life balance, and a supportive organizational culture (Sabonete et al., 2021). As such, QWL is a multidimensional construct that captures both the "hygienic" and "motivational" aspects of work life, aligning with classic theories of job satisfaction and motivation (e.g., Herzberg's two-factor theory, though often operationalized through models such as that of Walton).

Empirical studies and systematic reviews consistently show that better QWL is associated with more favorable outcomes for employees and organizations. For instance, a meta-analysis of QWL in Iran (2011–2017) found moderate overall QWL scores across a large sample, indicating room for improvement in many workplace contexts (Sanagoo et al., 2020). In addition, more recent research in various sectors including education and healthcare highlights that dimensions such as fairness, career development opportunities, autonomy, social support, and work–life balance strongly shape employees' perceptions of QWL (Shahrbabaki et al., 2023). Notably, work-life balance and organizational support often mediate the relationship between job demands (workload, stress) and employee well-being or intention to stay, suggesting that QWL can buffer negative effects of stressful working conditions.

Despite growing evidence, there remain important gaps and challenges in QWL research. *First*, many studies are cross-sectional, limiting causal inference; longitudinal or intervention-based studies are still relatively rare (de Lira et al., 2021). *Second*, contextual factors such as sector (public vs. private), occupation (e.g., teacher, nurse), and country/culture appear to influence which QWL dimensions matter most, but comparative, cross-cultural research remains limited (Kim & Spears, 2022). *Third*, emerging changes in work practices such as remote or hybrid work, digitalization, and changing workforce expectations call for updated QWL models and measurement tools that reflect contemporary realities (Guest et al., 2022). Consequently, organizations that aim to improve employee outcomes should adopt a comprehensive, context-sensitive approach: fair and transparent compensation; meaningful job design; opportunities for growth; supportive leadership; and policies promoting work–life balance and well-being.

2.2 Adhocracy Culture

Adhocracy culture is a type of organizational culture that emphasizes flexibility, innovation, and creativity in organizational operations. This culture tends to have a loose structure, allows decentralized decision-making, and encourages employees to actively participate in innovation and organizational development processes (Sun et al., 2024). According to the Competing Values Framework (CVF), adhocracy differs from hierarchical culture because its main focus is adaptability and rapid response to changes in the external environment, making it highly suitable for organizations operating in dynamic markets or undergoing digital transformation (Cao et al., 2025). Empirical studies have shown that adhocracy culture positively contributes to organizational creativity, employees' innovative behavior, and firm performance (Aprilianty & Waskito, 2023). For instance, implementing an adhocracy culture together with empowerment leadership significantly enhances organizational creativity and performance.

Adhocracy culture supports digital transformation and product innovation, while Pham et al. (2024) found a positive effect of adhocracy culture on employees' innovative work behavior with job satisfaction as a partial mediator. Furthermore, Georgescu et al. (2024) emphasized that organizational culture, including adhocracy, strongly influences individuals' readiness for change, highlighting the importance of adaptability and flexibility in human resource management. Key characteristics of adhocracy, such as informality, participative decision-making, external orientation, and encouragement of innovation, make this culture particularly relevant in the context of modern education, especially for enhancing teacher motivation, collaboration, creativity, and the effectiveness of learning processes (Turner, 2024). This culture requires supportive leadership and responsive organizational structures to implement flexibility and creativity optimally, particularly in educational institutions that require a balance between innovation and operational stability. Therefore, adhocracy culture can be considered an important variable in research related to teachers' Quality of Work Life and its influence on creativity, motivation, and performance in innovative schools.

2.3 Work Environment

The work environment is a crucial aspect influencing employee job satisfaction and psychological well-being (Quynh Anh & Anh Dung, 2022). Yiming et al. (2024) published their study, "Effects of organizational climate on employee job satisfaction and psychological well-being: the role of technological influence in Chinese higher education," which demonstrates that a positive organizational climate (OC), encompassing social support, effective communication, and a conducive work culture, is significantly associated with the psychological well-being and job satisfaction of teaching staff in higher education. This study found that technological influence (IT) strengthened the relationship between OC and job satisfaction, indicating that contextual factors such as technological support can also amplify the effects of the organizational environment on job satisfaction.

Another study, "Enhancing employee job satisfaction through organizational climate and employee happiness at work: a mediated–moderated model," (Jianchun, 2024), broadens our understanding of the mechanisms between work environment and job satisfaction. This study demonstrates that organizational climate positively influences employee happiness at work (EmH), with EmH acting as a partial mediator in the relationship between organizational climate and job satisfaction. Thus, non-physical aspects of the work environment, such as recognition, a sense of appreciation, interaction between employees, and a supportive work environment, have been shown to be important in increasing job satisfaction. These findings underscore that creating a pleasant and emotionally supportive workplace atmosphere can be an effective strategy for increasing employee commitment and satisfaction.

Empirical approaches also emphasize that the work environment encompasses both physical and non-physical aspects. In the context of the banking industry, "The Effect of Work Environment on Employees' Job Satisfaction: Empirical Evidence from the Banking Industry" by Lelo (2024) found that work environment dimensions such as the physical condition of the workplace, remuneration, job security, safety, and the social work environment positively and significantly influence employee job satisfaction. Although this study is outside the educational sector, the findings remain relevant, demonstrating that physical comfort and psychological social security in the workplace contribute to job satisfaction.

Recent studies further corroborate the multidimensional nature of the work environment. Janiukštis et al. (2024) found that a positive organizational climate enhances employee well-being and reduces negative workplace behaviors, indicating that supportive environments foster healthier interpersonal interactions. Marini et al. (2025) utilized a positive psychology framework to demonstrate that workplace resources and personal resources jointly promote employee flow and reduce stress, emphasizing the relevance of psychological resources in modern work settings. Similarly, Dumitriu et al. (2025) found that both physical and social characteristics of the work environment, along with intrinsic job features and employee perceptions, significantly affect employee well-being across multiple sectors. Collectively, these findings suggest that an effective work environment is a combination of physical, social, and psychological support, which not only enhances job satisfaction but also promotes well-being, motivation, and overall performance. In the context of education, such environments are essential for teachers, as they influence not only personal outcomes but also the quality and innovation of teaching and learning processes.

Based on these findings, it can be concluded that the ideal "work environment" is a combination of: (1) adequate and safe physical facilities, (2) a supportive organizational structure through a healthy social and managerial climate, (3) support for the emotional aspects and well-being of employees (e.g., feeling appreciated, a positive work atmosphere), and (4) the use of technology as part of a modern work environment. This configuration of the work environment not only impacts job satisfaction, but also the psychological well-being, motivation, and potential performance of employees something that is very relevant if you are researching in the context of education and teacher well-being.

3. RESEARCH METHOD

This study uses a Systematic Literature Review (SLR) approach to review and synthesize empirical research related to the research topic. The SLR method was chosen to ensure a systematic, transparent, and replicable literature search process, following the guidelines of Kitchenham et al. (2011). The research data were obtained from reputable international journal articles published by Springer, Taylor & Francis, Wiley, and Sage between 2014 and 2024, focusing on empirical research examining teachers and discussing the variables of adhocracy culture, work environment, and QWL. Data collection was conducted through electronic database searches such as Scopus and Google Scholar, using structured keywords such as "adhocracy culture AND teachers," "work environment AND teacher well-being," and "quality of work life AND education." The article screening process was carried out in stages: first based on the title and abstract, then a full-text review to ensure compliance with the inclusion criteria, including peer-reviewed, full-text, and English-language articles. Data analysis was conducted using thematic synthesis and content analysis, where each article was coded based on variables, instruments, samples, research context, and key findings. The findings from each article were then categorized to establish a pattern of the contribution of adhocracy culture and the work environment to teachers' QWL. The steps in this SLR research included formulating research questions, developing an SLR protocol, conducting a systematic literature search, screening and selecting articles, and data extraction and thematic synthesis.

4. RESULTS

4.1 Contribution of Adhocracy Culture to QWL

Research examining organizational culture types has found that adhocracy (characterized by flexibility, innovation, autonomy, and encouragement for change/measured risk) is positively associated with indicators that are subcomponents of QWL: job autonomy, involvement/participation, job satisfaction, and readiness for change. Reviews and field studies (including analyses of organizational culture and studies of educational/training institutions) indicate that when schools/institutions adopt adhocracy values, teachers tend to report greater job control, opportunities for innovation, and higher satisfaction, all of which support QWL.

Table 1. Contribution of Adhocracy Culture to QWL

	Author	Description
1	Alemu Ambo (2024)	Adhocracy culture supports creativity and autonomy, increasing job satisfaction.
2	Hafstad et al. (2024)	Adhocracy culture enhances a climate of participation, employee commitment, engagement, and control over work.
3	Goda & Sudo (2022)	The characteristics of adhocracy (dynamic, innovative) and its impact on employee socialization are relevant to how an innovative culture facilitates teacher adaptation and work well-being.
4	Tadesse Bogale & Debela (2024)	Flexible culture (including adhocracy) is associated with participation, commitment, and readiness for change, factors that strengthen teachers' QWL through control and support.
5	Bakır & Altunay (2025)	Adhocracy culture influences change acceptance and facilitates teacher initiative.

Analysis of Table 1 above shows that an adhocracy culture significantly contributes to improving teachers' QWL. An organizational culture characterized by flexibility, innovation, creativity, risk-taking, and a change orientation has been shown to improve teachers' work experience in various aspects. Conceptually, an adhocracy culture creates an adaptive school environment, responsive to technological changes, and provides space for teachers to experiment with learning practices. Teachers who feel they are given the freedom to innovate and have strong autonomy tend to experience higher levels of job satisfaction, are more emotionally engaged, and have a better work-life balance. Furthermore, this culture fosters a sense of professional meaning because teachers are allowed to develop creative learning ideas without rigid structural pressures.

Alemu Ambo (2024) explains that an adhocracy culture encourages creativity and provides greater autonomy, resulting in higher job satisfaction. These findings are supported by Hafstad et al. (2024) found that an adhocracy can enhance a participatory climate, employee commitment, and individual involvement and control over work, all of which are important elements of QWL. Furthermore, Goda & Sudo (2022) emphasized that the dynamic and innovative character of adhocracy plays a role in facilitating the socialization and adaptation process of workers, enabling teachers to adapt to change and experience greater well-being. Tadesse Bogale & Debela (2024) noted increased participation, commitment, and readiness for change, which directly strengthens QWL through a sense of support and work control. Bakır & Altunay (2025) suggested that adhocracy influences teachers' attitudes toward accepting change and encourages innovative initiatives, thus improving the quality of their work experience. These five studies indicate that adhocracy culture serves as a cultural foundation that strengthens teachers' well-being, autonomy, and professional engagement.

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4.2 Contribution of Work Environment to QWL

Empirical evidence is stronger on the relationship between work conditions/environment and teachers' QWL. Interventions for stress management, psychosocial work environment studies, and studies on workload and organizational support have shown direct effects on QWL dimensions (well-being, work-life balance, burnout, and turnover intentions). In other words, a work environment that provides psychosocial support, a manageable workload, and sound work flexibility policies can consistently improve teachers' QWL.

Table 2. Contribution of Work Environment to QWL

	Author	Description
1	Ogakwu et al. (2024)	The work environment (support/intervention) can improve QWL.
2	Arnold & Rahimi (2025)	The psychosocial work environment is a powerful factor influencing well-being and turnover intentions and has a direct relationship with QWL.
3	Li et al. (2020)	The work environment can improve QWL, reduce burnout, and enhance professional attitudes.
4	Neto et al. (2024)	There is a strong correlation between working conditions (load, support) and quality of life/work ability, which are work environment factors that need to be managed for QWL.
5	Buonomo et al. (2022)	A work environment that demonstrates compassion/support among colleagues can reduce burnout and increase life satisfaction, which are important components of QWL.

Various studies in Table 2 confirm that the work environment significantly contributes to teachers' quality of work life (QWL). Ogakwu et al. (2024) demonstrated that work environment support and interventions, including the availability of supportive work facilities and policies, can directly improve QWL by creating a sense of security and respect for the profession. Furthermore, Arnold & Rahimi (2025) emphasized that the psychosocial work environment is a strong predictor of teacher well-being, with the quality of social relationships, emotional support, and psychological workload directly influencing intentions to stay and leave the job. Consistent with these findings, Li et al. (2020) found that a conducive work environment plays a significant role in reducing burnout and improving professional attitudes, thus positively impacting QWL. Neto et al. (2024) also confirmed a strong correlation between working conditions such as workload and level of organizational support with teachers' quality of life and work ability, indicating that managing the work environment is a vital aspect in maintaining QWL. Meanwhile, Buonomo et al. (2022) added that compassion and interpersonal support in the work environment can reduce burnout and increase life satisfaction, which substantially contributes to the quality of work life. This series of studies confirms that the work environment, both in its physical and psychosocial dimensions, is a fundamental determinant in shaping teachers' QWL and needs to be strategically managed to support the well-being and performance of educators.

5. DISCUSSION

5.1 Adhocracy Culture and QWL

Analysis of the collected literature indicates that an adhocracy culture characterized by flexibility, encouragement of innovation, measured risk-taking, and a flatter organizational structure influences teachers' QWL through several key mechanisms. *First*, an adhocracy culture enhances teachers' professional autonomy, as studies by Khilji et al. (2022) and Lau et al. (2024) report that institutions that value creativity and decentralization provide space for teachers to design their own learning approaches, which reduces bureaucratic pressure and increases job satisfaction. *Second*, a flexible culture fosters participation and ownership. Hafstad et al. (2024) found the perceived value of a flexible organization enhances the climate for participation, which is directly linked to a sense of control over work, a core aspect of QWL. *Third*, an adhocracy provides a climate of innovation and supports experimentation (loosely represented by Goda & Sudo, 2022; Tadesse Bogale & Debela, 2024), so teachers feel safe engaging in pedagogical experimentation; this support contributes to reduced burnout and increased work engagement.

Fourth, several cross-contextual studies, such as (Bakır & Altunay, 2025; Zehao et al., 2025), suggest that adhocracy acts as a mediator between broader organizational culture and job satisfaction. That is, the presence of adhocratic values explains why certain organizational cultures translate into teacher well-being. However, the literature also points to contextual conditions, such as field studies (e.g., the Ugandan study in Luwero) that report that adhocracy does not necessarily automatically improve teacher effectiveness if resources, training, or structural support are inadequate. On the other hand, research by Ababneh (2021) suggests during periods of rapid change, a shift toward a more adhocratic culture can aid staff well-being by enabling participatory adaptation. Evidence suggests a consistent pattern of adhocracy enhancing components of QWL (such as autonomy, participation, professional growth, engagement), but its effects are moderated by the institutional context, leadership, and resource availability.

The SLR results show that adhocracy culture has a positive contribution to teachers' QWL through four main dimensions, namely: (1) a culture of learning creativity, (2) flexible working hours, (3) pedagogical support, and (4) empowerment of teacher resources such as training and development.

5.2 Work Environment and QWL

The work environment has been shown to be a crucial determinant in improving teachers' QWL, as it encompasses physical, psychological, social, and organizational dimensions that shape workplace comfort and well-being. Findings indicate that a supportive, safe, and collaborative work environment directly contributes to increased teacher motivation, work engagement, job satisfaction, and mental health. This aligns with findings by Shu (2022) that a positive work environment enhances teachers' emotional well-being and commitment to the school. Teachers require a well-organized workspace, adequate teaching resources, and healthy interpersonal relationships to optimally perform their duties and achieve higher job satisfaction.

Wei & Ye (2022) emphasized that complete facilities and comfortable physical conditions can reduce teacher fatigue and strengthen work-life balance. When teachers perceive their work environment as safe and supportive, their workload is lighter, leading to greater productivity and emotional stability. This finding is reinforced by a study by Kontar et al. (2025), that a well-designed physical work environment significantly increases teacher professional satisfaction and encourages long-term teacher retention. In addition to physical factors, the psychological aspects of the work environment significantly contribute to teachers' QWL. Wang (2024) stated that teachers' perceptions of organizational support significantly influence psychological well-being and emotional exhaustion. An inclusive and supportive work environment allows teachers to feel valued, listened to, and treated fairly, thereby enhancing their sense of belonging to the school. Xie et al. (2022) emphasized that healthy interpersonal relationships enhance psychological safety, which in turn positively impacts teacher innovation and engagement in the teaching process.

The social work environment was also a significant finding. Positive interactions between colleagues, a culture of collaboration, and team support have been shown to improve teachers' QWL. Diab & Green (2024) demonstrated that social relationships in the school environment are a key source of emotional support that enhances work resilience. When teachers experience a sense of togetherness, trust, and cooperation within a team, work stress can be reduced, enabling them to maintain optimal teaching performance. The same finding is confirmed by the research of Otrębski (2022), that a climate of trust in educational organizations is highly correlated with teacher job satisfaction and commitment. Moreover, Da Silva et al. (2024) found excessive workloads without adequate work environment support significantly reduced teachers' QWL. However, when schools provided administrative support, access to learning technology, and a balanced division of tasks, teachers reported improved balance between professional and personal roles. Therefore, effective school management is integral to creating a healthy work environment for teachers.

Overall, the SLR results indicate that the work environment significantly contributes to improving teachers' QWL through five key dimensions: (1) comfortable physical working conditions, (2) safety and security, (3) psychosocial support, (4) fair management structures, and (5) professional development opportunities. The synergy of these five aspects creates a humanistic work environment that is adaptive to teachers' needs. With a supportive work environment, teachers are not only able to improve their teaching performance but also experience greater physical and psychological well-being, which ultimately contributes to the overall quality of education.

6. CONCLUSION

Based on the literature review and research findings, adhocracy culture and work environment significantly contribute to teachers' QWL. A flexible, innovative, creative, and change-oriented adhocracy culture enhances job autonomy, participation, job satisfaction, and readiness for change, resulting in higher professional engagement and improved work-life balance. A physically and psychosocially supportive work environment, including workload management, coworker support, stress interventions, and flexibility policies, directly strengthens teachers' well-being, motivation, and intention to stay in the job. However, this research is limited to a literature review and field study, with most of the data being cross-sectional, thus the causal relationship has not been fully validated. Differences in school contexts may influence the generalizability of the findings. Therefore, it is recommended that schools implement an adhocracy culture that encourages teacher innovation and autonomy, strategically manage the work environment to support well-being, and conduct further research, especially longitudinal studies, to examine the combined effects of culture and work environment on teachers' QWL in more depth.

6. SUGGESTIONS

Based on the findings, several strategic suggestions/recommendations are proposed for school leaders, policymakers and future researchers to enhance teachers' Quality of Work Life (QWL) through the synergy of adhocracy culture and a supportive work environment. First, school leaders are strongly encouraged to cultivate an adhocracy-oriented organizational culture. This can be achieved by promoting innovation, creativity and flexibility in teaching practices. School management should provide greater autonomy for teachers in instructional decision-making, encourage experimentation with new pedagogical approaches, and create a safe space for professional risk-taking without fear of punitive consequences. Flexible working arrangements, collaborative planning time and recognition of innovative teaching practices are also recommended to strengthen teachers' intrinsic motivation and job satisfaction.

Second, the improvement of the work environment should be prioritized as a holistic strategy, encompassing both physical and psychosocial aspects. Schools should ensure adequate facilities, safe and comfortable classrooms and access to teaching resources that support effective learning. Equally important is the development of a positive psychosocial climate through supportive leadership, collegial relationships, transparent communication and fair management practices. Attention to teachers' workload balance and well-being is essential to prevent burnout and sustain long-term professional commitment. Third, professional development programs should be aligned with the principles of empowerment and continuous learning. Training initiatives need to be relevant to teachers' needs, support innovation and be integrated into career development pathways. Policymakers and school administrators are advised to allocate sufficient resources for teacher development and to design policies that support flexibility, creativity and professional growth rather than rigid bureaucratic compliance. Finally, future research is recommended to move beyond literature-based analysis by conducting empirical studies that examine the interaction between adhocracy culture and work environment in different educational contexts. Longitudinal and mixed-methods research designs may provide deeper insights into causal relationships and the long-term impact of organizational culture and work environment on teachers' QWL. Comparative studies across school levels and regions would also enrich the understanding of contextual variations and best practices. Overall, strengthening teachers' Quality of Work Life requires an integrated approach that combines an innovative organizational culture with a supportive and equitable work environment. These recommendations may serve as a practical guide for improving teacher welfare, performance and retention in modern educational institutions.

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