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Adhocracy Culture as Correlate of Teachers' Service Delivery in Public Secondary Schools in Anambra State

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Abstract: Effective teachers' service delivery is critical for achieving quality education, yet many public secondary schools in Anambra State face challenges of low teacher motivation, limited innovation, and poor instructional outcomes. These issues may be influenced by the prevailing organizational culture within schools. The study adopted a correlational research design to examine relationships among school administrative practices, organizational culture, and teachers' service delivery in public secondary schools in Anambra State. The population comprised 6,598 teachers, from which 660 were sampled using multistage sampling. Data were collected using three validated and reliable questionnaires. A total of 618 questionnaires were returned. Pearson Product Moment Correlation, analyzed with SPSS, was used to test hypotheses at the 0.05 significance level. The results indicate a very strong positive correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State. Analysis of data from a sample of teachers (N = 618) revealed a high correlation coefficient (r = 0.868), showing that increases in adhocracy culture are strongly associated with improved teachers' service delivery. Further hypothesis testing confirmed the statistical significance of this relationship, with a p-value (0.000) lower than the accepted significance level (0.05). Consequently, the null hypothesis was rejected, establishing that adhocracy culture significantly influences teachers' service delivery in public secondary schools in Anambra State. The study concludes that fostering adhocracy culture in public secondary schools is essential for improving teachers' service delivery, instructional quality, and student learning outcomes in Anambra State.

Keywords: Adhocracy culture, Teachers' service delivery, Public secondary schools, Correlation, Anambra State.

INTRODUCTION

Adhocracy culture prioritizes innovation, creativity and flexibility, promoting environments where individuals are encouraged to experiment and pursue new ideas (Obiakor & Uzoka, 2024). This culture emphasizes adaptability, allowing organizations to respond swiftly to changes. By fostering openness to new methods and perspectives, adhocracy culture encourages continuous learning and development, making it suitable for dynamic industries focused on growth and transformation. Adhocracy culture supports risk-taking, where employees are motivated to initiate change and explore untested solutions (Daft,

2015). It encourages autonomy and proactivity, valuing bold actions that can lead to breakthrough innovations. This culture thrives in uncertain environments, where proactive problem-solving is essential, making it ideal for organizations looking to stay competitive through bold strategies and entrepreneurial approaches.

Adhocracy culture is marked by flexibility in structure, emphasizing empowerment over hierarchy (Robbins & Judge, 2019). This approach decentralizes authority, encouraging employees at all levels to contribute ideas and take ownership of projects. Such flexibility enables quick adaptation to new challenges, creating a responsive work environment where team members are valued for their unique insights and are empowered to drive meaningful change. This culture is characterized by a strong orientation toward growth, future possibilities, and exploration (Mtana & Tsuma, 2024). Organizations with an adhocracy culture prioritize evolving and venturing into new markets or services. By focusing on future trends, they continuously invest in innovation and development, ensuring that they remain forward-thinking and prepared for upcoming challenges in competitive landscapes.

Adhocracy culture in schools emphasizes innovation and experimentation, encouraging teachers and students to adopt creative approaches to learning and problem-solving (Cameron & Quinn, 2011). This culture values flexibility and supports initiatives that challenge traditional norms, fostering a dynamic learning environment. By promoting out-of-the-box thinking, adhocracy culture helps schools adapt to changing educational needs and prepares students for complex, real-world challenges. More so, in an adhocracy school culture, there is an emphasis on risk-taking and initiative, where educators are encouraged to test new methods and technologies (Hoy & Miskel, 2013). This approach values independence and proactivity, fostering a climate that supports ongoing improvement and responsiveness. By supporting teachers' willingness to explore innovative practices, adhocracy culture promotes a progressive, adaptable educational environment.

Also, school adhocracy culture is characterized by a flexible organizational structure that allows for rapid decision-making and adaptation to change (Daft, 2015). Unlike hierarchical systems, adhocracy promotes decentralized leadership, empowering teachers and students to take on leadership roles. This structure enables quick responses to new educational challenges and opportunities, fostering a learning environment that values autonomy and adaptability. In addition, adhocracy culture in schools nurtures an entrepreneurial spirit among students and teachers, encouraging exploration and self-directed projects (Robbins & Judge, 2019). This culture motivates individuals to think critically, take initiative, and pursue unique solutions to educational problems. By valuing entrepreneurship, adhocracy culture cultivates a forward-thinking mindset, enabling schools to remain relevant and proactive in an ever-evolving educational landscape.

Organizational culture remains a critical determinant of teachers' effectiveness in contemporary school systems. Adhocracy culture, characterized by flexibility, innovation, and openness to change, provides a supportive environment that enhances teachers' service delivery. In schools where adhocracy culture is encouraged, teachers are motivated to adopt innovative instructional strategies, integrate digital technologies, and engage in experiential and blended learning approaches that improve instructional quality and learner outcomes. Empirical evidence from Nigerian studies indicates that flexible and innovation-driven school environments promote the effective use of ICT tools, creative teaching methods, and continuous professional growth among teachers, thereby strengthening classroom management and student engagement (Enemuo & Muogbo, 2023; Muogbo & Obiefoka, 2022).

Furthermore, adhocracy culture supports collaborative experimentation, allowing teachers to respond effectively to diverse learners' needs and evolving curriculum demands. Studies on experiential and blended learning in Anambra State demonstrate that innovative school practices enhance students' academic achievement, interest, and retention, reflecting improved teacher service delivery (Muogbo & Okafor, 2025; Okafor et al., 2023). Adhocracy-oriented schools also encourage risk-taking and adaptability, which

are essential for effective integration of emerging technologies in teaching and learning (Nnoli & Muogbo, 2025). Adhocracy culture is characterized by adaptability, risk-taking, and a strong focus on innovation (Eze, 2020). Unlike hierarchical cultures that rely on strict regulations, adhocracy fosters an environment where teachers have the freedom to develop creative solutions to educational challenges. This culture promotes autonomy, collaborative decision-making, and proactive engagement in professional growth (Adekunle & Nwankwo, 2021). Schools that adopt adhocracy culture encourage teachers to think beyond traditional pedagogical approaches and implement dynamic strategies that improve students' learning experiences.

One of the most significant impacts of adhocracy culture on teachers' service delivery is its enhancement of instructional quality. Teachers in adhocratic environments are encouraged to explore diverse instructional methodologies, such as project-based learning, flipped classrooms, and blended learning approaches (Adebayo, 2019). These strategies promote student-centered learning and improve academic outcomes. Additionally, teachers have the flexibility to tailor lesson plans to suit students' varying needs, ensuring a more inclusive educational experience (Ogunyemi, 2021). Conversely, schools that lack adhocracy culture may discourage innovation, leading to monotonous teaching practices that hinder students' cognitive development. Adhocracy culture promotes the integration of technology into education, significantly improving teachers' service delivery. In Nigerian schools where technological adoption is sometimes slow due to institutional constraints, an adhocratic approach allows teachers to experiment with e-learning platforms, virtual simulations, and artificial intelligence-based learning tools (Okoro, 2022). By leveraging digital resources, teachers can enhance lesson engagement, provide immediate feedback, and facilitate remote learning. Furthermore, technology enables teachers to adopt data-driven instruction, where assessments and student performance analytics guide lesson planning and interventions (Chukwu & Umeh, 2020). Schools that resist technological innovation often fail to maximize teachers' potential, limiting students' exposure to modern learning tools.

Effective classroom management is essential for teachers' service delivery, and adhocracy culture contributes to this by promoting adaptive strategies. In an adhocratic school environment, teachers are encouraged to implement classroom management techniques that are flexible and responsive to students' behavioral patterns (Osadebe, 2018). For instance, instead of rigid disciplinary measures, teachers may employ restorative justice techniques or student-led governance models to maintain order. Additionally, student engagement improves when teachers use interactive and creative teaching techniques, such as gamification and collaborative projects, which thrive in adhocratic settings (Akinola, 2021). Without adhocracy, teachers may struggle with classroom control, leading to ineffective learning environments.

An adhocracy culture fosters continuous professional development by encouraging teachers to seek new knowledge and skills. Schools that promote a culture of innovation invest in teacher training, workshops, and interdisciplinary collaborations (Olawale, 2020). Teachers are more likely to attend conferences, enroll in advanced studies, and participate in research initiatives when they operate in an environment that values creativity and professional autonomy (Ikechukwu & Abiola, 2022). This not only enhances teachers' expertise but also improves their job satisfaction, reducing turnover rates. On the other hand, a rigid and bureaucratic school culture may hinder teachers' willingness to explore new career advancement opportunities, affecting their long-term performance and motivation.

Adhocracy culture encourages teamwork among teachers, fostering a spirit of collaboration and shared knowledge. Schools with adhocratic cultures often implement professional learning communities where educators exchange ideas, reflect on best practices, and co-develop lesson plans (Adeyemi, 2019). This collaborative approach leads to innovative teaching techniques and cross-disciplinary engagement, benefiting both teachers and students. In contrast, schools that prioritize hierarchical authority structures

may limit teachers' ability to collaborate, resulting in fragmented and isolated teaching practices. Teachers who work in an adhocracy-driven culture enjoy greater decision-making autonomy, which directly impacts their effectiveness. Unlike schools where administrative control restricts teacher independence, adhocracy culture allows teachers to make informed choices about curriculum implementation, assessment methods, and classroom strategies (Umeh, 2021). This autonomy enables teachers to design learning experiences that align with students' interests, abilities, and real-world applications. Additionally, teacher autonomy fosters accountability and ownership over educational outcomes, improving overall school performance (Afolabi, 2023). In contrast, schools that enforce rigid policies may limit teachers' ability to exercise discretion, negatively impacting creativity and adaptability in teaching.

The relationship between adhocracy culture and teachers' effective service delivery extends to overall school performance. Schools that encourage innovation and flexibility often produce students who excel academically, socially, and emotionally (Ojo, 2021). Adhocracy culture fosters a learning environment where students develop problem-solving skills, leadership qualities, and resilience. Teachers who operate within such cultures are more motivated to exceed expectations, driving positive school reputations and increased student enrollment. Conversely, schools that resist change and discourage experimentation often struggle with stagnation, negatively affecting students' academic growth and institutional competitiveness.

Despite its numerous benefits, implementing an adhocracy culture in schools presents challenges. One common barrier is resistance to change, particularly in schools with deeply ingrained traditional teaching practices (Obi & Nwankwo, 2018). Teachers who are accustomed to structured environments may find it difficult to embrace flexibility and risk-taking. Additionally, inadequate funding and resource constraints can hinder efforts to create innovative learning spaces and provide teachers with the necessary tools for experimentation (Nwachukwu, 2019). Policymakers and school administrators must actively support the transition toward adhocracy culture by investing in teacher training, infrastructure, and digital resources to maximize its impact. Adhocracy culture plays a vital role in shaping teachers' effective service delivery in schools. By fostering innovation, technology integration, and continuous professional development, this culture enhances instructional quality, classroom management, and student engagement. Teachers operating in adhocratic environments are more likely to collaborate, explore creative teaching methods, and exercise autonomy in decision-making, ultimately improving overall school performance. Hence, there is need to determine adhocracy culture as correlate of teachers' service delivery in public secondary schools in Anambra State.

Edgar Schein's organizational culture theory (1985) posited that organizational culture consists of three levels: artifacts, espoused values, and basic underlying assumptions. Artifacts are the visible and tangible elements, such as organizational structures, dress codes, and office layouts (Schein, 1985). Espoused values refer to the stated principles, norms, and philosophies that guide behavior, such as mission statements and professional ethics. Basic underlying assumptions are the deeply ingrained beliefs and unconscious perceptions that shape workplace culture and are difficult to change. Schein argued that organizational culture significantly influences behavior, decision-making, and performance, emphasizing that understanding these levels is essential for effective leadership and organizational success.

Edgar Schein's organizational culture theory (1985) is significant in understanding how school administrative practices, organizational culture, and service delivery function within an educational setting. His theory highlights the influence of deeply ingrained values, beliefs, and assumptions on institutional operations. In financial management, the underlying cultural assumptions shape how funds are allocated, transparency is maintained, and financial policies are enforced. Schools with strong accountability values tend to implement strict financial controls, ensuring efficient resource management. Record-keeping is similarly influenced by culture, as institutions that value accuracy and

organization establish structured documentation practices to support decision-making and compliance. Instructional supervision benefits from a well-defined culture that promotes professional development, adherence to teaching standards, and collaborative evaluation.

In terms of organizational culture, Schein's model explains how different cultural types influence school operations. Clan culture, characterized by collaboration and shared values, fosters teamwork in administration and enhances teacher motivation. Teacher-oriented culture, emphasizing educator empowerment, aligns with a culture that values professional growth and instructional excellence. Adhocracy culture, which encourages innovation, supports flexibility in administrative practices and instructional supervision, allowing schools to adapt to educational advancements.

For service delivery, the cultural framework determines how effectively schools meet students' and stakeholders' needs. A strong culture emphasizing student-centered values, efficiency, and accountability enhances service quality. Schein's theory underscores that a school's underlying assumptions and values shape its administrative effectiveness, workplace relationships, and the overall quality of education delivered to students. However, this theory did not explain teachers' effective service delivery in public secondary schools. Thus, the need for social exchange theory by George Homans (1958).

METHODS

The study employed a correlational research design to examine the relationships among school administrative practices, organizational culture, and teachers' service delivery in public secondary schools in Anambra State. Correlational research, as a non-experimental approach, allows the researcher to investigate the degree and direction of relationships between variables as they naturally occur, without manipulation. This design was considered appropriate because the study sought to determine whether administrative practices and organizational culture are related to teachers' service delivery, rather than to establish cause-and-effect relationships. While correlational studies cannot determine causality, they are effective for identifying associations and predicting trends, which aligns with the objectives of this research.

The study was conducted in Anambra State, Nigeria, covering all state-owned public secondary schools across the six education zones: Aguata, Awka, Nnewi, Onitsha, Ogidi, and Otuocha. Anambra State is located in southeastern Nigeria and is predominantly inhabited by the Igbo ethnic group. It has significant economic, cultural, and educational importance, with Awka as the state capital and Onitsha serving as a major commercial hub. The state comprises 21 Local Government Areas and 178 autonomous communities, with diverse geographical features ranging from grasslands in the north to tropical rainforests in the south. Education is a key priority of the Anambra State government, leading to increased student enrolment in public secondary schools. However, this growth has not been matched with proportional improvements in teachers' welfare, administrative support, and resources. These challenges, observed by the researcher, have contributed to teacher demotivation, low morale, and ineffective service delivery, thereby justifying the focus of the study on administrative practices and organizational culture.

The population of the study consisted of 6,598 teachers in public secondary schools across the six education zones in Anambra State, as documented by the Planning, Research and Statistics Department of the Post Primary Schools Service Commission in 2024. The population included both male and female teachers distributed across the zones, with noticeable gender disparities favoring female teachers in most zones. From this population, a sample of 660 teachers was selected using a multistage sampling technique. First, proportionate random sampling was used to select 10% of schools from each education zone to ensure adequate representation. Subsequently, 10% of teachers were randomly selected from each of the chosen schools using simple random sampling. This approach ensured fairness, representativeness, and manageability of the sample while maintaining statistical reliability.

Data for the study were collected using three structured questionnaires developed by the researcher: the School Administrative Practices Questionnaire (SAPQ), the School Organizational Culture Questionnaire (SOCQ), and the Teachers' Service Delivery Questionnaire (TSDQ). The SAPQ focused on financial management, record keeping, and instructional supervision, while the SOCQ examined clan culture, teacher-oriented culture, and adhocracy culture. The TSDQ measured aspects of teachers' service delivery. All instruments were structured on a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The instruments were subjected to both face and construct validity. Face validity was established through expert review by specialists in Measurement and Evaluation and Educational Management, whose suggestions led to the removal of ambiguous and double-barreled items and refinement of the instruments. Construct validity was further confirmed using Confirmatory Factor Analysis, supported by acceptable model fit indices, a satisfactory Kaiser-Meyer-Olkin measure of sampling adequacy, and a significant Bartlett's Test of Sphericity, indicating that the instruments were suitable for factor analysis and valid for the study.

The reliability of the instruments was determined through a pilot study conducted with 20 teachers in Enugu State, outside the study area but with a similar administrative structure. Cronbach Alpha statistics were used to assess internal consistency. The reliability coefficients for the SAPQ, SOCQ, and TSDQ were all above the recommended threshold of 0.70, indicating that the instruments were reliable for data collection. Questionnaires were administered directly to respondents in their schools with the assistance of trained research assistants to ensure a high return rate. Out of the 660 questionnaires distributed, 618 were correctly completed and returned, yielding a response rate of 93.64%. Data analysis was carried out using the Pearson Product Moment Correlation Coefficient to answer research questions and test hypotheses at the 0.05 level of significance. This statistical technique was appropriate given the correlational nature of the study and the quantitative variables involved. The analysis was conducted using SPSS version 26, with interpretation guided by established correlation strength benchmarks. Decisions on hypotheses were based on p-values, with values below 0.05 indicating statistically significant relationships.

RESULTS

Research Question: What is the correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State?

Table 1. The correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State

Variables	N	Teachers' Service Delivery	Adhocracy Culture	Remark
Teachers' Service Delivery	618	1.00	.868**	Very Strong Positive Correlation
Adhocracy Culture	618	.868**	1.00	

Table 1 shows the correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State. The results revealed that the r-value was 0.868 with a sample size of 618 teachers. This suggests that there is a very strong positive correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State.

Hypothesis
H_0: There is no significant correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State.

Table 2. Test of the correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State

Variables	N	Teachers' Service Delivery	Adhocracy Culture	P-Value	Remark
Teachers' Service Delivery	618	1.00	.868**	.000	Significant
Adhocracy Culture	618	.868**	1.00		

Table 2 shows the test of hypothesis six on the correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State. The results revealed that the r-value was 0.868 with a p-value of 0.000 which is below the 0.05 level of significance. Thus, the null hypothesis was rejected while the alternative hypothesis was retained. This suggests that there is a significant strong positive correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State.

DISCUSSION

There is a significant strong positive correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State.

The findings of research question six and hypothesis six revealed that there is a significant strong positive correlation between adhocracy culture and teachers' service delivery in public secondary schools in Anambra State. This cultural orientation promotes innovation, where educators are consistently motivated to experiment with novel teaching strategies that enhance student engagement and comprehension. The school environment facilitates a supportive atmosphere for creative problem-solving, allowing staff to collaboratively address instructional challenges. Leadership actively encourages calculated risk-taking, enabling teachers to trial unconventional methods without fear of reprimand. Emerging technologies are routinely introduced and integrated into teaching, ensuring instructional relevance and modernity. Rather than strict adherence to rigid norms, flexibility and forward-thinking are emphasized. Schools exhibit responsiveness to evolving educational trends, swiftly aligning with policy shifts. Teachers play integral roles in experimental initiatives and pilot projects, often leading innovation from within. Additionally, staff are empowered to conceptualize and implement co-curricular innovations that complement the academic curriculum, reflecting an organizational preference for creativity and adaptability over conformity.

The strong positive correlation between adhocracy culture and teachers' service delivery in Anambra State public secondary schools is well-aligned with scholarly discourse on organizational innovation and education outcomes. Adhocracy culture, as Cameron and Quinn (2011) found characterized by flexibility, experimentation and risk-taking, fosters an environment where educators are free to innovate, thus enhancing classroom engagement and knowledge transfer. Ibe et al (2020) findings confirmed that schools that adopt this culture encourage teachers to embrace emerging pedagogical trends and use technology to enrich learning. Zhu et al., (2021) findings affirmed that the institutional support for innovation ensures that teachers adapt to dynamic educational demands, ultimately improving service delivery through tailored and impactful instructional approaches.

In addition, the proactive integration of emerging technologies and co-curricular innovations demonstrates a systemic readiness to support teacher-led transformation. Research shows that when teachers are given freedom to explore new instructional techniques and tools, student learning outcomes improve significantly. This empowerment is evident in the regular introduction of pilot projects that involve teacher collaboration and experimentation. Such initiatives not only nurture a culture of shared ownership but also serve as incubators for scalable educational reforms. In this way, Okoro and Eze (2021)

findings confirmed that adhocracy fosters professional autonomy, stimulates creativity and enhances job satisfaction, all of which contribute to improved teacher service delivery.

However, critics may argue that while adhocracy culture stimulates innovation, it may also introduce inconsistencies in instructional delivery. Nduka et al., (2022) findings argued that the absence of standardized approaches may result in varied teaching quality across classrooms, especially if innovations lack empirical grounding. Risk-taking without a proper evaluative framework may lead to the adoption of ineffective or confusing pedagogical strategies. Additionally, overemphasis on innovation might lead to the marginalization of foundational teaching principles that ensure uniform learning standards. These concerns suggest that adhocracy, while beneficial, may need to be balanced with elements of control and coherence to maintain pedagogical consistency.

Another criticism pertains to the potential burnout that may arise from constant innovation. Fullan and Hargreaves, (2012) findings argued that teachers might feel pressured to perpetually reinvent their instructional methods, leading to fatigue and reduced productivity. Furthermore, Evans (2011) findings attested that some teachers may resist change due to lack of training or discomfort with technology, creating disparities in innovation uptake. This uneven adaptability can fragment the learning experience and reduce the collective impact of school-wide strategies. In such cases, adhocracy culture might alienate teachers who thrive under clear structure and predictable expectations, undermining the intended boost in service delivery.

The positive relationship between adhocracy culture and teachers' service delivery in Anambra State is likely driven by systemic educational reforms, increased technological integration and a generational shift toward creativity and autonomy. The state's focus on modernizing public education may have cultivated leadership styles that value responsiveness and innovation. Furthermore, global trends emphasizing 21st-century skills have compelled schools to adopt flexible, experimentation-friendly environments (OECD, 2018). These shifts, combined with teachers' increasing exposure to digital pedagogies and collaborative professional learning communities, have fostered a culture conducive to innovation, ultimately enhancing instructional quality and responsiveness to learners' diverse needs.

CONCLUSION

This study concluded that adhocracy culture is a significant and strong correlate of teachers' service delivery in public secondary schools in Anambra State. The findings revealed that schools that promote innovation, flexibility, creativity, and openness to new ideas tend to experience higher levels of teachers' service delivery. Adhocracy culture encourages teachers to experiment with new teaching methods, adapt to changing educational demands, and actively participate in problem-solving and decision-making processes within the school system. Such an environment enhances teachers' motivation, professional commitment, and responsiveness to students' needs. The strong positive relationship established in this study suggests that when school administrators support risk-taking, initiative, and continuous improvement, teachers are more likely to perform their duties effectively, including lesson preparation, classroom instruction, assessment, and student engagement. Conversely, rigid and overly bureaucratic school environments may hinder teachers' creativity and reduce their effectiveness. Based on these findings, the study concludes that strengthening adhocracy culture within public secondary schools can serve as a strategic approach to improving teachers' service delivery in Anambra State. School leaders and education policymakers should therefore create enabling environments that value innovation, collaboration, and adaptability.

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