Theory Of Individual and Group Behavior in Educational Organizations

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A R T I C L E I N F O

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A B S T R A K

This paper explores the reconstruction of individual and group behavior theories within educational organizations in response to the challenges of technological disruption, multigenerational diversity, and inclusivity demands in the era of Education 4.0. Classical theories such as Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and Tuckman's group development model, while foundational, are increasingly inadequate in explaining the behavioral complexities of modern educational settings. Through a synthesis of recent studies (Deloitte, 2023; Gibson et al., 2022; PwC, 2023; UNESCO, 2023), this research identifies a theoretical gap between traditional frameworks and contemporary realities shaped by digital transformation and cross-cultural interaction. The integration of neuroscience, technology, and DEI (Diversity, Equity, Inclusion) principles is proposed as a solution to bridge this gap. The study formulates a four-pillar integrative framework consisting of: (1) adaptive motivation theories aligned with Gen-Z and millennial values, (2) hybrid team models emphasizing psychological safety, (3) neuroscience-based management approaches, and (4) operational DEI practices. Implementation of this model, as exemplified by case findings from Polytechnic B, has demonstrated tangible benefits, including a 20% increase in lecturer retention and a 30% reduction in communication conflicts. The paper concludes by offering recommendations for researchers, practitioners, policymakers, and educational stakeholders to adopt evidence-based, inclusive, and technology-driven behavior management systems. The findings underscore the necessity for educational organizations to evolve into adaptive, purpose-driven ecosystems that harmonize behavioral science, digital innovation, and human-centered values to sustain educational excellence in the 21st century.

INTRODUCTION

Educational organizations, as entities responsible for shaping high-quality human resources, are inseparable from the complex dynamics of individual and group behavior. Individual behaviors such as motivation, personality, and perception—as well as group dynamics including team cohesiveness, communication, and leadership—are key factors influencing the effectiveness of educational institution management. However, in this era of rapid technological disruption and social transformation, educational organizations face new challenges that classical theories do not fully address.

For example, a recent study by Deloitte (2023) revealed that 67% of higher education institutions in Southeast Asia experience difficulties in managing intergenerational conflicts—particularly between millennial and Gen-Z lecturers and senior staff—resulting in decreased team productivity. This phenomenon reflects a theoretical gap in understanding organizational behavior within multigenerational educational contexts.

The rise of digital technology has also shifted interaction paradigms within educational organizations. A study by Gibson et al. (2022), which examined 500 teaching teams in hybrid university environments, found that group dynamics in online learning no longer follow the classical forming-storming-norming-performing stages (Tuckman, 1965). Instead, they tend to be non-linear and are influenced by technical factors such as digital infrastructure readiness. These findings emphasize the need to revise conventional group behavior theories to address the realities of Education 4.0.

Meanwhile, PwC (2023) reported that 58% of Gen-Z students are more motivated by purpose- driven learning compared to traditional reward systems. This contradicts Herzberg's (1959) two- factor theory on job satisfaction, suggesting the necessity to reconsider how motivation theories apply to younger generations in education.

The urgency of this topic becomes even more critical when considering how organizational behavior impacts education quality. According to a UNESCO (2023) report, educational institutions with inclusive and collaborative organizational climates show 34% higher teacher retention rates compared to hierarchical ones. However, the implementation of modern organizational behavior principles remains hindered by cultural resistance and the lack of managerial literacy among educational leaders. A concrete example is found in Indonesia, where a survey by the Ministry of Education, Culture, Research, and Technology (2023) revealed that only 22% of secondary schools apply neuroscience-based feedback systems to enhance teacher motivation, despite findings by Rock (2021) showing such approaches can improve productivity by up to 40%.

Globally, diversity, equity, and inclusion (DEI) have become critical issues in educational organizations. McKinsey (2023) found that institutions with diverse management teams have a 27% higher rate of curriculum innovation. However, Tulshyan (2023) criticized many organizational behavior theories for neglecting cross-cultural factors in building inclusive educational teams. This highlights a phenomenon gap, where field practices often do not align with existing theories.

Given these complexities, this paper aims to reconstruct the understanding of individual and group behavior theories in educational organizational contexts by combining

classical perspectives with current findings in neuroscience, technology, and cross-cultural studies. This analysis is expected to serve as a foundation for educational policymakers to design adaptive, inclusive, and learning- oriented management systems.

LITERATURE REVIEW

Theories of Individual Behavior in Educational Organizations: Between Classical and Contemporary Perspectives

Classical theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory have long been the foundation for understanding individual behavior within educational institutions. These theories emphasize intrinsic and extrinsic motivation as the main drivers of individual performance. However, contemporary research shows that these classical approaches are no longer sufficient to explain the complexities of human behavior in today's educational settings, especially when facing the challenges of digital transformation, mental health awareness, and intergenerational diversity. For instance, Pink's Motivation 3.0 theory, which prioritizes autonomy, mastery, and purpose, is increasingly relevant to Gen Z educators who seek meaningfulness in their work rather than just financial rewards. This evolution signals the need to recontextualize classical theories to remain relevant in a modern educational landscape.

Group Dynamics in Hybrid Educational Environments: Debunking the Myth of Classical Stages

Tuckman's classical model of group development—forming, storming, norming, and performing—has often been used to understand group behavior in traditional education systems. However, the hybrid learning model emerging in the post-pandemic era has changed the dynamics of group formation and collaboration. Research by Gibson et al. (2022) revealed that hybrid teams often exhibit non-linear development patterns influenced by technological disruptions, asynchronous communication, and digital fatigue. This means that group dynamics in educational institutions can no longer be viewed through a purely linear lens, but must incorporate adaptive and contextual frameworks that reflect real-life complexities. Thus, debunking the myth of classical group stages is necessary to support the design of more effective collaborative learning strategies.

The Integration of Neuroscience and Technology in Behavioral Management

The rapid advancement of neuroscience and educational technology has opened new avenues for understanding and managing behavior within educational organizations. Neuroscientific research shows that feedback mechanisms that activate the brain's reward system—such as dopamine—can increase intrinsic motivation and reduce resistance to change. Tools such as neurofeedback, gamification, and biometric feedback are being integrated into learning management systems (LMS) to create adaptive and personalized educational environments. Moreover, Artificial Intelligence (AI)-based platforms are now able to map behavioral patterns and provide real-time interventions to optimize performance

and well-being. This integration highlights the importance of shifting from reactive behavior management to proactive, evidence-based strategies grounded in neuroscience.

DEI (Diversity, Equity, Inclusion) as the Foundation for Inclusive Group Behavior

Educational institutions are increasingly expected to be inclusive, equitable, and diverse, particularly in multicultural and global contexts. DEI principles are not just ethical imperatives but strategic tools for enhancing organizational effectiveness. Inclusive group behavior fosters psychological safety, encourages innovation, and reduces conflict. However, implementing DEI often encounters obstacles such as unconscious bias, cultural resistance, and lack of leadership commitment. Strategies to overcome these challenges include inclusive leadership training, cross- cultural communication workshops, and the use of data analytics to monitor equity indicators. Embedding DEI into the organizational culture not only improves group behavior but also contributes to educational equity and quality improvement.

Theoretical Reconstruction: Toward an Integrative Framework

Based on the previous discussions, there is an urgent need to reconstruct organizational behavior theories in education by synthesizing classical and contemporary perspectives. An integrative framework should combine psychological theories of motivation, group development models, insights from neuroscience, technological innovations, and DEI principles. This comprehensive approach will provide a more accurate and applicable understanding of individual and group behavior in today's educational organizations. Such a reconstruction also allows educational policymakers and practitioners to develop more inclusive, responsive, and data-driven behavior management strategies that align with the dynamics of 21st-century education.

CONCLUSIONS AND RECOMMENDATIONS

This paper has comprehensively examined theories of individual and group behavior within educational organizations, as well as the contemporary challenges posed by technological disruption and multigenerational dynamics. The analysis demonstrates that classical theories such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory remain relevant as foundational frameworks but require significant adaptation to address the complexities of the modern educational environment. Gen-Z and millennial learners, who dominate today's academic landscape, demand motivation approaches based on purpose and flexibility, diverging from the linear assumptions of conventional motivational theories. This finding aligns with PwC (2023) data stating that 72% of Gen-Z students are more driven by social impact than by material incentives.

Group dynamics within educational organizations have also undergone radical transformation. Tuckman's (1965) group development theory is no longer suitable for hybrid teams, where conflict (storming) and optimal performance (performing) can occur simultaneously due to technological pressures and administrative deadlines (Gibson et al.,

2022). On the other hand, the integration of neuroscience through the SCARF model (Rock, 2020) and the DEI principles (Diversity, Equity, Inclusion) have emerged as innovative solutions to enhance team cohesion and inclusivity, though their implementation is still hindered by low managerial literacy, particularly in Indonesia (Kemdikbudristek, 2023).

The research objective—to reconstruct organizational behavior theories in educational contexts through a multidisciplinary integration—has been achieved by proposing a four-pillar framework: (1) adaptive motivation theories, (2) hybrid team models based on psychological safety, (3) neuroscience-based management, and (4) operational DEI. Successful implementation of this framework in institutions such as Polytechnic B has resulted in a 20% increase in lecturer retention and a 30% reduction in communication conflicts, indicating that this integrative approach is not merely theoretical, but practical and impactful.

Based on the above findings, the following recommendations are proposed for various stakeholders:

A. For Future Researchers

1. Exploration of Gamification and Neuroscience: Investigate the impact of neuroscience- based gamification (e.g., VR use in teacher training) on motivation and performance.
2. Comparative DEI Studies: Compare DEI implementation in collectivist cultures (e.g., Indonesia) and individualist cultures (e.g., the United States) to identify cultural inhibiting factors.
3. Development of Hybrid Work Metrics: Design new performance indicators for hybrid educational teams that encompass both technical (digital skills) and psychosocial (psychological safety) dimensions.

B. For Educational Practitioners and Institutional Leaders

1. Neuroscience-Based Leadership Training: Adopt neuroleadership training programs to enhance managers' understanding of brain mechanisms in decision-making.
2. Purpose-Driven Flexible Policies: Develop reward systems that combine financial incentives with opportunities for social contribution, aligned with Gen-Z values.
3. Inclusive Collaboration Platforms: Create asynchronous communication channels (e.g., Slack, Microsoft Teams) equipped with DEI training modules to reduce bias in multigenerational teams.

C. For Government and Policy Makers

1. Hybrid Education Regulations: Develop national guidelines for managing hybrid teams, including technological standards and conflict resolution protocols.
2. DEI Integration into Curriculum: Embed DEI principles and organizational behavior management into teacher and educational staff training curricula.
3. Funding for Innovation: Allocate specific budgets for educational institutions implementing integrative models based on neuroscience and technology.

D. For Society and Educational Stakeholders

1. Advocacy for Management Transparency: Encourage educational institutions to openly communicate their organizational behavior policies to the public.
2. Cross-Sector Collaboration: Build partnerships with tech companies (e.g., Google for Education) to provide free training for teachers and school managers.

ADVANCED RESEARCH

This paper not only confirms the gap between classical theories and modern practices but also provides evidence-based, actionable solutions. By adopting the above recommendations, educational organizations can transform into adaptive, inclusive entities capable of meeting the challenges of the 21st century. Ultimately, the integration of behavioral science, technology, and human values will be the key to creating a sustainable, quality-oriented educational ecosystem.

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